



Paragon International School Cambodia

Safeguarding Policy

Policy Revision History					
Version	Revised on	Revised by	Description of changes	Approved by	Effective from
1.0	June 2018	Welfare Team	Policy template was established	Head of School	August, 2018
2.0	June, 2021	Welfare Team	Policy was revised according to Katie Riggs comments	Head of School	August, 2021
3.0	July, 2023	Deputy HoW (Jennet Setdarova), Welfare Kg(Bagul Odayeva), Welfare Pri (Kanat Abdeshev), Welfare Sec(Yslamguly Gurbanglyjov)	To define roles and responsibilities part and make it clear	Head of School	August, 2023
4.0	July, 2025	Administration team	minor updates such as GS and roles	Head of School	August, 2025

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1. Introduction

Paragon International School Cambodia (Paragon ISC) believes that every child and youth is precious and deserves to grow up in a safe and supportive environment. All children and youth should have the opportunity to achieve their full potential in both an academic and social sense. Therefore, Paragon ISC is committed to protecting children's rights. In keeping with the School's core values and mission statement, DHQL it has created the **Safeguarding Policy (SP)** which establishes internal measures to prevent and respond to child abuse, make child safeguarding an organisational priority and a shared responsibility for all stakeholders, and act as the guiding literature.

a. Objective

The objective of this Policy is to establish a set of internal *preventative* and *responsive* measures and procedures to:

- **Safeguard children:** by minimising the risk of intentional or unintentional harm and abuse of Paragon ISC students and adequately responding in the event that harm and abuse occur.
- **Safeguard staff:** by avoiding ambiguous workplace situations and behaviours, which may be misinterpreted and potentially lead to false allegations against Paragon ISC staff and associates.
- **Safeguard Paragon ISC:** by showing its genuine commitment to safeguarding children and preventing cases of abuse from happening, Paragon ISC protects its reputation and maintains supporter confidence and funding stability.

b. Laws

The SP is based both on national and international laws.

The national law: **The Constitution of the Kingdom of Cambodia**¹:

Article 31

The Kingdom of Cambodia recognises and respects human rights as enshrined in the United Nations Charter, the Universal Declaration of Human Rights and all the treaties and conventions related to human rights, women's rights and children's rights.

Khmer citizens are equal before the law, enjoying the same rights, liberties and duties regardless of race, colour, sex, language, beliefs, religions, political tendencies, birth origin, social status, wealth or other situations. The exercise of personal rights and liberties by any individual shall not adversely affect the rights and freedoms of others. The exercise of such rights

¹ "The Constitution of the Kingdom of Cambodia - WIPO."
<https://www.wipo.int/edocs/lexdocs/laws/en/kh/kh009en.pdf>

and liberties shall be in accordance with the law.

Article 38

The law forbids any physical abuse against any individual. The law protects the life, honour and dignity of all citizens.

Article 47

A mother and father shall have the obligation to take care of their children, to bring them up and to educate them in order to become good citizens.

Article 48

The State shall assure the protection of children's rights as enshrined in the convention on children, especially the right to life, the right to education, the right to protection during wartime and the right to protection from economic or sexual exploitation.

The State shall protect children and youth from all kinds of labour that can be detrimental to their education and their schooling, or to their health or their welfare.

International law: **The United Nations Convention on the Rights of the Child² (UNCRC)** and its four guiding principles, which the Kingdom of Cambodia is a signatory and ratified on October 15th, 1992.

Non-Discrimination: Whatever their race, colour, gender, language, belief or status, all children should enjoy equal opportunities;

The Best Interests of the Child: Actions or decisions affecting our children should benefit them in the best possible way;

The Right to Survival, Development and Protection: Every child is precious. Every child deserves to grow up in a safe and loving environment free from bullying, neglect, or abuse of any kind. Every child should achieve his/her full potential;

Participation and Inclusion: Every child has the right to be heard and has taken views seriously in all decisions which may affect their life.

Article 19 – Protection from abuse and neglect

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury

² "What is the Convention on the Rights of the Child? | UNICEF."
<https://www.unicef.org/child-rights-convention/what-is-the-convention>.

or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide the necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Article 34 - Sexual exploitation

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall, in particular, take all appropriate national, bilateral and multilateral measures to prevent:

- a) The inducement or coercion of a child to engage in any unlawful sexual activity;*
- b) The exploitative use of children in prostitution or other unlawful sexual practices;*
- c) The exploitative use of children in pornographic performances and materials.*

2. Scope

The policy applies to:

3. Board members/governors/owners and other school leaders;
4. All employees of Paragon ISC and employees of the school's affiliated organisations;
5. All students, parents, and legal guardians; in particular, with respect to upholding the school's code of conduct;
6. Individuals and entities with contractual relationships with the school;
7. All school chaperones and volunteers who work with children and youth; or participate in school programmes and activities involving children and youth.
8. Visitors, vendors, or guests on school premises.

Paragon ISC understands that 'appropriate personal conduct' can differ between cultures and will always prioritise compliance with the legal and ethical expectations and requirements regarding child abuse within Cambodia. In this regard, and as noted in this policy, the school attempts to inform and train its community members in the Cambodian context regarding such matters and within a more school-related sphere and in line with its policy and procedures. Additionally, it is the responsibility of the School to ensure this policy is distributed or/and available to all to whom it applies.

3. Roles and responsibilities

- **Board(Head of School, CPO, CEO, CFO)**

The School Board is responsible for appointing a Designated Child Safeguarding Lead and Safeguarding Coordinators, for the school, who has received on-going and advanced training in child safeguarding and providing adequate support for him/her to fulfil the role. The Board is also responsible for the oversight of safe recruitment and safeguarding practices at Paragon ISC.

- **Designated Safeguarding Lead (DSL)**

Head of School is Designated Safeguarding Lead in school. The Designated Child Safeguarding Lead is responsible for leadership of the implementation of the Safeguarding Policy and Procedures in each campus. DSL reports to the Board and works together with Administration Coordinators assigned in school. DSL is responsible for on-going monitoring of standards and practices to enhance safety and well-being for students. DSL coordinates responses to suspected child abuse incidents by convening the Child Safeguarding Team to initiate action in response to an incident or report. DSL must assist in the review and alignment of the recruitment and screening policy and procedures.

- **Administration Coordinator**

Administration Coordinators are responsible for child safeguarding and assigned as Administration Coordinators in school. Administration Coordinators oversee the whole school alignment, implementation and revision of the Safeguarding policy. They also promote proactive approaches towards child safeguarding among the whole school community. Administration Coordinators oversee Child Protection Training sessions for staff and students and conduct Safeguarding refresher sessions with case studies during the induction programme. They also follow up the application of the Code of Conduct for all staff, students, visitors. They are responsible to collect reports and handle all safeguarding related cases with DSL in alignment with the Safeguarding and Managing Child Abuse Allegations policy. They are responsible for record keeping practices and ensure a high standard of confidentiality to all safeguarding cases.

- **Administration Team**

The Administration Team is responsible to formulate and conduct appropriate responses and safeguarding actions immediately when suspected abuse incidents are reported. Administration Team consists of Board Members, Designated Safeguarding leads and Administration Coordinators depending on the campus of the affected child and Counselor. The Administration Team is

responsible to liaise with local authorities and work with statutory agencies to provide necessary follow-up in the best interest of the child.

- **Teachers and Staff**

All teachers and staff have a responsibility to understand this policy and participate actively in implementing the policy and procedures. All teachers are responsible to complete Child Protection training assigned by school and join Safeguarding refresher sessions during the Induction programme. Additionally, all teachers and staff are required to sign and act upon Staff Code of Conduct.

