# INTERNATIONAL CHRISTIAN SCHOOL

# Child Protection Policy and Procedures

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For additional Child Protection resources, please visit:

[CSPN](#)

HK Law: [Mandatory Reporting of Child Abuse Bill](#)

[United Nations Convention on the Rights of the Child (UNCRC)](#)

[www.childsafeguarding.com](#)

[ENCOMPASS](#)

Revised: March 2024

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# 1. Safeguarding and Child Protection Commitment Statement

*We believe that every child is created in the image of God, and that each child is unique and possesses inherent value. Every child has the right to be treated with respect in a safe environment in order to develop and flourish, and to be protected physically, emotionally, spiritually, and sexually. As educational professionals, we are committed to advocating for students and obligated to report any suspected instances of abuse. This policy applies to all staff members, both teaching and non-teaching, who have direct or indirect contact with children. This includes individuals employed directly by International Christian School (ICS), as well as contracted or invited professionals who offer services to children under the care of ICS.*

# 2. Introduction from Head of Schools and Board of Trustees

ICS is dedicated to ensuring the safety, health, and well-being of every child entrusted to our care. We firmly believe in the inherent value and worth of all individuals, as they are uniquely created in the image of God. Recognizing God as the Defender of the vulnerable and the Lord Jesus' love and concern for children, we have developed a comprehensive child safety policy. Our aim is to establish a secure environment where children are protected, treated with utmost respect and dignity, and where the conduct of adults remains beyond reproach.

# 3. School Introduction

As a member of the Child Safety and Protection Network (CSPN), ICS actively participates in a collaborative international effort to address child protection issues. We uphold the belief that each child has the right to be treated with respect and nurtured in a safe environment that promotes their holistic development while safeguarding them from harm. As educational professionals, we are committed to advocating for our students and are obligated to report any suspected instances of abuse promptly. **Abuse is categorised by four main headings: physical, emotional, sexual and neglect**. This commitment applies to all members of our school community, including teaching and non-teaching staff, who have direct or indirect contact with children. This includes both paid and voluntary ICS staff employed directly by the school, as well as professionals contracted or invited to provide services to children under our care.

# 4. Policy on Child Abuse Reporting

In line with our commitment, **any member of the ICS community**, including parents, staff, students, or related professionals, who has reasonable suspicion of child abuse **on or off school premises has a duty to report their concerns immediately**. If there is uncertainty

about whether a situation constitutes abuse, individuals should always report - "**If in doubt, refer.**" **All referrals should be made to a member of the Safeguarding Team**:

- **Designated Safeguarding Lead (DSL)** Nick Seward
- **Deputy Designated Safeguarding Lead (DDSL)** High School - Bonnie Cheung
- **Deputy Designated Safeguarding Lead (DDSL)** Middle School - Vanessa Manchester-Morgenheim
- **Deputy Designated Safeguarding Lead (DDSL)** Elementary **-** Kimberly Chan
- **Deputy Designated Safeguarding Lead (DDSL)** Lower Elementary and KG - Lynette Pang
- **Deputy Designated Safeguarding Lead (DDSL)** School Wide - Catherine Chu

Upon receiving a report and/or identifying harm to a child ICS will respond in accordance with our established policies and procedures. We are prepared to address all reports or allegations of child abuse and take appropriate corrective action within our organizational jurisdiction. We fully comply with the local Hong Kong laws concerning suspected cases of child abuse. Any violation of this policy or related administrative procedures by employees or contractors of ICS, may result in disciplinary action, including employment termination.

In cases where an employee is found guilty of grooming, sexual abuse, or similar serious breaches of trust, the Board of Trustees will dismiss the employee without the possibility of reinstatement. Similarly, if any previously undisclosed information regarding prior convictions or confirmed cases of child sexual abuse comes to light during employment, the employee will be dismissed with no possibility of reinstatement. The Head of School and Board will report such cases to the respective certification agency and the appropriate government agency in their home country. Additionally, the Head of School may inform the school community about these cases.

# 5. Child Abuse: Types and Warning Signs

## 5.1 Definitions

**Child abuse** refers to any action, whether committed by an adult or another child, that **causes significant harm to a child, and is usually categorised as physical abuse, emotional abuse, sexual abuse and/or neglect**. It is important to note that child abuse can occur with or without the consent of the victim and can take place in both one-on-one and group settings.

