



Sekolah Stella Mundi

Child Safeguarding Policy

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Stella Mundi School has implemented a Child Protection Policy to provide guidance for staff, families, and community members on matters concerning the health, safety, and well being of its students.

I. Statement of Intent

We believe that all children have a right to a happy, healthy and secure childhood to help establish skills for future independence and success free from abuse. Child abuse is never acceptable under any circumstances. Awareness and prevention will lead to protection.

Sekolah Stella Mundi abides by the governing laws of Indonesia regarding child protection, including:

1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78, Tambahan Lembaran Negara Republik Indonesia Nomor 4301) and
2. Peraturan Menteri Pendidikan, Kebudayaan, Riset dan Teknologi Nomor 46 Tahun 2023 tentang Pencegahan dan Penanganan Kekerasan di Lingkungan Satuan Pendidikan.

All members of Sekolah Stella Mundi including staff, families and community members have a responsibility and duty to ensure the care and safety and protection of children. This extends to identify abuse and responding in a timely manner to all concerns related to possible sexual, physical, psychological and emotional abuse or neglect of a child.

As part of our commitment to safeguarding the welfare of all our students, we will promote the rights of a child to be listened to and to be taken seriously so that each child is able to express her/his views, thoughts and concerns.

All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately.

II. Definitions

Tim Pencegahan dan Penanganan Kekerasan (TPPK) Coordinator and Members: the Coordinator and members of Prevention and Handling of Violence team appointed by Sekolah Stella mundi to oversee matters related to child protection. This includes Principals, Counsellor, Teacher Coordinator and HRGA Manager.

Abuse will be defined as an action, which causes or has the risk of causing significant harm (this can be physical, emotional, or sexual).

Neglect will be defined as an absence of an action, which puts a child at risk of significant physical, emotional, or sexual harm. Neglect includes an absence of adequate food and nutrition, hygiene, appropriate medical care, sleep, motorbike safety, or reasonable expectations and support regarding substance abuses. Neglect also includes a lack of adult supervision at home. Note that Sekolah Stella Mundi parents and caregivers must provide direct communication in case of parent absences and a clearly nominated guardian.

Suspected abuse can be based on professional judgement, child behavioural symptoms (extremes of sadness, anger, fear, fantasy play involving abuse scenarios, visible distress when parents are about to be contacted, sexual knowledge inappropriate to their age), or child physical symptoms (unexplained bruises, unexplained fractures, unexplained marks). A further list of possible indicators is in [Appendix I](#) of this policy.

Reported abuse is when a student or an adult directly reports that abusive behaviour is occurring.

Witnessed abuse is abuse that is directly observed by staff.

Child and Student in this policy shall refer to any child under the age of 18 under the care of Sekolah Stella Mundi.

III. Prevention

Recruitment

Sekolah Stella Mundi works to ensure children are safeguarded throughout their time in and out of school. To do that we work to hire staff who are responsible, skilled, and respected within the community.

At recruitment, the following steps must be observed:

- Professional Staff are to be interviewed before being appointed and are given the opportunity to disclose any information that would give concern if they were to work in a school environment.
- Up to date police records including police clearance and identity check from a staff's most recent country of employment should be received and checked by the school.
- A letter of good health and a comprehensive health check must be submitted.
- Two references one of which is from the previous employer. These are verified by phone including the checking of any gaps and checking that the referee has no concerns with regard to the applicant working with children.
- Checking for proof of qualification certificates and to confirm job history by calling a sample of previous employers.
- External providers of extracurriculars must also provide a police background check.

Training

All staff at Sekolah Stella Mundi will be provided with appropriate, practical in-service training to enable them to carry out their duties effectively. Training of child protection issues and Child Safeguarding Policy will be provided within the first month of employment and will continue to be addressed through on-going training provided by TPPK Coordinator working together with the Leadership Team.

IV. Protection

School Staff and Student Professional Boundaries

School Staff holds a unique position of influence, authority, trust and power in relation to students. As such, it is their duty, at all times, to maintain professional boundaries with students. Professional boundaries are parameters that describe the limits of a relationship in circumstances where one person (a student) entrusts their welfare and safety to another person (a Staff Member), in circumstances where a power imbalance exists. The fact that Staff are in a unique position of trust, care, authority, and influence with students means that there is always an inherent power imbalance that exists between them. It also means that professional boundaries must be established, maintained, and respected at all times.