Teachers and staff are responsible for identifying children who are in need of help and protection and to attend to their needs whenever appropriate. Teachers and staff should speak up when they have reasonable cause to believe that a child has suffered, or is at the risk of suffering abuse or neglect. Teachers and staff should seize teachable moments to educate students on the concepts and skills related to child safety and protection.

- **Parents**

Parents are responsible for providing basic needs of students and are advised to join parenting seminars arranged by school to enhance their knowledge and practices in student wellbeing and safeguarding. They are also encouraged to act upon Health and Safety measures mentioned in Health and Safety policy. Parents are encouraged to read and sign Admissions Form that are given during enrolment and re-registration period which includes Code of Conduct for Parents.

- **Other contractors and visitors**

Everyone who has direct contact with children at school or outside school events including all guardians, volunteers, guests, visitors, coaches, consultants, interns, external service providers and vendors must read, sign and comply with visitor Code of Conduct. They are responsible to ensure that they don't breach any of practices related to safety and security of the students.

Record keeping

The common law of confidentiality, data protection and human rights principles must be adhered to when recording, obtaining, processing or sharing safeguarding related records. Administration Coordinators must ensure that all safeguarding related reports and records are accurate, relevant, kept up to date. Additionally, reports should be kept in secure and locked cabinets and soft copy should be kept in usb drives which are locked in the DSL office.

The School practices the Colour Code system as an indicator to identify and prioritize students that are more vulnerable. Only DSL, Administration Coordinator and Homeroom teacher have access to these records. Following are used as criterias for color decision for each campus:

- Kindergarten

Identity – Personal & Emotional Development (*Behavior, e.g. increase capacity for self – regulation, make choices and decision, manage routines, etc.*)

Connectedness – Social Development

(*Relationship, e.g. building positive relationship, learning to follow rules & responsibilities, responds to diversity with respect etc.*)

Wellbeing – Motor Skills, Health & Safety Development (*Physical, e.g. gross & fine motor skills*) (*Self-Help Skills, e.g. feeding, dressing, toileting, etc.*)

Active Learning – Cognitive Development

(*Learning & Play, e.g. problem – solving, investigating, reflecting on learning and practicing new skills such as playing games, pretend play, etc.*)

Communicating – Literacy & Language Development (*Communication, e.g. listening & responding, understanding, communicating needs with others, etc.*)

Health - Health condition, allergies, etc.

Learning Support / Counselor - Pulled for learning support, get support from counselor, registered to any external agency for support

- Primary (Lower division) - Health, Learning support, Counselor, Behavior, Pass, Attendance
- Secondary (Upper division) - Health, Learning support, Counselor, Behavior, Pass, Attendance

Colors which each student is calculated automatically, according to the percentage level of the whole profile. Please find details below:

Red - 75% and above

Orange - 50% - 75%

Yellow - 25%-50%

Green - 25% and below

Data for the color coding will be collected and updated every term by the Welfare Coordinator.

9. Corresponding Policies and Procedures

a. Recruitment/Screening Procedure Overview

Paragon ISC is committed to the safe recruitment of staff and sees it as the first step to safeguarding and promoting children's welfare in education. Therefore, the school adopts robust recruitment procedures to select all staff and associates, whether full time or part-time, temporary or long term. The school aims to ensure that the recruitment and selection of all who work within the School align with the International Task Force's core recommendations on Child Protection (ITFCP) for international school recruitment and conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Finally, these procedures not only aim to identify people not suited to work in direct or indirect contact with children but also deter these people from seeking work with Paragon ISC in the first place.

The aims of the recruitment policy are:

- To ensure that the best possible staff are recruited based on their merits, abilities and suitability of person.
- To ensure that all job applicants are considered equally and consistently.
- To ensure that the School meets its commitment to safeguarding and promoting children and young people's welfare by carrying out all necessary pre-employment checks.
- To achieve this purpose, those responsible for each stage of the recruitment process will demonstrate a professional approach by dealing honestly, efficiently and fairly with all internal and external applicants.
- To ensure that all employment checks are recorded clearly.

b. Managing Child Abuse Allegations Policy Overview

When an allegation is made concerning the abuse of a child and youth, or alleged abuse of a child and youth, regarding an employee of the School, on any person within the School's community, the appropriate staff members, as well as the Paragon Allegations Management Team, will act on such allegations accordingly. The School will always endeavour to act fairly regarding decisions made over the course of an investigation of child and youth abuse, but it will always put the child and youth involved best interests first.

The Managing child and youth Abuse Allegations Policy outlines Paragon's policy and procedures in regards to the management of allegations relating to child and youth abuse by any member of the School's community.

It is in place to ensure and/or provide:

- The safety and well-being of a child and youth is always the School's priority.
- All complaints made regarding allegations of child and youth abuse are taken seriously and dealt with in the appropriate manner.
- If a complaint has been made against an employee, the action taken is not only in line with what is stated in this policy but also in the employee's contract. Any action taken will also be in accordance with Cambodia's criminal justice system.
- Clear guidance for the School's management and employees in respect of any allegations made concerning the abuse of child and youth within the school and its community

This policy and the procedures included within it relate to all Paragon's staff, its students, parents, external staff (contractors), visitors and volunteers at the School.

The School has a Safeguarding Policy in place which includes a Code of Conduct and Reporting Process. The Safeguarding Policy, and its procedures, should be read in conjunction with the Managing Abuse Allegations Policy and Procedures.

c. Health and Safety Policy Overview

Health and Safety Policy aims to enable the school to effectively meet the requirements of the Health and Safety Regulation and in doing so to:

- provide a safe and healthy environment for students, teaching and non-teaching staff and all other people who come into the premises of our school who have sustained either a serious or a minor injury;
- ensure that adequate resources and arrangements are in place to deal with injuries/accidents as they arise on school premises;
- ensure that all members of the school community understand their own responsibilities of maintaining a healthy and safe environment;
- activate a known plan of action in cases of emergency, and communicate it to the whole school community; ensure lines of communication with parents/guardians are in place if required.

d. Discipline Policy Overview

Paragon International School Cambodia (Paragon ISC) is committed to helping each student fulfil his or her academic, social and physical potential in a safe and supportive environment. Everything in Paragon ISC has been designed to create an orderly and distraction-free environment in which all students are able to learn effectively and pleasantly. Each individual is entitled to be treated with courtesy and consideration. Students are expected to show courtesy in all relationships they have and maintain it. Actions, which injure others, interfere with the health, safety, well-being of others, or words that hurt and insult are not tolerated at any time or in any place.

Paragon ISC has established the Behavior Management Policy, which outlines the expected and undesirable behaviours, and rewards and consequences for such actions. Autonomous discipline and a reflective approach are key elements of the policy. They must be referred to as significant determinants of the source of unwanted behaviour and working to eliminate that source.

The Discipline Policy does not offer any simple solutions. Alternatively, it acknowledges that effective child discipline is multi-faceted, requiring a sophisticated set of understanding and skills. Instead of just enforcing rules, the school promotes helping children learn to make wise choices. This school discipline policy advocates a reflective approach that helps children understand why certain behaviours are better than others, as well as developing autonomous discipline in children.

e. Anti-Bullying Policy Overview

Bullying is defined as when an individual or group of people with more power, repeatedly and intentionally cause hurt or harm to another person or group of people who feel helpless to respond.

While bullying between children is not a separate category of abuse and neglect, it is a serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a detrimental effect on a child's wellbeing and in extreme cases has been a feature in the suicide of some young people. All incidences of bullying, including cyber-bullying and prejudice-based bullying, should be reported and managed through our anti-bullying procedures. The subject of bullying is addressed at regular intervals via the school's policies and curriculum for the Character Education Programme. If the bullying is severe, or the anti-bullying procedures are deemed ineffective, or if it falls under the category of the child protection concern, the Managing Child and Youth Abuse Team will be involved.

