

Safeguarding Policy



Tohoku International School

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Philosophy

TIS is committed to ensuring that all children exercise their right to education in a safe and secure environment that is free of distress, harm or violence. TIS upholds this commitment by ensuring relevant, effective safeguarding practices that focus on the prevention, identification and management of child safety. As a WASC-accredited institution and a member of the Japan Council of International Schools (JCIS), TIS recognizes its responsibility to protect and promote the welfare of our students as detailed below:

In accordance with the United Nations Convention on the Rights of the Child (Articles 19 and 34) the Japan Council of International Schools acknowledges the duty of care to safeguard and promote the welfare of children. We are committed to ensuring safeguarding practice reflecting statutory responsibilities, government guidance, and compliance with best practice and accrediting body requirements.

TIS is dedicated to implementing safeguarding practices that meet statutory obligations, align with government guidance, and reflect best relevant practices and accrediting body standards. In alignment with JCIS guidelines, TIS is fully committed to upholding the safeguarding practices mandated by JCIS. We firmly believe that every student has an inherent right to safety and well-being- whether at home, in the community or at school. It is the professional duty of every TIS staff member and stakeholder to uphold and protect this fundamental right.

Statement on Harassment

As a school, we are committed to fostering an environment that upholds the health, safety, integrity, and dignity of every individual. We strictly prohibit any behaviour that undermines these values or harms the school community. Discrimination based on any protected characteristic—such as race, religion, gender, gender expression, sexual orientation, ethnicity, age, or disability—is not tolerated. Additionally, the school enforces a zero-tolerance policy towards physical, mental, sexual, or cultural harassment.

Definition of Terms

Safeguarding is a broad concept that focuses on promoting the welfare of all children and preventing harm before it occurs. It involves creating safe environments through policies, staff training, and health and safety measures. The aim is to protect children from abuse, neglect, and exploitation while supporting their overall well-being and development.

Child protection is a specific part of safeguarding that deals with responding to cases where a child is at risk of or has already experienced significant harm. It involves taking action to protect children from immediate danger in situations involving abuse or neglect. Safeguarding is proactive and preventative, while child protection is reactive, focusing on individual cases.

The [Global Safeguarding Collaborative \(GSC\)](#) defines safeguarding as the proactive, reactive, and mitigative actions an organisation takes on behalf of children and all community members to enable the best outcomes which:

- promote well-being
- protect the rights of the child and human rights
- prevent impairment of children's healthy development
- reduce the risk of neglect, social, emotional, sexual and physical abuse

Children refers to persons under the age of 18. Persons 18 and older who are enrolled as students at TIS fall under the duty of care stipulated in this policy.

Physical Abuse refers to physical injury inflicted other than by accidental means upon a child, such as by willful cruelty, threat or infliction of pain.

Sexual Abuse includes any sexual advance, assault, battery or exploitation of a child. Sexual abuse includes unwelcome sexual advances, requests for sexual favors, and/or other inappropriate verbal, written, or physical conduct of a sexual nature. Cases of child exploitation, such as coercion to engage a child in illegal sexual activity like prostitution or pornographic performances and materials, are also considered child sexual abuse. Within the context of the school, this includes such conduct that takes place under any of the following circumstances:

- When submission to such conduct is made, explicitly or implicitly, a term or condition of instruction or participation in other school activities;
- When submission to or rejection of such conduct by an individual is used by the offender as the basis for making academic decisions affecting the individual subjected to sexual harassment;
- When such conduct has the effect of unreasonably interfering with the student's work and/or academic performance or creating an intimidating, hostile, or offensive work or learning environment.

Emotional or Psychological Abuse is any threat, intimidation, act of injustice or indignity toward a child by verbal or physical means. Abuse of this type can include: excessive yelling, intimidation, undue restriction of movement; patterns of belittling, blaming, threatening, frightening, discriminating against, or ridiculing; and other non-physical forms of rejection or hostile treatment.

Physical or Emotional Neglect refers to the failure of a duty of care or concern toward a child that leads to emotional or physical concerns. 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.

Child Exploitation refers to the use of a child for another individual's advantage, gratification and/or profit, resulting in physical, emotional, educational, moral and/or social-emotional harm to the child. Exploitation can include situations of manipulation, misuse, abuse, victimisation, oppression or maltreatment. The two main areas of child exploitation are sexual and economic.

- Examples of sexual exploitation include child pornography, prostitution and trafficking, and sexual slavery, as well as an inappropriate online presence, and suspected intimate relations with an adult.
- Examples of economic exploitation include child labour, child soldiers, the use of children for criminal activities, and the involvement of children in harmful or hazardous work.

Peer-on-Peer Abuse refers to any form of physical, sexual, emotional and financial abuse and coercive control exercised between children and within children's relationships (both intimate and non-intimate). Peer-on-peer abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth violence, harmful sexual behaviour, and/or gender-based violence.

Role of the Safeguarding Team

The Safeguarding team at TIS consists of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL). The team is specifically trained to handle safeguarding situations and oversee information collection and response coordination. They serve as a resource for staff, providing support, advice, and expertise on safety and safeguarding matters. Additionally, they possess thorough knowledge of local Safeguarding and Child Protection laws and regulations. Both DSLs and the broader staff participate in ongoing training, incorporating best practices from around the world.

Designated Safeguarding Lead (DSL)

Policy and Compliance:

- Develop, implement, and review safeguarding policies and procedures.

- Ensure adherence to local Japanese regulations and international safeguarding standards.
- Keep policies up-to-date and ensure they are followed by all staff.

Training and Awareness:

- Hold Level 3 or equivalent Safeguarding certification
- Organise and deliver regular training sessions for staff, volunteers, and stakeholders.
- Ensure all staff have undertaken child protection training.
- Raise the profile of child protection and safeguarding within the school community.