The World Health Organization states, "Child maltreatment is the abuse or neglect that occurs to children under 18 years of age. It includes all types of physical and/or emotional ill-treatment, sexual abuse, neglect, negligence and commercial or other exploitation, which results in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship or responsibility, trust or power. Exposure to intimate partner violence is also sometimes included as a form of child maltreatment."

While child abuse is legally defined as actions against individuals under the age of 18, ICS is committed to safeguarding the rights and ensuring the safety of all students, including those who are over 18 years old. Our policies extend to all currently enrolled students.

'Peer on peer' abuse refers to abuse perpetrated by one child on another. This includes bullying, harmful sexual behaviours (HSB) and unhealthy relationships. It often involves power and/or maturity imbalances leading to coercive and controlling behaviours by the perpetrator.

## 5.2 Recognizing Abuse

Abusers can be <u>anyone</u>. This person may or may not be known to the child. Listed below are a number of indicators of abuse. However, they may vary by cultural and economic context. It should be noted that this list is not exhaustive but is a guideline to help establish whether some form of child abuse or exploitation may have taken place.

### Physical Abuse - indicators:
- Any injury inconsistent with the explanation given
- Injuries to the body in places not normally exposed to falls or rough games
- Reluctance to change for, or participate in, games
- Repeated urinary infections or unexplained tummy pains
- Bruises, bites, burns, fractures, etc. which do not have a reasonable explanation

### Emotional Abuse (includes Spiritual Abuse) - indicators:
- Sudden under-achievement or lack of concentration
- Inappropriate relationships with peers and/or adults
- Changes/regression in mood/behavior, e.g. withdrawal/'clinginess '
- Depression or extreme anxiety
- Nervousness, frozen watchfulness
- Obsessions or phobias
- Persistent tiredness
- Running away/stealing/lying
- Spiritual abuse

### Sexual Abuse - indicators:
- Any allegations made by a child concerning abuse
- Excessive preoccupation with sexual matters and detailed knowledge of adult sexual behavior, or engaging in age-inappropriate sexual play
- Sexually provocative or seductive with adults
- Sudden changes in mood or behavior
- Sudden changes in dress, such as inappropriate clothing for climate/situation (e.g. baggy jumpers covering body shape)
- Sudden changes/deterioration in personal hygiene (e.g. unwashed hair; excessive body odour)
- Open displays of sexuality
- Lack of trust in familiar adults; fear of strangers
- Infections and/or symptoms of sexually transmitted diseases
- Acting-out behavior – aggression, lying, stealing, unexplained running away, drug and alcohol abuse, suicide attempts

### Neglect - indicators:
- Frequent tardiness or non-attendance at school

- Constant tiredness
- Knowledge of TV programmes or games inappropriate for age
- Unkempt appearance
- Withdrawn
- Attention-seeking behaviour
- "Affluent neglect" such as receiving expensive gifts as a replacement for time with parents
- Inadequate boundaries around bedtimes, social time and access to the internet
- Inadequate care or parental oversight (e.g. holding parties in parents' absence)

# 6. Roles and Responsibilities

## 6.1 All ICS staff have the following Child Protection obligations

- To undergo annual ICS **Child Protection Training**
- To wear and display clearly their **Staff ID** at all times
- Adhere to the Safeguarding **Code of Conduct** (see Appendix 2)
- To **report suspected concerns** within 24 hours to the Safeguarding Team
- To **handle disclosures** by a child according to this policy and report them within 24 hours to the Safeguarding Team

### Reporting Concerns

The concern should be made in writing, giving as much factual detail as possible and the grounds for the concern.. Staff should not act independently of the Safeguarding Team or intervene in any way unless they have reason to believe the child is in imminent danger. They will receive a response from the Safeguarding Team limited by confidentiality concerns. Specific reporting:

- If the concern is about a child, report to any member of the Safeguarding Team
- If the concern involves an allegation against a staff or board member, report to the Head of Schools (DSL) **directly**
- If the concern involves an allegation against the Head of Schools (DSL) report to the School Supervisor **directly**, who will liaise with other members of the Safeguarding Team as appropriate
- If you are in any doubt about whether the concern is a safeguarding issue, **do not** discuss with colleagues or others, but report anyway - "if in doubt, refer"
- For guidance on how safeguarding interacts with disciplinary and wellbeing systems at ICS, please refer to **Appendix 4: Safeguarding, Discipline and Wellbeing Protocols**