10. Policy Terms, Definitions, and Indicators

Paragon International School Cambodia (Paragon ISC): refers to Paragon International School Cambodia, Upper and Lower divisions as well as Head Office (HO).

Paragon ISC Community: refers to a part-time and full-time staff of the Paragon ISC, current students, and parents.

Safeguarding Committee: refers to a team whose primary responsibility is to address Child Protection concerns and act as Managing Child Abuse Allegations response team.

Child and Youth: For this document, a 'child' and 'youth' is defined as anyone under the age of 18, in line with the UN Convention on the Rights of the Child.

Student: an enrolled child or youth studying in any of the divisions, Lower or Upper divisions of the Paragon ISC.

Child Abuse: ‘Child abuse’ or ‘maltreatment’ related to a child constitutes the following: “All forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child’s health, survival, development or dignity. In circumstances when abuse/maltreatment is found to have taken place, it has usually been committed by an adult who has a relationship with the child or youth and a position of responsibility, trust or power in that child’s life.”

Abuse Is:

- Inflicting physical injury on a child and youth by any purposeful action cannot constitute an accident. This may lead to skin bruising, burns, disfigurement, impairment of physical or emotional health or the loss or impairment of any function of any part of the body’s function. If there are no obvious signs relating to physical abuse, then it does not mean it hasn’t necessarily taken place. In extreme cases, physical abuse may lead to death.
- Putting a child and youth at the potential risk of any manner of physical harm.
- Committing cruel or inhumane acts may or may not include physical injury to a child and youth. Such acts may include but are not limited to extreme and unnecessary discipline, demonstrating a disregard of a child's pain and/or mental suffering, belittling and continuously making a child and youth feel worthless and/or inadequate.
- Assaulting or criminally mistreating a child and youth as defined by either The Kingdom of Cambodia’s criminal code or school policy.
- Engaging in actions or demonstrating a lack of care results in injury or creates a substantial risk of the damage happening to a child and youth.
- Behaviour resulting in the emotional stress of a child and youth or which stifles their physical or mental development is also.
- Falling to take reasonable steps to prevent the occurrence of any of the above.

Harm: physical injury to a child or youth, especially that which is deliberately inflicted.

Child and Youth Protection: A broad term to describe philosophies, policies, standards, guidelines and procedures to protect children and youth from both intentional and unintentional harm. In the current context, it applies particularly to the duty of the School and individuals and/or organisations associated with the school.

Child Safeguarding: the duty of care and responsibility of private and public organisations to adopt preventative and responsive systems, policies and practices to safeguard from harm and abuse all the children they come into direct and indirect contact within their day-to-day operations and work.

Head of School: refer to the highest rank of administration member in school campus.

School Administrator: refers to middle-level administrators as coordinators, admission officer

and senior-level administrators and the head of school.

School Staff: refers to full-time and part-time employees of Paragon ISC bound by an employee agreement contract.

Parent: refers to a legal parent of a student.

Legal Guardian: refers to a person who is not a parent but holds a legal right of guardianship, or through a letter by a parent (which is signed in the parents and guardians presence at the school) was assigned to be a representative in the school matters.

Caretaker: refers to a person assigned to take care of a student by parents but not seen as a legal guardian or parent.

Visitor/Guest: refers to any person who is not a current student or staff of the school, included but not limited to parents, former students, alumni, etc.

Volunteer: refers to a person willing to take time in the school events and students' learning experiences by working under teachers and the school staff's direction.

Chaperones - refers to a person who accompanies and/or supervises a child or youth.

Bystander: refers to a person who sees or knows about abuse, bullying or other forms of violence that are happening to an individual child/youth or a group.

Contractors: refers to a person or firm that undertakes a contract to provide materials or labour to perform a service or do a job.

Vendor: refers to a person or company offering something for sale, especially a trader in the street.

11. Types and Indicators of Abuse

Physical Abuse: the intentional cause of physical harm to a child or youth. This may include but not limited to slapping, punching, shaking, kicking, burning, shoving, biting, strangling, poisoning or otherwise physically hurting the child or youth.

Possible Indicators of Physical Abuse:

- Unexplained bruises and welts on any part of the body.
- Bruises of different ages (various colours).
- Injuries reflecting a shape suggesting an article has been used (an electric cord, belt, buckle, ping pong paddle, hand).
- Injuries that regularly appear after absence or vacation.
- Unexplained burns, especially to soles, palms, back or buttocks.

- Burns with a pattern from an electric burner, iron or cigarette.
- Rope burns on arms, legs, neck or torso.
- Injuries are inconsistent with information offered by the child and youth.
- Immersion burns with a distinct boundary line.
- Unexplained lacerations, abrasions or fractures.

Neglect or Negligent Treatment is the failure to provide a child or youth (within the context of resources reasonably available to the family or caregiver) with the requirements for them to grow both physically and mentally and have access to basic rights such as food and water, a safe home environment void from fear and access to the education provided for them in their community.

Neglect may be:

- **Physical:** Including failure to provide necessary food or shelter or lack of appropriate adult/appropriate supervision. Leaving children and youth unsupervised at home for an extended period of time may be deemed as physical abuse.
- **Medical:** Failure to provide any necessary medical or mental health treatment a child and youth may require.
- **Emotional:** A pattern of actions, such as inattention to a child's emotional needs, failure to provide psychological care or allowing a child and youth to abuse substances such as alcohol or illegal drugs. Specific examples include the verbal humiliation, the refusal to acknowledge the presence of a child and youth, the invasion of a child's privacy for no particular reason and/or violent threats.

Possible Indicators of Neglect:

- A child and youth behave in a way which shows they feel unwanted or that their basic needs are not being met.
- Parents are uninterested in a child's academic performance.
- Parents do not respond to repeated communications from the school.
- A child and youth do not want to go home.
- A child and youth are left for extended periods of time (age-appropriate) without parents or guardians.
- Parents cannot be reached in the case of an emergency.

Important Notes:

A child and youth displaying behavioural issues are not necessarily indicators of abuse or neglect.

- Behavioural issues should always be assessed using the procedure given by the School. If they are then found to exist with child and youth neglect/abuse indicators such as confusing family dynamics or physical marks on a child and youth, then a report must be made immediately to allow a further investigation to take place.

Sexual Abuse:

- Sexual abuse is committing or allowing to be committed any sexual offence against a child as defined in either The Kingdom of Cambodia's criminal code or the School's Policy. It can include intentionally touching, either directly or through clothing, the genitals, bottom or breasts of a child or youth for any reason other than for medical or genuine 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 more insidious results. When planning regarding sexual abuse occurs, it is often referred to as grooming and can result in victims feeling that they are to blame for what has taken place. A child and youth can often feel a sense of responsibility, guilt or shame for the sexual behaviour of the offender. Sexual abuse requires far more secrecy than other forms of child and youth abuse, so it is often more challenging to identify.
- Through the process of grooming, many victims are taught that sex is a form of love, so in some cases feel a connection or even a love for their offender. When this happens, a child and youth who is suffering from sexual abuse may present as a happy and well-adjusted individual and display no obvious signs that they are being abused.
- Working with a sexual offender cannot be done by school counsellors. Outsourced professional assistance needs to 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 and youth 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.
- A child and youth 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.
- Torn underwear
- Very close and/or secret friendship between child and adult

Emotional Abuse:

The persistent emotional maltreatment of a child and youth causing or having the potential to cause adverse effects on their health and emotional development. This form of abuse can include threats, rejection, isolation, belittling, name-calling or other non-physical forms of hostile or rejecting treatment which erodes social competency or self-esteem over time.