Staff should explain to students why boundaries are required:

1. **Safety and Well-being:** Emphasize that boundaries are like safety rules for the classroom. They protect students from behaviours that could make them feel uncomfortable, unsafe, or compromised.
2. **Fairness and Trust:** Explain that the teacher-student relationship has an inherent power imbalance. Boundaries create a fair and transparent relationship where everyone understands their roles and responsibilities, building trust over time.
3. **Respectful Environment:** Boundaries help create a classroom where everyone feels comfortable and respected. When everyone knows the rules for appropriate behaviour, it leads to a more positive and productive learning environment for everyone

Staff Code of Conduct

All staff must display exemplary behaviour in order to protect themselves from allegations of misconduct. They must demonstrate good practice and create a positive culture and climate for students by:

- Treating all children equally and with respect and dignity.
- Always putting the welfare of each child first.
- Giving enthusiastic and constructive feedback rather than negative criticism.
- Never using physical punishment.
- Building balanced relationships based on mutual trust, which empowers children to share in the decision-making process.

- Conducting oneself in a manner that sets a good example, being seen as an excellent role model. This includes not smoking or drinking in the company of/whilst responsible for children.
- Maintaining a safe and appropriate distance with children.
- Never using physical force unless it constitutes reasonable restraint because they are an immediate danger to themselves or others or to property, and then minimum force should be used for the shortest amount of time.
- Remain calm and get the attention and support of other staff. The incident should be recorded in writing with a witness statement where possible, immediately afterwards.
- Administer emergency first aid/and/or other medical treatment. First aid given should be recorded in writing and reported on Compass.
- On occasions where a distressed child needs comfort that may include physical comforting staff using discretion to ensure that it is appropriate and not unnecessary or unjustified contact.
- In certain instances, where physical contact is inescapable e.g. to demonstrate equipment or move, being aware of the limits within which such contact should take place and of the possibility for misinterpretation of such contact.
- Always working in an open environment, avoiding private or unobserved situations and encouraging open communications with no secrets. On rare occasions when a confidential interview or one-to-one meeting is necessary, the interview should be conducted in a room with an open door or visual access. Where this is not possible, the member of staff should ensure that there is another adult nearby.
- Requesting parental consent if staff are required to transport children in their cars.
- Where personal relationships with students such as family relationships and close friendship networks exist, questions of conflicts of interest may arise. Any relationship that involves or gives the appearance of involving unfair preferential treatment or improper use of their role is inappropriate
- Questioning any unknown adult who enters Sekolah Stella Mundi premises and/or who attempts to engage with the children.

Staff may compromise an established and expected professional relationship between Staff and students by:

- attending parties or socialising with students outside of organised School events (without parental/carer permission)
- inappropriate sharing of personal details about their private lives with students
- meeting with students outside of school hours without permission from the School and parents.

One to One Situations

- Meeting a student one to one creates a situation where teachers are vulnerable to allegations of misconduct. Teachers need to recognise this possibility and plan meetings accordingly.
- Under no circumstances should private meetings be arranged off the school site without the prior written approval of the Head of School.
- Avoid meeting students individually in remote areas of the school.
- In individual meetings, teachers should leave the door open, avoid physical contact, and inform administration or the Counsellor if they feel there were any misunderstandings.
- Staff should avoid asking questions that may be considered personal or private.

Use of Social Media

It is expected that all Staff will adhere to the following guidelines:

- all use of technology should be for educational purposes or for the organisation of co-curricular activities
- all email communication between Teachers/Staff and students should be via Compass/school email and reflect a professional Teachers/Staff/student relationship. Teachers/Staff should not communicate with students via text message/social media including Whatsapp, discord, Instagram where it is not in a professional context
- Staff should not give out their personal telephone numbers or social media contact details
- Staff are not to accept or request students as 'friends' on social media or otherwise use social media to communicate in any way that is not condoned or approved by the School
- Staff should not exchange personal pictures with a student

- Staff are not expected or encouraged to respond to concerns of parents/carers or students on holidays, weekends or in the evening
- any student personal contact numbers or other personal contact details made available to the school should only be used for school communications.

