



The Canadian International School - Vietnam is an inclusive community committed to the development of future leaders. Built on academic achievement, service learning, global citizenship, inquiry, reflection, and the balance of mind and body, we challenge all community members to be active, lifelong learners.

# Child Protection Policy

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## Rationale

*To ensure that all students are protected and are safe and to promote their well-being in a caring, safe and inclusive environment.*

## Purpose

*To protect children from abuse, exploitation and reduce the chance of them being harmed and abused, and to respond or take action to address well-being concerns. It provides guidelines on how they should engage with children, young people, and vulnerable students when working with them.*

## Principles

- 1. All children have equal rights to protection from abuse and exploitation, including rights to digital safety.*
- 2. Students' best interests are a priority thus promoting safety and well-being.*
- 3. Staff, parents and visitors' codes of conduct sustain a positive school environment and one that recognizes the dignity of the person.*
- 4. Nurturing positive student behaviour maintains students' well-being.*
- 5. Reporting and supporting child safeguarding concerns and handling allegations of abuse and harassment protect children from harm.*
- 6. Integrating the principles of the Vietnamese Children's Law (2016 and the United Nations Convention on the Rights of the Child) protect children from harm.*
- 7. Respecting Children's Rights gives them a voice in matters that affect their future.*
- 8. Equality of opportunity ensures each child can enjoy activities regardless of gender, ability, race, ethnicity, age or circumstances. And encouraged to reach their potential and inequality and discrimination should be challenged.*
- 9. Communication to staff, children and their families about our commitment to children's safety and how we handle allegations is key for common understanding about child protection.*
- 10. Everybody has a responsibility to care and protect children while having cultural sensitivity and recognition of the local context when dealing with abuse issues.*
- 11. Training and support of all staff is valuable in protecting students from harm.*

12. *Confidentiality is important for maintaining dignity for all.*
13. *Safer recruitment and selection of staff are important in supporting all staff and students.*
14. *All staff roles and responsibilities must be assessed for staff, volunteers and visitors, parents and students to ensure they are appropriate to work with children.*
15. *Ongoing monitoring and auditing the implementation of the Child Protection Policy is necessary to keep abreast with changes to law and children's rights.*
16. *Expressing concerns about the conduct of adults in the building in a confidential manner is a moral obligation to students.*

## **Policy Statements**

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**Who** – The Child Protection Policy applies to all employees of the Canadian International School System (CISS) which includes teaching and non-teaching staff, support staff, residential, contract ancillary, visitors, associate companies, contractors, interns, shadow teachers and volunteers are expected to follow this policy.

**What** – All parts of the organization (department, curriculum, etc) will use this policy as its standard operating procedure. All members in all departments, teaching and non-teaching staff will use this policy.

## **Regulations – How?**

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### **Procedures and Practices at CISS**

1.1 All staff, board of directors, students and families will be made aware of the Child Protection Principles and Beliefs and will be directed to the associated Child Protection and Well-being Handbook. For the purpose of this Child Protection Policy, a definition of Child Abuse is warranted.

#### 1.2 Definitions of Child Abuse

**Definition of Abuse:** A form of maltreatment of a child and it can have serious and long-lasting effects on children. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children. The five types of abuse are physical abuse, emotional abuse, sexual abuse (including sexual exploitation), neglect, and commercial exploitation.

**Definition of Physical Abuse:** Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. There is rarely one sign to look out for that will prove that a child is being physically abused, but if a child often has injuries, there seems to be a pattern, or the explanation given by the child / parent does not match the injury then this should be investigated further.

Possible Indicators of Physical Abuse:

- injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen;
- respiratory problems from drowning, suffocation or poisoning;
- untreated or inadequately treated injuries;
- bruising which looks like hand or finger marks or caused by an instrument;
- cigarette burns, human bites; or
- scarring, scalds and burns.

**Definition of Emotional Abuse:** Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved or inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a

child, although it may occur alone. Signs of emotional abuse tend to be behavioural rather than physical (see below).

Possible Indicators of Emotional Abuse:

- Children behave aggressively or be disruptive, act out, demand attention and require more discipline than other children;
- become angry or disinterested and / or show little creativity;
- seem frightened of certain adults;
- become sad, withdrawn or depressed;
- have trouble sleeping;
- become sexually active at a young age;
- exhibit inappropriate sexual knowledge for their age or sexualised behaviour in their play with other children;
- refuse to change for gym or participate in physical activities;
- develop eating disorders;
- self-harm;
- refuse to attend school or run away from home;
- lack confidence or have low self-esteem; or
- use drugs or alcohol.

**Definition of Sexual Abuse:** Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration or non-penetrative acts such as and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images or sexual videos (sexual exploitation), watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse can be perpetrated by anyone regardless of gender or age.

Possible Indicators of Sexual Abuse:

- Sexual knowledge, behavior or use of language not appropriate to age level.
- Unusual interpersonal relationship patterns or interpretation of appropriate physical boundaries.
- Venereal disease in a child of any age.
- Evidence of physical trauma or bleeding to the oral, genital, or anus areas.
- Difficulty in walking or sitting.
- Reluctance to change into physical education clothes, fear of bathrooms.
- Child running away from home and not giving any specific complaints.
- Not wanting to be alone with an individual.
- Pregnancy, especially at a young age.
- Extremely protective parenting.
- Presentation of emotional abuse may be an indicator of sexual abuse.

**Definition of Neglect:** Neglect is the persistent failure to meet a child's basic physical and / or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers and any care-giver under 16); or ensure access to appropriate medical care or treatment. Neglect may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Possible indicators of Neglect:

- The child seems underweight or is very small for their age, or their weight deteriorates;

- The child seems very overweight for their age;
- They are inadequately clothed, with inadequate protection from the weather;
- They are often absent from school for no apparent reason; or
- Persistently arrives late; or
- They are regularly left alone without adequate supervision and / or with a supervisor under 16, or in charge of supervising other younger children.
- Child is unwashed or hungry.
- Parents are uninterested in the child's emotional, social, or academic development.
- Parents do not respond to repeated communications from the school.
- Parents cannot be reached in the case of an emergency.
- Child's medical and mental health needs are persistently not being met over time.

**Definition of Financial Exploitation:** Financial exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into an activity (a) in exchange for something the victim needs or wants, and / or (b) for the financial or other advantage of the perpetrator or facilitator and / or (c) through violence or the threat of violence. The victim may have been exploited even if the activity appears consensual. Financial exploitation does not always involve physical contact; it can also occur through the use of technology.

Possible indicators of Financial Exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in financial exploitation;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

1.3.1 All staff and students will follow the principles outlined in the Bullying Prevention and Intervention Policy. Also contained in the Child Protection Handbook.

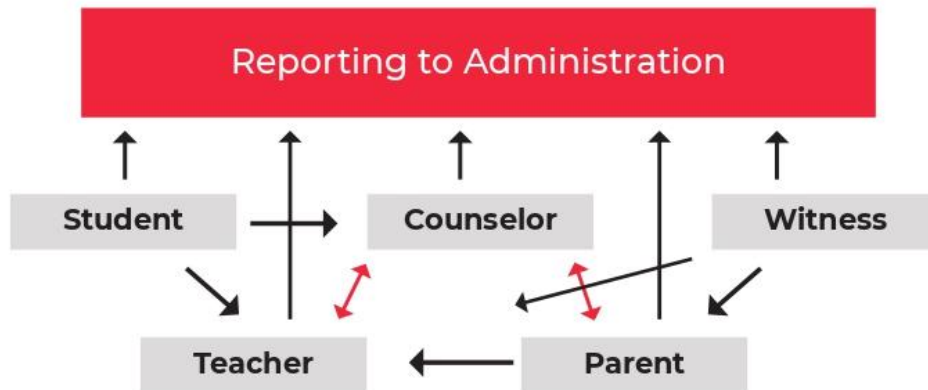
1.3.2 CISS is committed to nurturing a culture of care in which education, safety and well-being of students and others are paramount. Bullying will not be accepted on school property, at school-related activities, on buses or in any other circumstances where engaging in bullying will have a negative impact on school climate.