Possible Indicators of Emotional Abuse

- Inappropriate attention seeking
- Difficulty in forming relationships
- Disturbed sleep
- Bed-wetting
- Unexplained underachievement or over achievement
- Self-harming
- Being withdrawn
- Prone to be a bully
- Anti-social behaviour
- Depression
- Anxiety
- Mental health issues

Other Forms/Terms Relating to the Abuse of a Child and Youth

Domestic violence and abuse (DA): Any incident or pattern of incidents of controlling, coercive or threatening behaviour inflicted by a member of a family towards a younger member of that family. Violence or abuse inflicted by a member of a family on another member of that family.

Bullying and cyberbullying: Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Cyberbullying extends traditional forms of bullying to cyberspace, where perpetrators can hide behind screen names with perceived anonymity. This is not only a global but also a local concern. Online violence, cyberbullying and digital harassment reached 85.7 per cent of young people aged 15 to 24 years old who are online in Cambodia³

Controlling behaviour: A range of acts designed to make a child subordinate and/or dependent by isolating them from sources of support, removing or threatening to remove from them essential resources and depriving them of the means needed for independence, resistance to abusive behaviour and escape from such acts of maltreatment. This form of the harm often involves an adult regulating every area of a child's daily behaviour.

Corporal Punishment: A kind of punishment or penalty is used and intended to cause some degree of pain or discomfort, imposed for an alleged or actual offence, which is carried out or inflicted for the purpose of discipline which is invariably degrading.

Coercive behaviour: An act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten a child and youth.

³ Safer Internet Day: UNICEF calls for concerted action

<https://www.unicef.org/cambodia/press-releases/safer-internet-day-unicef-calls-concerted-action-prevent-bullying-and-harassment-857>

Female genital mutilation (FGM): The procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. The practise child and youth dynamics is medically unnecessary, extremely painful and has serious consequences, both at the time the mutilation is carried out and in later life.

Forced child marriage: In a forced marriage, one or both potential spouses do not or are prevented from consenting to the marriage. When this happens, something called duress (forcing someone to do something against their own will) is taking place. The means by which someone can be forced into an arranged marriage can include physical, sexual, financial and emotional pressure. If families have to resort to violence or emotional abuse to make someone marry, they have not given their consent freely; therefore, it is considered a forced marriage. Concerning children and youth, it should be noted that in some cultures marriages take place younger than what the School perceives to be, and Cambodian law states to be, the legal age of 18. It should also be noted that in some cultures children and youth may be told of a potential suitor to whom they will marry years before they reach the age of consent.

Radicalisation: Children and young people can be drawn into violence or exposed to the messages of extremist groups in many different ways. This can happen through the influence of family or friends, through direct contact with extremist groups, or increasingly, through the internet.

Child sexual exploitation: child and youth sexual exploitation is the illegal activity by people who have power over children and young people and use it to exploit them sexually. This can include seemingly consensual relationships or sexual activity in exchange for attention, a place to stay, gifts, money, cigarettes or illegal substances. It can also include serious organised crime. Exploitative relationships are characterised by inequality, and the power wielded on a vulnerable child and youth can include violence, intimidation and coercion.

Child Labor: Cambodia had ratified both the Minimum Age Convention in 1999 and Worst Forms of Child Labour Convention in 2006, which are adopted by the International Labour Organization (ILO). For the former convention, Cambodia hamembers minimum age to work to be at age 14.⁴

4

<https://web.archive.org/web/20121013183229/http://webfusion.ilo.org/public/db/standards/normes/appl/appl-byConv.cfm?hdroff=1&conv=C138&Lang=EN>

12. Summary of Key Responsibilities

Key Responsibilities:

1. All members of the Paragon ISC community are required to take reasonable precautions and/or measures to ensure the safety and well-being of the school's students from all forms of abuse. These terms can include any of the following behaviours which are deemed detrimental to a child's safety and well-being: neglect, physical, emotional, sexual and commercially exploitative.
2. The School makes it completely clear that all community members within the School contribute to the school being a safe haven for children and youth. It is therefore imperative that each member of staff understands their responsibility in putting the safety and well-being of students before anything else. If a member of staff is unsure of how to identify a form of child and youth abuse or feels they do not have the knowledge of the procedures to follow when a child or youth abuse is suspected, then they should raise this immediately to their Administration Coordinator.

The School believes the two statements above are best achieved through:

1. Appropriate personal conduct whenever interacting with children and youth; (see Appendix A for a Staff Code of Conduct)
2. Being aware of and alert to the signs of abuse;
3. Removal of a child or youth from a situation which puts them in danger; and
4. The reporting of inappropriate conduct, neglect or abuse, or the suspicion of any of those behaviours stated (see Appendix D for Child Protection Report Form).

Whilst every attempt has been made to cover a wide range of situations, it is recognised that all/every guideline, the SP included, cannot cover all eventualities. There may be times when professional judgements are made in situations not covered by this document, or which directly contravene the guidance given by the employer. It is expected that in these circumstances staff will always advise their senior administrators of the justification for any such action already taken or proposed.

13. Reporting Procedures

What Happens When a Teacher Has Reasonable Cause to Believe Abuse/Neglect Has or is Taking Place?

1. If a member of staff feels a child or youth is in danger, the Administration Coordinator must be contacted immediately. If the Administration Coordinator cannot be reached, any of the Crisis Management Team members can be contacted.
2. Indicators of abuse and neglect as identified in this policy should be used by the staff member as a guideline for immediately alerting a member of the Administration Coordinator, who will then determine if the case needs further attention.
3. A report must be made when a staff member has a reasonable cause or even a low-level concern to believe that a child or youth have suffered abuse or neglect. It should be done immediately.
4. All reports must be confidential and only those stated in this procedure and policy should be informed.



14. Steps After Reporting

Where there is cause to suspect child and youth abuse or neglect, it is the responsibility of the staff member to report their suspicions to a member of the Administration Coordinator. Caution regarding the use of these guidelines: Each school incident can significantly vary when it comes to a child and youth who is suffering from abuse or neglect. No one template or recommended flow-chart will be able to appropriately address all of the circumstances related to the reporting and handling of a child and youth abuse disclosure incident. Individuals are encouraged to review the matter with the Administration Coordinator when in doubt.

STEP 1

- When a child and youth reports abuse or there is reasonable cause to believe that abuse is occurring, the teacher should seek advice from the Administration Coordinator as soon as possible who will respond and act immediately.
- The Administration Coordinator will take the initial steps to gather information regarding the reported incident and will pass the report to the Allegations Management Team to address the case.
- Managing Child Abuse Allegations Team oversees an investigation of reported abuse or maltreatment and ensures a child and youth is immediately free from any threatening or potentially harmful behaviour. A team includes:

In all cases, follow-up activities will be conducted in a manner that ensures that information is documented factually correct and that strict confidentiality is maintained and in line with School Policy.

STEP 2

Based on the acquired information, a plan of action will be developed to assist the child and youth and family such as discussions, observations, meetings with family, referral and consultations with an external organisation, local authorities and legislative representatives.

STEP 3:

Subsequent to a case of a child or youth abuse or neglect Administration Coordinator will maintain contact with the child or youth and their family to provide support and guidance as appropriate. In addition, the Administration Coordinator will provide ongoing support, resource materials and strategies to all relevant personnel working with the child or youth.

All documentation related to the investigation will be kept in the student's confidential School records file by the Administration Coordinator.

15. At-Risk Characteristics and Protection Protocols

The Paragon ISC SP works for the child and youth, the family and the community.

