

EtonHouse Japan Safeguarding Policy

HS 01 – Respecting and Protecting Young Children

Policy Owner: EtonHouse Japan

Applies to: All EtonHouse Japan campuses, Preschool and Elementary programmes, employees, volunteers, visitors and contractors

Policy Contributors: Safeguarding Leads & School Leadership Team

Approved by: School Management

Effective Date: August 2026

Review Date: August 2027

Review Cycle: Annual review or when significant changes occur

1. Purpose and Commitment

At EtonHouse Japan, we believe every child has the right to feel safe, respected, valued and protected. Safeguarding is central to our identity as a school community. It is reflected in our relationships, our learning environments, our interactions with children and families, and the professional responsibilities of every adult who works within our schools.

We are committed to creating environments where every child can develop confidence, curiosity, independence and a strong sense of belonging. We recognise that children learn and thrive when they experience secure, respectful relationships with adults who know them well, listen to them, value their perspectives and act in their best interests.

Child protection is the responsibility of every member of the EtonHouse Japan community. Every adult has a role in recognising, responding to and preventing harm, and in creating environments where children feel safe, respected and valued.

This policy outlines our commitment to respecting and protecting young children and provides guidance for all members of our community in fulfilling their safeguarding responsibilities.

2. Our Safeguarding Philosophy

At EtonHouse Japan, safeguarding is founded on the belief that every child is a capable, competent and valued individual with rights, ideas and perspectives that deserve recognition.

As a Reggio-inspired learning community, we understand that relationships are at the heart of learning. The same respectful relationships that support curiosity, creativity and confidence also create the foundation for protection and wellbeing. Safeguarding is therefore woven into everything we do.

Every child has the right to protection

Every child has the right to grow and learn in an environment free from abuse, neglect, harm, discrimination and unsafe practices.

Relationships are central to protection

Strong, trusting relationships enable adults to understand children, recognise changes in wellbeing and respond appropriately when concerns arise.

Every voice matters

Children are encouraged to express their thoughts, feelings and concerns. We recognise that children communicate in many ways, including through words, actions, play, creativity and behaviour.

Prevention is essential

Safeguarding is about creating safe cultures, environments and practices that prevent harm and promote wellbeing.

Everyone shares responsibility

Safeguarding is the responsibility of every member of our community.

3. Key Definitions

Safeguarding

The responsibility of everyone in the EtonHouse Japan community to protect children from harm and promote their wellbeing, safety and development. Safeguarding is proactive and includes creating safe environments, building respectful relationships, recognising risks, preventing harm and responding appropriately when concerns arise.

Child Protection

A specific part of safeguarding that focuses on responding to concerns that a child may be experiencing, or may be at risk of experiencing, abuse, neglect or significant harm.

Child Wellbeing

The physical, emotional, social and psychological health of each child, supported through secure relationships, inclusion, agency, emotional development and meaningful connections.

Abuse

Any action, or failure to act, that causes harm or has the potential to harm a child.

Harm

Any negative impact on a child's physical, emotional or psychological wellbeing. Harm may result from actions, words, behaviours, environments or situations that affect a child's safety, dignity or development.

Concern

Any information, observation, behaviour or situation that causes an adult to question whether a child is safe, healthy or receiving appropriate support. A concern does not need to be proven before it is shared.

Disclosure

When a child communicates information suggesting they may have experienced, or may be experiencing, harm, abuse or an unsafe situation. This may occur through spoken words, behaviour, play, drawings or other forms of communication.

Duty of Care

The responsibility adults have to act in the best interests of children and take reasonable steps to protect their safety, wellbeing and development. Every adult working at EtonHouse Japan has a duty of care towards every child.

The four main categories of abuse are:

Physical abuse

The deliberate causing of physical harm or injury to a child, including hitting, shaking, kicking, biting, burning or other physical acts causing or potentially causing injury.

Emotional / Psychological abuse

Behaviour that negatively affects a child's emotional development, sense of worth, security or wellbeing,

including humiliation, intimidation, rejection, threats, isolation, excessive criticism or withholding appropriate emotional support.

Sexual abuse

Involving a child in sexual activity or behaviour that the child does not fully understand, cannot consent to, or that is inappropriate to their age or development. This may include physical or non-contact activity, including online sexual exploitation or inappropriate exposure to sexual material.

