



# Child Safeguarding Policy and Handbook 2025 - 2026





Dear Parents,

At UIA International School of Tokyo (UIA), in keeping with the UIA core values and vision statement, has adopted a Child Safeguarding Policy to guide our staff and families in matters related to the health, safety and care of children in attendance at our school. This policy is so important to us that, as your Principal, I am required to send this letter to parents at the beginning of each school year reminding our community about this truly critical issue. The UIA Child Safeguarding Policy is based on international law and on the United Nations Convention on the Rights of the Child of which Japan is a signatory. The two key articles we wish to draw your attention to are:

**Article 19 - Protection from abuse and neglect**

The Japanese government shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programs for the prevention of abuse and the treatment of victims.

**Article 34 - Sexual exploitation**

The Japanese government shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography. By enrolling your child at UIA, you agree to work in partnership with the school and abide by the policies of the school.

At UIA we want you to know that we genuinely value our partnership with you in providing for the safety and care of your children. It is for this reason that we have endorsed a Child Safeguarding Policy that defines the standards by which all students should be treated with respect and dignity at all times.

**The UIA Child Safeguarding Policy:**

As part of our overall educational programs and specific to our shared responsibility to educate children, to protect them, and to learn and grow in a safe environment, UIA will:

- Provide age appropriate lessons for all grade levels to help students understand personal safety, needs and rights.
- Provide parent materials and information sessions to help you better understand our programs and policy.
- Annually train faculty to recognize and report issues of abuse and neglect.

We will work together with you at home to ensure that our children are safe and are knowledgeable about their rights and responsibilities to themselves and to each other so that they can grow and learn free of fear in a safe and supportive environment. I thank you for your support of our efforts and invite you to contact the school regarding any specific questions you may have in this regard.

Sincerely,



**Michael Taylor**  
*Principal*

## Child Abuse Reporting

UIA aims to ensure that all students are given a safe learning environment by maintaining appropriate practices and supervision in school. The school will establish appropriate procedures to ensure proper reporting of suspected child abuse which may have occurred in or out of school. Such reporting is the responsibility of any employee who suspects that a child may have been abused and must also include provisions for self-reporting of abuse by students. The school will investigate all reports and will take appropriate action to ensure the safety of the child in accordance with Japanese law.

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# Part 1 - Definitions & Indicators of Abuse

**The Designated Safeguarding Lead (DSL)** is the individual within a school, responsible for overseeing and ensuring the protection and welfare of children. Their primary role is to act as the first point of contact for any child protection concerns, ensuring that safeguarding policies are followed correctly.

## Key Responsibilities of a DSL:

- 1. Receiving and Responding to Concerns:**
  - Handling reports of suspected abuse, neglect, or child welfare concerns.
  - Ensuring that concerns are recorded accurately and confidentially.
- 2. Reporting and Liaising:**
  - Contacting relevant authorities, such as child protection services or law enforcement, when necessary.
  - Acting as a bridge between staff, students, parents, and external safeguarding agencies.
- 3. Training and Awareness:**
  - Educating staff and volunteers on child protection policies and procedures.
  - Ensuring that all staff members recognize signs of abuse and understand their duty to report concerns.
- 4. Policy Implementation and Compliance:**
  - Ensuring that the organization's child protection policies are up to date and in line with legal requirements.
  - Conducting regular reviews of safeguarding procedures.
- 5. Supporting Children and Families:**
  - Offering guidance and emotional support to children at risk.
  - Working with families to promote a safe environment for children.

The DSL plays a critical role in maintaining a safe environment for children and ensuring that any concerns regarding their safety are addressed promptly and effectively.

The UIA DSL is Mr Paul McKee  
*Lower Secondary Head*



## How is abuse and neglect defined?

Definitions of abuse are complex and based in various cultures of child-rearing behaviours, gender and role responsibilities and expectations. The primary determination of abuse is that it is dependent on some form of a relationship that is used to meet the needs of the more powerful person, either a member of the family, a teacher, or a friend. Research guides much of the definitions that are based in understanding the impact of certain behaviours.