### Handling a Disclosure

Staff at ICS are in a position of trust, and a child may disclose information to them which raises child protection concerns. This is called a **disclosure**. In such a situation the staff member should:

- React calmly
- Listen carefully and attentively, and ask questions for clarification only
- Take the child seriously
- Reassure the child that they have taken the right action in talking
- **Not** promise to keep anything secret or confidential, but assure the child that the information will be passed on appropriately
- Promptly report to a member of the Safeguarding Team (DSL)
- At the earliest opportunity, document the conversation. Maintain Confidentiality

**6.2 Parents, Visitors, Service Providers and Volunteers**
- Directly Inform designated authority within the school such as designated safeguarding lead (DSL), the principal, counselor, or event coordinator.
- Provide specific details.
- Maintain Confidentiality

**6.3 Senior students in leadership roles**
- Report to a trusted adult within the school
- Provide specific details
- Maintain Confidentiality

# Appendix 1 - Safeguarding Team

## A1.1 Introduction

The **Child Safeguarding Team** has the important task of ensuring the safeguarding of our students. Their primary goal is to create a secure environment for everyone. They are responsible for establishing and maintaining rules, procedures and training that promote safeguarding best practice. Regular evaluations are conducted to determine the effectiveness of these measures. All team members are trained to CSPN level 3.

## A1.2 Current Safeguarding Team

**Nick Seward** (Head of School): DSL
sewardn@ics.edu.hk

**Catherine Chu** (Executive Assistant to the Head of School): DDSL
chuc@ics.edu.hk

**Vanessa Manchester-Morgenheim** (Secondary School (MS) Counselor): DDSL
manchesterv@ics.edu.hk

**Bonnie Cheung** (Secondary School (HS) Counselor): DDSL
cheungb@ics.edu.hk

**Kimberly Chan** (Elementary Counselor): DDSL
chankhm@ics.edu.hk

**Lynette Pang** (Kindergarten and Lower Elementary Counselor): DDSL
pangl@ics.edu.hk

## A1.3 Roles

**Role of the Designated Safeguarding Lead (DSL)**

1. **First point of contact for reports about staff members**
2. **Policy making.** DSL develops clear rules and procedures that keep students safe. These policies are informed by local laws and United Nations Convention on the Rights of the Child, 1989.
3. **Policy review.** Regular checks are done to see how well safeguarding procedures are working. The DSL looks for ways to improve and make sure students are as safe as possible.
4. **External referrals.** DSL makes the final decision for case reporting to external organizations or government authorities.

5. **Safeguarding Team leadership** and delegation of case management.

**Role of the Deputy Designated Safeguarding Leads**

1. **First point of contact for reports about students**
2. **Report handling.** DDSL will respond to a safeguarding concern or incident, within the same day of the report. They will lead safeguarding efforts and enlist a staff member trained to undertake scribing, member care etc.
3. **Community training.** The DDSL team organizes and monitors training for all adults on campus. This includes administrators, faculty, staff, service providers and volunteers.
4. **Working with external parties.** The DDSL works together with outside agencies, like social services or the police, if needed. This helps ensure that students get the support they need.
5. **Record-keeping.** The DDSL keeps accurate and confidential records of any safeguarding concerns or actions taken. This is done in a way that follows privacy laws and protects students' information.

**Role of School Supervisor**

1. **First point of contact for reports about the Head of School/DS**L (schoolsupervisor@ics.edu.hk)

**A1.4 Documentation and Confidentiality**

All initial reports, interviews, Statements of Finding and Administrative Discipline Plans related to child safety inquiries, regardless of the conclusions reached, are secured in the confidential child safety files CPOMS. Documents of unsubstantiated cases are also retained for the following reasons.

- Record that the report was unsubstantiated if the same report is made again.
- Keep the information gathered in such cases where there is insufficient information to reach a conclusion because new information may be obtained in the future.
- If inappropriate behavior or abuse re-occurs it will not be necessary to repeat that part of the investigative process.

Any permission to release related information to the affected community must be approved by DSL and HoS. Finally, the DSL will meet with the safeguarding team to review the child safety procedures and process.

