CHILD SAFEGUARDING POLICIES & PROCEDURES

2024-2025

KIS International School
Reignwood Park

Vision:

inspiring individuals

Mission:

To offer a challenging and dynamic international education that inspires and supports students in developing the knowledge, skills and characteristics to take responsible action for the betterment of their local and global communities.

Core Values:

Striving for Understanding

Nurturing passion for self and others

Taking action ethically

creating a caring and inclusive community

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CHILD SAFEGUARDING TEAM

The Child Safeguarding Team (CST) is responsible for the implementation, monitoring, review, and development of child safeguarding at KISRP.

Barry Sutherland
Head of School

Manitsara Kolius (Oui)
School Director & Legal Boarding House Manager

Anita McCallum
Primary School Principal

Tracy France
Secondary School Principal

John Kim
Director of Athletics and Activities

Justin Kearns
Secondary School Counselor

Jessica Bowen
Primary Counselor

Elizabeth Hammond
Director of Boarding

Angkakul Tamprom (Aom)
Thai Liaison

*Additional leadership team members will be involved in safeguarding team meetings depending on the nature of the case (i.e Nurses, HR Sr. Manager, Director of Boarding, Director of Operations, Director of Learning Technology, etc.).

EXECUTIVE BOARD RESPONSIBILITIES

- Ensure the board has an active responsibility for student safeguarding and has a board member with specific responsibility for child protection.
- Ensure that the board engages in annual child protection training.

CHILD SAFEGUARDING POLICY

KISRP International School is committed, in line with our mission statement, to creating a safe and supportive environment in which our students can feel secure in all of their experiences within the school community. All members of the community should at all times show respect and understanding for an individual's rights, safety, and welfare, and understand that all play a role in the safeguarding of our students, conducting themselves in a way that follows the law and reflects the ethos and values of the school.

This policy and supporting policies and procedures are written in support of the United Nations Convention on the Rights of the Child and aim to follow procedures stated by the Thai Ministry of Education, Thai Employment Law, Thai Child Protection Policy, Council of International Schools (CIS) Accreditation Protocol, and the International Taskforce for Child Protection Framework.

RATIONALE

At KISRP we recognize it is our duty to ensure that arrangements are in place for safeguarding and promoting the welfare of children, to work together with other organizations and partners in order to achieve this and to protect and keep students safe whilst in our care. We fully acknowledge our responsibilities for child protection and recognize that through our day-to-day contact with students that school staff are well placed to identify signs of risk and harm. We recognize that for students, high self-esteem, confidence, risk awareness and strong lines of communication help to reduce risks.

Our school and boarding community has a role and responsibility to provide a consistent and secure environment to ensure stability for our students. We recognize that for some students, school may be the only stable, secure and consistent environment in their lives. All members of the KISRP community will be made aware of the roles and responsibilities of the school with regards to safeguarding and promoting student welfare. The school's child safeguarding policy and related documentation are referenced in our:

• Family and staff handbooks
• KISRP Policy manual
• KISRP School website
• Through staff onboarding and orientation sessions
• During the admissions process

AIM

At KISRP, we aim to provide a safe, secure, inclusive, and consistent environment for all our students regardless of age, race, religion or belief, disability, gender, or sexual orientation; one in which they feel safe, supported, valued, respected, and listened to.

We will do this by:

1. Establishing an environment where students are (and can feel) safe, can learn, develop and have a voice.
2. Adhering to safe recruitment practices to check the suitability of staff, regular volunteers, visitors and all vendors regularly working on school site (e.g. catering, transport, cleaners, gardeners, security, etc.).
3. Ensuring procedures are in place to prevent unsupervised access to children by adults who have not undergone such a screening process.
4. Raising the awareness of students and equipping them with the skills and knowledge needed to keep them safe.
5. Having procedures in place for identifying and reporting cases where harm or risk of harm to a student is suspected and ensuring that all staff are aware of the procedures.
6. Supporting students who have suffered abuse or neglect or who are otherwise vulnerable.
7. Having measures in place to facilitate and promote the safe use of technology.
8. Ensuring community awareness and training (board members, staff, long-term volunteers, parents, students) with regard to safeguarding students.

9. Establishing a child safeguarding team to ensure procedures are followed, reviewed, and updated as required, ensuring consistency in practice and expectations.

10. Designating a Child Safeguarding Lead to oversee the monitoring and reviewing of the safeguarding and child protection practices and procedures.

11. Ensuring all staff and vendors regularly working on site are trained on best practices and actively safeguarding children in our care.