Case Management:

- Act as the first point of contact for safeguarding concerns or incidents.
- Manage and oversee all cases of suspected or reported child abuse and neglect.
- Maintain detailed, accurate, and confidential records of all safeguarding cases.
- Ensure cases are referred to the Principal and appropriate authorities as necessary.

Collaboration and Communication:

- Work closely with teachers, support staff, administration, parents, and external agencies.
- Coordinate action on child abuse and ensure all staff are aware of their responsibilities.
- Liaise with local child protection services, law enforcement, and other external agencies.

Monitoring and Reporting:

- Regularly review and update safeguarding policies to reflect new legislation and best practices.
- Monitor and evaluate the effectiveness of safeguarding measures.
- Report to the school leadership team and governing bodies on safeguarding issues and developments.
- Provide summaries of safeguarding issues, including data, training, budget, and system recommendations.

Support and Development:

- Provide guidance and support to staff and students on safeguarding matters.
- Develop and implement programs to promote student well-being and safety.
- Support the development of the safeguarding team.
- Participate in Leadership and department meetings requiring safeguarding collaboration or review.

Emergency and Crisis Management:

- Lead and manage safeguarding crisis situations involving staff, students, and families.
- Manage unresolved parent issues from safeguarding crises along with Leadership.
- Schedule and conduct safeguarding team meetings for follow-ups and incident reporting.

- Be available 24/7 for safeguarding emergencies involving the school community.

Documentation and Communication:

- Create and distribute safeguarding materials, posters, and handbooks for staff and community resources.
- Ensure safeguarding case files are managed according to school guidelines.
- Work with Leadership and Office Staff to ensure safe recruitment practices are followed and regularly checked.

External Liaison:

- Partner with outside agencies for safeguarding education and support.
- Be a member of Global Safeguarding Collaboration (GSC) to represent TIS among other international schools for safeguarding (includes monthly Zoom meetings, regular emails receiving or giving recommendations, and individual collaboration as needed)
- Manage the involvement of external agencies with the school's safeguarding efforts.
- Oversee the progress of students and staff involved in the safeguarding system, coordinating with law enforcement, embassies, and medical/mental health providers.

Leadership and Development:

- Continue developing the school's safeguarding program to meet accreditation and best practice guidelines.
- Lead in creating new policies and procedures for the safeguarding program.
- Co-lead all staff safeguarding training and follow-up to ensure proper report completion.

General:

- Meet regularly with the Principal to discuss safeguarding issues and concerns.
- Promote and champion child safeguarding within the school.
- Monitor each case to its conclusion and provide necessary reports and updates.

The DSL ensures the school adheres to all local and international laws and best practices, working closely with staff, students, parents, and external agencies to maintain a safe and supportive environment.

Safeguarding Deputy (DDSL)

General:

- Report to and support the DSL
- Hold Level 3 or equivalent Safeguarding certification
- Collaborate with DSL and participate in documenting all safeguarding concerns
- Attend regular collaborative safeguarding meetings

- Follow up with parents/students as required in collaboration with the DSL
- Co-lead annual staff safeguarding training with the DSL
- Participate and collaborate in the development of the TIS safeguarding program and planning meetings as led by the DSL

Safe Recruitment Practices

- Advertisements for all potential positions will clearly state that Safeguarding and Child Protection practices are enforced and screening procedures will be included in the hiring process.
- Conduct live interviews with prospective candidates, involving at least two members from Leadership, including questions or scenarios focused on child safeguarding.
- Complete three reference checks (at least 1 verbal) with the candidate's current or most recent principal, head of school, and a close colleague. These checks will include questions regarding the candidate's interactions and safety when working with children.
- Verify credentials
- Conduct social media and internet checks of all prospective employees
- Verify all references using official business contact details. Additional reference checks may be pursued if there are employment gaps or concerns.
- New staff members will receive internal and external Safeguarding training on commencement of their employment.
- Ensure all employees sign an annual acknowledgment, confirming they have read, understood, and agree to abide by the school's Code of Conduct (Appendix I).

TIS will communicate this policy annually, provide annual training for all staff, and ensure hiring practices for employees and contracted service providers include the appropriate criminal and sexual offence reports to safeguard children. All staff will be expected to sign the Code of Conduct. In the case of a staff member who is reported as an alleged offender, TIS will conduct a full investigation following a carefully designed course of due process.

Role of Stakeholders

Identifying Abuse

Signs and Symptoms of Abuse

Physical abuse may involve hitting, punching, shaking, throwing, poisoning, biting, burning/scalding, drowning, suffocating or otherwise causing intentional physical harm to a

child. Signs of physical abuse, which could also be indicative of self-harm, may include the following:

- Bruises, burns, sprains, dislocations, bites, cuts
- Improbable excuses given to explain injuries
- Injuries which have not received medical attention
- Injuries to the body in places that aren't normally exposed to falls, etc.
- Repeated urinary infections or unexplained stomach pains
- Refusal to discuss injuries
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home or of parents being contacted
- Showing wariness or distrust of adults
- Self-destructive tendencies
- Being aggressive towards others
- Being very passive and compliant
- Chronic running away

Emotional abuse is the persistent emotional ill-treatment of a child so as to cause severe and adverse effects on a child's emotional development. It may involve: conveying to children that they are worthless, unloved or that they are inadequate or valued only insofar as they meet the needs of another person; age or developmentally inappropriate expectations being imposed on children; causing children frequently to feel frightened; or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may also occur alone. Signs of emotional abuse may include the following:

- Physical, mental and emotional development is delayed
- Highly anxious
- Showing delayed speech or sudden speech disorder
- Fear of new situations
- Low self-esteem
- Inappropriate emotional responses to painful situations
- Extremes of passivity or aggression
- Drug or alcohol abuse
- Chronic running away
- Compulsive stealing
- Obsessions or phobias
- Considerable weight loss/gain
- Sudden under-achievement or lack of concentration
- Attention-seeking behaviour
- Persistent tiredness
- Lying

Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. Activities may involve physical contact, including penetrative (i.e. rape) or non-penetrative acts. They may include non-contact activities, such as involving children in the production or viewing of pornographic material or encouraging children to behave in sexually inappropriate ways. Children involved in commercial sex work are victims of sexual abuse, whether they perceive themselves as victims or not. Signs of sexual abuse may include the following:

- Pain or irritation to the genital area
- Vaginal or penile discharge
- Difficulty with urination
- Infection, bleeding
- Sexually transmitted disease (STD)
- Fear of people or places
- Regressive behaviours, bed wetting or stranger anxiety
- Excessive masturbation
- Sexually provocative behaviour
- Stomach pains or discomfort walking or sitting
- Being unusually quiet and withdrawn or unusually aggressive
- Suffering from what seem physical ailments that can't be explained medically
- Showing fear or distrust of a particular adult
- Mentioning receiving special attention from an adult or a new "secret" friendship with an adult
- Refusal to continue with school or usual social activities
- Age-inappropriate sexualized behaviour or language

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

- Has "favourite" student
- Attempts to find ways to be alone with children
- Uses inappropriate language, jokes and discussions with children
- Sexualized talk in the presence of students
- Gives private gifts to children
- Has private chats with children on internet

Other Behaviour

When dealing with other alleged behaviour which involves reports of, for example, emotional and/or physical abuse, staff can draw on aspects of Hackett's continuum (Appendix II) to assess where the alleged behaviour falls on a spectrum and to decide how to respond. This could include, for example, whether it:

- is socially acceptable
- involves a single incident or has occurred over a period of time
- is socially acceptable within the peer group
- is problematic and concerning
- involves any overt elements of victimisation or discrimination e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability
- involves an element of coercion or pre-planning
- involves a power imbalance between the child/children allegedly responsible for the behaviour and the child/children allegedly the subject of that power
- involves a misuse of power

Physical Punishment at Home

- We acknowledge that physical punishment (corporal punishment) at home is a part of some cultures and family practices.
- Research consistently shows that corporal punishment is not effective in promoting a desired change in behaviour in any lasting way. Therefore, we do not support the use of physical punishment to discipline children.
- If a school employee believes a student is being physically punished at home, TIS will contact the parents/guardians to learn more about the situation and offer support in implementing positive discipline strategies at home.

Reporting a Concern or Incident

All staff employed at TIS must report suspected incidences of child abuse or neglect to the DSL/DDSL whenever the staff member has reasonable cause to believe that a child has suffered or is at risk of suffering abuse or neglect. Reporting and follow-up of all suspected incidences of child abuse or neglect will proceed in accordance with administrative regulations respective to this policy, which will be reviewed annually. Furthermore, cases of suspected child abuse or neglect might be reported to the respective consulate in Japan, to the appropriate child protection agency in the host and home country, and/or to local authorities.

TIS also, as appropriate, takes measures to ensure that outside contractors or volunteers who act in a teaching or supervisory role with students are made aware of and follow this policy and guidelines. Specifically, all outside substitute teachers, coaches and activity supervisors are required to undergo safeguarding training and sign the Code of Conduct prior to engaging in any class or activity with students.

If a member of staff believes that an action of their own could be misinterpreted, the incident and circumstances should be recorded as soon as possible.

See Appendix III for the Reporting Flowchart

Reporting protocol

If staff or visitors have concerns about a student's safety eg. bullying, teasing, negative peer pressure, self-harm, abuse at school or at home health concerns.

If it is urgent:

1. Speak to the DSL/DDSL immediately.
2. If the DSL/DDSL are not available, report to the Principal.
3. Complete the Staff Safeguarding Reporting Form. It is important to give a written statement, even if the DSL/DDSL is informed in person.

If it is not urgent:

1. Complete the Staff Safeguarding Reporting Form - this will inform the DSL/DDSL of the concern.

If staff or visitors witness a safeguarding incident or type of abuse eg. physical, sexual, emotional, neglect.

1. Ensure the student is safe and no longer in an immediate harmful situation. Send other students away and contact other staff as needed if help is required.
2. Immediately speak to the DSL/DDSL in person.
3. If the DSL/DDSL are not available, report to the Principal.
4. Complete the Staff Safeguarding Reporting Form. It is important to give a written statement, even if you tell the DSL/DDSL in person. The DSL/DDSL may require an Incident Report Form (provided by Principal or DSL/DDSL) to be completed, especially in the case of alleged physical or sexual abuse.

In both situations:

- It is important to ensure no photos of students or any body parts of a student are taken. The physical injury should instead be described in the Body Map section of the Incident Report Form (Appendix IV).
- Once the required documents are received, the DSL/DDSL will acknowledge that the documents have been received and the issue is being dealt with, however, due to confidentiality and student safety, the DSL/DDSL may not be able to provide details of any actions taken or further investigations.
- Under no circumstances should a staff member other than the DSL/DDSL or Principal attempt to resolve an issue themselves or promise confidentiality.

Advice to Staff Regarding Student Disclosure of Abuse

School personnel should understand and know how to respond appropriately to disclosures from students, knowing that it is often very difficult for students to disclose or talk about abuse. For example, they may:

- Try to “forget in order to cope.”
- Worry they will lose the love of their parents or friends.
- Fear the shame of abuse or getting in trouble for telling (especially older children).
- Fear they will be blamed as adults tend to be believed more than children.
- Be under threat by the offender to harm them or their family.