Child and youth abuse is a multifaceted issue that involves the dynamics of the child and youth, the family, and the community. The School’s policy works to respond to all three levels:

Affected people	At-Risk Characteristics	Protocols
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<p>The Child and Youth</p>	<p>At-risk children and youth can include those who have challenging temperaments, health issues, social or academic difficulties, divorced or separated families, living with extended family members apart from parents and those who may be unaware of their rights to protection.</p>	<p>The School will try to identify children and youth at risk to provide necessary support through promoting the awareness of the child rights (the UNCRC), respect, study and social skills, healthy relationships, assertiveness and using the school's support systems.</p>
<p>The Family</p>	<p>At-risk characteristics include parents under stress, families with fewer support mechanisms around them regarding the upbringing of children and youth and care of children and youth and/or access to resources. Families that are socially isolated for what could be a variety of reasons, those who place unusually high expectations on their children and youth, or those who may have a history of harsh discipline approach during their childhood.</p>	<p>The School works with parents to understand and raise awareness of the appropriate discipline, parenting techniques, identify and address the common and individual concern. The School uses SP and UNCRC when engaging with parents and educating them with regards to the importance of the safety of their children and youth. The main provision for networking and communicating with parents are school meetings, home visit, Parenting School Seminars.</p>
<p>The Community</p>	<p>At-risk characteristics include limited laws on Child and Youth Protection, limited resources available to expatriate families, unusually high work stress placed on parents, acceptance of inappropriate behaviour towards children and youth (excessive corporal punishment), unusually high expectations placed on</p>	<p>The School strictly implements the SP, trains teachers to recognise signs of abuse, trains and supports parents in protective behaviours, networks with community and health services for holistic referrals, networks with local authorities.</p>

	children and youth to achieve.	
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16. The Safeguarding Programme

While the Paragon ISC SP is intended to disclose key components and related procedures for the school's overall child and youth safety framework, the school also strives to maintain additional guidelines and 'best practice' procedures for the school's ongoing and pro-active Safeguarding Programme:

1. Children and youth have legal and moral rights to their individuality. Paragon ISC believes that when these vital elements of development are protected, then children will be able to gain academic and social abilities, reach their full potential. Therefore, understanding and awareness of child and youth rights is a fundamental key to a child's education. Child Right Education (CRE) should be understood in a broad sense, far beyond the subject of a lesson plan. It entails teaching and learning about the provisions, and principles of the UNCRC as well as the child rights approach to help and empower both children, youth, and adults to take action and put in practice in their day-to-day lives- at home, at school, in the community, and more broadly, at the national and global levels. CRE is learning *about rights*, learning *through rights* (using right as an organising principle to transform the culture of learning) and learning *for rights* (taking actions to realise rights)
2. Provide age-appropriate seminars and/or meetings for students of all grades to help them understand issues relating to personal safety, the basic requirements and needs in life.
3. Provide the required materials and information sessions to help parents better understand the School's programmes and policy.
4. Promote understanding and awareness of child rights among the School community.
5. Annually train faculty members to recognise and report issues of abuse and neglect. Training requirements for leadership, staff, parents, and students (*The School has a scheduled program of regular, systematic professional training for contractors, faculty, and staff on student safeguarding, child abuse prevention, recognition, intervention and reporting*).
6. Use visual aids such as posters, brochures and other display materials to increase student, staff and parent awareness of potential threats and the ways they can report and deal with such concerns.
7. Some of those additional areas in which the school is also committed to with respect to its

comprehensive Safeguarding Program, but in which limited details have been included in this policy, include:

- Other formal learning programs throughout the school experience related to Child and Youth Protection may cover areas such as bullying, personal safety, physical abuse, manipulation, grooming, online safety, healthy sexual behaviour, neglect and negligent behaviour, self-harm, staying safe away from home, commercial exploitation and disclosing abuse. (These programmes are to be delivered by members of faculty or external providers who are trained in these areas.)
- Special considerations for student trips & related transportation and lodging issues.
- School safety and security considerations (school environment, building and facilities, protective equipment).
- Self-audit protocols (adherence to child protection policies and procedures are reviewed with sufficient regularity and systematically).

Appendix A

Paragon ISC Code of Conduct for Staff

Effective Date: *August, 2020*

This Code of Conduct (“Code”) serves as a guide to ethical conduct and professional behaviour standards at Paragon ISC and the Code applies to:

- Board members/governors/owners and other school leaders;
- All employees of Paragon ISC and employees of the school’s affiliated organizations;
- Individuals and entities with contractual relationships with the school;
- All school chaperones and volunteers who work with children and youth; or participate in school programs and activities involving children and youth.

The Purpose of this Code is to:

- Ensure the health, welfare and safety of our students and other members of our School community.
- Define and clarify the parameters of professional behavioural expectations and practices with regards to the School.
- Assure our parent and community stakeholders, accreditation agencies, and others of the accountability of the educators/staff who work at our school.

Paragon ISC Standards:

Standard 1: Good Moral Character and Personal Fitness

1.1 Because of the nature of their trusted positions, educators and staff members must exhibit good moral character and personal fitness. This is defined as one of the traits necessary to have contact with, teach, and/or perform the supervision of children and youth. These traits include but are not limited to those described in the school’s Handbook policies and this Code.

1.2 All employees who work with children and youth must undergo a background check providing reasonable assurance as to the lack of conviction of any crime involving:

- A conviction of any crime that would call into question the individual’s worthiness to work with children and youth

Standard 2: Ethical Conduct toward Students

2.1 School employees and support staff should always maintain a professional relationship with all students, both in and out of the classroom. They are all responsible for maintaining physical, emotional, and sexual boundaries in such interactions.

2.2 Unethical and/or Illegal Conduct that also violates such boundaries includes, but is not limited to:

- Striking, hurting, or causing a child/youth physical pain
- Physical contact that exploits, abuses, or harasses
- Engaging in any harassing behaviour on the basis of race, gender, sex, sexual identity, national origin, religion, or disability
- Seductive speech or gestures
- Indecent exposure
- Furnishing or allowing child and youth to consume tobacco, alcohol, illegal/unauthorised drugs or inappropriate reading materials
- Any verbal, nonverbal conduct that may be seen as unprofessional and may Kindergarten staff
- Covert or overt sexual behaviours involving child and youth
- Any sexual advance or fostering an inappropriate relationship with a child and youth; written, verbal, or physical
- Sexual intercourse or committing any unlawful sexual act
- Any other act of child and youth abuse – including physical and verbal abuse, child and youth endangerment, or acts of cruelty to children and youth

Communication with children and youth is governed by the key safety concept of transparency. The following steps will reduce the risk of private or otherwise inappropriate communication between Paragon ISC parents, administration, teachers, personnel, volunteers, and students:

2.3 Email exchanges between a child or youth must be made exclusively through the school email address.

2.4 Faculty, staff and volunteers who use any form of online communications including social media platforms (Facebook, Instagram, etc.) and text messaging to communicate with children and youth may only do so for activities involving School business.

2.5 Electronic communication that takes place over a school network or platform may be subject to periodic monitoring.

Communication with parents or guardians

2.6 At all times communication with parents must be in a professional manner with careful consideration of the cultural norms.

2.7 Some staff may, as part of their professional role, be required to support a parent or guardian. If that person comes to depend upon the staff member or seeks support outside of their professional role this should be discussed with senior administration.

General Physical Contact

2.8 Physical contact with children and youth 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.

2.9 School employees and support staff should 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 an appropriate expression of greeting, care, concern, or celebration.

One-on-one Meetings and After-School Related Activities

2.10 Interactions with a child and youth or youth are best held in a public area or in a room where the interaction can be (or is being) observed; or in a room with an open door or window that provides visibility; including informing another adult when appropriate. The same prudence should be applied to after-school activities.