REPORTING

Child Protection and Safeguarding is the responsibility of everybody within our KISRP community. It is a legal obligation for faculty, staff, and administrators, either as individuals or members of the school, to report incidents of, or concerns about, physical or psychological violence, aggression, harassment, identity based harm and physical or sexual abuse. The reporting should be done as soon as possible and within the same day, using the 'MyConcern' safeguarding platform.

Concerns may be the result of:

• Observed student behavior (physical, emotional, change of behavior)
• Disclosure (specific report made by a student directly or by a trusted adult)
• Third-party disclosure
• Observed adult behavior

RISK LEVELS

Risk levels are determined by the Safeguarding Officer (SO) and the Division Principal/Director of Boarding. The levels can change based on the circumstances of the case. Cases will be opened and managed by the divisional Safeguarding Officer. After a period of inactivity, it may be deemed that no further action is needed and at that time, the case will be closed.

LOW RISK	Managed by the Safeguarding Officer. Once a determination is made that there is no or low risk of harm to the child, the Safeguarding Officer will determine and document the in-school or boarding support plan.

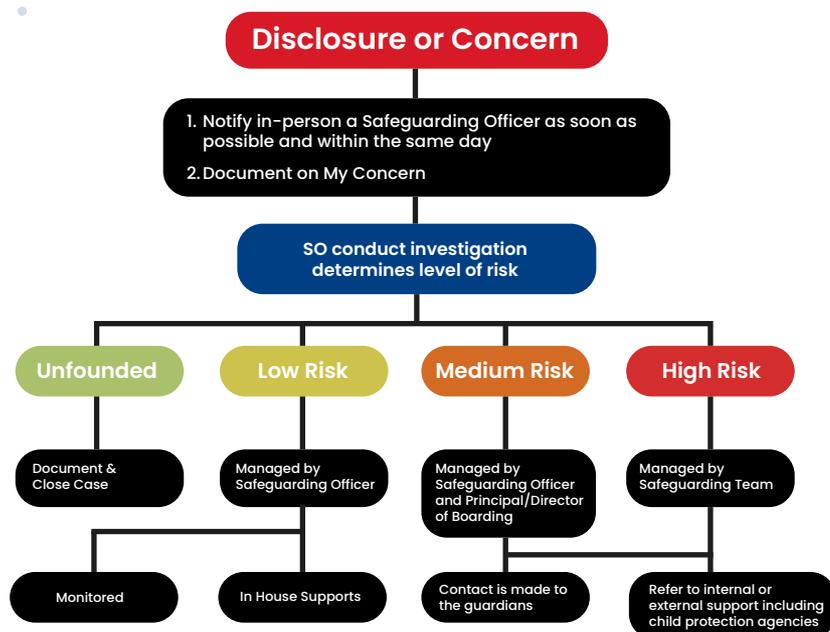| MEDIUM RISK	Managed by the Safeguarding Officer and the Division Principal/Director of Boarding who will determine if: • The concern is medium risk and take the necessary action to ensure the child or young person's safety. • Refer to internal or external support for follow-up. • Contact is made to the guardians. • Raise the concern to High Risk.

HIGH RISK	Managed by the Child Safeguarding Team. Take necessary actions to ensure the child's safety. Make referrals to appropriate external agencies as required for example: • Police (in the case of criminal offending) regarding severe and ongoing physical abuse or neglect and/or sexual abuse • External services to support mental health and well-being concerns • Child Protection Agencies • Cases in this category should be marked as priority concerns in My Concern

RESPONDING TO A CHILD'S DISCLOSURE

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                    ┌─────────────────────────┐
                    │  Disclosure or Concern  │
                    └─────────────────────────┘
                                 │
          ┌──────────────────────────────────────────┐
          │ 1. Notify in-person a Safeguarding        │
          │    Officer as soon as possible and        │
          │    within the same day                    │
          │ 2. Document on My Concern                 │
          └──────────────────────────────────────────┘
                                 │
                    ┌─────────────────────────┐
                    │  SO conduct investigation │
                    │  determines level of risk │
                    └─────────────────────────┘
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Unfounded	Low Risk	Medium Risk	High Risk
Document & Close Case	Managed by Safeguarding Officer	Managed by Safeguarding Officer and Principal/Director of Boarding	Managed by Safeguarding Team
Monitored	In House Supports	Contact is made to the guardians	Refer to internal or external support including child protection agencies

Step 1
Any member of staff who has reasonable cause to believe that there is concern for a student, must inform a Safeguarding Officer or Principal and make an initial record of the information on 'MyConcern' without delay and without attempting to carry out any investigation themselves. Details of how to respond to disclosure can be found in the 'Additional Guidance for KISRP Staff' section of this document.