1. CISS adopts the following definitions of bullying:

- Behavior is repeated.
  - Behaviour is intended by the student to cause harm, fear or distress to another individual.
  - Behaviour is intended by the student to cause or create a negative environment at the school for another individual.
  - Behaviour is discriminatory and thus occurs when there is a power imbalance based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, nationality, sexual orientation, family circumstances, gender, gender identity, gender expression or race.
  - Bullying behaviours include the use of physical, verbal, written or through electronic means known as cyberbullying. Cyberbullying includes creating a web page or blog in which the creator assumes the identity of another person; impersonating another person as the author of messages posted on the Internet, or communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.
2. Annual professional training for staff on bullying and discrimination prevention and strategies for maintaining the well-being of all.

3. Implement and communicate on its policy to ensure it is understood and implemented to all staff: teachers, bus drivers, volunteers and anyone who uses our facilities.
  4. Develop awareness and understanding of how that contributes to a safe school
  5. Embed character education in the bullying prevention curriculum.
  6. Utilize early intervention strategies as part of progressive discipline and support.
  7. Track and record infractions in a confidential manner to determine patterns, to provide early interventions and to be aware of further infractions.
  8. Understand the myth and realities of bullying behaviour.
  9. Follow up after a bullying incident with students, parents and staff.
  10. Procedures can supersede listed actions depending on the seriousness of the infraction.
- 1.4 Where there is a bullying incident, the administration will follow the Bullying Protocol Flowchart.
- Inform the student of the violation and that progressive discipline will be taken for future infractions
  - Communicate with the student's parents about the nature, harm and disciplinary measures taken
  - Communicate with the child's teacher(s) to support and to be vigilant of further incidences
  - Provide support or consider a referral for the victim and perpetrator from the counsellor and any other staff, if and when needed
  - Contact the parent of the harmed student to provide the activity that harmed the student, steps taken to support and protect the student, disciplinary measures
  - Consider mitigating factors
  - For serious offences, consider suspension or expulsion

## **BULLYING PROTOCOL FLOWCHART (REPORTING, INVESTIGATION, FOLLOW-UP)**



2.1 Managing Concerns and Allegations: All members of the school community will report and record child safeguarding concerns and allegations of abuse. The Child Protection and Well-being Handbook outlines the process and procedures. They will also report on harassment and all discrimination concerns.

**Reporting Process:**

1. Staff becomes aware of the concern regarding child abuse or neglect.
2. Staff immediately submits an "Employee Report of Child Protection Concerns" form to the Divisional Principal or to another administrator or the divisional Guidance Counselor if unavailable.
3. Concern is investigated and severity is determined within 48 hours.
4. If an investigation does not substantiate abuse or neglect, the school counselor works with the student and stakeholders to address and resolve the concern.
5. If an investigation does substantiate abuse and / or neglect, the Response Team will develop a plan of action and possibly involve local government / local authorities.

3.1 The Child Protection Steering Committee develops and evaluates the Child Protection policy, and advises, supports and trains staff. The team is composed of Vietnamese, Expatriates, male and females for a more thorough representation of viewpoints. The other stakeholders are:

- **CISS Child Protection Chair:** This role is to chair, set meetings, take minutes and ensure the direction and implementation of initiatives.
- **Child Protection Officer:** This role is assumed by an administrator whose role it is to see the support of the Chairing committee, revise and implement school-wide policy, to be part of allegation investigations, and advocate for child protection. The Child Protection Officer will also ensure there is a shared understanding of the Child Protection Policy in the School Community through the following channels: School Website, Child Protection Handbook, through the Admissions Office and during Counsellors meetings.
- **Head of School:** The Head of School oversees the policy, provides input, presents the policy to the Board of Directors and signs off on the policy.
- **Board of Directors:** In consultation with the Head of School, the Board of Directors will support the work of the Steering Committee, liaise with its lawyers on matters concerning child protection issues, communicate its child protection handbook to all stakeholders, sign off on policies.

4.1 CISS will provide a curriculum based on a Preventative Program. The program will consist of:

- Age-appropriate Child Protection Curriculum which will be delivered to all students at the CISS from Pre-K to Grade 12 to help them understand their personal safety, personal needs, and their personal rights.
  - This curriculum enables students to learn how to protect themselves, and how to identify and safely report cases of abuse and neglect.
  - The key teaching points are as follows: safe and unsafe touch, identifying abuse and neglect, understanding consent, reporting neglect and abuse, internet safety and digital citizenship and understanding and reporting bullying incidents.
- Students learn about global citizenship and intercultural learning through the curriculum and school activities. The goal is to help them recognize the value of others and the implications of discrimination, racism and bias towards others.
- Students learn about sexual education and health education in elementary, intermediate, and secondary through age-appropriate lessons.

5.1 All staff will receive Child Protection Training appropriate to their role - staff, volunteers and specialized training for designated child protection roles to improve safety for students and help in the



prevention and response to abuse. Training may be face to face or online. The training schedule is as follows:

- Annual training to all staff to recognize and report issues of child abuse and child neglect.
- Training new staff to apprise them of the child protection policies and reporting procedures, and whistleblowing procedures- prior to their contact with children.
- External Professional Development for the administration and child protection steering committee members.
- Annual Auditing Process of the policy and training requirements.

5.1.1 Elements of training will include topics such as: definition of abuse and neglect, grooming and offender behaviour, identification of vulnerable populations, profile of a perpetrator, barriers to reporting, role of first responders, reporting protocol for suspicion and disclosures of abuse.

6.1 CISS will abide by the principles of a code of conduct for all of its school community and will address the following issues for staff, student, parent, volunteer and visitor. It will also outline the Roles and Responsibilities of each stakeholder.

6.1.1 All Staff, Parents, Guardians, Visitors must comply with the behaviors, roles and responsibilities in the appropriate Code of Conduct.

6.1.2 Parents, Guardians, Visitors Code of Conduct (Parent Handbook)

We welcome and encourage parents and caregivers to participate fully in the life of our school. To help better define our respective roles and expectations, the school has developed a Parent Code of Conduct. We also encourage volunteers and visitors to partake in school life and activities that positively enhance the lives of all of our students.

The Parent Code of Conduct provides a reminder of the standard of conduct expected of all CISS parents, guardians, and visitors. CISS is committed to providing a safe, inclusive, and welcoming environment where all members of the community treat one another with dignity and mutual respect.

We are committed to resolving difficulties in a constructive manner, through an open and positive dialogue. However, we understand that everyday misunderstanding can cause frustrations and have a negative impact on our relationships.

These guidelines are informed by the codes of conduct and codes of ethics established by the Vietnamese Ministry of Education, Ontario Ministry of Education, Council of International Schools, and International Baccalaureate Organization. By enrolling your child in CISS, parents agree to abide by all school policies including the Parent Code of Conduct.

Roles and Responsibilities: All CISS parents are expected to

- Support their child and all students in all aspects of the school.
- Treat all members of the CISS community with respect.
- Communication, whether verbal, written or electronic, is expected to be respectful. In cases where communication is abusive or threatening, the school will impose consequences.
- Comments made on Social Media are to be supportive and positive of the school and all members of the CISS community (Students, Parents and their families, staff and administration and the Board of Directors).
- CISS is proud of its facilities and wants students and parents to be proud of them as well. Our caretaking staff work hard to keep the school and its facilities clean and in good working order. Any littering, vandalism, or damaging of school equipment will not be tolerated.
- Support all students in character education. The school focuses on restorative discipline rather than save-face measures. The school follows an anti-bullying policy. Parents can best support their child by helping students to learn from behavior mistakes and grow in future relationships

with other children. Parents accept that only the school may investigate and resolve behavioral issues involving students at the school.

- Animals are not allowed on campus unless permission is received from the school principal.
- Parents should make every effort to attend all meetings related to their child, and be participants in making CISS the best school it can be, for the success of their student.

In the event any parent / caregiver or visitor breaks this code, then proportionate actions will be taken. If the behavior is considered to be serious and potentially criminal, then the police will be contacted. This will include any threats, violence to any child, or staff member. This will also include anything that could be considered as harassment of any member of the school community; including the use of social media and / or cyberbullying.