Understanding these fears of disclosure will help you in your response. Assure them that they are not to blame for the abuse. If a student asks to speak with you, find a neutral setting where you can have quiet and few interruptions. Determine what happened, where, when and who.

Do not:

- let the student swear you to secrecy
- lead the student in telling (let the student explain in their own words)
- pressure the student for a great amount of detail
- make judgmental remarks about the alleged abuser
- tell the student that things will get better
- confront the alleged abuser

Respect the student’s confidence; share with a member of the Safeguarding Team but limit information to other staff. Explain to the student that you must tell someone else to get help and why.

If the student does not want to go home, this should be *considered an emergency*. Report immediately to the DSL/DDSL, who will engage senior leadership in support of the student.

Investigation of Reported Incidents

The DSL/DDSL will follow up with each case to completion and will report to external service providers if and when necessary. The DSL/DDSL will ensure students are supported and a suitable plan of action is in place.

All concerns about the well-being of a student should be reported to the DSL/DDSL.

There is a dedicated email address which is confidential and only able to be accessed by the DSL/DDSL - safespace@tisweb.net. Students and staff can contact this email to request help or report an incident or concern.

All notes and documentation are kept confidential and stored in a secure location.

Communication

TIS faculty, staff and volunteers should not have personal phone numbers, email addresses or contact information of any students without permission from parents. They should not have contact with students through social media, online games or communication apps. All online communication with students should be conducted via the TIS Google platform between the hours of 8 am-5 pm on school days unless urgent. In this case, the Head of School must be BCC'd on correspondence.

If student phone numbers are collected for safety reasons during a field trip, those phone numbers will be deleted at the end of the trip.

Interactions with students

One-on-one meetings with a student must be held in a public area; in a room where the interaction can be (or is being) observed without obstruction; or in a room with the door left open, and another staff member or supervisor is notified about the meeting. This includes meetings between students as well. All meetings between adults and students must be observable and interruptible.

- At School - Staff should act professionally, leading, caring for, and respecting students.
- Outside of School - TIS recognizes that a small community means there are opportunities for interaction with students outside of school. Staff are expected to follow the guidelines in this Safeguarding Policy. Staff should not arrange to meet a student outside of school hours without the student's parent/guardian present.
- Students are expected to leave the school building by 15:30 on weekdays. However, students may be in the building until 17:00 on Monday - Thursday if there is an activity that has been scheduled and the staff have been made aware where the students will be in that time and for what purpose. Students may be unsupervised in the school library until 17:00 from Monday to Thursday. DP students may be in the DP study room unsupervised until 17:00 from Monday to Thursday.
- During the weekends, Staff Development Days, National Holidays and school breaks, students may not be in any of the school buildings for any reason without parental

supervision or direct, written permission from the head of the appropriate section. This permission must be acquired before students enter the premises.

Safeguarding Off Campus

In order to create a holistic learning environment, TIS frequently undertakes field trips, service trips, blended learning, after-school activities, outdoor learning or field work.

All safeguarding protocols that apply to regular on-campus running of the school apply to off-campus experiences.

In addition, TIS requires that a full risk assessment is done prior to off-campus trips. As part of the risk assessment, Safeguarding risks must be added in addition to how they will be mitigated.

Field Trip Planning form can be found [here](#).

Students cannot enter a staff member's car for any reason without written (or digital) parental permission AND prior permission from a Senior member of Leadership. This stipulation can only be overridden in a life-or-death emergency.

Peer-to-Peer Incidents

Reporting of Peer-to-Peer Abuse

Concerns that originate from a staff member or an adult stakeholder should follow the regular reporting protocol as stipulated above.

Students who wish to report concerns can do so in three ways. Students can report incidents through the Safespace email address (safespace@tisweb.net) and/or anonymously through the [Safeguarding Student Report Form](#). Students are educated on the purpose and use of these methods during orientation, homeroom lessons and during SEL lessons. Posters describing and identifying safeguarding staff and protocols are regularly updated and put up around the school facilities. In addition to this, students can also speak directly to a staff member or the DSL/DDSL.

Signs of Peer-on-Peer Abuse

All staff should be alert to the well-being of students and to signs of abuse. Signs that a child may be suffering from peer-on-peer abuse can also overlap with those indicating other types of abuse and can include:

- failing to attend school, disengaging from classes or struggling to carry out school-related tasks to the standard ordinarily expected
- physical injuries
- experiencing difficulties with mental health and/or emotional wellbeing
- becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks; suffering from nightmares or lack of sleep or sleeping too much
- broader changes in behaviour including alcohol or substance misuse
- changes in appearance and/or starting to act in a way that is not appropriate for the child's age
- abusive behaviour towards others

TIS response to concerns or allegations of peer-on-peer abuse

If there is reasonable cause to investigate serious concerns/allegations the DSL/DDSL will conduct an investigation which also considers the wider context in which they may have occurred (as appropriate). The DSL/DDSL will treat all children involved as being at potential risk. Although the child allegedly responsible for the abuse may pose a significant risk of harm to other children, they may also have unmet needs and be at risk of harm themselves. TIS espouses restorative practices at all levels, and as such, peer-on-peer abuse must be responded to through that lens.

The DSL/DDSL will aim to put a safeguarding response in place for both the child who has allegedly experienced the abuse and the child who has allegedly been responsible for it, recognizing that additional disciplinary and/or remedial action in line with our [Behaviour Management Policy](#) may be required for the latter.

If a student is in immediate danger or at risk of significant harm, staff should report it to the DSL/DDSL immediately and add the SEVERE concern on all communication. The situation will be managed in line with this Safeguarding Policy.