ABUSE is:	NEGLECT is:
<ul style="list-style-type: none"> <li>- Inflicting physical injury on a child by other than accidental means, causing skin bruising, burns, disfigurement, impairment of physical or emotional health, or loss or impairment of any bodily function, death;</li> <li>- Creating a substantial risk of physical harm to a child's bodily functioning; and/or</li> <li>- Committing acts that are cruel or inhumane regardless of observable injury. Such acts may include, but are not limited to, instances of extreme discipline demonstrating a disregard of a child's pain and/or mental suffering;</li> <li>- Assaulting or criminally mistreating a child as defined by either the Japanese criminal code or school policy;</li> <li>- Engaging in actions or omissions resulting in injury to, or creating a substantial risk to the physical or mental health or development of a child;</li> <li>- Failing to take reasonable steps to prevent the occurrence of the above.</li> </ul>	<ul style="list-style-type: none"> <li>- Failure to provide for a child's basic needs within their own environment:</li> <li>- <b>Physical</b> (e.g., failure to provide necessary food or shelter, or lack of appropriate supervision—this would include failure to provide proper adult guardianship such as leaving children unsupervised at home for any extended period of time. Should parents/guardians leave the country for any reason then the responsibility for informing the school of all appropriate contact details lies with the parent or guardian. Temporary Change of Guardian Forms are available from the UIA office. These are expected to be completed 48 hours prior to parents/guardians leaving the country)</li> <li>- <b>Medical</b> (e.g., failure to provide necessary medical or mental health treatment);</li> <li>- <b>Emotional</b> (e.g., a pattern of actions, such as: inattention to a child's emotional needs, failure to provide psychological care, or permitting the child to abuse alcohol or other drugs, examples may include verbal humiliation, refusing to acknowledge presence of child, invasion of privacy for no specific reason, violent threats, etc).</li> </ul>

## Definitions & Indicators of Abuse & Neglect

Possible Indicators of Abuse are:	Possible indicators of Neglect are:
<ul style="list-style-type: none"> <li>- Unexplained bruises and welts on any part of the body;</li> <li>- Bruises of different ages (various colours);</li> <li>- Injuries reflecting shape of article used (electric cord, belt, buckle, ping pong paddle, hand, etc);</li> <li>- Injuries that regularly appear after absence or vacation;</li> <li>- Unexplained burns, especially to soles, palms, back, or buttocks;</li> <li>- Burns with a pattern from an electric burner, iron, or cigarette;</li> <li>- Rope burns on arms, legs, neck, or torso;</li> <li>- Injuries inconsistent with information offered by the child;</li> <li>- Immersion burns with a distinct boundary line;</li> <li>- Unexplained laceration, abrasions, or fractures.</li> </ul>	<ul style="list-style-type: none"> <li>- Child is unwanted or basic needs are not met;</li> <li>- Parents are uninterested in their child's academic performance.</li> <li>- Parents do not respond to repeated communications from the school;</li> <li>- Child does not want to go home;</li> <li>- Child is left for extended periods of time (age appropriate) without parents or a guardian;</li> <li>- Parents can not be reached in the case of an emergency.</li> </ul>

**NOTE: Behavioural indicators in and of themselves do not constitute abuse or neglect. Together with other indicators, such as family dynamics, they may warrant a referral.**

## Definitions & Indicators of Sexual Abuse

### Sexual Abuse

Sexual abuse is committing any sexual offense or allowing any sexual offense to be committed against a child as defined in either the Japanese criminal code or school policy, or intentionally touching, either directly or through clothing, the genitals, buttocks, anus, or breasts of a child for other than hygiene or child care purposes.

Sexual abuse has some different characteristics of child abuse that warrant special attention. While physical abuse is often the result of immediate stress and not usually planned, sexual abuse requires planning with results that are more insidious. The planning, referred to as Grooming, often results in victims accepting the blame, responsibility, guilt and shame for the sexual behaviour of the offender. This requires far more secrecy than other forms of child abuse, so is more difficult to report.

Many victims, through the process of grooming, are taught that the sex is a form of love, so tend to love their offender and often present as happy and well-adjusted children with no negative symptoms because of their perception of being loved. Working with the sexual offender cannot be done by school counsellors. Outsourced professional assistance would be consulted.

### Possible Indicators of Sexual Abuse

- Sexual knowledge, behaviour, or use of language not appropriate to age level;
- Unusual interpersonal relationship patterns;
- Venereal disease in a child of any age;
- Evidence of physical trauma or bleeding to the oral, genital, or anal areas;
- Difficulty in walking or sitting;
- Refusing to change into PE clothes, fear of bathrooms;
- Child running away from home and not giving any specific complaint;
- Not wanting to be alone with an individual;
- Pregnancy, especially at a young age;
- Extremely protective parenting.