Consequences could range from:

- A letter of caution
- A meeting with the school principal
- The parent banned from campus for a period of time
- A total ban from campus
- Removal of a student from the school

6.1.3 Recruitment and vetting of all volunteers, including parent, student, teacher, job shadow and teacher intern will be completed by the administration and human resources. The following will be completed:

- Risk assessment of suitability and skill for supporting the school.
- It will be determined if the volunteer carries out high-risk activities or volunteers frequently.
- The teacher code of conduct is shared
- Review of activities and its relevance to the curriculum are carried out
- A signed acknowledgment of having read the Child Protection and Well-being Handbook and appropriate code of conduct.

#### 7.1 CISS Child Protection Conduct Guidelines for All Staff

CISS is committed to the safety and protection of children. These guidelines apply to all adults rendering a service to the school and interacting with students in any capacity (hereafter referred to as the CISS staff)

7.1.1 Staff should select a manner of dress and appearance appropriate to their professional role and which may be necessarily different from that used for personal life. Staff should ensure that they are dressed decently, safely and appropriately for the tasks they undertake. Be aware that inappropriate dress will render staff to criticism and allegation.

7.1.2 The public and private conduct of the CISS staff can inspire and motivate those with whom they interact or can cause great harm if those interactions are inappropriate. Staff must, at all times, be aware of the responsibilities that accompany our work. Staff must be constantly aware of our Child Protection Policy and Procedure and follow its procedures and guidelines.

7.1.3 Staff will treat all students, staff and family with respect and staff must avoid discrimination, cultural insensitivity and peer on peer abuse. Staff must ensure every child can enjoy activities regardless of gender, sexual preference, ability, race, ethnicity, nationality, age or circumstances.

7.1.4 Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the curriculum outcomes. Be cautious of unplanned discussions about sensitive topics, and response to students' questions on sensitive topics, cultural norms and mores.

7.1.5 Staff should be aware of our own and other persons' vulnerability, especially when working alone with students, and be particularly aware that staff are responsible for maintaining physical, emotional, and sexual boundaries in such interactions. Staff must avoid any sexual behaviors and / or any possible

innuendos with those for whom staff have responsibility. This includes seductive speech or gestures as well as physical contact that exploits, abuses, or harasses. Staff are to provide an open and transparent safe environment for students in school and at school events where staff are seen and seen to work in an open and transparent way. It is an offence for a staff member to engage in sexual activity with a present or past pupil under 19 years of age and sexual activity with a child could be a matter for criminal and / or disciplinary procedures. Staff are prohibited from sexual non-contact activities such as causing pupils to engage in or watch sexual activity or the production of pornographic material.

7.1.6 All students are entitled to respect and privacy at all times especially when in a state of undress, for example in changing, toileting and showering.

- Pre Kindergarten to Grade 1:
  - Maintain appropriate physical boundaries at all times and ensure any physical interactions are appropriate, public and non-sexual in nature.
  - Respect the privacy of students in sensitive situations such as toileting, showering and changing clothes. When it is necessary to supervise children during this time there will be two adults present at all times. Kindergarten educators, teachers and teaching assistants will recognize age-appropriate boundaries, and not do for students what they can do for themselves.
  - Consider the child's development and age-appropriate norms in their dealings with students. Take a lead role in enabling a child to become independent and responsible for themselves in every aspect. Specifically, with respect to personal responsibility, independence, toileting, dressing, and hygiene.
  - Only assist students from Pre-Kindergarten to Grade 1 while changing clothes for swimming using the restroom.
  
- Grade 2 to Grade 12:
  - Staff must show prudent discretion before touching another person, especially children, and youth, and be aware of how physical touch will be perceived or received, and whether it would be a culturally appropriate expression of greeting, care, concern, or celebration. Physical contact with children can be misconstrued both by the recipient and by those who observe it and should occur only when completely nonsexual and otherwise appropriate, and never be in private, nor in secret or involve misuse of authority. One-on-one meetings with a child or young person 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, or door window is unblocked, or another staff member or supervisor is notified about the meeting. Staff must use professional judgement at all times.

7.1.7 CISS staff and volunteers are prohibited at all times from physically disciplining a child, but the school recognizes that in cases where a student is at risk to themselves or others, physical restraint which is proportionate may be necessary. Staff should not use any form of degrading or humiliating treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children is completely unacceptable. Extra caution must be taken if a student has been known to suffer abuse and neglect. Where a student displays difficult or challenging behavior, a positive handling plan, including assessment of risk should be drawn and agreed to by all parties.

7.1.8 Staff are obligated to intervene when there is evidence of, or there is reasonable cause to suspect, that children are being abused in any way. All suspected abuse or neglect must be reported to the Administrator or School Guidance Counselor as described in the Child Protection Policy of the school. Staff should discuss and / or take advice promptly from their line manager if they have acted in a way that may cause concern. If a staff member observes that an action by them or a colleague could be misinterpreted or if an action is observed that could be possibly abusive, the incident or concern should be immediately reported to the line manager and recorded.

7.1.9 Staff working in one to one situations with pupils, including visiting staff for other institutions must be aware that they are more vulnerable to allegations or complaints. As such, there should be a risk assessment undertaken to determine the necessity to work one on one and approval must be granted from a senior member of staff, the pupil and the parents / caregivers. All work with pupils and parents should be undertaken in the school setting or other recognized workplace. At times there may be a one-off need to make a home visit in urgent matters. This will also require a risk assessment and approval from senior staff.

7.1.10 Staff should not invite any students into their living accommodations unless the reason has been firmly established to do so with senior staff and students' parents / caregivers. This would include activities of play and learning. Students should not be asked to assist adults with jobs or tasks, either for or without reward at or in their private accommodation.

7.1.11 A risk assessment should also be made for staff and volunteers to transport students as part of their work to ensure the health and safety of students and staff. Wherever possible, staff should not offer lifts unless this has been approved by senior staff and not done in a private vehicle with at least one other person as an escort. Staff should never offer to transport students outside their normal working duties.

7.1.12 Staff will be required to do a risk assessment in educational visits that could pose a risk to employees, students and others during an educational visit and measures should be taken to minimize risks. Staff will use the "Classrooms Without Walls Field Trips / Excursions Guidelines to plan these visits and with principal complete the Risk Management and Preparation Checklists. Staff should take particular care when supervising pupils in a less formal atmosphere as they remain in a position of authority, trust and need to ensure that their behaviors might be misinterpreted. Careful consideration should be given to overnight trips ensuring there is appropriate staff / student ratio, appropriate sleeping arrangements, and that sleeping arrangements are pre-approved by administrators and are clearly communicated to senior staff and to parents.

7.1.13 Staff may oversee supervision for overnight exam supervision which may be conducted until the following morning including Saturdays. Supervision to and from the exam center and overnight may be undertaken by the candidate's parent / caregiver or exam center staff.

7.1.14 CISS staff must refrain from the illegal possession and / or illegal use of substances and are expected to refrain from the irresponsible consumption of alcohol at all times. Staff, when performing official duties, must not be under the influence of drugs or alcohol. The use of tobacco products is also strictly prohibited. Adults must never buy or share alcohol, drugs, or cigarettes with students. Additionally, adults must store their prescribed medication safely and out of reach of others.

7.1.15 The CISS staff should not accept gifts, unless they are in the spirit of appreciation, from students or families. Personal gifts to children without the knowledge of their parents or guardians is strictly prohibited. Similarly, it is inadvisable to give personal gifts to students' families which could be perceived as a favour either to bribe or groom. Gifts given as school recognition rewards are recognized as a valid practice. Gift giving with the intention of child grooming is prohibited and any suspicion of grooming will be investigated thoroughly. Child grooming involves establishing an emotional connection with a child to lower the child's inhibition with the objective of sexual abuse.

7.1.16 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 staff and children:

- Always communicate with students in an encouraging, respectful and appropriate manner that reflects the highest educational and Vietnamese cultural values. All actions and decisions should reflect a child-centered practice.
- Refrain from communication between staff and students outside the role of the professional or volunteer relationship (teacher, coach, host, etc.)