If an allegation involves a staff member, the report should be made to one of the Principals. If an allegation involves a Principal, then the Head of School/Designated Board member will carry out the investigation.

Step 2
The Safeguarding Officer will consider if there is a requirement for immediate medical intervention; however, urgent medical attention should not be delayed if the SO is not immediately available. The SO will corroborate details immediately and record all pertinent details on MyConcern.

Step 3
In all cases, follow-up activities will be conducted in a manner that ensures that information is documented factually and that strict confidentiality is maintained. The person reporting may not be kept updated on any investigation due to confidentiality. The following procedure will be used:

- Interview staff members as necessary and document information relative to the case as soon as possible
- Interview the child and other children who have knowledge. Parents may need to be notified and invited to be present depending on the nature of the alleged incident
- Determine the course of follow-up actions
- Collect all notes taken at the time of the disclosure

Step 4
For medium risk cases, the SO will consult with the division principal to determine next steps, which could include elevating the case to high risk. For high risk cases, after information has been corroborated, the SO will take the matter to the Child Safeguarding Team who will determine the course of action based on the information gathered and entered into MyConcern. In cases where outside resources are required, a member of the Safeguarding Team will make the contact. In relevant cases, referrals will be completed with parent consultation where applicable.

Step 5

During and after the process described above, there might be a need for emotional support for staff, students, and families involved. The school may consider outside consultation or provider support depending on the situation.

All documentation of the investigation will be kept confidential and will be stored either in a designated lockable space, under the supervision of the relevant Safeguarding Officer, and/or digitally in MyConcern.

The standard reporting format used by the Safeguarding Team will follow the MyConcern reporting prompts. Reports will be written using a descriptive nonjudgmental style, employing phrases such as 'X reported that...'; 'Y indicated that....'If determined that the case warrants making a report to local authorities or agencies, the report should be documented using appropriate forms and in accordance with local regulations.

Step 6

The Head of School will decide if at any time a release needs to be sent to our KISRP community informing them of the situation.

# ADDITIONAL GUIDANCE FOR KISRP STAFF

All staff will be aware of

- Our systems that support safeguarding, including the child safeguarding policy and procedures, the staff code of conduct, and the role and identity of our safeguarding officers
- The signs of different types of abuse and neglect
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- How to use the MyConcern safeguarding application

RESPONDING TO DISCLOSURE

A member of staff who is approached by a child should listen and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding, and preference.

All staff should know who the SO for their division is and who to approach if the SO is unavailable. All staff who witness a concern will respond and report.

Receive → **Reassure** → **Respond** → **Report** → **Record** → **Review**
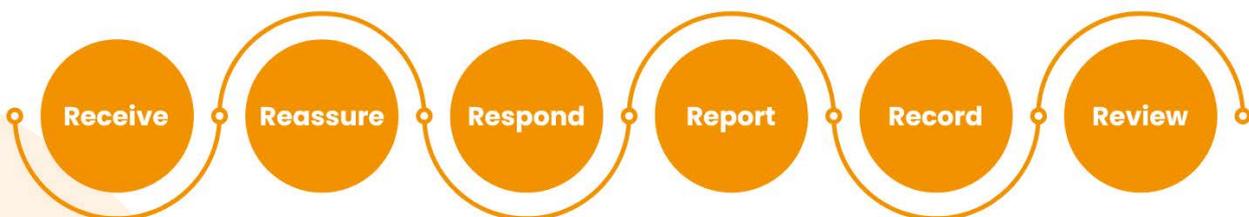
Recieve

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practical using direct quotations as much as possible

Reassure

- Reassure the child, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential.'
- Do reassure e.g. you could say: 'I believe you,' 'I am glad you came to me,' 'I am sorry this has happened,' 'We are going to do something together to get help.'

Respond

- Respond to the child only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- Do not ask the child why something has happened
- Do not criticize the alleged perpetrator; the child may care about him/her, and reconciliation may be possible
- Do not ask the child to repeat it all for another member of staff. Explain what you have to do next and to whom you need to talk
- Reassure the child that it will be a senior member of staff in confidence

Report

- Report your concerns to a Safeguarding officer and then on 'MyConcern'

Record

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with the SO and Safeguarding Team
- Reach out to a safeguarding team member for some support for yourself if you need it

Review (led by SO)

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

Staff Professional Standards

Interactions between adults and students at KISRP should always be appropriate, and to protect them from false allegations, adults should always ensure that their conduct is professional.