# Appendix 2 - Safeguarding Code of Conduct

## A2.1 Code of Conduct

All ICS employees and related personnel will comply with the following code of conduct as related to child protection:

- ICS personnel will treat children with respect regardless of race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth, or other status;
- ICS personnel will not use language or behavior towards children that is inappropriate, harassing, abusive, sexually provocative, demeaning or culturally inappropriate;
- ICS personnel will not engage in grooming behaviour (establishing emotional connection with a child with the intention of abuse);
- ICS personnel will not pay for or engage in any form of sexual activity or acts with children;
- Whenever possible, ICS personnel will ensure that another adult is present and/or aware when working with or chaperoning children, and strive to provide public visibility of the activity;
- ICS personnel will maintain professional boundaries (e.g. not inviting children into their home);
- ICS personnel will use any computers, mobile phones, or video and digital cameras appropriately and never exploit or harass children or access child exploitation materials through any medium;
- ICS personnel will not use physical, sexual, or emotional punishment (shaming) with children;
- When photographing or filming children for school-related purposes, ICS personnel will take precautions to protect them. Before photographing or filming a child, ICS personnel will:
    - Assess and endeavor to comply with local traditions and restrictions for reproducing personal images;
    - Explain how the photograph or film will be used. ICS personnel must obtain consent from the child's caretaker;
    - Ensure that photos and films present children in a dignified and respectful manner, and not in a vulnerable or submissive manner. Children should be adequately clothed and not portrayed in poses that could be seen as sexually suggestive;
    - Ensure that images are an honest representation of the context and the facts; and
    - Protect the child's identity: the child should remain anonymous, and staff must ensure that file labels, meta data or text descriptions do not reveal identifying information about a child when sending images electronically;
- Immediately report concerns or allegations of child abuse or exploitation; and
- Immediately disclose to Human Resources all charges, convictions, and other outcomes of a child exploitation or abuse offense which occurred before or occurs during the association with International Christian School.

The above is not an exhaustive or exclusive list. ICS will provide training to ensure that its

staff understand and comply with the principles of this child protection policy. All individuals working for or on behalf of ICS will be required to sign a statement that they will adhere to the Criminal Record Declaration form.

This policy is subject to review annually or following a reported child protection incident as the administration feels necessary.

## A2.2 Safer Recruitment and Contracting

Before making employment appointments, ICS will undertake a series of checks to ascertain the suitability of individuals who will have direct and/or frequent contact with children or young people. Further information is found in the Employment Policy.

## A2.3 Whole School Safeguarding Training

International Christian School is committed to creating a safe environment for our entire school community. There will be regular child protection and safety training programs to equip all staff and faculty with the knowledge and skills necessary to identify and respond to safeguarding concerns. We also recognize the importance of engaging parents and visitors in our safeguarding efforts, requiring each adult working with our students to complete different levels of training to ensure the protection and safety of all students on our campuses.

## A2.4 Whistleblowing Policy Statement

Whistleblowing refers to the act of reporting concerns or suspicions about child protection, safeguarding issues, staff bullying or inappropriate behaviour to the appropriate individuals within the school.

At ICS, we are committed to promoting transparency, accountability and ethics. We encourage individuals to report any known or suspected violations of laws, regulations, policies, or unethical behavior. We will protect whistleblowers from retaliation and ensure confidentiality. We will promptly investigate reported concerns and take appropriate action. Reporting channels are available, and we provide awareness and training programs. We regularly review and update our whistleblowing policy to maintain its effectiveness and compliance.

# Appendix 3 - Environmental Safeguarding

**A3.1 Campus Monitoring**
Ensuring ICS is a safe workplace for all students, employees and visitors is an important priority for the school administration. It is important for the school to respond well to emergency situations but it is ultimately more important to try to prevent incidents from occurring. The School Facilities Department meet with a Safety and Security Team regularly to handle the routine matters such as: drills, checks, recommendations for procedures, etc. It is separate from the Crisis Response Team (CRT). The Crisis Response Team is a "floating" team – i.e., it comes together only when an emergency is about to occur or is occurring. The CRT membership changes depending upon the expertise needed and the nature of the crisis (e.g., age of student, type of situation, relationship to impacted individuals, etc.).

**A3.2 Security Systems**
The following are requirements for different parties who enter the school campus:

**Adult Visitors** (coaches, parents, vendors, contractors, other visitors)
- present their HKID with security desk (HK ID carry law for ages 15 and above)
- sign in and include purpose for visit
- obtain a visitors badge

**External Coaches/Event Coordinator**
- show HK ID card, register in, and report number of present athletes, Coach will lead students to the venue and oversee athletes.
- Coach will report to security the names of students who will be arriving late.