## Responsibility

What happens when a teacher or parent has reasonable cause to believe abuse or neglect has taken place?

- A report must be made when a staff member or parent has reasonable cause to believe that a child has suffered abuse or neglect.
- All reports are confidential.
- The indicators of abuse and neglect will be used by the staff member or parent as a guideline for reporting to the Principal, who will determine if the case needs further attention.

## Part 2 - Child, Family, Community Support

The UIA Child Safeguarding Policy works for the child, the family and the community. International communities are as prone to child abuse as communities in their home country. Child abuse is a multi-faceted issue that involves dynamics of the child, the family, and the community. The UIA Child Safeguarding Policy works to respond at all three levels.

### THE CHILD

- At-risk children include those with difficult temperament, defiance, health issues, social or academic difficulties, and those unaware of their rights to protection.
- UIA promotes respect, study and social skills, teaches rights to protection, healthy relationships, assertiveness, using support systems.

### THE FAMILY

- At-risk characteristics include parents under stress, families with perceived less support and access to resources, socially isolated, unusually high expectations placed on their children, parental history of inappropriate discipline as children.
- UIA works with parents to understand appropriate discipline, networks with community and health services, teaches parents child protection practices.

### THE COMMUNITY

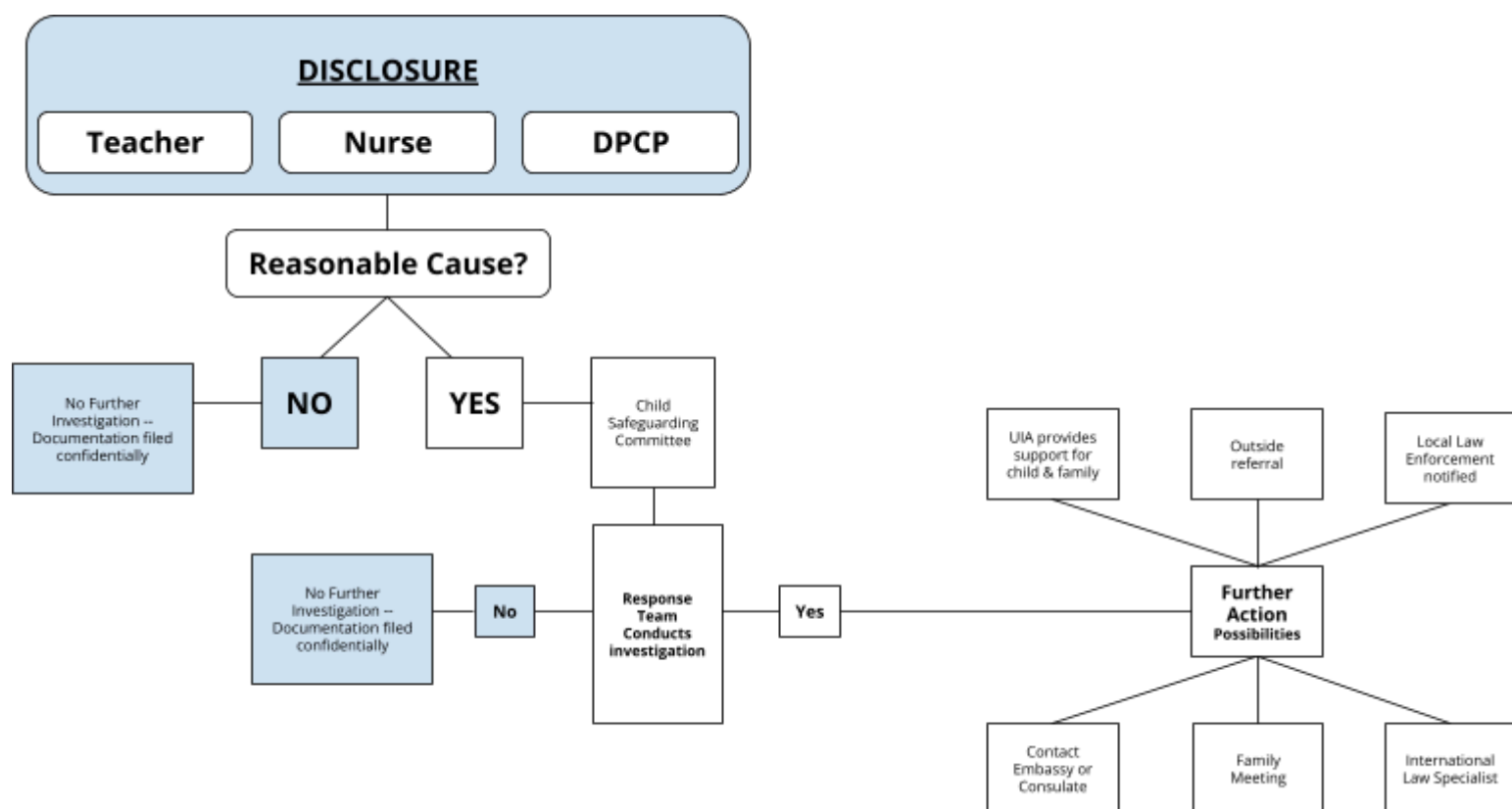
- At-risk characteristics include limited laws on child safeguarding, limited resources to expat families, unusually high work stress placed on parents, acceptance of towards children (excessive corporal punishment), unusually high expectations placed on children to achieve.
- UIA strictly implements the Child Safeguarding Policy, trains teachers to recognize abuse, trains counsellors in supporting families, trains and supports parents in protective behaviours, networks with community and health services for holistic referrals, networks with local authorities.