Media and Safeguarding

Throughout the year, children may be photographed or video recorded while participating in academic, artistic, or athletic activities, in line with the [Digital Media Policy](#). These images and videos may be used for promotional, educational, or publicity purposes, including publications, presentations, or social media outlets. Parents/guardians have the option to opt out, in writing, if they do not wish for their child's photo or video to be used in this manner.

TIS will:

- Make every effort to ensure no identifying or personal information beyond first names is included with photos or videos.
- Respect cultural, religious, and personal beliefs in all photography.
- Prohibit unsupervised access to children during photography or video recording.

Attendance

Attendance is recorded via Toddle. In Secondary, attendance is taken at the start of each period. In Elementary, attendance is taken at the beginning of the day. Homeroom teachers and Heads of Schools are responsible for following up with students and their parents/guardians if there is an unexcused absence or a pattern of non-attendance. Parents/guardians are required to inform the school of any absences. Throughout the day, staff communicate via Google Chat if a student is missing from their class or to inform staff of where students will be if they will not be in their usual place eg. if they are in the sick room or talking to a teacher about a concern.

When a student is arriving late or departing early, they must sign in/out at the office. They must not leave campus without signing out unless they are a DP student going to 7/11. If students are leaving due to illness, they must still sign out. Parents must inform the office if they plan to pick their child up early from school. In the case of Elementary students, parents must come to the office to pick their child up and sign out on their behalf.

Parental Residence and Guardianship Requirements

TIS requires that at least one parent or legally appointed guardian resides with the student while they are enrolled. Students found to be living alone without an appointed guardian may not enroll and may be asked to leave the school.

If both parents/guardians will be absent from Sendai, they must inform the School Office in advance in writing. This notification must include:

- The name and contact details (phone, email, and physical address) of the Temporary Guardian responsible for the student during the absence.
- The dates of parental absence.
- A signed acknowledgment from the Temporary Guardian confirming their responsibility.

Additionally, parents/guardians must provide and maintain up-to-date contact details for two Emergency Contacts who can act on their behalf if needed.

TIS considers all enrolled students “children,” even if they are 18 years old or older. Students should not be regularly left alone or unsupervised, and they must not stay with household employees for extended overnight periods, as this relationship may affect decision-making in emergencies.

For cases where a student needs to stay with someone other than their parents or legal guardians, the School Office must be notified in advance with the caregiver’s details to ensure appropriate supervision and emergency preparedness.

Visitors

TIS wants students, parents, faculty and staff to feel safe at school and enjoy school community relationships based on trust and respect. Therefore, TIS ensures that visitors to school adhere to the following protocol.

- Visitors must immediately sign in with the office on the second floor before proceeding on to other matters.
- Visitors must include their name, date and time, purpose of visit and a contact phone number when signing in.
- Visitors must provide proof of identification to office staff upon request
- Visitors must collect a ‘Visitors’ lanyard and wear it for the entirety of their visit to TIS.
- All visitors must sign out when leaving
- All visitors must leave their lanyard with the office as they sign out
- After signing out, visitors must leave the premises immediately

Visitors are defined as non-staff members who enter the school on regular school days for reasons other than collecting their own children and includes:

- Alumni
- Spouses
- Visiting family
- PTA members
- Friends of staff or students

- School tours
- Guest speakers

While visiting the campus:

- Do not take photographs/videos of students or teachers *
- Use the appropriately designated bathrooms (i.e., student, staff and visitors)
- Only enter and exit the premises through the front door
- Refrain from interrupting or disturbing classes and activities
- Do not engage in any activity that could disturb, disrupt or distress a student or staff member

*Permission for taking photographs/videos can be granted by Leadership under certain conditions in accordance with the TIS media policy.

Whistleblowing

In alignment with our core values, we strive to create a culture that facilitates responsible disclosure of information relating to unethical conduct, fraud, and corruption in the workplace. Whistleblowing is when an employee reports suspected wrongdoing in the workplace. This Safeguarding Policy and its procedures allow staff to make a report without fear of victimisation or disadvantage.

Making a Whistleblowing Report

Even if you are not sure, report situations that make you uncomfortable as soon as possible. We can only address known issues so please speak up, speak out.

If an individual has a genuine concern about harassment or other misconduct, it should be reported to any one of the following people:

- DSL/DDSL
- School Principal (in cases where the concern involves the DSL/DDSL)

Important note: Where there is a concern regarding the well-being of a student, a report must be made immediately to the DSL/DDSL or Principal, in accordance with the Safeguarding reporting protocol.

How Whistleblowing Reports are Handled

The receiver of the report will determine appropriate next steps, and the exact nature of any investigation will depend on the concern raised. The confidentiality of the individual making a report will be maintained as far as possible. Upon conclusion of an investigation, the concerned individual(s) will be informed of the outcome.

Final note on the protection of individuals making a report: When allegations are made in good faith but are not confirmed by an investigation, no action will be taken against the reporting person. If, however, allegations are made frivolously, maliciously or for personal gain, disciplinary action may be taken against the reporting individual.

Appendix I

Tohoku International School

Code of Conduct

Tohoku International School is committed to the safety, dignity, respect, and protection of all individuals in our community. This Code of Conduct applies to all school faculty, staff, employees, volunteers and students in leadership positions who represent the school and who interact with students in both a direct and/or unsupervised capacity. We must, at all times, be aware of the responsibilities that accompany our work.

This code complements policies, rules and guidelines already existing in the school and is part of the working conditions of the same, designed to safeguard children and all members of the TIS community, and ensure safe teaching, behavior, and practice. Furthermore, our community will be guided by the attributes of the IB Learner Profile.

