



The Olympia Schools

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CHILD PROTECTION POLICY



VISION - MISSION - CORE VALUE

VISION

The Olympia Schools (TOS) models itself as a **school of the future**, preparing the next generations to thrive in a changing world and work towards **sustainable development**.

MISSION

TOS creates a challenging **experiential learning environment** that motivates all students to grow their **global competencies and characters**, so that they can **co-create** the future in a new world.

CORE VALUES

- **Pride** – Be proud of and act in accordance with the good traditions and values of your motherland, community and of your Self, resolving any conflict with thoughtful reasoning instead of impulses and biases.
- **Respect** – Communicate and treat everyone else with respect and equality, regardless of their background, gender and status.
- **Empathy** – Strive to understand, care about and use other people's thoughts and feelings to guide your attitudes, words and actions in each social context.
- **Perseverance** – Set your goal and make persistent efforts to achieve it, however challenging the task may be.
- **Agility** – Be open to new learning and experiences, take time to reflect, remain calm and optimistic in the face of difficulty, and be willing to adapt to changing variables in an ever-changing world.
- **Responsibility** – Finish what you are assigned to do in both personal and group settings, and be responsible for whatever the outcome might be, without blaming other people or external factors at first.
- **Excellence** – Continuously aim for the best quality possible in everything you do.



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I. CHILD PROTECTION STATEMENT

The Olympia Schools (Olympia, “the school”) is committed to the safety of our community and students including protecting students from harm (to self and from others), and we are proud to be a school where child protection and child safety are our top priority. We take very seriously our duty and responsibility to protect and safeguard the interests of all children. We also recognize that effective child protection work requires procedures, cooperation, and a workforce that is competent and confident in responding to child protection situations. As part of The Olympia Schools’ commitment to keeping all students safe, the Child Protection Policy aims to (1) raise awareness of child abuse and child protection, (2) identify risks and cases of possible abuse of children, and (3) provide guidance on child protection and safety. We review and revise (if necessary) the policy annually, or after an incident pertaining to child protection issues when responding from an interested party, or when significant changes to the school’s operations are introduced.

II. RATIONALE

Child abuse and neglect are of growing concern in schools throughout the world. Child abuse and neglect are violations of a child’s human rights and are obstacles to the child’s education as well as their physical, emotional, and mental development. At Olympia, we work to ensure that all children in their care are afforded a safe and secure environment in which to grow and develop. Educators, having the opportunity to observe and interact with children over time, are in a unique position to identify children who need help and protection. As such, educators have a professional and ethical obligation to identify children who are in need of help and protection and to take steps to ensure that the child and family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect.

The Olympia Schools endorses the United Nations Convention on the Rights of the Child which were ratified by Vietnamese Government in February 1990, Vietnam Law on Child Protection (2016), and the school’s definition and requirements are aligned with child protection standards as found in International Center of Missing and Exploit Children (ICMEC). The school also communicates these regulations annually to all stakeholders, provides annual training for all teachers and staff, and makes great effort to ensure the safety of children.



III. GUIDING PRINCIPLES

The school is committed to the following principles:

1. A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded.
2. Each child is unique. Action taken by any member of the school community should be child-centered, taking into account a child's cultural, ethnic, and religious background, their gender, their sexual orientation, their individual ability, and any special needs.
3. Children, parents, and other caregivers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances.
4. Each child has a right to be consulted about actions taken by others on his/her behalf. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes, and feelings.
5. Children must be involved in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare. So do their family members.
6. Open-mindedness and honesty must guide each stage of assessment and of operational practice.
7. Personal information should only be shared with the permission of the individual concerned or unless the disclosure of confidential personal information is necessary in order to protect a child. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis.



IV. UNDERSTANDING OF ABUSE AND CHILD PROTECTION

1. Definition of Abuse

According to the World Health Organization, “Child abuse” or “maltreatment” constitutes of “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 the context of a relationship of responsibility, trust or power.”

a. Forms of abuse:

- Physical abuse

Physical abuse is a form of abuse that can include hitting, shaking, throwing, poisoning, burning, suffocating, or any form of physical harm to a student. Physical abuse can also be caused by parents or caregivers fabricating symptoms for a student, leading to a student's need to undergo treatments.

- Emotional abuse

Emotional abuse is the persistent emotional abuse of students in order to cause serious and harmful effects on the student's emotional development.