Neglect

The ongoing or persistent failure to provide appropriate care, protection or support required for a child's physical, emotional, educational or developmental needs, including adequate supervision, nutrition, clothing, hygiene, medical care and protection from danger.

Staff are not expected to diagnose, prove or investigate abuse. Their responsibility is to recognise, listen, record and report.

4. Scope of this Policy

This policy applies across all EtonHouse Japan campuses and programmes, including Preschool and Elementary, after-school programmes, excursions, camps, events and other school-organised activities.

It applies to all adults who have contact with children through the school, including:

Principals and school leaders

Teachers and assistant teachers

Specialist teachers

Daycare staff

Administrative staff

Temporary, substitute and other short-term staff

Volunteers and interns

Parents and guardians acting as volunteers

Visitors

External providers, specialists, contractors and service providers

5. Roles and Responsibilities

The Principal

The Principal has overall responsibility for ensuring that safeguarding procedures are established and implemented, staff receive appropriate training and support, concerns are responded to appropriately, and a culture of safety, respect and wellbeing is maintained.

Designated Safeguarding Lead (DSL)

The school will appoint one or more Designated Safeguarding Leads. The DSL is the main point of contact for safeguarding concerns and coordinates safeguarding practices within the school.

Receive and respond to safeguarding concerns

Assess immediate safety needs

- Maintain confidential safeguarding records
- Determine and coordinate appropriate next steps
- Support staff in safeguarding matters
- Coordinate with the Principal and School Leadership Team
- Seek advice from external professionals where necessary
- Make referrals to appropriate external authorities where required
- Oversee safeguarding procedures and training

All Staff Members

- Understand and follow this policy and relevant safeguarding procedures
- Prioritise child safety and wellbeing
- Remain alert to concerns about children's safety and wellbeing
- Maintain appropriate professional boundaries
- Recognise possible signs of harm
- Listen respectfully to children
- Report safeguarding concerns promptly
- Participate in required safeguarding training
- Contribute to a safe and supportive school culture

A safeguarding concern should never be ignored or assumed to be someone else's responsibility.

Concern regarding an adult

If a concern or allegation relates to an employee, volunteer, contractor, external provider or another adult working within the school, it must be reported immediately to the Principal. If the concern relates to the Principal, it must be reported directly to School Management. No staff member should independently investigate a safeguarding allegation.

6. Everyday Safeguarding: Professional Conduct and Boundaries

All adults working with children are in a position of trust and must maintain appropriate professional boundaries. Interactions should be appropriate to the child's age and developmental stage, respect the child's dignity and privacy, have an appropriate educational, pastoral or care-related purpose, and be open and transparent wherever reasonably possible.

Adults must not:

- Use corporal punishment
- Humiliate, threaten, intimidate or deliberately shame a child
- Engage in inappropriate or unnecessary physical contact
- Engage in sexualised communication or behaviour
- Form inappropriate personal relationships with children
- Communicate privately with children through personal social media or messaging accounts

Take or retain unauthorised photographs or recordings of children

Use children's images for personal purposes

Deliberately create unnecessarily isolated or unobservable situations with a child

All staff, volunteers and relevant external providers are expected to follow the school's Staff Code of Conduct, Professional Boundaries Guidelines and safeguarding expectations.

7. Physical Contact and Personal Care

Appropriate physical contact may be an important part of caring for and educating children, particularly younger children. Children may reasonably require physical comfort, reassurance, first aid, assistance with clothing or equipment, or support with personal care.

Physical contact should always:

Have a clear and appropriate purpose

Be appropriate to the child's age and developmental needs

Respect the child's verbal and non-verbal responses

Be no more than reasonably necessary

Take place in a professional manner

Personal and Intimate Care

Children, particularly within the Preschool programme, may require assistance with toileting, changing clothes or other personal care. Personal and intimate care must protect the child's dignity, privacy, wellbeing and safety.

Explain what they are doing in an age-appropriate manner

Encourage independence wherever developmentally appropriate

Use only necessary and appropriate physical contact

Respect the child's privacy

Follow established school procedures

Report any concern arising during personal care

Children must never be punished, humiliated or shamed in relation to toileting, accidents, changing or personal care. Where a child requires regular or significant intimate care beyond routine age-appropriate assistance, an individual care arrangement should be agreed with the child's parent or guardian where appropriate.