Visitors Code of Conduct including Parents, Guardians, and Community Members

- Teachers have a special duty of care that cannot be transferred to others. Visitors must be respectful of teacher's responsibilities.
- Visitors must treat all students and staff with respect and dignity.
- All information gained through being a visitor at this school should be handled with care. For example, it is inappropriate to discuss or disclose personal information about students, staff or students' parents/guardians to others.
- Immediately report any problems to the appropriate school Principal.
- Visitors cannot be alone with individual or small groups of children unless prior, specific approval from administration.
- School staff members must supervise visitors presenting workshops or other student sessions.
- The written Visitors Code of Conduct will be shared with all community members annually and available in both English and Indonesian.

Student Code of Conduct

- Be respectful of all members of the school community. Every student, teacher and member of staff has the right to feel safe and comfortable at school.
- Never engage in any intentional physical contact which may hurt another student or member of the school community, which includes pushing, hitting, grabbing etc.
- Do not engage in behavior that emotionally hurts another, or intended to demean them, which includes teasing, name calling, exclusion, and any racial or sexual comments.
- Comments or communications that are written or conducted via the internet are also considered to be subject to the previous agreement above.
- Students must be aware of and follow Sekolah Stella Mundi's Behavior Policy and Technology Acceptable Use Policy

Extracurricular and Out of School Activities

Particular care should be taken when supervising students in less formal situations, such as in extracurricular activities and out of school activities. The standards of professional conduct are no different out of school or after school and may need to be emphasised to everyone involved (including staff, students and parents) avoiding misunderstandings. If you are found alone with a student outside of school, you should let Principal know immediately. If, under any circumstances, you are unable to find a student a safe means home, communicate directly with Principal immediately. Providers of After School Activities should be trained in standards of professional conduct as well as submit police background checks.

V. Disclosures and Allegations

What to do on suspicion or disclosure

Becoming aware of abuse can cause a multitude of emotional reactions, which are personal to the individual. Whatever the reaction, it must be responded to in the correct manner, outlined below.

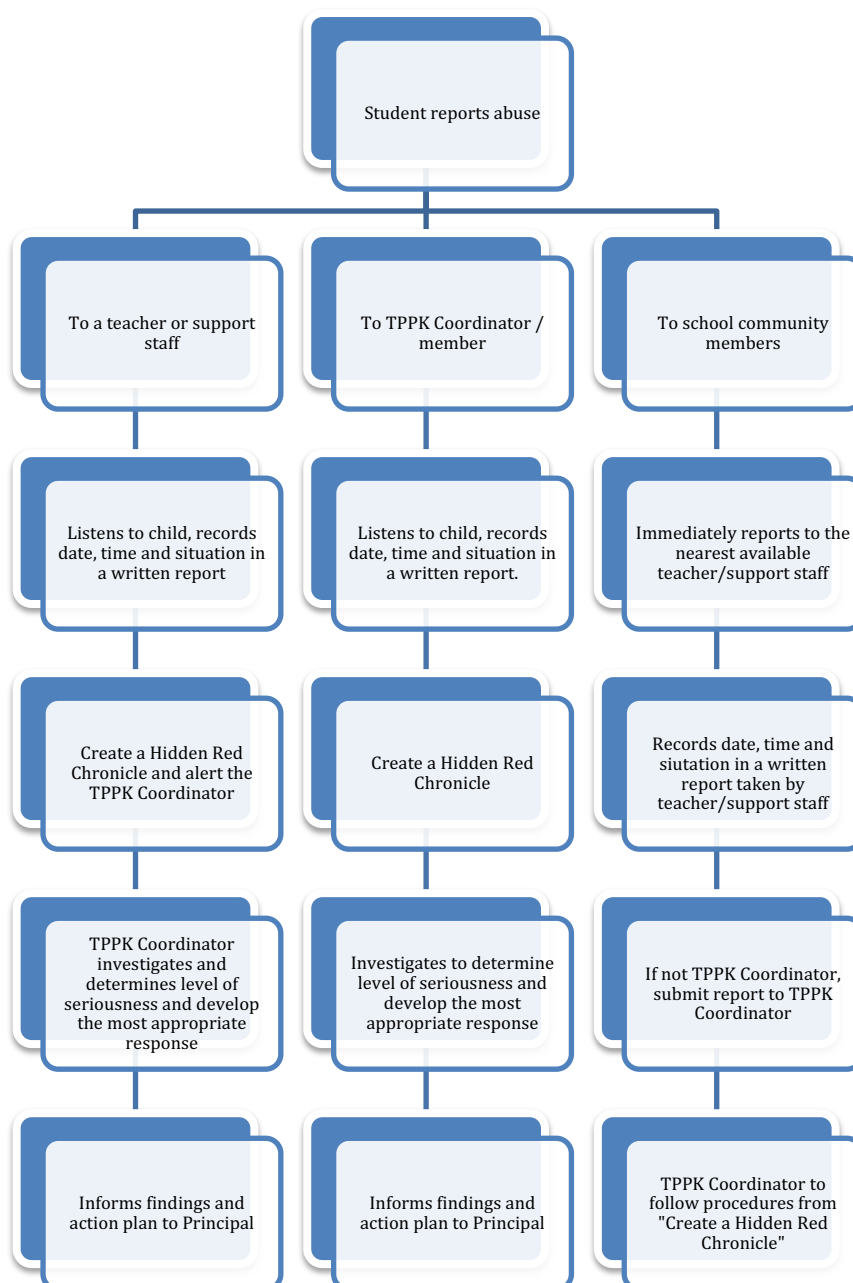
Refer to [Appendix II](#) to file your written report.

