



Safeguarding and Child Protection Policy

Dwight Seoul takes our responsibility to safeguard the wellbeing, safety, and welfare of students seriously and has committed to rigorous systems, practices, and policies to proactively prevent and respond to potential student harm that may arise. We recognize that students need the foundation of a healthy, safe, secure, and supportive school environment to ensure opportunities are optimal for learning and personal growth, and that school-wide safeguarding and child protection policies and practices have a crucial role in establishing and maintaining an emotionally and physically safe and healthy environment.

Our commitment to Personalized Learning, Community, and Global Vision for every student elevates and prioritizes the work of safeguarding at Dwight Seoul. Through collaborative efforts, safeguarding addresses potential risks, promotes the safety and welfare of all community members, and envisions a globally interconnected network that values personalized learning and community resilience."

Our policy is aligned with Korean and international statutes. The rights of children are outlined in the United Nations Convention on the Rights of the Child (UNCRC), to which South Korea is a signatory country, as well as the Child Care Act implemented in South Korea on January 23, 2013. This legislation strengthens the authority of the previously instituted statutes such as the Korea Child Welfare Act, the Domestic Violence Prevention and Victim Protection Act, and the Protection of Children and Juveniles from Sexual Abuse Act with the aim of safeguarding the wellbeing of all children.

Dwight Seoul believes that every child has a right to feel safe and protected from harm, regardless of ability, race, national origin, religion, gender identity, sexual orientation, sex, age, physical or mental disability, medical condition, genetic information, physical appearance, or culture. (Dwight Seoul BJEDI Statement). We acknowledge that Dwight Seoul is in a unique position of primary responsibility for the safety, care, and welfare of students in its charge. In fulfilling this responsibility, Dwight Seoul is dedicated to integrating safeguarding policies, procedures, and guidelines into its overall operations.

The tasks of embedding safeguarding policies, procedures, and guidelines are innate responsibilities of the Administration of Dwight Seoul, with regular reporting on safeguarding issues to the Head of School. As part of the enrollment and re-enrollment process, all families acknowledge the safeguarding commitment Dwight Seoul has made to every student, as well as explicitly state that they have read and accepted the policies and protocols of Dwight Seoul.



At Dwight Seoul, we believe:

- Safeguarding involves building and nurturing a caring, responsive, and protective culture of awareness, knowledge, and empowerment in our student and adult communities;
- Children have the right to be protected from all forms of abuse, neglect, and exploitation;
- Children have the right to be listened to by any adult in the school about any concerns that they may have;
- Children should be treated fairly, with dignity, and with respect;
- Adult decisions affecting children should be made with the best interests of the child as the primary concern to prevent the impairment of children's mental and physical health or development;
- All staff and faculty have an equal responsibility to act on any suspicion or disclosure;
- Sensitive information including secure documentation of concern, response, and case management must be honored and in compliance with applicable laws.

Procedures For Reporting Suspected Cases Of Child Abuse Or Neglect:

Where there is cause to suspect an incident of child abuse or neglect, or a pattern of behavior that indicates a child may be subject to abuse or neglect, it is the responsibility of the staff member to report this suspected incident to the Designated Safeguarding Lead (DSL) who must share this with the principal of the school division in which the child is enrolled. It is the responsibility of the DSL to inform the Head of School of the suspected case of child abuse and neglect.

Procedures for reporting a safeguarding concern:

1. Speak with the Designated Safeguarding Lead (DSL) or one of the Deputies if DSL is unavailable.
2. Complete the 'Safeguarding Concerns Recording Form' which can be found in the LS and US bulletin, or can be shared by the DSL / Deputy.
3. Safeguarding takes over.

The DSL, together with the Safeguarding Officers (SO) will form a child abuse response team to include the referring teacher, school nurse, Student Life Coordinator and Pastoral Counselor and will take initial steps to gather information regarding the matter. In all cases, follow up activities will be conducted in a manner to ensure information is documented concisely and factually and that strict confidentiality is maintained.

Procedures For Addressing Sexual And Physical Abuse & Neglect:

Based on the information we have acquired, a plan of action is developed to assist the child.