- Social media and email exchanges between a student and staff acting on behalf of the school are to be made using an approved form of school communication (i.e., school email, school Facebook page).
- Use extreme care to ensure that young students are not exposed through any medium to inappropriate or indecent images.
- Refrain from posting images of CISS students on personal social media accounts. Avoid using personal equipment to take images of pupils at or on behalf of the school or setting.
- Be aware that electronic communication that takes place over a school network or platform may be subject to periodic monitoring.
- Do not share, purchase or show materials (electronically or otherwise) to students that are inappropriate to young people.
- Using online communications including social media (Facebook, Twitter, etc.) and text messaging to communicate with students may only be done for activities involving school business.
- Do not utilize a change room or toilet while students of CISS are using that facility if there is another alternative.
- Avoid situations that can be seen as unprofessional or sexual in nature while dealing with students while on or off campus.
- Do not share personal information about themselves that is not relevant to their profession.

7.1.17 The school will investigate all suspected breaches of these CISS Child Protection Conduct Guidelines for All Staff and will treat any such reports seriously. This can result in disciplinary action up to and including termination from CISS.

8.1 Student Code of Conduct ( Student Conduct Code Policy). The Student Code of Conduct sets out the standards of conduct expected of students. (Student Code of Conduct, Progressive Discipline)

8.1.1 School Jurisdiction. CISS has total jurisdiction concerning the conduct and behaviour in the school, on school property and at all school-sponsored participating events and activities. Furthermore, a student's behaviour at any time, even when outside of school, reflects upon CISS and may affect his or her standing as a member of the CISS community.

- The school's behaviour policy applies to:
  - students while in school, travelling to and from school or at other times when in uniform
  - students on trips, exchanges or when representing the school;
  - behaviour outside school if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole.

8.1.2 General Expectations for Students and Parents

- The students' interest in receiving a quality, global education can only be served if students, parents and school officials work together. In most cases, differences between these individuals can be resolved.
- The students who are respectful use acceptable language and show appropriate behaviours. Hurting others through words or physical actions is not acceptable and students who commit such acts will be subject to consequences appropriate to the misconduct. In some rare instances, however, such as in the case of severely dangerous or inappropriate behaviour by the student, the school may find it necessary to require parents to withdraw their child from school immediately. It shall be a condition of enrollment that the student behaves in a manner, both on and off campus, which is consistent with these principles including, but are not limited to, any school regulations, provisions or procedures as follows:
  - Parents are expected to work courteously and cooperatively with the school to assist the student in meeting the academic and behavioural expectations of the school.

- Students and parents may respectfully express their concerns about the school operation and its personnel. However, they may not do so in a manner that is discourteous, scandalous, rumour-driven, disruptive, threatening, hostile, or divisive, etc.
- These expectations for students and parents include, but are not limited to, all school sponsored / participating programs and events (e.g., club activities, sporting events, field trips, etc.)
- The school reserves the right to determine, at its discretion, which actions fall short of meeting the school-wide expectations. Failure to follow school policies will result in a verbal or written warning to the student with notification to the parent / guardian. Subsequent inappropriate behaviour by the student will result in disciplinary action such as detentions, in-school suspensions, or other actions on the part of the school that are deemed appropriate based upon circumstances.
- Parents are expected to exhibit respectful behaviour when visiting the school. Parents are role models for their children and our student body, and must set a positive example. Not meeting school expectations could result in the suspension of parent / guardian's privilege to enter the campus grounds and / or participate in school activities, volunteer work, etc. In instances of extreme inappropriate behaviour by a parent or guardian, their child may be liable for immediate dismissal from the school.

#### 8.1.3 School Culture and Etiquette

- Students are expected to project the following etiquette as a member of the CISS community:
  - Greet teachers, staff, fellow students, and visitors politely
  - Be respectful toward all members of our community
  - Verbal and physical bullying, gambling, and fighting will not be tolerated
  - Use and treat the property of the school with respect
  - Maintain a litter free school. Use the garbage and recycle bins that are located around the school
  - Intentional vandalism to school and private property may have financial penalties
  - Whether riding to and from home on the school bus or on field trips, students are to follow the same standards of behaviour expected at school.

#### 8.1.4 Classroom Conduct

- Each student is expected to participate in classroom activities, lessons and discussions. Furthermore, he / she is expected to contribute positively to the classroom-learning environment.
- Teachers will handle minor discipline problems.
- Excessive minor offenses, or any major offense, will be referred to the Principals. The following offenses are considered major violations:
  - Bullying
  - Insubordination demonstrated toward a teacher or staff member
  - Disruption of classes and interference with the teaching / learning process
  - Endangering or threatening the safety of oneself or others (including fighting)
  - Theft
  - Damaging school or personal property
  - The possession of any object that can be considered a weapon.

#### 8.1.5 Indoor Expectations

- Students must walk at all times on the campus.
- Noise in the building must be kept to a minimum. Any student(s) found yelling, screaming, or creating loud noises in the hallway or building will be immediately reported to the Principal and will incur a disciplinary consequence.
- Vandalism of any sort is not permitted and will incur a consequence.
- If a teacher is not in the classroom, students must line up and wait outside the classroom door quietly and respectfully. Students should never be in a classroom if a teacher is not present.
- During lunch break, students should congregate in the designated areas (lobby, courtyard, bricked area, cafeteria, library) when staff are present.

#### 8.1.6 Assembly Expectations

- All students will line up with their grade level until allowed into the Maple Leaf Centre (MLC).
- When instructed to do so, all students must walk quietly to their area and sit down.
- Students must be respectful to the people around them and act responsibly.
- Students must be mindful and allow others to be able to listen.

#### 8.1.7 Cafeteria Expectations

- Walk at all times in the Cafeteria.
- Stay in line and do not cut in front of peers.
- Clean up the area when finished eating and push in the chair when leaving.
- Be respectful and show gratitude to the Cafeteria Staff.
- All trash must be placed in trash bins and composting materials in the compost bins.
- There will be no playing in the Cafeteria.
- Be sure to keep our shared environment clean.

#### 8.1.8 Expectations in School Offices

- Students / Parents / Visitors are expected to keep their noise volume at a minimum level in all School Offices (including the Admission Office, Academic Service Office, Accounting Office and other functional Offices).
- When Students / Parents / Visitors are inside the School Offices, they should be inquiring for a specific matter. Also, students should leave the School Offices when their inquiries are completed. School Offices are not the place to hang-out or to talk loudly.

#### 8.1.9 Courtesy Toward Peers

- Treat peers with respect.
- Be accepting and try to understand the feelings of peers.
- Learn to accept peers for who they are.
- Help peers when they are having a difficult time in class or outside of class.
- Allowing peers to cheat off of work is not helping them. \*Please refer to the Academic Honesty section for more information.
- Become a Leader and be the first to give a helping hand.
- Keep promises and commitments with peers in order to be closer to becoming a true leader.
- Harassment and bullying are not tolerated at CISS.

#### 8.1.10 Serious Disciplinary Offences

- The following inappropriate behaviours may be considered serious offenses and require immediate and severe interventions. Rather than going through the regular steps of consequences, the school administration may enforce suspension as an immediate consequence to such inappropriate behaviour. Parent meetings must follow before a chance of re-admittance to the school is considered.