8. Supervision, Arrival and Collection

Children must be appropriately supervised throughout the school day and during school-organised activities. The level of supervision should take account of children's ages and developmental stages, individual needs, the nature of the activity, the environment and identified risks.

Where an adult needs to work individually with a child, the interaction should, wherever reasonably possible, take place in a visible or accessible environment.

Arrival and Collection

Children may only be released in accordance with the school's authorised collection procedures. A child must not be released to an unauthorised person without appropriate confirmation. Where there is uncertainty regarding the identity, authority or condition of a person collecting a child, the child should remain safely under school supervision while the matter is referred to an appropriate member of school leadership. The child's safety takes priority.

9. Visitors, Volunteers and External Providers

Access to children by adults who are not regular school employees must be appropriately managed. Visitors must follow school visitor procedures and should not normally have unsupervised access to children. Parents and guardians volunteering in school activities must follow the school's safeguarding expectations.

External specialists, contractors and service providers working with children must be informed of relevant safeguarding requirements. Where a role involves regular or unsupervised contact with children, appropriate safeguarding checks and procedures should be completed.

10. Safe Learning Environments and Risk

At EtonHouse Japan, safe and nurturing environments are essential for children to learn, explore and develop. Safeguarding is reflected in how we design environments, organise routines and interact with children throughout the school day.

- Children are appropriately supervised

- Learning spaces support children's physical and emotional safety

- Environments are welcoming, inclusive and respectful

- Children know which adults they can seek support from

- Concerns about safety or wellbeing are communicated promptly

- Appropriate boundaries and expectations are maintained

EtonHouse Japan values environments that encourage curiosity, exploration and independence. Safeguarding does not mean removing all challenge or exploration. It means ensuring that experiences are thoughtfully considered, developmentally appropriate and supported by attentive, professional adults.

Risk assessment and operational safety procedures are managed separately through the EtonHouse Japan Health, Safety and Risk Management policy and procedures

11. Child Voice, Agency and Keeping Children Safe Through Education

At EtonHouse Japan, every child has the right to be heard, respected and included in decisions that affect them. Listening to children is an essential part of safeguarding. Children communicate their experiences, feelings and needs in many different ways, and adults have a responsibility to be attentive to these forms of communication.

- Listen respectfully to children's ideas and perspectives

- Recognise verbal and non-verbal communication

- Encourage children to express feelings and concerns

- Support children to develop confidence in seeking help

Value children's contributions to their learning and community

Through developmentally appropriate learning experiences, children should be supported to understand:

We all have the right to be safe

We can help ourselves to be safe by talking to people we trust

Their body belongs to them

Personal boundaries should be respected

Relationships should be safe and respectful

Some behaviours or forms of touch may be inappropriate

They can say no when something makes them feel unsafe or uncomfortable

Trusted adults can help them

They should tell a trusted adult when something worries them

Safeguarding education should be appropriate to children's ages and developmental stages across Preschool and Elementary.

12. Photography, Digital Communication and Online Safety

Photographs, videos and other recordings of children may only be taken, stored and used in accordance with EtonHouse Japan procedures and applicable parental consent.

Staff must not:

Use children's images for personal purposes

Post images of children through personal social media accounts

Share children's personal information through unauthorised channels

Establish inappropriate private digital communication with children

The school will take appropriate measures to protect children from inappropriate online content, cyberbullying, inappropriate communication, online exploitation, unauthorised sharing of images or personal information, and other forms of online harm.

Staff are expected to use technology appropriately and professionally, protect children's personal information, follow school expectations regarding photographs, recordings and online communication, ensure digital resources are age-appropriate, and support children in developing safe digital practices.

13. Excursions, Camps and Off-Site Activities

Safeguarding responsibilities continue during excursions, camps and other school-organised activities away from regular school premises. Planning should take account of:

Appropriate staff-to-child supervision

Children's ages and individual needs

Attendance and headcounts

Transportation

Toileting and changing arrangements

Medical and emergency information

Communication arrangements

Interaction with unfamiliar adults or members of the public

Procedures for responding to a missing child or other emergency

All adults participating in school-organised activities remain subject to the school's safeguarding expectations.