Emotional abuse can be linked to these behaviors:

- Telling a student that they are worthless or unloved, incompetent, or appreciated only to the extent that they meet the needs of others.
- Not giving students the opportunity to express their views, forcing students to keep silent, making fun of what students say.
- Setting inappropriate expectations on developmental age for students.
- Accidentally or intentionally allowing students to witness the ill treatment of others.
- Severe bullying (including cyber bullying) makes students often feel scared or in danger.

Some levels of emotional abuse are associated with all forms of student abuse, although it can occur alone.

- Sexual abuse



Forcing and seducing students to participate in sexual activities, whether or not students are fully aware of what is happening to them. Acts such as physical contact, including physical penetration (e.g. rape, oral sex) or non-penetrating acts such as stimulation, kissing, or rubbing and outer clothing exposure. It may also include non-direct contact such as showing students sexual products, images, watching sexual activities, encouraging students to behave inappropriately about gender or preparing students to participate in sexual activities (including over the Internet).

- Neglect

Neglecting children is when a parent or caregiver fails to perform or fully perform their obligations and responsibilities in the care and nurturing of the student. Neglect involves ongoing failure to meet a child's needs.

Neglect can often fit into six forms which are:

1. Medical – the withholding of medical care including health and dental.
2. Emotional – lack of emotional warmth, touch, and nurture.
3. Nutritional – through lack of access or a proper diet which can affect their development.
4. Educational – failing to ensure regular school attendance that prevents the child from reaching their full potential academically.
5. Physical – failure to meet the child's physical needs.
6. Lack of supervision and guidance – meaning the child is in dangerous situations without the ability to assess the danger.

b. Possible indicators of Abuse

- Physical abuse
 - Unexplained wounds or burns on a regular basis.
 - Grip marks on the arm or chest - may indicate shaking.
 - Slapped marks - cheeks, buttocks, limbs (fingerprints may be left).
 - Bruises of varying degrees and colors in unusual places, for example in both ears.
 - Bite marks.
 - Burns or scalds, including cigarette burns.



- Fractures or other injuries.
- Feeling frozen - Students sit still to see what happens next (wait for the next hit).
- Disclosing excessive punishments.
- Frequent absences to possibly conceal bruises or other injuries on the body.
- Wounds are not properly treated and there is a delay in seeking medical care.
 - Emotional abuse
- Telling a student that they are worthless or unloved, incompetent, or appreciated only to the extent that they meet the needs of others.
- Late or delayed physical, mental, and emotional development for no apparent medical reason.
- Language disorder onset suddenly, such as sudden stuttering.
- Accepting seemingly excessive punishments.
- Overreacting to mistakes.
- Constant self-criticism.
- Excessive fear of new situations.
- Show emotions that are not appropriate for situations.
- Excessive behaviors, such as shaking, banging head or pulling hair.
- Self-harm and / or eating disorder.
- Stealing or scavenging as though obliged.
- Sad, depressed, out of reach.
- Low self-esteem.
- Negative relationship with parent / caregiver. Have a height and weight below average.
 - Sexual abuse
- Young students express knowledge, or sexual language that is not appropriate for their age.
- Clearly sexual drawings.
- Students complain of pain, soreness or itching in the genitals, anus, or mouth.
- Recurrent genital or urinary infections.
- Young students perform sexual acts.
- Bed wetting, nightmares, and prolonged sleep problems.
- Students own unexplained gifts, including money.



- Students have "secrets" that adults tell them not to say.
 - Neglect
- Too thin or weak.
- Below average height and weight.
- Frequently tired or sleepy at school.
- Recent unexplained weight loss.
- Complaint about being hungry, lacking energy and taking friends' food.
- Recurring accidents, e.g. burns.
- There are untreated wounds or illnesses.
- Do not shower; wear dirty clothes or wear clothes that are not suitable for the weather continuously and repeatedly.
- Live in a dirty or unsafe house.
- Live in dangerous conditions - surrounded by drugs, alcohol or violence.
- Poor concentration.
- Communication development delay.

2. Definition of Child Protection

Child Protection is a broad term to describe philosophies, policies, standards, guidelines and procedures to protect children from both intentional and unintentional harm.

In the current context, it applies particularly to the duty of the school and all individuals associated with the school towards students in our care. Child Protection concerns included suspected, alleged, self-disclosed, or witnessed abuse of a child by anyone associated within or outside the school which must be investigated and followed by appropriate action.