- **Stay calm.** Don't over-react. It is extremely unlikely that the child is in immediate danger.
- **Listen, hear and believe.** Too much questioning of the child may affect how it is received at a later date.
- **Give time for the person to say what they want.** Don't make assumptions, don't paraphrase and don't offer alternative explanations.

- **Reassure and explain that they have done the right thing in telling.** Explain that only those professionals who need to know will be informed. Don't promise confidentiality to keep secrets or that everything will be okay – it might not be.
- **Act immediately in accordance with the procedure in this document.** Don't try to deal with it yourself.
- **Record in writing as near verbatim as possible and as soon as possible in the incident log report:** Don't make negative comments about the alleged abuser. Don't ask leading questions (Look at [Appendix III](#) for examples of non-leading questions). Post this as a **Hidden Chronicle** in Compass.
- **Report to TPPK Coordinator or team member:** Don't gossip with colleagues about what has been said to you.
- **Record your report:** Don't make a child repeat an allegation unnecessarily.

Reporting Procedures

The following outlines the chain of command in situations of abuse. This flow chart tells each staff member who to report to in situations of abuse as they arise.



Investigations

When a student, parent, or member of staff reports an allegation of abuse or neglect, TPPK Coordinator or team member must initiate an investigation.

TPPK is responsible for determining whether the allegation is substantiated, which may include interviewing the student involved and collecting additional information from others as needed. If it is determined that there is reasonable cause to suspect abuse or neglect, they will discuss the case with the Principal. Further investigation may be required and may involve parents or external agencies. An action plan will be developed, which may include individual counseling, family support, coordination with consulates, and/or police intervention.

If an allegation is made against a member of staff, the staff member will be removed from school duties and restricted from accessing the school premises while the investigation is ongoing. Based on the evidence gathered, the Principal and/or Academic Director will take appropriate action, which may include a verbal warning, a formal warning, suspension, dismissal, or reinstatement.

Communication with Parents

The school is committed to working collaboratively with parents or guardians, and in most cases it is appropriate to discuss initial concerns with them. However, there may be situations where the TPPK Coordinator will not seek consent from the individual or family, nor inform them that information will be shared, for example, if doing so would:

- place a child or adult at increased risk of significant harm;
- interfere with the prevention, detection, or prosecution of a serious crime;
- cause unjustified delays in responding to an allegation.

Responsibility of the School including Whistleblower Protection

Sekolah Stella Mundi will take all necessary action to ensure the safety and protection of the child involved, as well as others in the organization, during and after any incident or allegation.

Sekolah Stella Mundi will not hold responsible or penalise any community member who reports a suspected violation of the Child Protection Protocol in good faith, even if the report is later found to be unsubstantiated, unless it can be proven that the person intentionally and knowingly submitted a false report.