**Late athletes/late students** (external)
- show school ID, and security will escort them to the venue.
- If student cannot show school ID, coach will come down and collect student from ICS entrance

**ICS Students**
- When school is in session students will wear their uniforms or display their student ID upon entry.
- When there is no school for students, but there is an event, game or practice, students will need to present a student ID and check in at security.
- Outside of school hours, students will be denied access in the absence of an employee to accompany them.

**ICS Employees**
- Employees will be respectful to school security staff.
- Employees will have access to the campus 7 days a week (weather permitting).
- When school is in session, staff and faculty must present their School ID to enter the building.  If they do not have their ID, they must sign in at the guard room.

- Outside School hours, staff and faculty may enter the building to go to their work spaces, booked venues or common spaces.
- Employees are reminded, if using school facilities, that they should leave the areas in the configuration they found them and that they should leave the areas clean and tidy.
- Employees are responsible for supervising any guests they bring with them (spouse, children, friends).
- Employees will seek approval from the Dept Head to use a space that is not bookable. ie: Music room, practice room, Ceramics room, Art Studio, etc. and the Dept Head will communicate with FM & security that approval has been given.
- Security will no longer unlock a space without prior approval or an approved reservation in the booking system.
- 7th floor residents will escort "non ICS employee visitors" when entering or exiting the campus.

**Events** (internal)
Coordinators of activities are responsible for reserving venues in the booking system and for giving a minimum of 2 working days (48-hour) advance notice to facilities and security (FM & JLL).

- Coordinators will  provide a list of names for those people who will be arriving.
- Coordinators will oversee students or arrange for supervision of those students by an ICS employee.

**The advance notice should include the following information:**

- Date and time of the activity;
- Location of the activity;
- Brief description of the activity, highlighting any specific security requirements or special arrangements.

**The security team will use this advance notice to:**

- Inform the on-duty staff about the upcoming activity.
- Schedule an appropriate number of security personnel to handle the guests and visitors.
- Make necessary preparations, enhancing supervisory measures.

**Last Minute Notification**
Advance notice is not always possible, i.e. parent meetings, visitors, last minute changes, etc. In this case, the staff member should call or physically go down and speak to one of the managers/officers (Anita, Ryan, or Jessie) in the security room.

**Contact Info**
Email: jll@ics.edu.hk
**Phone**
JLL #1: +852 3920 0062          JLL #2: +852 3920 0063

# Appendix 4 - Safeguarding, Discipline and Wellbeing Protocols

**Safeguarding**
Is this a safeguarding concern? Question:
- Is the child experiencing or at risk of abuse or harm (including self-harm)? (Physical, Emotional, Sexual, Neglect)
- If yes, report; If in doubt, report. Maintain appropriate confidentiality and do not discuss with others
- **The Safeguarding Team will triage all safeguarding reports**

1. Concern about a child - Refer to the Counselor/DDSL
2. Concern involving a staff member - Refer to the HoS/DSL
3. Concern involving the HoS - Refer to the School Supervisor (schoolsupervisor@ics.edu.hk)

**Disciplinary levels**
**Level 1 - Refer to the Homeroom/Facegroup/Tribe Teacher**
Concerns over a student's application to the ICS expectations and norms, e.g.:
- Low level disruption
- Rudeness
- Inappropriate language
- Unsatisfactory work
- Uniform infringements
- Minor breaches of the technology policy
- Anti-social behavior

**Level 2 - Refer to the Principal**
Serious misconduct, e.g.:
- Truancy
- Serious breaches of the technology policy
- Persistent Level 1 behavior

**Level 3 - Refer to the Principal**
Behavior that is seriously undermining of trust
- Vaping
- Stealing
- Use of illegal substances
- Sexual relationships

**Well-being Levels (of Concern)**
**Level 1 - Refer to the Homeroom/Facegroup/Tribe Teacher**
"Normal ups and downs of life", e.g.:
- Bereavements
- Family events such as divorce/separation
- Relationship breakdown

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**Level 2 - Refer to the DDSL/Counselor**

Requiring/using professional counseling and/or medication, e.g.:
- Depression/Anxiety
- Stress-related illness/absence
- Self-harm such as cutting
- Witness/experience abuse or trauma (including safeguarding follow-up)

**Level 3 - DDSL/Counselor in liaison with external medical support**

Serious on-going mental health concerns, e.g.:
- Suicidal ideation
- Anorexia
- Gender dysphoria

## Safeguarding Team Oversight

## Care list
- The team meets monthly to oversee the Care List, monitoring all current safeguarding cases and all students at Level 2+ Discipline and/or Wellbeing
- The Care List is maintained by HOSO

# Appendix 5 - Glossary

**Adult**: A person 18 years of age or more.

**Affected Community**: The community of individuals who are impacted by a child safety concern.

**Bullying:** Wilful, aggressive, and ongoing or repetitive behaviour towards a child by an adult or another child which may include a wide variety of physical or verbal conduct, including online interactions.