- A. Interviews between the child and Safeguarding Team to attempt to gain more information. Depending upon the age of the child these interviews may include drawing pictures, playing with toys and conversations with the child in an attempt to elicit more information as to what may or may not have occurred. If abuse is clear then



- it should be a direct call to police/child services.
- B. Ongoing in-class observations of the child by the Safeguarding Team, teacher, counselor or Student Life Coordinator.
 - C. Meetings with the family to present concerns (if there is conclusive evidence that they are not suspected of the concern)
 - D. Referral of the student and family to external professional counseling services.
 - E. Referral to legal agencies/local authorities (School consults with lawyers where required)
 - F. Notification of the management of the sponsoring company of the concern for the child/family.
 - G. Consultation with the embassy or consulate of the country of the involved family.
 - H. Consultation with the school's attorney.

Ethical Mandate For Reporting:

A report of child abuse to authorities must be submitted within 24 hours after there is reasonable cause to believe that a child has suffered abuse. Any report or other action must be kept confidential. Reports should be submitted, by completing the Safeguarding Concerns Recording Form, which is available in the bulletins of each division.

Reports can be made to any member of the Safeguarding Team or Division Principals who will discuss the report to develop a plan of action that will include:

Plan of Action:

1. Initial Assessment and Risk Evaluation:

- The Safeguarding Team first assesses the situation, evaluating the severity and immediacy of the risk to the student.
- Determine whether immediate protective actions are required, such as separating the student from potential harm or ensuring they are in a safe environment.

2. Gathering Information:

- Collect relevant information from all parties involved, including the student, teachers, staff, and any other witnesses.
- Review any documentation, records, or previous reports related to the situation.

3. Consultation and Collaboration:

- The Safeguarding Team might consult with other professionals, such as counselors, external child protection agencies, or legal advisors, depending on the nature of the report.
- Collaboration with parents or guardians, unless they are implicated in the report, to inform them and seek their input on the situation.

4. Immediate Interventions:

- Implement any immediate interventions needed to protect the student*, such as adjusting the student's school schedule, providing counseling services, or initiating temporary measures to reduce risk.



- Ensure the student has access to support services, such as counseling, peer support, or medical care if needed.

5. Development of a Long-Term Support Plan:

- Create a long-term support plan for the student, which could include ongoing counseling, monitoring, academic support, and any other necessary interventions to ensure their continued safety and well-being.
- Establish regular check-ins with the student to monitor their progress and adjust the plan as needed.

6. Communication and Reporting:

- Ensure that all relevant parties, including the student, parents, and school staff, are kept informed about the actions being taken and any updates on the situation.
- Report the situation to external authorities if required by law or if the Safeguarding Team determines that external intervention is necessary.

7. Monitoring and Review:

- Set up a system for monitoring the situation over time to ensure the plan of action is effective and that the student remains safe.
- Regularly review the plan and make adjustments as needed based on feedback from the student and any changes in circumstances.

8. Documentation:

- Keep detailed records of all actions taken, meetings held, and decisions made throughout the process.
- Ensure that documentation is stored securely and confidentially, in line with school policies and legal requirements. Files will be stored for X, on the Safeguarding Team Google Drive.

9. Training and Awareness

- If appropriate, the situation will be used as an opportunity to reinforce safeguarding training and awareness among staff and students to prevent future incidents.
- Safeguarding policies will be reviewed and updated if necessary, based on lessons learned from the situation.

*Notification of other members of staff will be made on a need-to-know basis emphasizing the need to support the child and maintain confidentiality.

Reporting To Outside Authorities:

When making a report to authorities, the staff member/ Safeguarding Team must include as much of the following information as is available or can be gathered through interviews with



teachers and other relevant adults close to the child.

Follow Up And Continuing Support:

In the incidence of a reported or substantiated case of child abuse or neglect:

- The Student Life Coordinator/Counselor will maintain follow up contact with the child and family to provide support and guidance as appropriate.
- The school counselor will meet with the child's teachers and the school Principal to provide in-service training regarding the needs of abused or neglected children and the important role teachers play in assisting the child's recovery and future development.
- The Student Life Coordinator and Counselor will provide resource materials and strategies for teacher use.
- The Student Life Coordinator and Counselor will maintain contact with outside therapists and investigators to update the situation of the child in school.