- Avoid situations in which you are alone with a child. If you need to meet with a child on a one-to-one basis, make sure there is another member of staff in the vicinity, and that the door to the room is left open
- The privacy of children in situations such as toileting, showering, and changing clothes must be respected
- Minimal physical contact should be used only in the following situations: To prevent or treat the injury; to ensure safety; as a means of instruction; to meet the requirements of a sport; to comfort a student in distress
- Do not use corporal punishment in any form
- Sexual jokes, comments of a personal sexual nature, inappropriate physical contact, sensual massages, or sexual gestures are not appropriate behavior for a staff member or volunteer
- When supervising overnight activities, adults will not share sleeping quarters with children other than their own
- KISRP staff may not accept requests from students to link up on social networking sites, and must not solicit this sort of contact yourself. Be mindful of your comments and posts on social media and maintain strict privacy settings
- Never give a student your mobile or home telephone number or your address, and be cautious of what you reveal about your private life
- Don't message students on non-school approved platforms. Only school approved platforms such as Google chat, Seesaw and Managebac should be used

It is always the adult's responsibility to set and respect boundaries. **When a child attempts to involve an adult in inappropriate behavior, the adult must reject the overture and inform a Safeguarding Officer of the incident immediately.**

Allegations against a member of staff

Concerns could include:

- Inappropriate use of language, shouting or swearing
- Discussing personal or sexual relationships with, or in the presence, of children
- Making (or encouraging others to make) unprofessional comments which scapegoat, demean or humiliate children, or might be interpreted as such

Allegations of abuse made against other students

We recognize that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter," "just having a laugh" or "part of growing up." All peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students will be dealt with under our school's behavior policy, but safeguarding procedures will apply to any allegations that raise safeguarding concerns.

GUIDANCE FOR AWARENESS, TRAINING AND PREVENTION

Parent/Community Awareness

It is vital that the school's commitment to the highest possible standards of safeguarding and protection for all stakeholders is communicated clearly to those who come into contact with the school.

- The Child Safeguarding Policy is available in the parent portal.
- The school's commitment to child protection is stated clearly in the school's marketing and communications materials including our school website.
- New families receive specific information regarding the school's policies and procedures as part of the 'New Parent Orientation'.
- A statement of intent and the required procedures to be followed are included in the student/family handbook.·
- Guidance and resources on student safety issues and how parents can talk with their children are available from the counselor and principals and through scheduled parent information sessions.

Staff recruitment and training

KISRP follows the recommendations of the International Child Protection Task Force for staff recruitment.

Annual staff and faculty training is conducted to ensure staff feel confident about all aspects of child protection: awareness, types, signs/symptoms, prevention, policies and laws, reporting process, children's curricula, local community support, and resources available.

All staff receive annual training or updates, presented by the child safeguarding officers or through recognised service providers, focusing on identifying indicators of concern and child safeguarding procedures within the school.

The Safeguarding Team, lead recruiters and HR personnel also participate in additional professional development pertaining to their role.

Student Awareness

Students' own awareness of issues affecting their personal safety (including abuse) and strategies for dealing with difficult situations is vital. At KISRP students are made aware of these through age-appropriate curriculum based on core elements and evidence-based practices. This will be provided as part of the wellbeing program from Early Years 1 through Grades 12. It includes:

- Students' rights and responsibilities with regard to child protection issues
- Strategies to recognize inappropriate behaviors, respond assertively, and report incidents to school personnel and/or family members.

Facilities and Security

The Director of Operations ensures that all facilities are secure and appropriate to respect the safety and well-being of students in accordance with relevant guidelines.

- All learning spaces have a window.
- Crisis procedures are reviewed annually and drills are regularly conducted.
- Security guards are present on campus and must conduct regular sweeps of the school premises and direct surroundings.
- CCTV cameras are in place on-campus and will be referenced if a concern necessitates.