We should be aware of our own and other persons' vulnerability, especially when working alone with students, and be particularly aware that we are responsible for maintaining physical, emotional and sexual boundaries in such interactions. This includes suggestive speech or gestures as well as physical contact that exploits, abuses or harasses. Our priority is to ensure a safe and supportive environment for all students in our school.

****For the purposes of this Code of Conduct, the phrase "faculty, staff and volunteers" includes coaches, contractors, subcontractors, administrators, volunteers, PTA members and all other adults who work with, or around, children within the school community. The term "students" includes students enrolled with TIS and any children visiting the school or involved with TIS related activities.****

Physical Contact

We will exercise careful discretion before any physical contact with others, particularly students, and remain mindful of how such gestures may be perceived or received. Physical touch should only be considered when it is an appropriate expression of greeting, care, concern, or celebration. TIS faculty, staff and volunteers are strictly prohibited from using physical discipline under any circumstances, except when necessary to safely restrain a student in a potentially dangerous situation. Physical contact with students 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 in private. Below are examples of both appropriate and inappropriate physical behaviors:

Appropriate physical behavior includes contact that respects personal and cultural boundaries and occurs in public, non-sexual contexts, such as:

- Pats on the back or shoulder, high fives, handshakes
- Child-initiated hugs, or hugs given with consent to meet a child's needs, e.g. asking a crying student, "Would you like a hug, or is there another way I can support you?"
- Holding hands to cross the street safely
- Assisting with toileting or changing clothes
- Preventing injury, such as catching a child during a fall
- Restraining a child to prevent self-harm

Inappropriate physical behavior includes any contact that abuses, exploits, or harasses a child, violates professional boundaries, or prioritizes the adult's needs over the student's. Inappropriate behavior includes (but is not limited to):

- Slapping, shaking, pinching, hitting, punching, pushing, grabbing, or kicking
- Patting the buttocks or chest area
- Touching private body parts
- Intimate, romantic, or sexual contact
- Showing pornography or involving children in pornographic activities
- Hugs initiated by the adult to fulfill their own needs, e.g. "I need a hug today—will you give me one?"

One-on-One Meeting Protocols

One-on-one meetings with a student must be held in a public area; in a room where the interaction can be (or is being) observed without obstruction; or in a room with the door left open, and another staff member or supervisor is notified about the meeting. This includes meetings between students as well. All meetings between adults and students must be observable and interruptible.

Child Protection

We must intervene when there is evidence of, or there is reasonable cause to suspect, that students are being abused in any way. Suspected abuse or neglect must be immediately reported to the Safeguarding Team whereupon it will be investigated and relayed to the appropriate local agencies under the discretion of the Designated Safeguarding Lead (DSL).

All TIS faculty, staff and volunteers should be familiar with our school's clearly defined policies and set of protocols regarding student and staff safeguarding.

TIS Student & Staff Protection Policy & Protocol

All TIS faculty, staff and volunteers should refrain from the illegal possession and/or illegal use of drugs and/or alcohol during school hours and school events. Moreover, must refrain from the use of tobacco products and alcohol when students are under their care. Adults should never provide students with alcohol, drugs (including prescription or over-the-counter medicine, with

the exception of nursing staff administering medicine with parental permission), cigarettes, videos, or reading material/images that are inappropriate.

TIS faculty, staff and volunteers should not give gifts/money to individual students without the knowledge of their parents or guardians. TIS faculty, staff and volunteers should not accept gifts/money of significant value from individual parents or students.

TIS faculty, staff and volunteers will not share any personal information about students, including photographs, beyond the school's systems, without express written consent and approval from Leadership.

Communication

Communication with students is governed by the key safety concept of transparency. The following steps will reduce the risk of private or otherwise inappropriate communication between TIS parents, faculty, staff and volunteers students:

- Parents should be included when communication between Tohoku International School (including volunteers) and students falls outside the role of the professional or volunteer relationship (teacher, coach).
- All email exchanges between a student and person acting on behalf of the school should be made using the TIS email address (@tisweb.net)
- TIS faculty, staff and volunteers (with the exception of student leaders) should not have personal phone numbers, email addresses or contact information of any students without permission from parents. They should not have contact with students through social media, online games or communication apps. All online communication with students should be conducted via the TIS google platform.
- Electronic communication that takes place over a school network or platform could be subject to monitoring by the school. Data may be provided during any full investigation by Leadership and local authorities.

Individual Commitments

I commit to:

- Treat every person with respect, patience, integrity, courtesy, dignity and consideration.
- Strive to use positive reinforcement rather than criticism, judging, competition or comparison when working with students. I am aware of the possible damage and misunderstanding associated with the use of sarcasm, especially with students of a second language.
- Never be alone with a student without full visibility into the office or classroom.
- Maintain appropriate physical limits at all times with students and touch students only when necessary and only in appropriate public and non-sexual ways.
- Comply with the reporting procedures of TIS to report suspected child abuse, including respecting student privacy and confidentiality. It is not appropriate to harass students for details or to investigate cases myself.
- Fully cooperate in any internal or external investigation regarding abuse of any student

and / or person.

- Use google hangouts/meet/chat for communication in all circumstances including on field trips. Other forms of communication can be only used if needed in the case of emergencies.
- Always comply with Japanese law as well as applicable international laws and guidelines for accredited international schools.