All documentation of the investigation will be marked confidential and kept in the child's school records file and may be a part of information sent to schools to which the student may transfer.

WHAT CONSTITUTES CHILD ABUSE AND NEGLECT?

Definitions of abuse:

According to the World Health Organization (WHO, 2024) child abuse constitutes: *“Child maltreatment is the abuse and neglect that occurs to children under 18 years of age. It includes all types of physical and/or emotional ill-treatment, sexual abuse, neglect, negligence and commercial or other exploitation, which results in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power.”*

Dwight Seoul recognizes four types of abuse and neglect, as defined by the WHO:

- PHYSICAL ABUSE
- SEXUAL ABUSE
- EMOTIONAL AND PSYCHOLOGICAL ABUSE
- PEER ON PEER ABUSE
- NEGLECT

At Dwight Seoul we consider any student at our school a “child” even if they are 18 years of age or older.

The following outlines definitions and indicators of abuse and neglect and should be used by the educator as a guideline for reporting. It is not necessary to know the details of the possible abuse or to be certain whether or not an indicator means abuse has taken place in order to report. The reporting law specifies reporting when you have “reasonable cause to believe that a child has suffered abuse or neglect.” Reasonable cause/suspicion exists when it is objectively reasonable for a person to entertain a suspicion based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his or her training and experience, to suspect child abuse.



The severity of an indicator or statements by the child as to the non-accidental nature of the injury may indicate possible abuse.

Physical Abuse Definition

Physical abuse of a child is defined as the intentional use of physical force against a child that results in – or has a high likelihood of resulting in – harm for the child’s health, survival, development or dignity. This includes hitting, beating, kicking, shaking, biting, strangling, scalding, burning, poisoning and suffocating. Much physical violence against children in the home is inflicted with the object of punishing. (WHO, 2024)

Indicators of Physical Abuse: *

- Unexplained bruises and welts on any part of the body
- Bruises of different ages (various colors)
- Injuries reflecting shape of article used (electric cord, belt, buckle, ping pong paddle)
- Injuries that regularly appear after absence or vacation
- Unexplained burns, especially to soles, palms, back or buttocks
- Burns with a pattern from an electric burner, iron or cigarette
- Rope burns on arms, legs, neck or torso
- Injuries inconsistent with information offered by the child
- Immersion burns with a distinct boundary line
- Unexplained lacerations, abrasions or fractures

Sexual Abuse Definition

The World Health Organization (WHO) defines sexual violence as: 'Any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic or otherwise directed against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any.

Indicators of Sexual Abuse:*

- Venereal disease in a child of any age
- Evidence of physical trauma or bleeding to the oral, genital or anal areas
- Difficulty in walking or sitting
- Refusing to change into gym clothes
- Child running away from home and not giving any specific complaint
- Pregnancy at 11 or 12 with no history of peer socialization
- Sexual knowledge, behavior, or use of language not appropriate to age level

Emotional Abuse



Emotional (or psychological) abuse involves both isolated incidents, as well as a pattern of failure over time on the part of a parent or caregiver to provide a developmentally appropriate and supportive environment. Acts in this category may have a high probability of damaging the child's physical or mental health, or its physical, mental, spiritual, moral or social development. Abuse of this type includes: the restriction of movement; patterns of belittling, blaming, threatening, frightening, discriminating against or ridiculing; and other non-physical forms of rejection or hostile treatment. (WHO, 2024)

Indicators of Emotional Abuse:*

- Low self-esteem
- Excessive withdrawal
- Fearfulness
- Developmental delays
- Difficulty forming relationships
- Unexplained anger or aggression
- Sudden changes in behavior
- Self-harm or talk of suicide
- Extreme behaviors
- Lack of attachment
- Constant criticism or belittling
- Frequent crying or emotional outbursts
- Physical symptoms with no medical explanation
- Difficulty concentrating
- Reluctance to go home
- Nightmares or sleep disturbances
- Over-compliance or excessive need to please