14. Child-on-Child Behaviour and Harm

Children may sometimes behave towards other children in ways that cause or risk causing physical or emotional harm. This may include:

Bullying

Physical aggression or violence

Intimidation

Discriminatory behaviour

Sexual harassment or inappropriate sexual behaviour

Coercion

Online bullying or abuse

Other harmful behaviour

Staff should respond according to the children's ages, developmental stages and the nature and seriousness of the behaviour. Harmful behaviour must not be dismissed simply as "children being children." Where behaviour raises a safeguarding concern, it must be reported to a DSL.

Both the child who has experienced harm and the child displaying harmful behaviour may require appropriate support.

15. Recognising Abuse, Neglect and Other Harm

Child protection focuses on protecting children who are being harmed or are at risk of harm. Children may experience harm within their family, within school or another institution, within the community, online, from an adult, or from another child.

Possible indicators of harm may include:

Unexplained or repeated injuries

Significant changes in behaviour

Unusual fearfulness, anxiety or withdrawal

Developmentally inappropriate sexual behaviour or knowledge

Persistent hunger or poor hygiene

Frequent unexplained absence

Reluctance to go home

Sudden deterioration in emotional wellbeing

Concerning interactions with an adult

Comments or disclosures made by a child

Particular attention should be given to babies, preschool-aged children and other children who may not be able to communicate concerns verbally.

Staff are not responsible for diagnosing or proving abuse. Their responsibility is to recognise and report concerns.

16. Responding to a Disclosure or Safeguarding Concern

If a child communicates information suggesting that they or another child may have experienced harm, staff should:

Stay calm

Listen carefully

Take the child seriously

Allow the child to speak at their own pace

Ask questions only where necessary for clarification

Avoid leading questions

Explain that they cannot promise to keep the information secret

Reassure the child that they have done the right thing by telling an adult

Explain, in an age-appropriate way, what will happen next

Record the child's words as accurately as possible

Report the concern promptly to a DSL

Staff should not:

Show shock or disgust

Repeatedly question the child

Guess or make assumptions

Suggest that the child may not be telling the truth

Make negative comments about the person suspected of causing harm

Promise confidentiality

LISTEN → RECORD → REPORT

It is not the staff member's role to investigate.

17. Reporting and Responding to Safeguarding Concerns

Concern regarding a child

Any staff member who becomes aware of a safeguarding concern must report it to a DSL as soon as possible on the same day. A Safeguarding Concern Record should be completed as soon as reasonably possible. Staff do not need proof that abuse has occurred before raising a concern.

Immediate risk

Where there is reason to believe that a child is in immediate danger, protecting the child's immediate safety takes priority. The DSL and/or Principal should secure the child's safety and determine whether immediate external assistance is required.

Depending on the circumstances, the school may seek advice from or cooperate with Child Guidance Centres (児童相談所), municipal child and family support services, police, medical professionals, or other appropriate child welfare authorities.

Parents or guardians should normally be involved where appropriate. However, they should not be contacted before appropriate advice is obtained where doing so could increase the risk to the child or interfere with necessary protective action.

Concern regarding an adult

A concern or allegation regarding an employee, volunteer, contractor, external provider or other adult working within the school must be reported immediately to the Principal. A concern regarding the Principal must be reported directly to School Management. No staff member should independently investigate a safeguarding allegation.

18. Confidentiality, Information Sharing and Record Keeping

All safeguarding concerns must be recorded appropriately and stored securely. Records should:

- Be factual and accurate
- Include relevant dates and times
- Identify relevant persons
- Describe what was observed or reported
- Record the child's own words wherever appropriate
- Distinguish clearly between facts and opinions
- Identify the person making the record
- Document actions and decisions

Access to safeguarding records must be restricted to authorised persons. Safeguarding information should only be shared with individuals who need it in order to protect or support the child or fulfil safeguarding responsibilities.

Staff must never promise a child absolute confidentiality. Where a child's safety may be at risk, the need to safeguard the child takes priority over maintaining confidentiality.

19. Working with Families and the Community

EtonHouse Japan recognises families as important partners in supporting children's wellbeing, development and protection. We are committed to building respectful relationships with families through open and honest communication, collaboration and partnership, respect for different cultures, backgrounds and perspectives, and shared responsibility for children's wellbeing.

Where safeguarding concerns arise, the school will carefully consider how and when information is shared with families, always prioritising the best interests and safety of the child.

EtonHouse Japan is committed to working collaboratively with appropriate external professionals and agencies when additional support is required.