- Disrespectful Behaviors
  - Disrespectful behaviour means having a disrespectful attitude in a gestural, verbal, or behavioural manner. To be listed, but not limited to, are: talking back to teachers and staff members, refusing to follow a reasonable instruction or request, using offensive language, etc.
- Dishonesty
  - Dishonesty is an intentional fraudulent and blatantly deceitful act, including providing incorrect information or incomplete information.
- Bullying and Cyberbullying
  - We are committed to providing a caring, friendly and safe environment for all of our students and staff so they can learn and work in a productive and secure atmosphere. The school takes positive measures to ensure the safety of students and against bullying in school. Bullying of any form is unacceptable (including verbal, physical and cyberbullying) on any grounds (including physical build, ability, religion, economic circumstances, race, nationality, ethnicity, gender identity and sexual orientation). If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell an adult (in the case of a student) and the school administration in the case of staff. Please see the bullying section of the child protection policy for more information.
  - Who to tell in the first instance (for students):
    - Homeroom Teacher
    - Principal and / or Vice-Principal
    - Guidance Counselor
  - Bullying includes:
    - Inflicting damage to dignity and honour, physical harm or psychological distress to one or more students or school employees (staff)
    - Unwanted and repeated written, verbal or physical behaviour.
    - Any behaviour that creates an intimidating or offensive educational environment.
  - Cyber-bullying means:
    - Bullying through the use of technology or any electronic communication (electronic mail, Internet communications, etc.) which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, etc.
  - Such activities that create damage or distress as mentioned in “Bullying”
  - Examples of bullying / cyberbullying:
    - Teasing
    - Stalking / Cyber-stalking
    - Social exclusion, banishment or causing psychological distress (including gossip, spreading scandals, division, etc.
    - Humiliation
    - Threats
    - Physical Violence (mistreating, hitting or violating others’ health and body)



- Coercing, inciting, helping others conduct bullying
- Theft
- Mugging appropriation
- Destruction
- Sexual, Religious or Racial harassment
- If you are the victim of bullying:
  - Don't ignore the incident. Clearly tell the bully(ies) to stop.
  - If the bullying continues after you have clearly told the bully(ies) to stop, immediately report it to a teacher, guidance counselor, administrator and / or parents.
  - Remember that nobody has the right to harm another person in any way.
- Harassment
  - Harassment includes teasing, annoying, threatening or insulting another person in either a verbal, physical or written manner. Harassment does not refer to occasional compliments or welcomed interactions of a socially acceptable nature
  - Responses to Harassment
    - Don't ignore the incident. Clearly tell the harasser to stop.
    - If the harassment continues after you have clearly told the harasser to stop, immediately report it to a teacher, guidance counselor, administrator and / or other staff members.
  - To aid in providing a safe and comfortable environment in which children can learn and grow, the Canadian International School takes harassment and bullying very seriously and sets high expectations for all students with respect to this policy. Inappropriate language, gesture or behaviour may result in suspension and other consequences as deemed appropriate. It is expected that student(s) will:
    - Respect all students, teachers, support staff and visitors by using appropriate and polite language at all times, with no inappropriate references.
    - Respect individual differences, preferences and opinions.
    - Respect self by acting responsibly and appropriately in all circumstances relating to physical and verbal interactions.
    - Demonstrate empathy and caring by not ridiculing, teasing or taunting others about appearance, gender, opinions or references.
    - Report any instances of inappropriate bullying behaviour - whether verbal or physical.
- Gambling
  - Betting or playing games of chance for money. Our school is on the alert for students' interest in gambling and gambling activities in school. Education is essential for not only enhancing students' awareness and understanding of the adverse impact of gambling, but also for instilling in students a sense of responsibility and positive values, and training them to be able to think critically and resist the temptations that exist in everyday life.
- Retaliation

- An act of harming an individual because of previous conflict or her / his belief that the other individual has harmed her / him or others.
- An action against another for asserting or alleging an act of bullying or harassment.
- Reporting any inappropriate behaviour that is not made in good faith.
- Example of retaliation:
  - Spreading rumours
  - Destroying property
  - Ostracizing
  - Blackmail
- Theft
  - Taking another person's property without consent is theft. The level of consequences will depend on the nature of the act and the violator's intent.

#### 8.1.11 Consequences for not meeting behavior expectations

- 1st offence: Isolated lunch with behaviour plan
- 2nd offence: after-school / in-school detention with behaviour plan and / or community service
- 3rd offence: Parent meeting and detention with behaviour plan and / or community service
- 4th offence: In-school suspension or community service
- 5th offence: Out-of-school suspension
- 6th offence: possible expulsion
- A serious violation may result in a more immediate consequence.
- Academic dishonesty, physical aggression, bullying, theft and destruction of property will result in an automatic office referral.

8.1.12 Academic Dishonesty. Academic honesty is an international value that is reflected in the practices of academic, commercial, and political institutions. Credible discoveries and new technologies depend on verification by a group of professionals. Our society functions in part because of this framework of trust.

In schools, it is the responsibility of all members of the community to be involved in learning about and practicing academic honesty. Students must be taught about academic honesty and its significance. In today's world, where people can share ideas and thoughts quickly and freely, it can sometimes be difficult for them to understand when they have accidentally committed academic dishonesty. It is the duty of teachers to guide students in this environment and how to succeed in their goals while being academically honest.

There are many reasons why students commit malpractice, either purposefully or accidentally. At the Canadian International School System, academic honesty is expected for all assignments, whether single-night homework assignments, quizzes, tests, multi-day assignments, projects or exams. However, students often make this mistake because of poor time management, ignorance of academic dishonesty, or the expectations of others. We believe that malpractice can be prevented by:

- Giving appropriate instructions, time, and resources for students to complete tasks
- Providing strategies for students to chunk assignments.
- Teaching parents and students about and giving examples of the many different types of malpractice.
- Encouraging communication between students and teachers so that teachers can guide students in the right direction concerning academic honesty.
- Building students' self-confidence in their own abilities and their own work.

In today's globally-connected and culturally-diverse world, academic dishonesty is more complex than just plagiarism. In academia, there is a stringent set of rules by which all students must abide to promote new ideas. Students can now talk to people from around the world, and it is easy to confuse collaboration and collusion. Since students can access a multitude of documents, it is often difficult for them to distinguish between when they create original ideas and when they simply repeat the ideas of their sources. One of the many goals of the CISS community is to teach and promote fair academic practice.

Violations of the Academic Policy are as follows:

- Copying from a published source
- Copying from a friend
- Failure to cite properly
- Using so many sources that your work becomes simply a compilation of other people's work (and ceases to be your own original and individual ideas), even if you cite it properly. A guideline is a minimum 80% original writing / maximum 20% quotations.
- Cheating on a test by bringing materials to the test
- Cheating on a test by looking at another student's work

In all cases of Academic honesty violations, investigations will be conducted by the Academic Honesty Committee. Parents will be contacted for a meeting and reports will be forwarded to the student's parents, counselor, and teacher(s). Reports will remain on the student's permanent record.

9.1 Technology Responsible Use Policy. The aim of this policy is to foster appropriate use of digital technologies and to establish attitudes and behaviour that will protect the students, the Canadian International School community and the school's IT resources. Students, staff and parents will read and adhere to the principles of the CISS Technology Responsible Use Policy understanding the responsibilities and safe practices of having a school account. Teachers will also cover this topic near the beginning of the school year. Students will learn about digital citizenship in which they practice safe, legal, ethical behaviour that protects themselves and others. This policy will be reviewed on a continual basis; the IT Policy Committee will meet to evaluate the effectiveness of the policy. Additional meetings may be held, according to needs based on feedback from stakeholders. Parents: please discuss the policy rules with your child to ensure he or she understands them thoroughly. Parents of our younger students should feel free to simplify the rules for their child or to contact the school for advice in this area.

- Information Technology (IT) Resources at the Canadian International School System (CISS)
  - CISS's information technology resources, including internet access, are provided for educational purposes. Students are responsible for good behaviour in this virtual environment just as they are in the physical school environment.
  - The school provides every student with a personal Google mail account, recognizable by the @students.cis.edu.vn address. This account is an essential communication route between students and teachers, especially as it integrates with a range of Google applications that are in frequent use in the classroom. The @students.cis.edu.vn account provides each student with 30GB of storage. This allows students to keep documents in 'the cloud' and access them from any location with Internet access. Students are strongly encouraged to store their learning using their Google account.
- All teachers also have a Google account and the same storage facility. Many teachers will keep learning resources in 'the cloud' and share these with students. Teachers will also use the Google environment for a range of e-learning activities, and some will also use it for the submission of assignments.
- All students have access to PCs, and / or personal laptops and / or other digital technologies provided by the school.