### What does a Child Safeguarding Policy mean for the UIA community?

UIA is defining a standard for the treatment of all children and youth - that they be treated with respect and dignity at all times. Children and youth have legal and moral rights to their individuality, that when protected, will develop into the ability to meet the needs of the family, community, and global society. Child Safeguarding standards defined by UIA encompass all cultures and international law. When given reasonable cause to believe that these rights are violated, UIA will seek all available resources to restore those rights.

## Part 3 - Reporting Processes & Procedures

Where there is cause to suspect child abuse or neglect, it is the responsibility of the staff member to report their suspicions to the Designated Safeguarding Lead (DSL) or the principal. In all cases, the principal will be notified. It is the responsibility of the principal to inform the board chair of the suspected case of child abuse or neglect. All staff, faculty and administrators are mandated to report incidences of abuse and neglect. All UIA employees are also required to report suspicion of abuse or neglect. All reports of abuse and neglect must be made to the DSL within 48 hours for immediate response.



Flow diagram response to information disclosure in regards to a student

## Procedures for reporting suspected cases of child abuse or neglect

STEP 1	<p>When a child reports abuse or there is reasonable cause to believe that abuse is occurring, the teacher will seek advice from the principal within 24 hours. The principal will take initial steps to gather information regarding the reported incident and will form a school-based response team as needed to address the report. The response team may include the principal, divisional head, and other individuals as the principal sees fit. In all cases, follow up activities will be conducted in a manner that ensures that information is documented factually and that strict confidentiality is maintained. The following procedure will be used:</p> <ol style="list-style-type: none"> <li>1) Interview staff members as necessary and document information relative to the case.</li> <li>2) Consult with school personnel to review the child's history in school.</li> <li>3) Report status of case to principal.</li> <li>4) Determine the course of follow-up-actions.</li> </ol>
STEP 2	<p>Based on acquired information beyond reasonable doubt, a plan of action will be developed to assist the child and family. Actions that may take place are:</p> <ul style="list-style-type: none"> <li>- Discussions between the child and principal (and a 3rd individual) in order to gain more information. Depending upon the age of the child, these discussions may include drawing pictures and playing with dolls to elicit more information as to what may have occurred.</li> <li>- In-class observations of the child by the teacher, principal, or other.</li> <li>- Meetings with the family to present the school's concerns.</li> <li>- Referral of the student and family to external professional counselling.</li> <li>- Notification of the management of the sponsoring employer of the concern with the child/family, or to the principal at the home-of-record.</li> <li>- Consultation with the consulate of the country of the involved family.</li> <li>- Consultation with the school or an attorney. Informal consultation with local authorities.</li> </ul>
STEP 3	<p>Subsequent to a reported and/or substantiated case of child abuse or neglect:</p> <ul style="list-style-type: none"> <li>- The principal will maintain contact with the child and family to provide support and guidance as appropriate.</li> <li>- The principal will provide the child's teachers and the parents with ongoing support.</li> <li>- The principal will provide resource materials and strategies for teacher use.</li> <li>- The principal will maintain contact with outside therapists to update the progress of the child in school.</li> <li>- All documentation of the investigation will be kept in the child's school confidential records file.</li> <li>- Records sent to schools to which their student may transfer will be flagged to let the receiving school know there is a confidential file for the</li> </ul>

child. UIA will make every attempt to share this information to protect the child.