2.11 Follow Paragon ISC protocols for child and youth safety when supervising school field trips and overnight trips. (refer to the Homeroom Teacher Guideline)

Student Discipline

2.12 School personnel and volunteers are prohibited at all times from corporal punishment or physically disciplining a child and should adhere to the school's handbook policies on discipline.

Standard 3: Health and Safety

3.1 All employees are required to co-operate in the execution of the Health and Safety Policy.

3.2 All employees are responsible to practice personal care and attention for the safety of themselves and others, perform their duties in a safe manner and pay particular attention to the safety procedures for their department/area.

3.3 Although there are trained nurses to undertake first aid responsibilities, including paediatric first aid, the school staff is required to attend annual First Aid Training (specifically CPR and Choking).

Standard 4: Respecting a student's privacy and personal space

All members of the School's staff should respect that children and youth are developing individuals and it often requires careful thought when it comes to their privacy and personal space. For this reason, the School sets out the following guidelines regarding these sensitive issues.

4.1 Members of staff should adhere to the rule that student toilets are to be used by students only while enforcing that for no reason whatsoever should a student use staff toilets or vice versa.

4.2 On an occasion when an incident which may put a child and youth at risk may be taking place in students' toilets or may be committing an act of self-harm, then they should make a responsible decision regarding whether they need to enter. A child and youth in any form of physical injury should usually be reason enough to enter student toilets.

4.3 Admin or teacher on duty may require to check the same gender toilets only during the break times in a safe and respectful manner for children, solely for safety reasons.

4.4 In Lower Division, only teachers or teacher assistants assigned to aiding students who may need help using the toilet facilities should be in student toilets when their help is required. Particularly lower levels such as Toddler and Nursery need assistance with daily routines, such as rest, sleep, dressing and toileting/nappy changing, vary due to a range of factors.

4.5 All staff of Kindergarten must have an awareness of the specific types of intimate care that they carry out and fully understand the Intimate Care Procedure. Sometimes it will be necessary for staff to aid a child in getting dressed or undressed particularly in Toddler, Nursery levels and kids with limitations. Staff will always encourage children and youth to attempt undressing and dressing unaided for an intended activity such as swimming and rest time.

4.6 Secondary and Primary students must be advised to use the assigned changing rooms when there is a need for uniform change for sporting or extracurricular activities. Members of staff should adhere to the rule that changing rooms to be used by students only, and students should be warned if other locations are used for changing purposes. On an occasion when an incident that may put a child and youth at risk may be taking place in students' changing rooms or may be committing an act of self-harm, then teachers should make a responsible decision regarding whether they need to enter.

At Kindergarten (Lower division), for the purposes of swimming classes and clubs, students use designated changing rooms and areas with the assistance of teachers of teaching assistance. Daily dressing and toileting/nappy changing will take place in the designated area of classrooms. (refer to Homeroom Teacher Guideline)

Standard 5: Ethical Conduct toward Reporting Incidents

5.1 School personnel must intervene when there is evidence of, or there is reasonable cause to suspect, that children or youth are being abused in any way; or any other violation of this Code. Suspected abuse or neglect must be reported to the appropriate school authorities as further described in the handbook/policy of the school. In particular, the following are prohibited:

5.2 Not to report physical abuse or sexual misconduct by another school employee, parent or adult.

5.3 Failure to inform the school Principal, Administration Coordinator, or any other respective administrator about the commission of an act of unprofessional conduct.

5.4 This guidance cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. It does highlight, however, behaviour that is illegal, inappropriate or inadvisable. There will be rare occasions and circumstances in which staff have to make decisions or take action in a student's, best interest, which could contravene this guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the child and youth in their charge and, in so doing, will be seen to be acting reasonably. These judgements should always be recorded and shared with the Principal, Welfare Coordinator, or any other respective administration.

Standard 6: Ethical Conduct toward Professional Colleagues

Ethical conduct between colleagues and other community members uphold the following principles:

6.1 A colleague does not engage in any verbal, physical, or sexual harassment of another colleague. Sexual harassment includes but is not limited to unwelcome sexual advances and invitations, requests for sexual favours, any unwanted physical contact, as well as other verbal or physical conduct of a sexual nature, such as the display or transmission of sexually suggestive objects, pictures or cartoons; physical gestures of a sexual nature; sexual epithets, jokes and insults; or any other unwelcome conduct of a sexual nature. Harassment can also be based on characteristics other than sexual or gender-related, such as race, religion, national origin, gender identity, or disability. It can take the form of epithets, jokes and insults or other forms of mistreatment.

6.2 A colleague does not make false statements about other colleagues; falsify or misrepresent his or her credentials, school-related activities, or the school community.

6.3 A colleague does not reveal confidential information about colleagues unless required by the school administration for specific purposes as Child Protection issues.

6.4 Taking, making, sharing and possessing indecent images, video (especially pornographic nature) pseudo-photographs (an image, whether made by computer-graphics or otherwise, however, which appears to be a photograph), of people under 18 is illegal. Therefore, if any of the staff members become aware that their colleague in any way involved (taking, making, sharing and possessing) any of the materials mentioned above, it is their duty of care to report, as it is regarded to be a very serious Child Protection concern.

Standard 7: Ethical Conduct toward Performance and Confidentiality

Ethical conduct by the School community members :

7.1 Student Assessment and Reporting – Teachers must accurately report and record students’ test scores and provide fair and reliable assessments. Teachers are also strictly prohibited from assisting students during the taking of any standardised tests.

7.2 Teacher Hiring and Evaluation Process – Supervisors should engage in practices that involve clearly defined rubrics, designed to ensure success, fairness, process integrity, and reliable evaluations.

7.3 Falsification or Misrepresentation of Facts or Documents – School personnel must avoid the falsifying, misrepresenting, omitting, or erroneously reporting of facts, reports, or other documents as may be requested from time to time from the school’s administration, outside police or governing authorities, or in the course of an official investigation.

7.4 Unauthorised Professional Practices – Engagement in unauthorised professional practices such as the practice of medicine, including psychiatric medications, or providing legal, financial, or medical advice (except in emergency situations where such behaviour is used to protect the life of a student or colleague) is strictly prohibited.

Other Professional & Ethical Practices

7.5 Maintaining the confidentiality of students and staff academic, health, disciplinary, and other personal records; and having an understanding as to when transparency is necessary (e.g., a student has a nut allergy) in order to promote the health, welfare or safety of students/staff.

Standard 8: Ethical Conduct in the Use of Alcohol or Controlled Substances in the Course of Working Hours

8.1 Faculty, staff, employees, and volunteers should refrain from the illegal possession and/or illegal use of controlled substances and/or alcohol at all times, and from the use of tobacco products, alcohol and/or drugs when working with children and youth.

8.2 Faculty, staff, employees, and volunteers must not be under the influence of alcohol or illegal drugs at any time while working with children and youth or on the School premises.

Standard 9: Photography and the Use of Video

Before photographing or filming a child or youth for work-related purposes, the School personnel should assess and comply with school rules or restrictions on reproducing personal images as follows:

9.1 Taking, making, sharing and possessing indecent images and pseudo-photographs (an image, whether made by computer-graphics or otherwise, however, which appears to be a photograph) of people under 18 is illegal.

9.2 Obtain informed consent from the child and youth and/or parent or guardian of the child and youth before photographing, recording or filming a child and youth for educational purposes only.

9.3 Not to take photos without prior permission of respective Paragon ISC administration. Teachers can take photos with their devices for student portfolios only, the photos taken must be deleted after the data transfer is complete.

9.4 The agreement of those photographs or records should be sought and the purpose of use should be clarified to respective administrators.

9.5 After permission is granted from the school administration, an explanation of how the photograph or film will be used should be given to the child and youth and their parent or guardian.