At The Olympia Schools, Child Protection goes into the practices of all the divisions and departments to ensure all the members of the school are aware of and able to respond to situations relating to child protection.



V. RESPONSIBILITIES OF ALL STAKEHOLDERS

1. Head of Schools

The Head of Schools is responsible for:

- Reviewing the Child Protection policy annually and making new changes if necessary.
- Providing appropriate resources within the school budget to meet statutory requirements to Child Protection according to policies, procedures and standards of the school.
- Seeking assistance from experts to help with Child Protection issues that the school feels inadequately to deal with.

2. Board of Principals / Head of Department

The Board of Principals and Head of Department will serve as the main points of contact for receiving information regarding Child Safeguarding cases from teachers and staff within their respective departments.

The Board of Principals is responsible for child protection within the division and managing the safety of students and staff in daily activities and ensuring they are safeguarded:

- Complying with statutory requirements regarding school safety and Child protection policies and standards.
- Working with the parties involved to ensure that the school's Child protection policy and related procedures are being implemented and followed.
- Identifying child protection situations, evaluating risks, taking actions, and sending the notice to all related parties.
- Communicating the Child Protection policy to all parties involved via training, workshops, meetings, and documents.
- Conducting Child Protection inspections.
- Making sure that all employees are qualified to perform the role they are expected to play and are provided with sufficient information, guidance and training.



- Reporting on any situations and dangers that need to be addressed to the Head of Schools and the School Council.

3. Teachers/ Staff

- All teachers and staff are generally aware that they have an obligation to take safeguards on students.
- Report and coordinate with the Board of Principals/Head of Department in accordance with the established procedure.
- Always complying with the school's Child Protection policy and being directly accountable to the Board of Principals/Head of Department for their implementation of related procedures.
- Reporting all situations and concerns relating to Child Protection.
- Cooperating with the Board of Principals and all members of the school on all matters related to Child Protection.
- Following the guidelines for Teachers/Staff.

4. Students

Students are responsible for ensuring their own safety during daily school activities. In particular:

- Complying with rules and codes of conduct as outlined in the Student Handbooks of all school levels, classroom and school rules, and direct instructions from teachers to ensure personal and communal safety.
- Ensuring to read and understand the guideline part in the Student Handbook about Child Protection.
- Joining workshops, training and events about Child Rights, Child Protection, Safety, etc. to better understand one's own rights, the situation of abuse and take action to protect themselves from dangerous situations.
- Reporting all situations and concerns relating to Child Protection.
- Asking for support from other members of the school when needed.



5. Parents

- Clearly understand the responsibilities of the school in protecting students, the responsibility of the parents in protecting children and is willing to coordinate with the school, implementing the school's requirements to ensure student's safety.
- Following the guidelines for Parents.
- Reporting all situations and concerns relating to Child Protection.
- Asking for support from other members of the school when needed.

6. Others

- All guests need to comply with the school's safety regulations and procedures.
- Understanding clearly about the school's responsibility to protect students and are willing to cooperate with the school, implementing the school's requirements to ensure student safety.
- Guests are not allowed to approach students if they are unattended.
- Guests read and understand clearly the regulations for visitors and sign the Guest's letter of consent when working at the school longer than a day.
- Reporting all situations and concerns relating to Child Protection.
- Asking for support from other members of the school when needed.