- Students in Grades 7-12 are expected to bring a fully-charged laptop or tablet, or other device suitable for school work such as a Chromebook, to school every day for use in classes, unless otherwise stated by their teachers. A smartphone is not suitable for school work.
- All students have access to shared local network resources and the Internet.
- Students in Grades 1-12 use Google Apps for Education (GAFE) accounts managed by the classroom teacher.
- Students in Grades 1 to Grade 2 have passwords controlled by their homeroom teacher and / or a GAFE administrator and cannot be changed by the student. From Grade 3, students control their own passwords.
- All students have access to a shared account, set up with restricted permissions, that allows faster logins through the WiFi network.
- For students in Grades 1 to 5, the account information will be shared with parents.
- Unauthorized copying, installation, use or theft of software, media, electronic files, data or other intellectual property is prohibited..
- It is unethical and forbidden to copy, install, take or use software, media, electronic files, data or other intellectual property unless permission has been obtained from its creator, owner or publisher, either in writing or as a license agreement.
- Unauthorized materials and electronic files
  - Any attempt to distribute and / or gain access to inappropriate materials including, but not limited to pornographic materials, malicious codes and applications, unlicensed video and audio files and unauthorized games, is likewise prohibited.
- Accounts and Passwords
  - Students are provided with individual usernames and passwords for both logins to the CISS system and for their Google Apps for Education account. They will be responsible for safeguarding the data and services being offered by the school. They will likewise be responsible for safeguarding their account password and accesses.
  - They are never to reveal information about their personal identity (such as their name, address, phone number, age, physical description or school) to strangers whom you may encounter online. Nor reveal such information in a public online forum where they may not know everyone who might see the information.
  - They are never to reveal personal information online about someone else unless they have their prior permission and they know the information will not be used for harmful purposes.
  - They are never to reveal their access password or that of anyone else.
  - They are never to attempt to borrow, lend or share individual usernames and passwords.
  - They are never to send a picture of themselves, another person or a group over an electronic network without prior informed permission of all the individuals involved and, in the case of minors, their parents or guardians.
  - They must report immediately to a teacher any message or request that they receive that bothers them or that suggests personal contact with a person unknown to them.
- Use of any technology for activities unrelated to specific school use (K - Grade 8)
  - Any use of technology by students must be directly related to their education as directed by teachers or staff:

- Students will not use school technology for accessing information or technology not within the school's control without expressed and specific permission from CISS teachers.
- Students will turn off all personal technology not being used for educational purposes.
- Students will not use technology for personal entertainment, game-playing or for activities unrelated to their current education and learning.
- Use of any technology for activities unrelated to specific school use (Grades 9-12)
  - During lunch and during breaks only, Grades 9-12 students are permitted to use their technology for personal reasons in designated areas: The D-Wing, A Wing, 4th floor C-Wing, and Secondary Courtyard.
  - Students are expected to conduct themselves with utmost professionalism and abide by school-wide restrictions regarding technology use, as outlined in this policy. Failure to abide by these restrictions could result in the revocation of technology privileges and / or other disciplinary measures.
- Downloading Illegally
  - Torrent file sharing on any device is strictly prohibited. This negatively affects the bandwidth (i.e. internet speed) of the school. Students are prohibited from downloading or sharing by means of peer-to-peer at CISS without the consent of a CISS teacher and / or network administrator.
- Prohibited behaviours
  - Students are responsible for their behaviour on school computer systems, just as they are at all times throughout the school. Below are samples of conduct that will not be tolerated including, without limitation:
  - Tampering with and / or attempting to tamper with, theft, removing or changing any hardware or software from any school-owned or leased system or equipment
  - Deleting, renaming, moving, copying or changing any electronic files or their properties, other than their own, without explicit permission from the owner or school authorities
  - Changing or attempting to change passwords other than their own
  - Intentionally impersonating someone else and / or misrepresenting another through the use of another's school email account whether within or outside CISS
  - Intentionally and / or maliciously bypassing the user-security mechanisms of the network and mail system
  - Installing unauthorized personal software on school technology equipment
  - Violating copyright laws by unauthorized copying and distribution of software
  - Installing, copying or knowingly infecting a computer system with a virus and / or malicious programs
  - Wasting resources including bandwidth, file storage space, printers or paper
  - Using technology for unauthorized commercial purposes
- Use of Social Media
  - Secondary students may access social media, but only during lunch and breaks. All other students are expected to refrain from accessing social networking sites during school hours unless expressly asked to do so as part of a class activity.
- Use of Bandwidth
  - Internet activities require bandwidth, and there is limited bandwidth here at the school. Here is an approximate list of how much bandwidth is used by a particular activity:
    - HD Video streaming for 10 min (150MB)

- SD Video streaming for 10 min (40MB)
  - Streaming music for 10 min (5MB)
  - Surfing the web for 10 min (2.5MB)
  - Posting 1 photo on social media (0.3MB)
  - Sending 1 email (0.02MB)
- Downloading and watching videos uses the most bandwidth. Don't open a video just to listen to music. Limit your usage of bandwidth, because it negatively impacts the other users in this school.
- Harassment using technology
  - Use of the phone system, copy machines, computer systems, email or any technology to send or display inappropriate, obscene or harassing messages or material anywhere or to anyone is prohibited.
- Invasion of the privacy or property of individuals or the school using technology reporting of violations
  - All students must respect any individual's work, electronic files and right to privacy. The IT office and / or GAFE administrators reserve the right to inspect any student's data, school email, media, internet browsing history / cache, electronic files and property brought into school and used to access school technology. Students not willing to allow such inspection will not bring technology items not owned or controlled by the school into school facilities, nor use them to access school technology.
- Accessing, creating, displaying or publishing inappropriate or demeaning materials or information
  - Some materials or information available as electronic information on the network and the Internet is considered objectionable by some. Students will not access, create, display, or publish any inappropriate or demeaning materials or information. Students are prohibited from accessing or participating in online "chat rooms" or other forms of direct electronic communication like internet SMS (other than e-mail) without prior approval from the principal and IT Office. Permission from your teacher is not sufficient.
- Privacy in communication over the Internet and the network is not guaranteed.
  - The IT Office and GAFE administrators will monitor, log, review, and may inspect all directories, files, internet browsing history / cache and / or messages residing on or sent using the school's computer network. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.
- Failure to Adhere
  - The consequences for failure to adhere to this policy may result in restriction or even complete loss of access to part or all forms of any technology or other disciplinary measures deemed appropriate by the school administration. There will be consequences for any individual who fails to follow the Canadian International School System (CISS) policies. The consequences may include paying for damages, denial of access to technology, detention, suspension, or expulsion.
- Portions of this policy have been taken from the Toronto District School Board Online Code of Conduct.

#### 10.1 Progressive Discipline.

- Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports and consequences. It includes prevention measures and initiatives. Early and ongoing intervention strategies and strategies designed to address inappropriate behaviour.
- Progressive Discipline - How it Works
  - Consequences must have a positive effect on the student's journey through reconciliation, either formally or informally, with the school community and those affected by the student's behaviour. Interventions should be selected in direct response to the needs of the student.
- If there are special (mitigating) circumstances, these will be used in determining the consequences given to the student. These mitigating factors will be taken into account. The decision to use mitigating factors will be based on the individual student.
- Mitigating factors could include but are not limited to the following;
  - The student does not have the ability to control his / her actions
  - The student does not have the ability to understand the foreseeable consequences of his / her behaviour
  - The student's presence in the school does not cause a safety issue
  - The student's history
  - Has progressive discipline been used in the past?
  - How will the action taken by the school affect the student's ongoing education?
  - The age of the student
  - Does the student have a learning disability and has it been identified?
- Interventions and consequences increase when:
  - The concerning behaviour is persistent.
  - The concerning behaviour escalates.
  - There is a very serious infraction and members of the community are affected in a major way. (Students or staff are hurt or threatened.
  - There is major damage to the school, its infrastructure or its standing in the community)
- The following may be used for interventions or consequences, either alone or in combination with others.
  - Verbal reprimand
  - Social contract / Behaviour plan
  - Contact with home / Request for a meeting
  - Formative consequences - reflective activities, an act of restitution for example
  - Detention or loss of privileges for a period of time
  - Meeting with the principal
  - Referral to Counselor / Athletics Head or an outside agency
  - Requiring social skills training such as anger / conflict management or goal setting

10.1.1 Suspension or Expulsion. Suspension and / or expulsion of students will be done within the guidelines of the Vietnamese Department of Education. Behaviors that can lead to suspension or expulsion include but are not limited to the following;

- Possessing a weapon
- Using a weapons to threaten or cause bodily harm to another person
- Assaulting a person that requires that person seek medical treatment
- Committing sexual assault
- Selling weapons
- Stealing

- Or any other activity the principal feels requires suspension or expulsion

#### 11.1 Attendance

- All students' lates and absences will be recorded and monitored. Students will be accounted for during the school date by checking and verifying absences and lates, being vigilant about chronic absenteeism and ensuring students have left the building in a supervised manner.