9.6 Photography and video taking must be limited to the purpose.

9.7 Take care to ensure local traditions or restrictions for reproducing personal images are adhered to before photographing or filming a child and youth

9.8 Respect the dignity of persons photographed in the personnel's own behaviour and photographs or recordings.

9.9 All photos and/or video recordings have taken should ensure that child and youth are adequately dressed.

9.10 Remuneration or any kind of gifts should never be given or offered for taking a photograph or film

9.11 At no time, the School administration's permission to make recordings or images which are or can be construed as sexually suggestive are allowed.

9.12 Images are not allowed to be used on any social media and messaging platforms for public or commercial purposes without Paragon ISC's permission.

9.13 All the images or videos were taken with the School administration's permission should honestly represent the facts and context.

9.14 All the images or videos were taken with the School's permission should not reveal identifying information of the students or any other member of the School.

Standard 10: Ethical conduct toward remuneration and gifts

10.1 In the course of professional activity, coercing or forcing a student or parent to provide remuneration for items, services or favours as a private transaction is not allowed. This includes offering to pay students for favours or taking money from students in return for goods or services.

10.2 Gifts - Staff ensure that they do not accept any gift construed as a bribe by others or had the giver expect preferential treatment. There are occasions when pupils or parents wish to pass small tokens of appreciation to staff, e.g. at Christmas or as a thank-you. This is usually acceptable if the gift is not of significant value. However, it is unacceptable to receive gifts on a regular basis or of any significant value. Similarly, it is inadvisable to give such personal gifts to pupils or their families. This could be interpreted as a gesture either to bribe or groom. It might also be perceived that a 'favour' of some kind is expected in return. Any reward given to a pupil should be in accordance with agreed practice, consistent with the school or setting's behaviour policy, recorded and not based on favouritism.

10.3 Tutoring - should adhere to the school's handbook policies with regard to tutoring students or other services. While under a full-time contract with the School, personnel are prohibited from tutoring any students that study in this school.

10.4 Vendors - School personnel are prohibited from accepting gifts from vendors or potential vendors for personal gain in which the appearance of a conflict of interest may exist.

Standard 11: Ethical Conduct towards Honouring Employment Contracts

11.1 School personnel should honour all of the terms as contained in their employment contracts other than for unforeseeable reasons in which the school may formally release the employee from the contract prior to the employee abandoning any of its provisions.

Standard 12: Ethical Conduct toward School Property and Funds

12.1 The unauthorised, misuse, theft, or intentional damage of school property and misappropriation of school funds is a violation of school policies and subject to severe consequences.

Standard 13: Ethical Conduct toward Acknowledgement and Adherence to this Code

13.1 The members of the School community to which this Code applies must read this Code in its entirety and periodically sign-off; that is, agreeing to all of the Code's standards as summarized

below.

Paragon ISC STATEMENT OF ACKNOWLEDGMENT OF CODE OF CONDUCT

I promise to strictly follow all of the rules and guidelines as contained in the School's Code of Conduct as a condition of my contract which sees me teaching and/or providing services to the children participating in the school's programmes.

The Code includes the following key areas of my responsibility:

I will:

- To the best of my ability, promote the good health, welfare, and safety of all members of the school community and uphold high ethical standards.
- Treat everyone with respect, patience, integrity, courtesy, dignity, and consideration.
- Conduct one-on-one meetings with children in settings that are open and visible to others and never be alone during school activities without another adult being notified or present.
- Use positive reinforcement rather than criticism, competition, or comparison when working with children while also adhering to the School's policies on student discipline.
- Maintain appropriate physical boundaries at all times and touch children and youth – when necessary – only in ways that are appropriate, public, and non-sexual.
- Cooperate fully in any investigation of abuse of children.
- Avoid transactions with students, parents, or vendors that may be perceived as conflicts of interest.
- Comply fully with the School's policies on anti-harassment, representation and confidentiality standards, safeguarding of property and funds, and the honouring of contracts.
- Comply fully with the School's mandatory reporting requirements and the School's policy to report suspected child and youth abuse, incidents, and other violations of the Code of Conduct or other School policies.

I will not:

- Touch or speak to a child and/or youth in any inappropriate manner.
- Inflict any physical or emotional abuse such as striking, spanking, shaking, slapping, humiliating, ridiculing, threatening or degrading children and youth.
- Smoke or use tobacco products, or possess, or be under the influence of alcohol or illegal drugs at any time while working with children and youth or on the School premises.
- Accept or give gifts to children or youth without the school's consent and the knowledge of their parents/guardians.
- Communicate with children and youth over social media platforms unmonitored.
- Meet with students after school without the school's respective administrator's consent.
- Use Facebook or similar means of electronic or social media to communicate with students except for activities strictly involving school business.
- Take photos or videos of children and youth without permission of the School administration.
- Use images and videos taken for any personal purposes.

- Transport students without school consent unless it is a medical emergency.
- Invite a student to my home or arrange to meet with a student away from school property without the school permission.

My signature confirms that I have read this Code of Conduct and that as a person working with children and youth, I 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 Paragon ISC.

Full Name: _____

Signature: _____

Date: _____

Appendix B

Paragon ISC Code of Conduct for Students

The Student Code of Conduct is an official declaration of the Paragon ISC which

- Specifies the responsibilities and rights of students
- Defines conduct that reinforces a positive environment
- Standardized procedures for disciplinary action

As a student, I promise to strictly follow all of the rules and guidelines as it is stated below:

I will:

- Read, understand, apply the SP (Safeguarding Policy), Anti-bullying, Discipline, Electronic Device, and Students Grievance policies of the school.
- Always be respectful and show understanding of one another and all members of the School's community.
- Behave in a responsible manner, always exercising self-discipline and control.
- Demonstrate courtesy at all times.
- Maintain the confidentiality of students and staff information.
- Respect the rights of others, including the property, and facilities of the school.
- Respect and accept cultural, racial, personal differences without discrimination, including views and beliefs of everyone.
- Express my thoughts, feelings or necessities in a healthy and respectful way.
- Resolve disagreements in acceptable ways (refer to the Students Grievance policy).
- Cooperate with and assist school personnel, including volunteers, in maintaining safety, order and discipline.
- Report any kind of bullying and child and youth abuse to the school-advised reporting lines/individuals.
- Wear school uniform.
- Attend all classes regularly and on time.
- Have material needed for classes, including assignments and supplies.
- Be prepared for each class and follow the Classroom Rules.

I will not:

- Violate the school SP (Safeguarding Policy), Anti-bullying, Behavioral Management, Electronic Device, and Students Grievance policies.
- Be intentionally involved in any bullying and/or cyberbullying cases.

- Be intentionally involved in any gang activities and fights, become a reason or the one who arranges fights.
- Possess or use any substance including but not limited to alcoholic drinks, tobacco, or tobacco-related products, E-cigarettes, vapour pens or lighters on the School’s property or at school-related events.
- Carry any kind of weapons, including but not limited to fire guns, knuckles, knives, pepper spray, any type and amount of explosives, etc.
- Intentionally use any kind of materials/stationary to harm.
- Posses or carry a big amount of money for personal use.
- Have any inappropriate physical contact with anyone at school.
- Display disruptive behaviour, including non-compliance and disobeying instructions.
- Use any offensive language, orally, in writing or as a gesture.
- Abuse prescription drugs and/or give a prescription drug to another student.
- Possess any electronic and/or telecommunication devices without permission during school hours (refer to Electronic Device Policy).
- Cheat, falsify, misrepresent, plagiarise and/or use any type of deception to get credits.
- Leave the campus without permission.
- Access restricted areas of the campus.
- Intentionally cause any damage to the School’s property
- Miss any class or tutorial sessions without a valid excuse
- Sell or trade any items on the school premises for personal benefits
- Offer any gifts that might be regarded as a bribe or lead me to expect preferential treatment.