VI. E-Safety Roles & Responsibilities

Sekolah Stella Mundi will endeavour to ensure the e-safety of all its members. It will use education, technology, accountability and responsibility as the key ways to achieve this. Within our school, all members of staff and learners are responsible for e-safety.

Learners

Learners are responsible for ensuring that:

- They behave responsibly and appropriately when using communication technology including the internet and online platforms.
- They must follow the behavior policy.
- They understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so
- They know and understand policies on the use of mobile devices and digital cameras. They should also know and understand policies on the taking/use of images and on cyberbullying
- They do not respond to cyberbullying. Take evidence (pictures or print outs of emails, messages, pictures or videos sent).

Teaching Staff

Teaching and Support Staff are responsible for ensuring that:

- They have an up to date awareness of e-safety matters and of the current school e-safety policy and practices.
- They report any suspected misuse or problem to the TPPK Coordinator or team member.
- All digital communications with learners/parents/carers should be on a professional level and only carried out using official school systems
- E-safety issues are embedded in all aspects of the curriculum and other activities
- They monitor the use of digital technologies, mobile devices, cameras etc. in lessons and other school activities (where allowed) and implement current policies with regard to these devices
- In lessons where internet use is pre-planned, learners should be guided to sites checked as suitable for their use.

IT Department

School IT department is responsible for ensuring that:

- The school's technical infrastructure is secure and is not open to misuse or malicious attack
- The school meets required e-safety technical requirements
- Users may only access the networks and devices through a properly enforced password protection policy, in which passwords are regularly changed
- They keep up to date with e-safety technical information in order to effectively carry out their e-safety role and to inform and update others as relevant
- The use of the network/internet/Virtual Learning Environment/remote access/email is regularly monitored in order that any misuse/attempted misuse can be reported to the TPPK Coordinator or team member for investigation/action/sanction.

Parents

Parents are responsible for ensuring that:

- Children are monitored when they are online, especially during online learning phase.
- They are warned of the negative side of communication technology.
- Children are instructed to report any concerns to them or the school management via the phoenix or in person.
- They help their child act with self-confidence.

Cyber Bullying

Cyber bullying is defined as 'the use of electronic communication, particularly mobile phones and the internet, to bully a person, typically by sending messages of an intimidating or threatening nature: children and adults may be reluctant to admit to being the victims of cyber bullying.

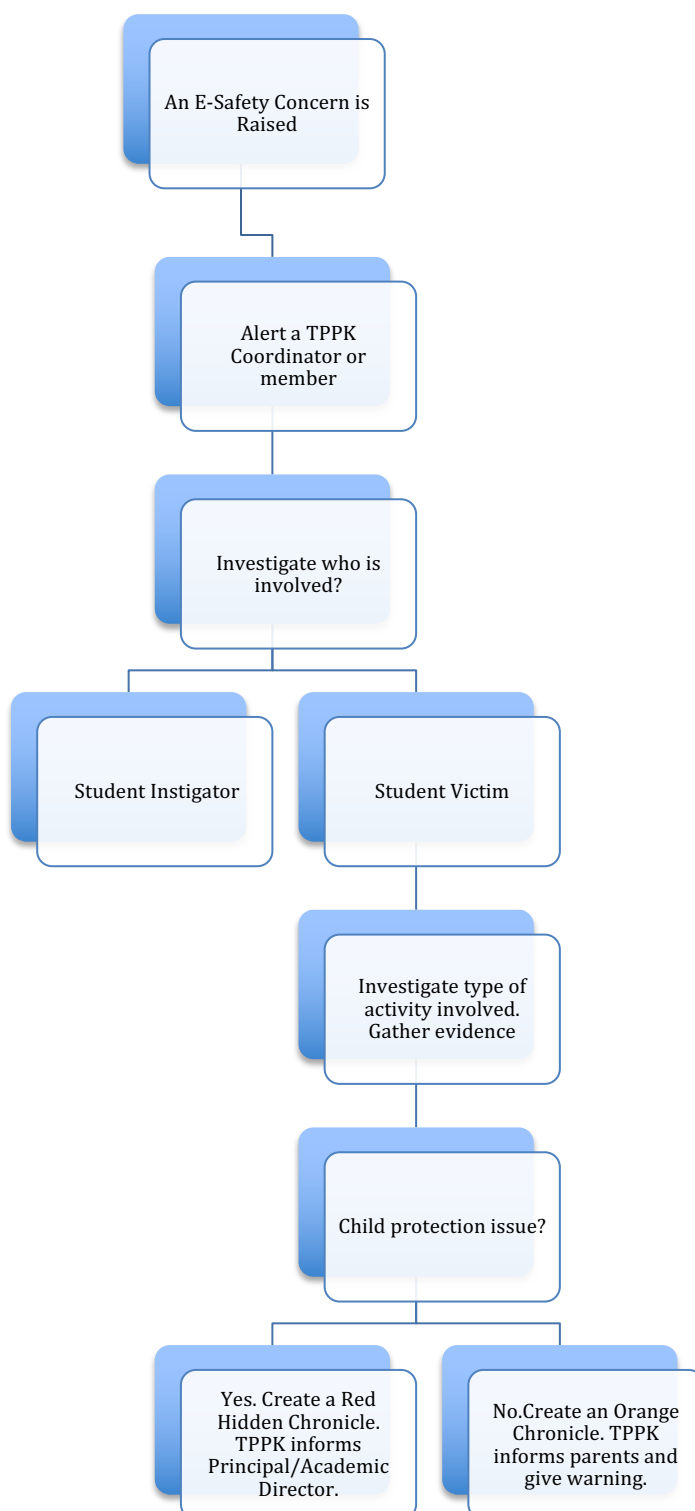
It can take a number of different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts or instant messages), (e.g sending and receiving explicit messages, primarily between mobile phones) vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images and 'trolling' (abusing the internet to provoke or offend others online). It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