**Most cases of suspected abuse or neglect will be handled by Child Safeguarding Committee, such as those involving:**

- Student relationships with peers,
- Parenting skills related to disciplining children at home,
- Student-parent relationships,
- Mental health issues such as depression, low self-esteem, grieving.

**Some cases will be referred to outside resources, for example:**

- Mental health issues such as depression, psychosis, dissociation, suicide ideation.

**Cases reported for investigation and outside resources:**

- Severe and ongoing physical abuse or neglect.
- Sexual abuse and incest.

**In extreme cases when families do not stop the abuse or concerns remain about the safety of the child, reports could be made to:**

- The consulate,
- The employer,
- The home-of-record welfare office,
- Local Law Enforcement.

## Part 4 - Staff Code of Conduct

UIA International School of Tokyo (UIA) is committed to the safety and protection of children. This Code of Conduct applies to those participating in UIA programs such as educational staff, faculty, and volunteers who interact with Children or Young People (referred to below as CYP) participating in UIA programs.

I will:

- Treat everyone with respect, patience, integrity, courtesy, dignity, and consideration.
- Use positive reinforcement rather than excessive criticism, competition, or comparison when working with CYP.
- Maintain appropriate boundaries with CYP at all times.
- Diligently report suspected cases of child abuse.
- Cooperate fully in any investigation of abuse of CYP.

I will not:

- Except for in cases necessary for the execution of school duties, be alone with CYP without notifying and receiving permission in advance from a divisional head, or their parents/guardians.
- Except for in cases necessary for educational purposes, use sarcasm in the target language for second-language learners.
- Commit any sexual activity with CYP with or without their consent.
- Inflict any physical or emotional abuse such as striking, smacking, shaking, dragging, slapping, humiliating, ridiculing, threatening, or degradation towards CYP.
- When in the presence of CYP, smoke and/or possess tobacco, or be under the influence of alcohol or illegal drugs at any time while at work.
- Purchase alcohol, tobacco, illegal drugs and/or inappropriate items or services for CYP.
- Without receiving permission from parents or guardians, act in unison with CYP outside work.
- Accept gifts from, or give gifts to children without the knowledge or consent of their parents or guardians. However, in the event a gift is received from a CYP, I will inform my direct supervisor.
- Except for in cases necessary for execution of school duties, will not privately contact CYP through email, Facebook, Twitter and/or other forms of SNS without permission from parents or guardians. (At UIA, there is the possibility email and/or other forms of SNS will be periodically investigated.)
- Use violent or inappropriate language in the presence of CYP.
- Without permission from UIA, take personal information (demographic, locational, photographic) about CYP outside of school grounds.

Private device usage ( Smart phone, tablet, etc)

- I will use my device only for school related business
- I will follow the digital image guidelines when including students and staff
- I will delete images from all devices once used
- I will not record any individual without their permission



I hereby accept without objection that as a person working with and/or providing services to children and youth under the auspices of UIA, I am subject to a criminal history background check.

I understand the rules of the Code of Conduct, and I pledge to obey UIA's various rules and regulations including the Code of Conduct. In the event that it is recognized that my actions are incongruent to the Code of Conduct as well as any other UIA rules and regulations, I thoroughly understand there is the possibility for disciplinary action and/or dismissal and sign my name below as proof of my understanding of the repercussions.

Name \_\_\_\_\_

Date \_\_\_\_\_

Signature \_\_\_\_\_

## Part 5 - Child Safeguarding Committee

Each year at UIA the principal will set up and lead a Child Safeguarding Committee. This committee will consist of members who will serve for the year. The members will include

- Principal,
- Divisional Heads,
- Staff representatives (preferable to be across divisions/departments).