Peer on peer abuse

Peer-on-peer abuse refers to situations where children or young people are abused by their peers. This type of abuse can occur in various settings, such as schools, communities, or online environments. It encompasses a range of harmful behaviors that one child or young person may inflict on another, including physical, sexual, emotional, and psychological abuse. Additionally, peer-on-peer abuse often manifests through bullying and cyberbullying, where individuals use intimidation, harassment, or social exclusion to harm their peers. These forms of abuse can be particularly insidious, as they may be persistent and difficult to escape, especially in digital spaces. The significant and long-lasting effects on the victim's well-being underscore the importance of addressing these issues promptly and effectively. In the incident of (cyber) bullying staff can refer to the anti-bullying policy to ensure that all forms of bullying are recognized and dealt with appropriately.

Indicators of peer on peer abuse:

- Physical Abuse: Hitting, kicking, biting, or any form of physical harm.
- Sexual Abuse: This can include sexual harassment, sexual assault, or any non-consensual sexual activity. It also includes behaviors like sexting or sharing explicit images without consent.
- Emotional or Psychological Abuse: Bullying, name-calling, humiliation, or any behavior that undermines a child's self-esteem and emotional well-being.
- Cyberbullying: Abusive behavior carried out online, including harassment, spreading



- rumors, or sharing harmful content about someone without their consent.
- Grooming: The process by which a child is manipulated or coerced by another child for the purpose of sexual exploitation.

Procedures for students to report cyberbullying / online safety concerns:

- Screenshot evidence, and block the account
- Report and share evidence with a trusted adult (eg. Advisor, Counselor, Student Life Coordinator, Safeguarding Team)
- Safeguarding Team takes over

Neglect Definition

Neglect is frequently defined as the failure of a parent or other person with responsibility for the child to provide needed food, clothing, shelter, medical care, or supervision to the degree that the child's health, safety, and well-being are threatened with harm.

Types of neglect can be medical, physical, or emotional. Negligent treatment would include failure to provide age-appropriate adult guardianship.

Affluent neglect refers to the neglect faced by children in wealthy families. This type of neglect is often harder to detect because it frequently involves emotional neglect experienced by children and young people. In affluent families, parents may often work long hours, leaving their children in the care of paid caregivers. This can result in an emotional disconnect, causing children to feel lonely and have their emotional needs unmet by their parents. Additionally, it's suggested that affluent parents, in addition to not spending quality time with their children, may place significant pressure on them to achieve academic success. This pressure can sometimes lead to psychological and emotional issues for the children.

Indicators of Neglect:*

- Frequent absence from school
- Begging or stealing food or money
- Student lacks needed medical or dental care, immunizations, or glasses
- Poor hygiene
- Inappropriately dressed for the weather
- Alcohol or drugs abuse
- Student states that there is no one at home to provide care

Indicators of Affluent Neglect:*

- Emotional detachment
- Frequence absence of parents
- Lack of Parental Involvement
- Excessive Pressure to Perform
- Overcompensation with Material Goods
- Social Isolation
- Behavioral Issues
- Lack of Supervision or Boundaries



- Difficulty Expressing Emotions
- Inconsistent or Over-Reliance on Caregivers

****Behavioral indicators in and of themselves do not constitute abuse. Together with other indicators they may warrant a referral.***

Dwight Seoul mandates that if a student needs to stay with someone other than their parents or legal guardians, the parents must let the school know ahead of time and share with the name and contact information of the caregivers in their absence.

SERVICES PROVIDED BY DWIGHT SEOUL

The school counselor will define annually the range of services to be provided by the school and the range of services to be referred to outside resources. These services are listed in the Counseling Handbook.