My signature confirms that I have read this 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 expulsion from the school.

** Provisions in the Student Code of Conduct apply to all students. Differences in age and maturity are recognised in determining the type of disciplinary action to be taken. Students have a greater responsibility for their actions as they increase in age.*

** A copy of the Student Code of Conduct is given to each student during the admission process and must be returned signed (applicable for Upper Primary and Secondary students). Orientation to the Student Code of Conduct is held at the beginning of each school year.*

Student Name:

Signature:

Date:

Parents/Guardians Name:

Signature:

Date:

Appendix C

Paragon ISC Code of Conduct for Parents/Visitors/Guests

Full Name: _____

Purpose of the visit: _____

Name of the institution / company (if applicable) _____

I, _____ (insert name) agree that in the course of my association with
the Paragon ISC,

I will:

- Treat all children and youth with respect regardless of race, colour, gender, language, disability, religion, political or other opinions, national, ethnic or social origin, birth, or status.
- Assist in providing a welcoming, inclusive and safe environment for all children and youth, young people, parents, family, guardians, employees and volunteers.
- Refrain from using corporal punishment on child and youth.
- Immediately report concerns or allegations of child and youth abuse to the Welfare Coordinator of the Campus.
- Comply with the Paragon ISC Safeguarding Policy.

I will not:

- Access restricted areas of the school building such as classrooms, dining area, or any other areas indicating access to certain groups of people only, without being accompanied by the designated school staff.
- Enter the school building armed, including but not limited to fire guns, knives, any type and amount of explosives, etc.
- Enter the school premises under the influence of any substance, including but not limited to alcohol, drugs, etc.
- Smoke at the school premises, including the parking area.
- Use inappropriate language – whether of an offensive, discriminatory, demeaning, abusive or sexual nature – when speaking with or while in the presence of a child or young person.
- Engage in behaviour to shame, humiliate, belittle or degrade a child or young person, or otherwise emotionally abuse a child or young person.
- Act or treat children or youth in any way that may be seen concerning.
- Hold, kiss, cuddle, or touch a child in an unnecessary or culturally insensitive way, illegal,

- unsafe, or abusive. (*not applicable for parents*)
- Discriminate against or in favour of particular children and youth to the exclusion of others.
 - Spend time outside authorised visits with any child or young person connected with Paragon ISC. (*not applicable for parents*)
 - Do things for children and youth of a personal nature that they can do for themselves, such as toileting them or changing their clothes.
 - Take photos or videos on the School premises without prior permission from the designated person(s) in authority.
 - Post images obtained with the school permission on any social media platforms without prior permission of the School administration.
 - Access indecent content at the school premises
 - Take and create sexually abusive images of children and youth of Paragon ISC.

The breach of this Code of Conduct will not be tolerated at any cost. The school reserves its right to pursue a civil or criminal legal action against any person violating the Safeguarding Policy and its Code of Conduct.

Name: _____

Signature: _____

Date: _____

Appendix D -

Safeguarding Concerns Record Form

This template can record any safeguarding concerns you have over a child's health, well-being, and safety. It can also be used to record disclosures made by children to adults in school. It is vital that the child's voice is recorded using their exact words; do not paraphrase or try to interpret what was said.

If necessary, the body map may be used to record details of physical injuries. It is essential that you sign the form, print your name, and record the date and time. Once complete, this form should be passed immediately to the Welfare Coordinator (if absent to the designated safeguarding lead (DSL)). In all instances, the contents of this form should be kept confidential.

A-Details of the child or alleged victim

Full name:	
Class, ID:	
Grade:	
DOB /Age:	
Gender:	

B-Details of Parent / Guardian

Name	Relationship to the child	Address	Contact Details

C- Details of alleged perpetrator

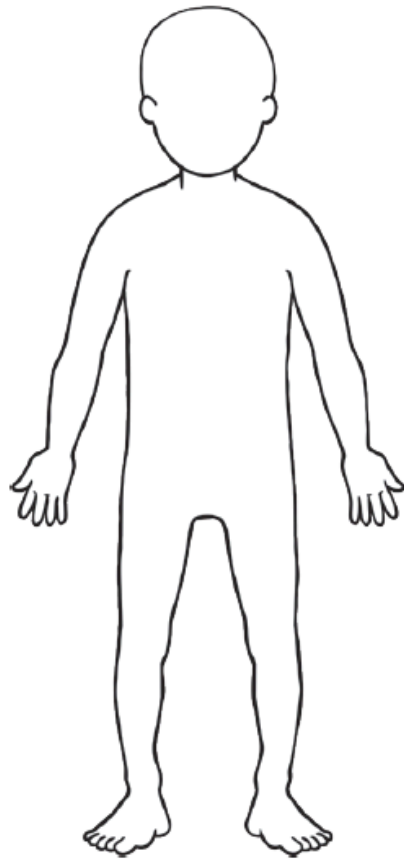
Name	
Relation to child	
Position at school	
Age	
Gender	

D-Description of concern/disclosure/incidents/conversation. You must make clear what is fact and what is opinion or hearsay.

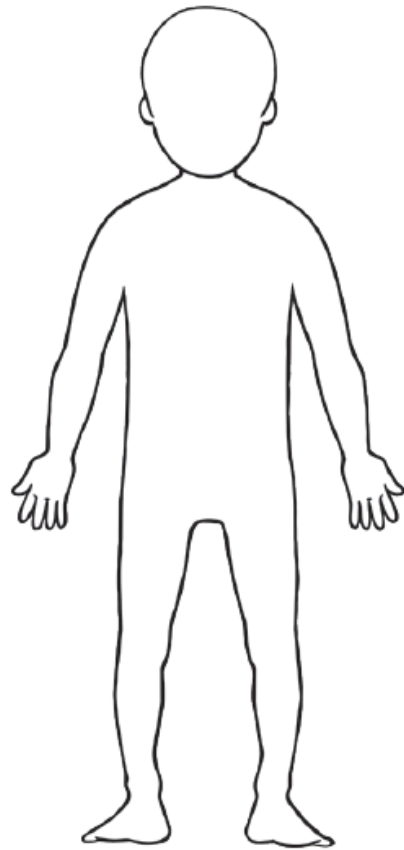
<i>Please write what have you witnessed.</i>
<i>Please write where have you witnessed the case/incident.</i>
<i>Who else was there, and what was said/done.</i>
Date & Time of the Incident:
Information is passed to: <i>(Name & position)</i>
Your full name, & position:
Tel/email & signature:
Time & Date form completed:

E- Indicate clearly where the injury was seen and attach it to the Concern Form

Body map:



Front



Back

If needed other indicators/parts that are effected can be drawn below.

F-To be completed the Welfare Coordinator /DSL

Date&Time form received	
Action taken	
Parents informed <i>(yes/no, date&time)</i>	
Referral made to police <i>(yes/no, date&time)</i>	
Feedback is given to the person who recorded the disclosure <i>(yes/no, date &time)</i>	
Further action agreed <i>(follow up and type of support, if child is receiving)</i>	
Full Name of Welfare Coordinator /DSL	
Signature Date & Time	

**Appendix E -
Child and Youth Protection Committee**

Responsibility within the Team	Responsibility at school	
Paragon ISC Team Leader	CPO	
Designated Safeguarding Lead	Head of School	
Safeguarding Coordinator in school	Administration Coordinators	
A representative from the School Board	CPO/CEO	
A human resource professional	HR Manager	
A legal adviser	a lawyer/counselor who represents the School	
A representative who has knowledge of the local community and can consider cultural and linguistic needs	member of the School's Local administration team	
A representative from the local authority (if applicable to the case)	district official (Sangkat)	