The committee will meet 4 times a year. The main purpose of this committee is threefold:

- To reflect on and review the ongoing practices of UIA in regards to Child Safeguarding (this document).
- To review the year from a child welfare perspective including timelines, training, educational programs, and release of information to the community.
- To review the effectiveness and administration of the educational programs in place.

### Child Safeguarding Committee 2025-26

<b>Yuko Akita</b>	<i>Early Years</i>
<b>Eri Honda</b>	<i>Early Years</i>
<b>Yuko Unate (deputy DSL)</b>	<i>Early Years</i>
<b>Tomas Vilimec</b>	<i>Early Years</i>
<b>Brad Trener</b>	<i>Primary</i>
<b>Neetu Soni</b>	<i>Primary</i>
<b>Frederic Deschoenmaeker</b>	<i>Secondary</i>
<b>Amy Toji</b>	<i>Secondary</i>
<b>Mami Nakanishi</b>	<i>Secondary</i>
<b>Yoriko Takashino</b>	<i>Whole School</i>
<b>Michael Taylor (DSL)</b>	<i>Whole School</i>



## Part 6 - Educational Programs

UIA endeavours to educate all members of the community in terms of the rights, responsibilities, policies, and systems in regards to Child Safeguarding. This includes:

- All teaching staff, part time or full time,
- All support staff and administration,
- All external clubs and lessons providers,
- All coaches and program partners,
- All parents,
- All students.

<b>Staff Education</b>	<ul style="list-style-type: none"> <li>- Orientation week in service</li> <li>- Full staff in-service: <ul style="list-style-type: none"> <li>- <a href="#">Darkness to Light</a> (Academic Staff)</li> <li>- <a href="#">Child Safeguarding.com</a> (All ancillary staff - administration staff, cleaners, bus drivers, bus monitors, substitutes, etc.)</li> <li>- Japanese child welfare training</li> </ul> </li> <li>- Code of conduct, read and sign</li> </ul>
<b>Partner Education</b>	<ul style="list-style-type: none"> <li>- TBA</li> </ul>
<b>Parent Education</b>	<ul style="list-style-type: none"> <li>- TBA</li> </ul>
<b>Student Education</b>	<ul style="list-style-type: none"> <li>- Wellness classes</li> </ul>

## Part 7 - Online Safety Guideline

This guideline should be read alongside UIA policies and procedures on child protection and safeguarding.

### Aim

The aim of this guideline is to:

- ensure the safety and wellbeing of children and young people is paramount when adults, young people or children are using the internet, social media or mobile devices;
- provide staff and volunteers with the overarching principles that guide our approach to online safety;
- ensure that, as an organisation, we operate in line with our values and within the law in terms of how we use online devices.

### Based on best practice

This guideline applies to all staff, volunteers, children and young people and anyone involved in the community. This guideline has been drawn up on the basis of legislation, guideline and guidance that seeks to protect children across the world. UIA aligns best practice in the development of its Online Safety Guideline using the following references:

- [Convention on the rights of the child \(UN\)](#),
- [National Centre of Incident and Readiness Strategy for Cybersecurity \(JP\)](#),
- [Japan Internet Safety Promotion Association \(JP\)](#),
- [National Society for the Prevention of Cruelty to Children \(UK\)](#).

### We believe that:

- children and young people should never experience abuse of any kind;
- children should be able to use the internet for education and personal development, but safeguards need to be in place to ensure they are kept safe at all times.

### We recognise that:

- The online world provides everyone with many opportunities; however it can also present risks and challenges.
- We have a duty to ensure that all children, young people and adults involved in our organisation are protected from potential harm online.
- We have a responsibility to help keep children and young people safe online, whether or not they are using UIA's network and devices.
- All children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse.
- Working in partnership with children, young people, their parents, care-takers and other agencies is essential in promoting young people's welfare and in helping young people to be responsible in their approach to online safety.



## Part 8 - Recruitment Practices

At UIA, all incoming staff will be screened using the following process inspired by the International Task Force for Child Safeguarding:

- A.** Perform 'live contact' (phone, skype, face to face) reference checks of at least three (3) references.
- B.** Perform one reference check from the direct supervisor of the candidate (minimum level of Assistant Principal).
- C.** Contact all references through business email / business phone numbers.
- D.** Verify credentials.
- E.** Conduct internet checks of all prospective employees.
- F.** Require Police background checks or a reasonable alternative.
- G.** Review and update recruitment practices as per ITFCP recommendations/ requirements.