12.1 Confidentiality will be ensured to protect sensitive personal data. Information will only be shared on a need-to-know basis which best supports students. Staff will not guarantee confidentiality to pupils or adults wishing to tell them about issues and they will pass on the information in confidence to ensure action is taken. Confidential information will be maintained in a protected method and where necessary, will be secured and locked.

#### 13.1 Working with vulnerable and at-risk students

13.1.1 Children with special education needs and / or exceptionalities or children who learn differently are more likely to be more vulnerable to child abuse and additional barriers can exist when recognizing abuse and neglect in this group of children.

13.1.2 All students are given equality of opportunity ensuring each child can enjoy activities regardless of gender, ability, race, ethnicity, age, or circumstances.

13.1.3 CISS will hire and secure specialist teachers to support students with their programs and individual needs.

- **Learning Resource Teacher** - will assess students, collaborate with teachers to develop individualized learning plans. They will track and monitor students' performance providing skills and strategies to support students' learning.
- **English as a Second Language Coordinator and specialists** - will support Admissions in determining a students' eligibility for acceptance into the school; will determine students' language levels and communicate to homeroom teachers; will track and monitor students progress, will support push-ins to support programing.
- **Counselors** - will support students in the 3 domains of socio-emotional support, academic and college, and career development. They support all at-risk students, are members of the child protection committee and child protection response team, and partake in duties such as child protection training, support of the child protection curriculum, and liaise with administration, human resources, external agencies, teaching, and non-teaching staff to support all students. They also liaise with parents to support students and make referrals for students to receive external support in the community. They conduct serious mental health risk assessments and provide crisis management support. They maintain all confidential records.
- **School nurse** - attend to all minor ailments and injuries. They administer medication with the permission of their parents. They arrange for serious matters to be taken to the appropriate facilities such as the hospital. They help conduct the annual health surveys and keep all records students file and records locked and stored confidentiality.
- **All teachers** - provide ongoing assessment of student performance and provide instruction for next steps. They do diagnostics and provide the appropriate content and level of difficulty to enable students to progress. Part of their role is to review students' records to see patterns and trends in learning so appropriate programs are delivered. They also work with the Learning Resource teacher, English as a Second Language teacher, counselor and nurse to protect students and create opportunities for learning and enjoying activities.



14.1 Steps will be taken to prevent students from harm and abuse. As such a risk assessment, safe working practices, and maintaining Security and Facilities.

14.1.1 Risk Assessments are carried out for staff and volunteers on school-related activities such as out-of-school visits, class excursions, working with students outside the classroom, transporting students, and any other situation that can or may cause harm to a student. The guidelines are as follows:

- Staff working in one-to-one situations with pupils, including visiting staff for other institutions must be aware that they are more vulnerable to allegations or complaints. As such, there should be a risk assessment undertaken to determine the necessity to work one on one and approval must be granted from a senior member of staff, the pupil, and the parents / caregivers. All work with pupils and parents should be undertaken in the school setting or other recognized workplace. At times there may be a one-off need to make a home visit in urgent matters. This will also require a risk assessment and approval from senior staff.
- Staff should not invite any students into their living accommodations unless the reason has been firmly established to do so with senior staff and students' parents / caregivers. This would include activities of play and learning. Students should not be asked to assist adults with jobs or tasks, either for or without reward at or in their private accommodation.
- A risk assessment should also be made for staff and volunteers to transport students as part of their work to ensure the health and safety of students and staff. Wherever possible, staff should not offer lifts unless this has been approved by senior staff and not done in a private vehicle with at least one other person as an escort. Staff should never offer to transport students outside their normal working duties.
- Staff will be required to do a risk assessment for educational visits that could pose a risk to employees, students, and others and measures should be taken to minimize risks. Staff should take particular care when supervising pupils in a less formal setting because they remain in a position of authority and trust, and they need to anticipate that their behaviours might be negatively misinterpreted. Careful consideration should be given to overnight trips ensuring there is an appropriate staff / student ratio and that sleep arrangements are clearly communicated to senior staff and to parents and are approved by administrators in advance.
- Staff may see supervision for overnight exam supervision to be conducted the following morning including Saturdays. Supervision to and from the center and overnight may be undertaken by the candidate's parent / caregiver or center staff.

#### 15.1 Child Protection Training for Adults

All staff will be trained on child protection. They will learn about the signs of abuse, about their role in child protection, how to report suspected cases and allegations, and the staff code of conduct.

#### 16.1 Safer Recruitment and Selection of Staff

The Child Protection Policy adheres and cross references to the Human Resources and Admission Policies in principles and procedures related to Child Protection Policy.

- Advertisement for school positions and vacancies will ensure that it refers to the school's commitment to child protection and welfare of its students.
- Ensure the candidates know that references will be sought out.
- Applications and resumes will be screened for gaps, discrepancies and any other potential risks.
- Interview questions will probe for awareness of child protection and / or potential risks for hire and suitability to work with children.

- Contact a minimum of two references and ask specific questions about suitability and behaviour, whether there have been any concerns about interactions with students or any disciplinary matters and their outcomes.
- All candidates will require a police check.
- All teachers sign an offence declaration form declaring whether they have any criminal records or convictions and a requirement to list what they are.
- All staff will be required to read and sign an acknowledgement of having read the Staff Code of Conduct.

#### 17.1 CISS Health & Safety Policy Statement (See full Health & Safety Policy for more information)

- Rationale

The health and safety of the school community in general, and the students in particular, is a priority. CIS treats the duty of care of our students, staff, parents and community members with the utmost importance and CIS has policies and procedures in place to ensure the safety of our community.

Our Health & Safety Policy is multifaceted covering the following areas: Nurse's Clinic and medication, illness and communicable conditions, weather, security, visitors and student absences, responsible on-line safety and finally our Health Prevention Policy.

The CIS Health and Safety Policy is intended to:

- Establish and maintain a safe and healthy environment throughout the school
- Establish and maintain safe working procedures among staff and students
- Make arrangements for ensuring safety and minimizing risks to health in connection with the use, handling, storage and transport of articles and substances
- Ensure the provision of sufficient information, instruction and supervision to enable all employees and students to avoid hazards and contribute positively to their own health and safety and to ensure that they have access to health and safety training as appropriate or as and when provided
- Maintain all areas of the school in a condition that is safe and without significant risk to health and to provide and maintain means of access to and from places of work that are safe and without significant risk
- Formulate effective procedures for use in case of accident, fire and for evacuating the school or locking down the premises
- Teach safety as part of students' duties where appropriate
- Provide and maintain adequate welfare facilities
- Principles
  - In the busy social environment of a school, it is required that everyone contribute to ensure the health and safety of the entire school community.
  - Prevention and preparation are essential to reducing the risk of accidents and emergencies and minimizing harm when they do happen.
  - The school bears the responsibility of creating a safe and healthy environment throughout the school and producing safe working procedures for staff and students.

- It is also the responsibility of the school to ensure that all members of the school community and visitors receive the appropriate training and information to be able to avoid hazards and contribute positively to their own health and safety.

## 18.1 Security and Facilities

18.1.1 Identification Cards. CISS students and staff have identification cards for the purpose of maintaining security within the school campus.

18.1.2 Security Gates with Guards. CISS has security guards for ensuring security at the gated entrances of CISS school campuses.