Preventing Cyber Bullying

As with all forms of bullying the best way to deal with cyber bullying is to prevent it happening in the first place. There is no single solution to the problem of cyber bullying, but the school will do the following as a minimum to impose a comprehensive and effective prevention strategy:

Practices and Procedures During Cyber Bullying Disclosure

All members of the school community will refer to the flowchart below to report any e-safety concern/ cyber bullying.



VII. Support

Children experiencing abuse may not always disclose what is happening to them, either because the situation feels normal to them or because they are afraid to speak up. In such situations, it is important to pay close attention to behavioral indicators that may suggest a child is being abused and to take appropriate supportive action. Warning signs may include severe self-harm (such as cutting on the inner thighs), dissociation, eating disorders, suicidal thoughts, intense anger outbursts, or inability to focus. Because abuse and neglect often

leave a child feeling powerless, it is essential to involve the student in planning support and interventions whenever possible. Consistent contact with the student before, during, and after interventions helps them feel heard, valued, and supported.

When abuse or neglect is suspected or confirmed, ongoing counseling support for the student is crucial, along with communication with the parents or guardians. During meetings with families, Principal/Academic Director should clearly communicate the school's concerns, evaluate the parents' willingness to engage in positive change, identify areas where change is needed to ensure safety, set goals and strategies for improvement, examine family and external support networks, provide referrals, recommend or require external services, and schedule follow-up meetings to monitor safety and progress. School counselor (if present) may also provide teachers with relevant strategies and resource materials when appropriate, and will keep the school leadership informed about developments.

Many parents or caregivers who behave inappropriately toward children require support and guidance in order to change, including clear expectations and assistance in meeting them. However, there are cases where individuals lack empathy, justify harmful behavior, or use threats to maintain control, making them unwilling to participate in behavior-change counseling. In such circumstances, intervention from authorities or law enforcement may be necessary to protect the child.

Required External Support

There may be situations in which the school requires a student to receive specific external professional support before they may return to school, or in order to continue attendance at Sekolah Stella Mundi. This could include treatment from a licensed psychiatrist to ensure the student's safety and wellbeing. If a family refuses or fails to obtain the required support, the student may be withdrawn or dismissed from Sekolah Stella Mundi.

VIII. Confidentiality

All records related to the investigation will be securely stored in the locked child protection file, accessible only to TPPK Coordinators and Leadership Team. Confidential information may only be shared with the consent of the parents.