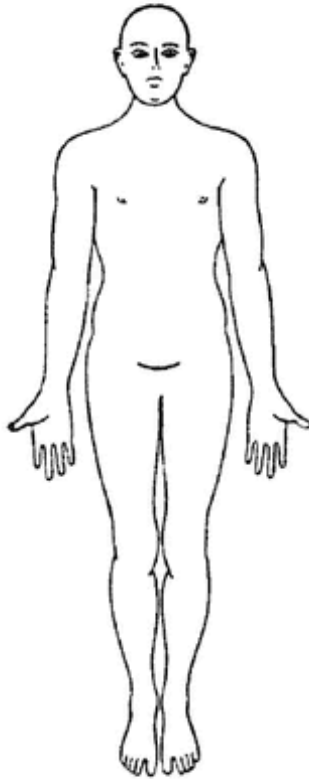
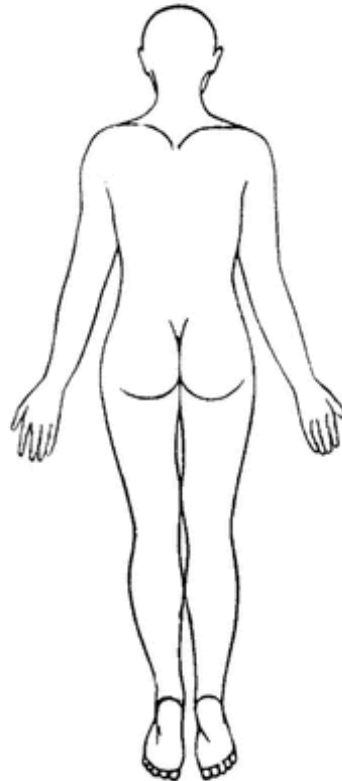
# Appendix

## **PRINT and HAND-WRITE FORM**

### **Record of child protection concern - Form 1**

Student's Name	Date and Time of concern
Mother tongue	Grade and homeroom teacher
DOB & Age	Sex & Gender
Reporting Teacher/ Staff Name	Are you aware that anyone else has been informed or has information?

Indicate any markings on the body images below related to the concern:



Further details (eg disclosure details of any physical harm, description of markings):

Account of concern (what was said, heard, reported and by whom):

Additional information (eg context of concern, disclosure details of any physical harm, emotional signs of concern, witnesses)

Is the family aware of the concern?

Outcome of review

- ☐ Form submitted to DSL
- ☐ Name of DSL and date submitted

- ☐ Date DSL notifies counselor, Child Welfare Committee to determine next steps

## Emergency Contacts

Service	Contact	Description
Child Guidance Center	Phone: 189	At a place called "Child Guidance Center" (jidou soudan sho, 児童相談所)
Human Rights Consultation For Foreigners	<a href="https://www.moj.go.jp/JINKEN/jinken21.html">https://www.moj.go.jp/JINKEN/jinken21.html</a>	If you have difficulty speaking in Japanese, check refer to "Human Rights Consultation for Foreigners" (外国人のための人権相談) page.
TELL Japan	<a href="https://telljp.com/">https://telljp.com/</a>	
MEXT 24 Hour Hotline	Phone: 0120-0-78310 (Japanese)	
Police	Phone: 110	
Ambulance	Phone: 119	

## Resources

- [AISH Blog Post; 8 Essential Elements of a Comprehensive Child Protection Program for International Schools](#), Chris Akin, Colegio Franklin D. Roosevelt, The American School of Lima, Peru
- [Association of International Schools in Africa](#), Child Protection Handbook
- [FDR Child Protection Policy](#)
- International Task Force on Child Protection [Screening and Employment Practices](#) for International School Recruitment
- [Keeping Safe Child Protection Curriculum](#); Government of South Australia
- Council of International Schools [Commitment to Child Protection](#)
- [Keeping Safe Curriculum](#), Government of South Australia, Department of Education
- [Convention on the rights of the child](#) (UN)
- [National Centre of Incident and Readiness Strategy for Cybersecurity](#) (JP)
- [Japan Internet Safety Promotion Association](#) (JP)
- [National Society for the Prevention of Cruelty to Children](#) (UK)
- [Amnesty International Unofficial Summary of the UN Rights Convention of the Child](#)
- [Actual Convention on the Rights of the Child](#)