18.1.3 All doors with visibility. The windows on the doors of the classrooms where students are permitted to enter are not covered with a frosted film or paper. The rationale for this is to add security for teachers and for students by allowing visual supervision from the outside.

## 19.1 CISS Whistleblowing Policy

- Rationale.

The aim of this policy is to: (1) Provide our students with the safest and most secure learning environment possible, enabling our teachers to report any issues without fear of consequences, (2) Create a school system where both students and employees feel trusted and valued and (3) To protect our students by equipping our teaching staff and other workers with safe and confidential channels for them to report issues or concerns.

- Scope

This policy applies to all teaching staff, non-teaching staff, and volunteers at CISS

- Purpose

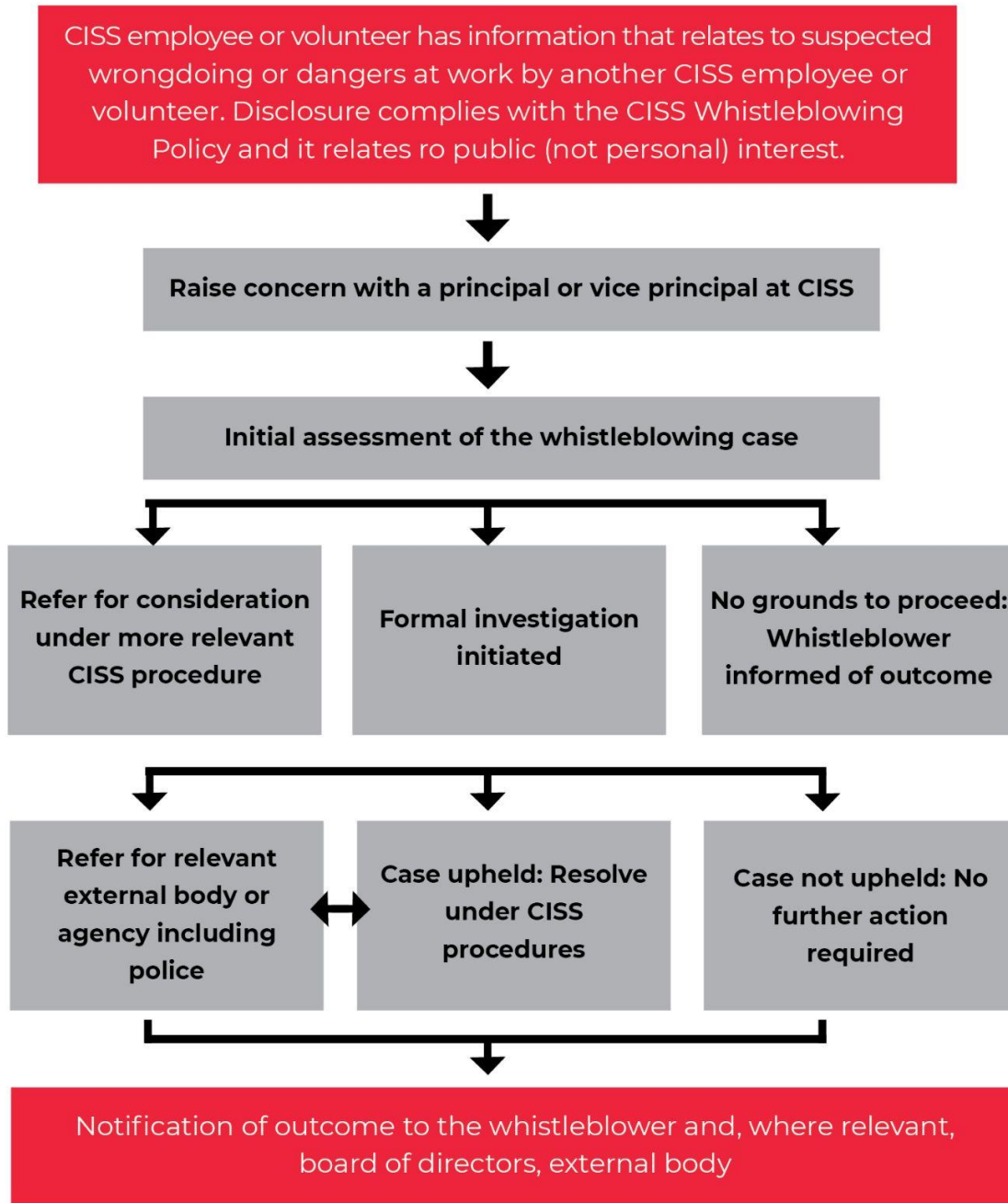
The purpose of this policy is to ensure the care and nurture of our student body by guaranteeing staff members that they will not be held accountable for reporting issues through good faith, using the proper channels. Our staff are free to report without fear of rejection, humiliation, and consequences of victimization. All CISS members, in accordance with COIS, are expected to nurture a culture of care in which the education, safety and well-being of students and others are paramount. We expect our staff to report any issues that arise that are in contrast to that priority. Therefore, this policy is necessary to safeguard our staff in fulfilling CISS's mission to achieve the highest possible standards of child welfare and protection.

- Principles

- What should be reported? Any serious issue or concern you have about students, employees or events within the CISS system that:
  - violate the approved policies and procedures of CISS,
  - make you personally uncomfortable in terms of known and accepted, educational standards and practices,
  - fall below the standards of best practice in your community or country, or
  - put the safety and well being of a student in jeopardy.
- Whistleblowing report can be related to, but not limited to:
  - conduct which is a clear violation of the laws of Vietnam,
  - unprofessional behaviour of a colleague that puts another member of the CISS community in danger,
  - conduct presenting potential damage to CISS facilities or equipment,

- harassment or discrimination of any kind,
  - abuse of school funds or assets, and / or
  - unethical or immoral conduct
- Confidentiality: Staff members who report potential issues or concerns can have the utmost confidence that their report will be processed through the proper channels, and with their protection at the forefront of the process. Appropriate concerns raised for the right reasons in accordance with the whistleblowing policy, and thus the school will treat this information with the utmost confidence and respect of individuals concerned. However, during the course of the investigation, the school may need to request more information from the person who submitted the report, or, in some cases, require the reporter to become more involved in the process. In this case, the staff member would receive assistance and advice to ensure their own protection. In some cases, members of our staff may wish to make a report anonymously. This is not ideal, as it weakens the school's ability to fully investigate without a known credible source. However, the school may still choose to investigate an anonymous tip based on:
- Severity of the allegations
  - The school's ability to investigate the validity of the accusation from other sources.
  - The credibility of the concern raised.
- Untrue Allegations Even if appropriate concerns raised for the right reasons in accordance with the whistleblowing policy are proven to be unfounded / untrue / discredited, no disciplinary action will be taken against the whistle-blower. Malicious whistleblowing however, will be seen as a potential disciplinary matter by the board of directors or the administration.
- Reporting Process. To report a whistleblowing case, follow the Flowchart of the Whistleblowing Process (see below).
- What will the school do with the report? CISS is committed to investigating credible reports as soon as possible. In regards to the report, members of the CISS Whistleblowing Response Team, where necessary, may: (1) Conduct an internal investigation (2) Contact the local police if necessary (3) Use outside resources to resolve the case (4) Make a plan within the CIS Whistleblowing Response Team, or, where necessary, involve other staff members to fully investigate and conclude the allegation.
- Breach of Policy. All staff have a duty to follow this policy. However, staff who knowingly violate this policy by not reporting in good conscience an issue that they know about, may be subject to disciplinary action by the school.

## FLOWCHART OF THE CISS WHISTLEBLOWING PROCESS



***Present or Previous Policy connections***

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Health and Safety - facility

InformationTechnology - safety and digital citizenship

Admissions - parent awareness and acknowledgment of Child Protection Policy

Boarding House

Human Resources

***Closure***

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**Dates and Review**

Proposed: 3 June 2021

Adopted: 3 June 2021

Planned Review: 2021 - 2022

**Personnel involved: Principal, Vice-Principal, Counsellors, Nurse, Boarding House Supervisor and Teachers.**

<signed and stamped by the Board of Directors and CISS Head of School>