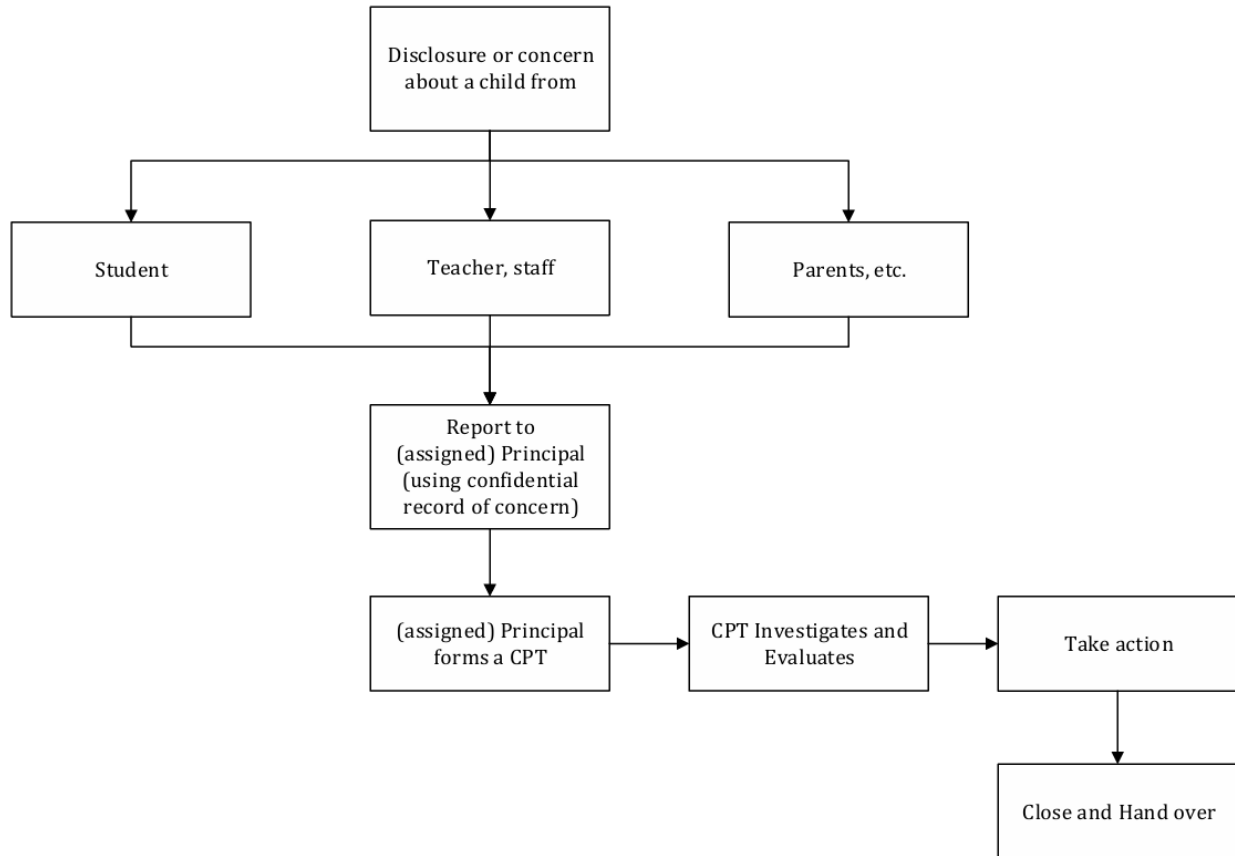
VI. REPORTING ABUSE

1. General Principles

- All suspected or actual cases of abuse must be reported immediately to the Head of Schools or the designated member of the Board of Principals.
- Staff members are responsible for sharing relevant information with investigative authorities when necessary. If a student requests confidentiality, staff should gently explain that they are obligated to report the concern in the student's best interest and assure the student that the information will only be shared with authorized personnel.
- Child protection records must be stored separately in a secure, locked location, with access restricted to responsible personnel only.
- All information related to child protection requires a high level of confidentiality and must meet the following criteria:
 - Used only for limited, specific purposes
 - Adequate, relevant, and not excessive in relation to the intended use
 - Accurate and up to date
 - Not retained longer than necessary
 - Processed in a manner that protects the rights of the data subject
 - Safe and secure
- Staff members must ensure that each case is reported truthfully, objectively, and completely in accordance with the established procedures.



2. Procedures



Olympia follows the steps below in all situations involving child protection concerns:

Step 1: Receiving Information and Initial Assessment

- When anyone reports an incident of abuse or there is reasonable cause to believe that abuse is occurring, the person receiving the information must submit a report (using the designated form in the Appendix) to the Principal/ the assigned Principal within 24 hours
- The Principal/ the assigned Principal will form a Child Protection Team (CPT).
- The Principal/ the assigned Principal will either act as or assign a liaison officer to communicate with the student and their family, ensuring the child's safety and the integrity of the protection process are not compromised.
- The Principal/ the assigned Principal will gather sufficient information to make an initial assessment.



- If, after gathering and reviewing the information, there are reasonable grounds to suspect abuse, a formal investigation will be launched.

Step 2: Investigation and Evaluation

- Based on the initial assessment, the investigation may be conducted internally or in collaboration with external professionals such as police, lawyers, social workers, or psychologists.
- The investigation process may include: Counseling sessions with the student, Classroom observations, Teacher input, Family meetings, Testimonies from involved staff and witnesses.
- Based on the evidence collected, the **Child Protection Team (CPT)** will determine whether abuse has occurred. If there is insufficient evidence, the case will be closed with a formal record. If there are still concerns about the child's health and wellbeing, a support plan will be created and documented.
- If abuse is confirmed, proceed to Step 3.