SAFE RECRUITMENT PRACTICES

Screening and hiring staff

At Dwight Seoul, we are dedicated to ensuring that all employees and volunteers undergo thorough and rigorous screening before working with children. Additionally, Dwight Seoul requires that all external contractors provide documentation of completed criminal background checks and screenings. Dwight Seoul mandates the following screenings and background checks for all faculty, staff, contractors, vendors, and service providers:

- Job postings, should include a clear mention of safer recruitment practices
- Personal interview
- Credential verification
- Reference checks
- Criminal record checks from the home country and any country where they have been employed for six months or longer

Code of Conduct

All staff, faculty, volunteers, and anyone working with children at Dwight Seoul must consistently uphold appropriate boundaries and maintain professionalism at all times. At the beginning of each contract, all Dwight Seoul personnel are required to read and sign the Teacher Standards and Professionalism. Parents and students are required to read and sign the Parent / Student Code of Conduct.

Training

All faculty and staff are required to attend annual training on Level 2 Safeguarding and Child protection. Training is conducted in both English and Korean. All External Extra Curricular Program (ECP) providers and substitute teachers are required to complete comprehensive



training in safeguarding and child protection to ensure they are fully equipped to uphold the safety and well-being of our students, provided by the Safeguarding Team.

ADDITIONAL SAFEGUARDING PROCEDURES

Bathrooms

To ensure the safety and well-being of all students, our policy mandates the separation of bathrooms for adults and students, with clear labeling indicating "Students Only" or "Adults Only." This separation is a key measure in our child protection strategy. However, in situations where there is a safety concern, adults always retain the right to enter a student bathroom. If an adult needs to enter a student bathroom, they should announce themselves beforehand, clearly explain the reason for their entry, and, whenever possible, be accompanied by another person. It is also important that the adult enters a bathroom that matches their gender, unless the situation is a life-or-death emergency.

Visitors

All visitors are required to visibly wear a visitor's badge at all times. If a member of staff encounters someone whose badge is not visible, they should ask the individual to identify themselves and then personally escort them to the front office to obtain a badge. Additionally, visitors are reminded of the basic safeguarding regulations upon arrival to ensure the safety and security of everyone on the premises.

Educating our students

The SPARK program includes lessons on safeguarding & child protection, mental health, physical health, sexual health education and bullying. These lessons are designed to equip students with strategies to protect themselves, including the use of contraception. All lessons will incorporate a trigger warning to ensure that participants are prepared for the sensitive nature of the material covered.

Parental and family involvement

At Dwight Seoul, we recognize that parents and guardians play a critical role in safeguarding and protecting children. Effective safeguarding is a shared responsibility that extends beyond the school and into the home. To foster a unified approach, the school is committed to actively involving parents in the safeguarding process through regular communication, workshops, and open dialogue. Parents will receive updates on safeguarding policies and practices through the newsletter and the school's website, and they will have access to workshops on topics such as recognizing signs of abuse and online safety.

Dwight Seoul encourages open dialogue by creating opportunities for parents to engage with the school's safeguarding team through meetings and drop-in sessions. In situations where safeguarding concerns arise, parents will be involved in discussions and the development of support plans, unless doing so would compromise the child's safety. By providing resources and



maintaining a dedicated section on the school's website, the school ensures that parents have access to the necessary information and support. All interactions regarding safeguarding concerns will be handled with confidentiality and sensitivity, reinforcing a respectful partnership between the school and families to prioritize the well-being of all children.

Whistleblowing

If a member of the community has a safeguarding concern related to a member of staff, including members of the Safeguarding Team, they should report directly to the Head of School. If the concern is about the Head of School, they should report directly to the hotline extension of the Global Schools Group, as outlined in the Whistleblowing Policy.

Risk Assessment for trips and excursions

Excursions require careful planning to ensure the learning is optimized and that the safety of students is the priority. Trips and excursions require a timely risk assessment to be completed and approved by the principal.

Policy review

The Safeguarding and Child Protection Policy undergoes an annual review by the Safeguarding Team and Senior Leadership Team to ensure it remains current and effective. This review process will involve evaluating the policy against any new legal requirements, best practices, and feedback from staff, parents, and students. Updates and revisions will be made as necessary to continuously improve the safeguarding measures in place, ensuring the ongoing safety and well-being of all students.