GUIDANCE FOR ONLINE SAFETY

KISRP recognizes the importance of safeguarding students from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, the school will

- Have robust processes in place to ensure the online safety of students, staff, and volunteers
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile devices' including phones, smartwatches, tablets, game consoles and more)
- Set clear guidelines for the use of mobile devices for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The four key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, radicalization and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behavior that increases the likelihood of, or causes, harm, such as making, sending, and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images, online bullying, and sharing personal information.
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing, and/or financial scams

To meet our aims and address the risks above we will:

- Educate students about online safety as part of our divisional curriculums. For example:
  - The safe use of social media, the internet, and technology
  - Keeping personal information private
  - How to recognize unacceptable behavior online
  - How to report any incidents of cyber-bullying, ensuring students are encouraged to do so, including where they are a witness rather than a victim
- Ongoing staff training on safe internet use
- Annual workshops to educate parents/carers about online safety via our website, communications sent directly to them, and through parent workshops. We will also share clear procedures with them so they know how to raise concerns about online safety.
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example, that:
  - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to the non-contact time when students are not present unless it is an emergency.
  - Staff will use school technology to take photos and videos of students for learning purposes. If a school device is not available, staff will delete images taken of students immediately after sharing them with parents or marketing.
- Make all students, parents/carers, staff, and volunteers aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.

- Explain the consequences we will use if a student is in breach of our policies on the acceptable use of the internet and mobile phones.
- Put in place robust filtering and monitoring systems to limit students' exposure to the four key categories of risk (described above) from the school's IT systems.
- The Director of Technology will carry out an annual review of our approach to online safety that considers and reflects the risks faced by our school community.

ADDITIONAL SOURCES & ACKNOWLEDGEMENTS

- Child Protection Handbook-Association of International Schools in Africa
- AES Child Safeguarding Manual
- NSPCC National Society for the Prevention of Cruelty to Children
- American Psychological Association
- United Nations Convention on the Rights of the Child
- Thai Ministry of Education
- Thai Ministry of Labor
- Thai Child Protection Policy: Child Protection Act, B. E. 2546 (2003)
- International Task Force on Child Protection - Recommended Screening and Assessment Practices for International School Recruitment
- International Center for Missing and Exploited Children
- Managing Allegations of Child Abuse by Educators and Other Adults

APPENDICES

Appendix 1: Child Safeguarding Terminology

Definitions

According to the World Health Organization, *child abuse* constitutes, "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." The most common types of abuse include emotional, physical, sexual, neglect and bullying/cyber-bullying.

Physical Abuse is defined as the non-accidental infliction of physical injury to a child. Possible indicators of physical abuse are explained or unexplained injuries such as bruises, cuts, burns, broken bones, and other physical injuries as a result of being punched, hit, bitten, shaken, burnt, choked, and scratched.

Possible indicators of physical abuse are:

- Unexplained burns, bites, bruises, broken bones, or black eyes
- Fading bruises or other noticeable marks after an absence from school
- Being scared, anxious, depressed, withdrawn, or aggressive
- Being frightened of the caregiver and protesting or crying when it is time to go home
- Shrinking at the approach of adults
- Reports of injury by a parent or another adult caregiver
- Abusing animals or pets

Possible indicators of of physical abuse are when a parent or other adult caregiver exhibits the following:

- Offers conflicting, unconvincing, or no explanation for the child's injury, or provides an explanation that is not consistent with the injury
- Describes the child as "evil" or in some other very negative way

Emotional Abuse is defined as the persistent emotional ill-treatment of a child to cause severe and adverse effects on a child's emotional development which may diminish the sense of identity, dignity, and self-worth of others. This can include incidents of humiliation, blaming, threatening, intimidation, verbal assault, isolation, and confinement.

Possible indicators of emotional abuse are:

- Avoiding home, running away, or continually staying at friend's houses
- Showing extremes in behavior, such as overly compliant or demanding behavior, extreme passivity, or aggression
- Fear of the dark
- Not wanting to go to bed, bedwetting, or nightmares
- Lying or stealing
- Lack of trust in adults or peers, poor self-image/self-esteem, poor academic performance, poor peer Relationships, or being secretive
- Delay in physical or emotional development
- Showing signs of depression or suicidal thoughts

Consider the possibility of emotional abuse when a parent or other adult caregiver exhibits the following:

- Constantly blames, belittles, or berates the child
- Is unconcerned about the child and refuses to consider offers of help for the child's behavior
- Overtly rejects the child

Sexual Abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (i.e. rape) or non-penetrative acts. They may include non-contact activities, such as involving children in the production or viewing of pornographic material or encouraging children to behave in sexually inappropriate ways.