**Child**: A person of less than 18 years of age.

**Child Abuse:** The maltreatment of a child by an adult or another child which constitutes significant physical, emotional, sexual or neglectful harm.

**Child Protection:** Describes organisations' response to abuse or risk of harm from direct or indirect abuse. (ENCOMPASS, Video A, 2024).

**Child Safety Concern:** The belief or observation that a child may be experiencing abuse. Concerns can also be raised regarding breaches of the organisation's Child Safety Code of Conduct and/or unsafe protocols/practices of the organisation.

**DSL/ DDSL:** See details to Designated Safeguarding Lead (DSL). DDSL is the Deputy Designated Safeguarding Lead who will report to the school's DSL.

**Duty of Care:** The responsibility to safeguard, protect and look after the wellbeing of all students. (ENCOMPASS, Video A, 2024).

**Grooming:** Building a relationship, trust, and emotional connection with a child, and possibly their family and/or community, which breaches boundaries and may lead to manipulation, exploitation, and abuse.

**Harassment:** Any improper behaviour by a person that is directed at and is offensive to any child or employee, which that person knew or ought reasonably to have known would be unwelcome. It comprises objectionable conduct, comment, or display, made on either a one time or continuous basis that demeans, belittles, or causes personal humiliation or embarrassment.

**Harmful Sexual Behavior (HSB):** Developmentally inappropriate sexual behaviour displayed by children which is harmful or abusive. Peer-on-peer sexual abuse is a form of HSB where sexual harm takes place between children of a similar age or stage of development.

**Inappropriate Behaviour**: Interactions between an adult(s) and a child/ren, which cause concern for the safety of the child or children, without meeting the country's legal definition of abuse. Inappropriate behaviour would usually breach an organisation's Code of Conduct.

**Misconduct:** Breach of the Code of Conduct by a member of personnel.

**Neglect:** Ongoing failure to meet a child's basic needs: physical, emotional, medical, educational, and supervision (this is the most common form of child abuse).

**Personnel/Staff**: The generic term covering all people who work directly with the organisation, such as members, associates, employees, and volunteers.

**Response:** An established process, following an HR model, to respond promptly, objectively, and compassionately to any raised concern for child safety, whether based on current events or in past history of the organisation or its personnel/staff.

**Respondent**: A person under organisational compliance and authority who has had a concern raised against them regarding their conduct in the context of child safety.

**Risk:** A compound assessment of the probability and consequence of an event occurring either immediately or in the future.

**Safeguarding:** Describes everything that organisations do to keep children safe. (ENCOMPASS Video A)

**Safety and Well-being**: The safety of a child is based on the reasonable care and supervision of a child. This includes care and supervision related to day to day dangers as well intentional abuse. A child's sense of being safe should be a factor assessing child safety. Childhood well-being is multi-dimensional, including dimensions of physical, emotional and social well-being. It should focus on the immediate lives of children but also consider their future lives and should incorporate some subjective as well as objective measures.

**Safety and Well-being Concern:** Any reasonable concern of the cognitive, physical, psychological, or social well-being of a child.

**Spiritual Abuse:** A form of emotional abuse when Scripture or spiritual language is used to control or manipulate a child, to protect the abuser, or to manage the child for the convenience of the adult. 📄 **Healthy / Unhealthy spiritual relationships**

**Unsafe Practices:** Policies or practices that increase the risk of harm to children. For example, lack of supervision of children on a mission property, ministry, or project.

**Vulnerable Person:** An individual age 18 or older who has the functional, mental, or physical inability to care for themselves. It can also refer to one who is unable to protect themselves against significant harm or exploitation.

This Child Protection Policy was authored using the Child Protection Policy Template developed by ChildSafeguarding.com (http://childsafeguarding.com) and 112 Safeguarding (http://112safeguarding.com).