I commit NOT to:

- Touch or speak to a student in a sexual, abusive or otherwise inappropriate manner.
- Be alone with students at school activities without Leadership being notified.
- Inflict any physical or emotional abuse such as striking, spanking, shaking, slapping, humiliating, ridiculing, threatening, excessive yelling, intimidation or degrading students.
- Engage in a dating or “romantic” relationship with a student.
- Smoke or use tobacco products, or possess, or be under the influence of alcohol or illegal drugs at any time when students are under my care.
- Give a student who is not my own child a ride alone in a car or take a student off campus without permission from the student's parent or guardian and Leadership, unless the student's well-being is in danger. In the case of transporting a student in an emergency situation, I will always make a written report of the circumstances and actions taken as soon as possible to submit to Leadership.
- Accept gifts/money from or give gifts/money to students without the knowledge of their parents or guardians. If I receive a gift of significant value from a student, I will inform Leadership.
- Use inappropriate language in the presence of or directed towards students at any time. I commit to choose words with caution, respecting cultural and religious norms.
- Enter a shower or onsen with students, during any school activities. I will restrict shower and bath (onsen or other) solely to teacher-designated times.
- Use the IT systems in any way that could affect operations or integrity, or that create a risk to the security of TIS and any member of its learning community.
- Share photos or names of students on social media without written permission.
- Discuss the details of any allegations with anyone outside of the Safeguarding Team.

My signature confirms that I have read the **TIS Code of Conduct** and agree to follow these standards.

I understand that any action inconsistent with this Code of Conduct or failure to take action mandated by this Code of Conduct may result in disciplinary action up to and including removal from Tohoku International School.

Printed Name: _____

Signature: _____

Date: _____

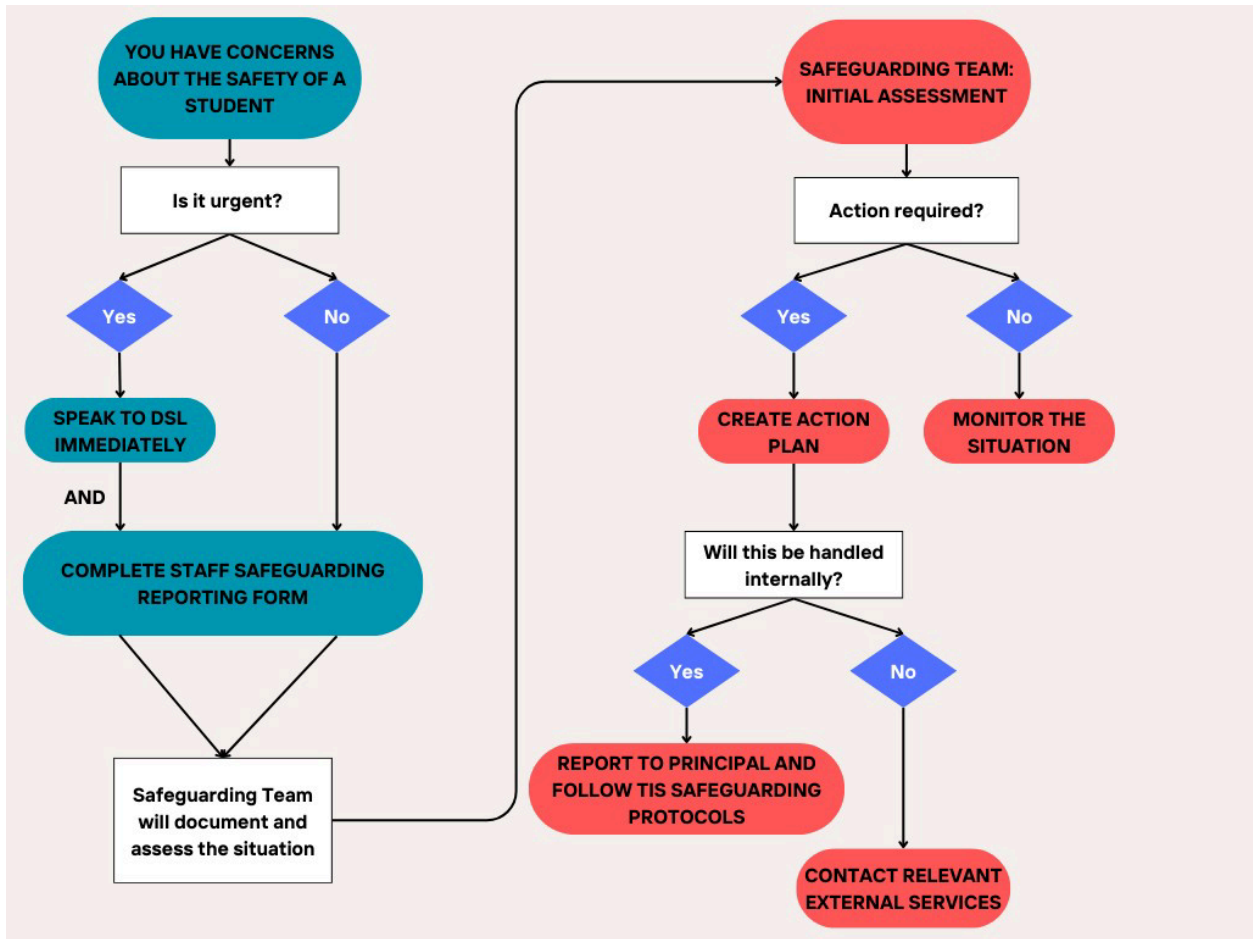
Developed by DSL and DDSL (Sept, 2024)

Appendix II



Image: [Scottish Government](#)

Appendix III



Appendix IV

TIS INCIDENT REPORT FORM CONFIDENTIAL

Please use this form when you witness a safeguarding incident. Only fill in relevant sections depending on the incident. Please keep this form secure and when complete, hand it to the DSL in person.

The DSL will document, investigate and report to relevant parties as necessary. The DSL/DDSL will get back to you to acknowledge that the issue is being dealt with, however, please remember that due to confidentiality and student safety, the DSL/DDSL may not be able to provide details of any actions taken.