Step 3: Taking Action

The action plan may include (but is not limited to):

- Referring the student and family to professional external counseling services, with a report shared back to the school.
- Seeking internal or external legal consultation.
- Contacting or reporting to local authorities.

To support the student and family in the long term, the counselor will:

- Maintain regular contact to provide support and guidance.
- Support teachers and school leaders during ongoing instruction.
- Provide resources and coping strategies.
- Coordinate with external counselors to monitor academic progress.



The Principal may implement one or more of the above actions to ensure the perpetrator is appropriately disciplined and behavioral changes are made. All investigative documents will be stored securely in the school's internal records. If the accused is a teacher or staff member, the Principal will handle the case in accordance with the school's Code of Professional Ethics.

Step 4: Closure and Handover

Once all intervention and support measures have been implemented, the Child Protection Team (CPT) will evaluate the case to determine whether it is fully resolved or requires continued monitoring. If the case is concluded:

- Records will be securely stored.
- Long-term support (if needed) will be handed over to the school counselor or the homeroom teacher/advisor.
- The school may hold a review meeting to reflect on the case and improve procedures.

Closure of the case will be documented in a formal record.



APPENDIX

APPENDIX 1 – SAFETY GUIDELINES

1. For Students

- Safety includes not only physical safety, but also emotional and property safety – for both you and those around you.
- Safety is a top priority. Olympia students are expected to be aware of this and know how to protect themselves and respond appropriately when feeling unsafe or facing any issues related to child protection.
- Students should remember that no one has the right to harm another person. Be confident in saying “No” to any form of bullying; speak mindfully, avoid making others feel afraid or anxious, stop immediately when asked, and offer a sincere apology if your actions make someone uncomfortable.
- Stealing or bullying in any form is a serious violation of the school’s ethical values and may result in the highest level of disciplinary action, including suspension from attending school in person.

2. For Teachers, Staff, and Adults

As members of the Olympia community, you are expected to:

- Show respect, listen to, and care for students.
- Follow all regulations and codes of conduct regarding child protection.
- Manage staff effectively (for those in leadership roles) through supervision, support, training, and quality assurance.
- Record, store, and use information in accordance with legal regulations.
- Share child protection information with students and families via documents, discussions, group activities, or individual counseling.
- Guide students and families on where and how to seek help when needed.
- Use the school’s procedures to report to authorities when necessary.
- Handle all allegations involving staff or volunteers appropriately.
- Help create a bully-free environment.
- Ensure a physically safe environment for students and staff as required.



- Build a culture of respect and openness, encouraging the sharing of concerns across the school.

When a student discloses sensitive information, the person receiving the disclosure must:

- Listen carefully and avoid interrupting.
- Reassure the students that they are not at fault.
- Explain that absolute confidentiality cannot be promised.
- Write down the student's words verbatim.
- Seek support for themselves if needed.

Absolutely avoid:

- Suggesting words or pressuring the student to speak.
- Ignoring unusual behavior.
- Panicking.
- Promising secrecy.
- Asking the student to repeat the story multiple times.
- Delaying response or intervention.
- Conducting your own investigation.
- Turning a blind eye.

3. For Parents

- Start early conversations with your child about how to protect themselves.
- Increase supervision or ensure your child is supervised by a trusted adult.
- Spend quality time with your child, showing love and care.
- Observe for emotional or behavioral changes that could be early signs of abuse.
- If you have any concerns, contact the teacher or the Board of Principals. All concerns from parents will be handled professionally and respectfully.
- Parents may also contact local authorities if they have reason to believe the child is in serious danger.



APPENDIX 2 – CONFIDENTIAL RECORD OF CONCERN

Please submit the completed form to the Principal/ the assigned Principal at The Olympia Schools. All information in this form is confidential and may only be accessed by authorized personnel.

Student name	Class	Form given to
		Who: Date:
Nature of concern What prompted this record? (Please include dates, times, incidents, discussions, observations, behavior)		
Notes (information that could explain child's behavior/situation)		
Does the concern fall into one of the following categories?		
Neglect		Physical abuse
Sexual abuse		Emotional abuse
Is the student aware you are sharing your concern with others? If yes, please give the student's reaction. If no, please say why not.		
Staff member (your name)	Signed (if printed)	