While safeguarding records are confidential, safeguarding concerns always take precedence over confidentiality when a child's safety is at risk. Staff should not promise confidentiality in cases of suspected abuse. Information may be shared without consent where it is deemed necessary to protect the child's wellbeing. In such circumstances, Sekolah Stella Mundi has a responsibility to communicate any potential safety concerns to the child's future school and/or relevant authorities.

Appendix I: Possible Indicators of Abuse

Child abuse is any form of physical, emotional, sexual mistreatment or lack of care that results in actual or potential harm to the child's physical, psychological or emotional health, development, dignity or well being.

The four main categories of abuse or exploitation to be aware of:

1. **Physical:** This can include any direct acts of physical injury upon a child or young person, which are not the result of an accident. This can also include tasks and errands, which clearly exceed the capacity of the child to manage safely.
2. **Emotional:** This is persistent and psychological ill treatment, which results in a severe impact upon a child's behaviour and development. It will involve a denial of normal respect and may take the form of persistent personal criticism, humiliation or discrimination in the absence of any positive interest or concern. This can happen in situations when children are subject to a persistent level discrimination due to being unaccompanied, selective giving of gifts, selective recruitment (as in the case of selecting children for fundraising purposes), low status, gender, religion, ethnic background and/or bullying as a result of the unrealistic expectations of others.
3. **Sexual:** This includes all forms of sexual acts perpetrated upon a child by another person and includes sexual abuse and sexual harassment. This issue is more complex when it occurs between older children of similar age groups. The essential issue is one of exploitation, which is considered to have occurred if an adult perpetrated the activity on a child and/or involved a misuse of power, services, age or authority, or the use of physical force or emotional manipulation by children of the opposite sex from a peer group. This can also include exposure or failure to prevent the exposure of children to all forms of pornography and sexual acts.
4. **Neglect:** This relates to the persistent failure to prevent the exposure of a child to danger, or the extreme failure to carry out important aspects of care, medical or physical which results in the significant impairment of the child's health or development. This can occur when a worker fails to adequately supervise the safety of children or exposes a child to extreme conditions or preventable risk of injury. Violation of child labour laws also needs to be considered.

How to recognise abuse or exploitation

Listed below are a number of indicators. This is not exhaustive but is a guideline to help establish whether some form of child abuse or exploitation has taken place.

Indicators of possible physical abuse

- Any injuries not consistent with the explanation given to them
- Injuries which occur to the body in places which are not normally exposed to falls, rough games etc
- Injuries which have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Repeated urinary infections or unexplained tummy pains
- Bruises, bites, burns, fractures etc which do not have a reasonable explanation
- Cuts/scratches/substance abuse
- Infections and/or symptoms of sexually transmitted diseases

Emotional signs of abuse

- Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging. Also, depression/aggression/extreme anxiety
- Nervousness, frozen watchfulness
- Obsessions or phobias
- Sudden under achievement or lack of concentration
- Inappropriate relationships with peers and/or adults
- Attention-seeking behaviour
- Persistent tiredness
- Running away/stealing/lying

Indicators of possible sexual abuse

- Any allegations made by a child concerning child abuse

- Child with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour, or who regularly engages in age-inappropriate sexual play
- Sexual activity through words, play or drawing
- Child who is sexually provocative or seductive with adults
- Inappropriate bed sharing arrangements at home
- Severe sleep disturbance, with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations

Indicators of possible neglect

- Under nourishment and failure to grow
- Constant hunger, stealing or gorging food
- Untreated illnesses
- Inadequate care

Appendix II: Child Safeguarding Incident/Disclosure Form

Name of child: DOB: Class: Gender:	Person Reporting: Name _____ Position _____	
School Name: Parent/Carers Name:	Date of Disclosure/Incident: Time: Place and Context:	
Siblings:		
Reason for concern (If a disclosure record using the words of the child where possible)	Other relevant information (If there are bruises or marks record on a diagram)	
Action taken by staff member:		
Date:		
Name of Student's:		
Class:		

Appendix III: Non Leading Questions

This is a list of non-leading disclosure questions:

1. Tell me what happened to you?
2. Who did this?
3. Where did this happen?
4. When did this happen?
5. What was going on right before this happened to you?
6. How long has this been going on?
7. Does anyone else know this has happened to you?
8. How often has this happened to you?
9. Does this happen to anyone else at your house?
10. Was anyone else there?