I. INITIAL REPORTING INFORMATION:

Student name	
Year/Class	
Date and time of report	
Form completed by	
Who reported the incident?	
Role at the school	
Location of incident	
Date and time of incident	
Date and time reported	
Persons notified of this incident	

II. INCIDENT REPORT:

Type of alleged abuse:

_____ Physical* _____ Sexual* _____ Emotional _____ Neglect*

*** If the alleged abuse is physical, sexual or neglect, please indicate any physical details that you observed or were reported in Part III: Body Mapping.**

REPORTER'S DESCRIPTION OF INCIDENT (WHO, WHAT, WHERE, WHEN, WHY, HOW):

****Please attach additional paper if needed.****

III. BODY MAPPING

Body maps should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment. At no time should an individual teacher/member of staff other than the nurse, in the course of routine treatment, take photographic evidence of any injuries or marks on a child. The body map below should instead be used.

When you notice an injury to a child, try to record the following information in respect of each mark identified (e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns, etc.):

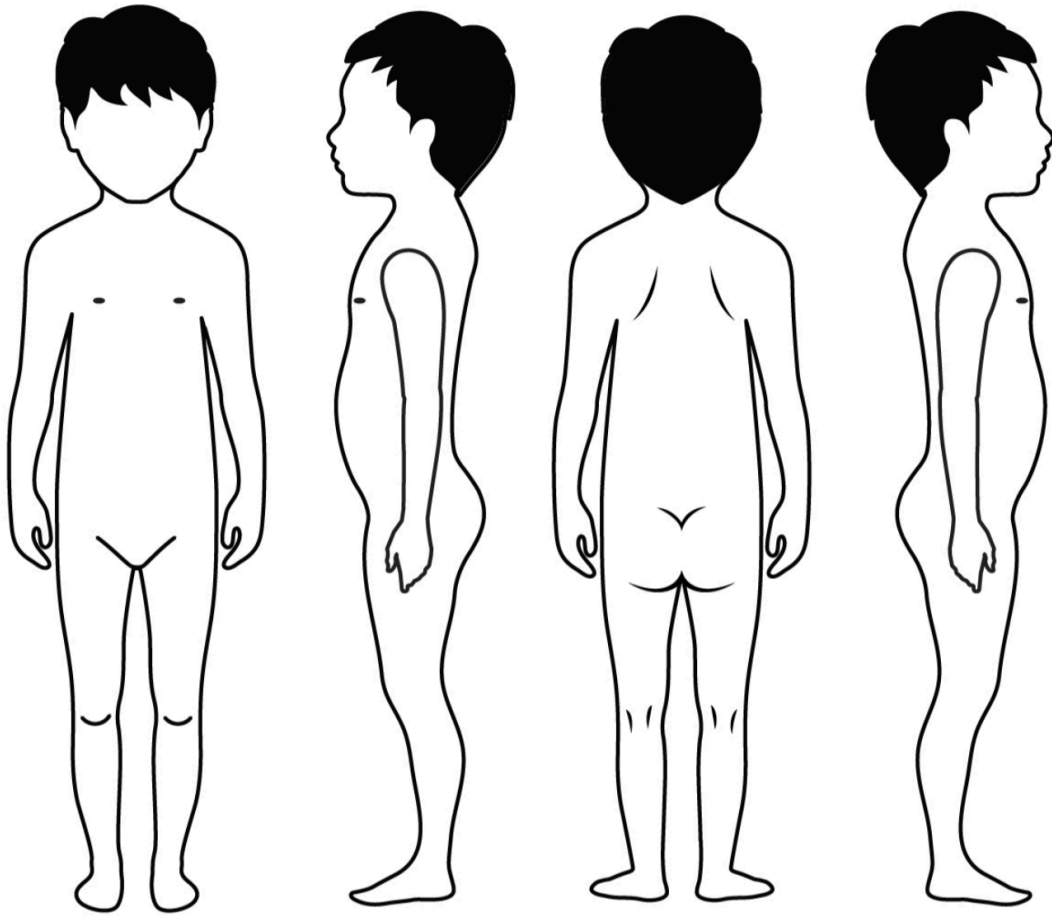
- Exact site of injury on the body (e.g., upper outer arm, left cheek, etc.)
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury (e.g., round/square or straight line, etc.)
- Colour of injury - if more than one colour, say so
- Is the skin broken?
- Is there any swelling at the site of the injury or elsewhere?
- Is there a scab/ blistering/bleeding?
- Is the injury clean or is there grit/fluff, etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed or are they holding themselves differently?

Please add a corresponding number to the mark or injury on the body map, as well as any further comments as required. Ensure first aid is provided where required and record below.

Person entering log	
Date and time	

Description of physical marks or injuries as illustrated on the Body Map

Mark #	Description
1	
2	
3	



APPENDIX

ACTION PLAN CHECKLIST (TO BE FILLED OUT BY SAFEGUARDING TEAM):

NAME OF PERSON RESPONSIBLE AND DATE	ACTION/INTERVENTIONS
	Principal/DSL/DDSL informed about the incident. Principal to inform the Director.
	Form initial Response Team
	DSL/DDSL interviews the student to gain more information.
	In-class observations of the student by the teacher, DSL/DDSL or principal.
	Discussion with witnesses or others involved.
	Physical assessment by nurse (if necessary), with injuries indicated on body map.
	Safety plan developed with the student.
	Meeting set up with the parents and school representatives to communicate concerns.
	<i>Intervention:</i> School-based support.
	<i>Intervention:</i> Referral of the student and family for external professional counselling.
	<i>Intervention:</i> Notification of CPS regarding concerns about the child and family.
	<i>Intervention:</i> Notification of the sponsoring employer regarding concerns about the child and family.
	<i>Intervention:</i> Consultation with the embassy/consulate of the home country of the involved family.
	Other (please explain):