Possible indicators of sexual abuse are:

- Having difficulty walking or sitting
- Suddenly refusing to change into gym clothes or participate in physical activities
- Reporting of nightmares, bedwetting, or fear of going to the bathroom
- Demonstrating sexual knowledge, behavior, or use of language not appropriate to age level
- Experiencing a sudden change in appetite
- Attaching very quickly to strangers or new adults in their environment or unusual interpersonal relationship patterns
- Becoming pregnant or contracting a sexually transmitted infection
- Running away
- Reporting sexual abuse by a parent or another adult caregiver

Possible indicators of sexual abuse are when a parent or other caregiver exhibits the following:

- Unduly protective of the child or severely limits the child's contact with other children
- Being secretive, isolated, jealous, or controlling with family members
- Making excuses to be alone with the child
- Talking with the child about the adult's personal problems or relationships
- Trying to be the child's friend rather than assume an adult role

Grooming is defined as the process of gradually developing a trusting and emotional connection with a child with the aim of manipulating, exploiting, and abusing them. This can sometimes occur with the family allowing a perpetrator to gain access to the child.

Neglect is defined as a failure to provide for a child's basic physical, medical, psychological or educational needs. Examples include:

- *Physical*: Failure to provide adequate food, shelter, clothing or lack of appropriate supervision - this would include failure to provide proper adult guardianship, such as leaving children unsupervised at home for any extended period.
- *Medical*: Failure to provide necessary medical or mental health treatment.
- *Psychological*: inattention to a child's emotional needs and failure to provide psychological care.
- *Educational*: Lack of interest or involvement in a child's academic performance. Failure to respond to repeated communications from the school. Failure to adequately support a child's academic progress at home.

Possible indicators of neglect are:

- Being frequently absent from school
- Begging or stealing food or money
- Lacking needed medical or dental care, immunizations, or glasses
- Lacking sufficient clothing for the weather
- Being consistently dirty and having severe body odor
- Abusing alcohol or other drugs
- Frequent tardiness or absence
- Untreated medical/psychological issues or recurring illness or infection
- Child is excessively attention-seeking or overly affectionate with adults
- Stating that there is no one at home to provide care or not want to go home

Possible indicators of neglect are when a parent or other adult caregiver exhibits the following:

- Appearing to be indifferent to the child or not responding to repeated communication from the school
- Parents cannot be reached in case of emergency
- Being uninterested in their child's academic performance or placing too much pressure on their child
- Being absent from home for any period of 24 hours or greater without appropriate provisions made for the child's care

Note: parents being absent from the household or where the child resides will be required to initiate and complete an in-loco parentis form to specify who will assume responsibility, including medical responsibility, for the child.

Peer on Peer abuse is defined as when a young person is exploited, bullied or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18.

Peer-on-peer child abuse can include:

• Bullying (including online bullying and bullying because of someone's race, religion, sexuality, disability or gender)
• Abuse by student's girlfriend, boyfriend or partner
• Physical abuse
• Sexual violence, such as rape and sexual assault
• Sexual harassment
• Sharing naked or semi-naked photos or videos without permission
• Upskirting
• Initiation/hazing type violence and rituals to harass, abuse and humiliate
• Emotional abuse
• Financial abuse
• Coercive control

Possible indicators that a child is a victim of peer-on-peer abuse:

• Absence from school or lack of interest in school activities
• Physical injuries which can't be explained
• Becoming withdrawn or showing a lack of self esteem
• Alcohol or substance misuse
• Showing harmful behavior towards others or self (self-harm, violent outbursts)
• Changes in sleep and eating patterns
• Frequent tears or anger, mood swings
• Feeling ill in the morning
• Becoming withdrawn, aggressive and unreasonable
• Refusing to talk about what is happening
• Beginning to target siblings

Self-injury

Self-injury typically refers to a variety of behaviors in which an individual intentionally inflicts harm to their body. Because of the potential link between self-injury and suicide, self-injury should always be taken seriously. Self-injury can include a variety of behaviors but is most commonly associated with:

• Intentionally cutting, carving, or puncturing the skin
• Scratching
• Burning
• Ripping or pulling skin or hair
• Self-bruising (through punching objects with the intention of hurting oneself or punching oneself directly)

Suicide Ideation

Suicide ideation typically refers to having thoughts about the possibility of ending own's life.
Possible risk factors that make it more likely for individuals to consider, attempt or die by suicide are:

• Previous suicide attempts
• Mental health disorders, particularly depression, anxiety disorders, posttraumatic stress disorder, schizophrenia, and certain personality disorders
• Alcohol or other substance use disorders
• Family history of mental health disorder or substance use disorder
• History of trauma, abuse or sexual assault
• Family history of suicide or exposure to others that have died by suicide
• Family violence
• Chronic physical illness, including chronic pain
• Lack of social support or social isolation
• Major life adjustment