20. Japanese Safeguarding Framework and External Support

EtonHouse Japan is committed to protecting children in accordance with EtonHouse safeguarding expectations and policies, relevant Japanese child welfare legislation, and professional expectations for early childhood and school settings in Japan.

Children and Families Agency (こども家庭庁)

The Children and Families Agency is the Japanese national government agency responsible for policies relating to children's wellbeing, including child abuse prevention and child protection. EtonHouse Japan recognises the importance of working within the national child protection framework and accessing appropriate support when required.

Website: <https://www.cfa.go.jp/>

Child Abuse Consultation and Reporting Dial – 189 (いちはやく)

If there is a concern that a child may be experiencing abuse or may be at risk of harm, the national child abuse consultation and reporting number is 189. Calling 189 connects the caller with the nearest Child Guidance Centre (児童相談所). Reports and consultations can be made anonymously.

Child Guidance Centres (児童相談所)

Child Guidance Centres provide consultation, assessment, protection and support relating to children's welfare concerns. Where appropriate, EtonHouse Japan may seek advice from or report concerns to relevant local child welfare services to ensure the safety and wellbeing of children.

Local Safeguarding Contacts

Each EtonHouse Japan campus maintains appropriate local safeguarding contacts and procedures relevant to its location. These contacts should be made available to all staff during induction and reviewed regularly.

21. Safer Recruitment, Training and Professional Learning

Safer Recruitment

EtonHouse Japan is committed to ensuring that adults working with children are suitable to undertake their responsibilities. Recruitment procedures should include, where applicable:

- Identity verification

- Review of employment history

- Professional reference checks

- Verification of relevant qualifications and experience

- Appropriate background or criminal record checks available under applicable systems

- Assessment of suitability to work with children

- Clear communication of safeguarding expectations

Safeguarding begins before an individual joins the school community and continues throughout their employment.

Safeguarding Training

Safeguarding forms part of staff induction and ongoing professional development. All teaching and non-teaching staff must receive safeguarding training appropriate to their responsibilities.

Training should cover both everyday safeguarding and child protection, including:

- Professional boundaries
- Physical contact and personal care
- Supervision
- Recognising possible abuse and neglect
- Responding to disclosures
- Reporting procedures
- Child-on-child harm
- Online safeguarding

Training will be reviewed and provided at least annually. DSLs and relevant members of school leadership should receive additional training appropriate to their responsibilities.

22. Monitoring, Review and Continuous Improvement

Safeguarding is an ongoing commitment. This policy will be reviewed at least annually and whenever relevant laws or official guidance change, school safeguarding procedures materially change, a significant safeguarding incident identifies a need for review, or safeguarding best practice indicates that changes are appropriate.

EtonHouse Japan will use review, professional dialogue, feedback and learning from practice to ensure that procedures remain effective, staff understanding continues to develop, practice reflects current expectations, and safeguarding remains embedded within school culture.

23. Related Policies

- Health, Safety and Risk Management Policy
- Staff Code of Conduct
- Professional Boundaries Guidelines
- Recruitment and Selection Procedures
- Emergency Procedures
- Digital Safety and Technology Guidelines
- Inclusion and Student Support Procedures

Together, these policies support our commitment to creating safe, respectful and supportive environments for all children.

24. EtonHouse Japan Safeguarding Commitment

Every child deserves to feel safe, respected, heard and valued.

At EtonHouse Japan, safeguarding is an expression of our values and our commitment to children as well as a responsibility. We believe that protecting children begins with relationships built on trust, respect and care. Every adult in our community has a role in creating environments where children can explore, inquire, express themselves and grow with confidence.

Child protection is the responsibility of every member of the EtonHouse Japan community.

Together, we ensure that every child is respected, protected and supported to thrive.

EtonHouse Japan Safeguarding Policy – HS 01

Appendix 1 – Safeguarding Team

KARUIZAWA SCHOOL

Principal: Eric Notch

Designated Safeguarding Lead (DSL): Eric Notch

Position: Principal

Deputy Designated Safeguarding Lead(s): Rina Kamewari

Position: Area Business Manager

School Management Safeguarding Contact: Anli Tan

ROPPONGI SCHOOL

Principal: Allison Banbury

Designated Safeguarding Lead (DSL): Allison Banbury

Position: Principal

Deputy Designated Safeguarding Lead(s) Mayumi Morita

Position: Roppongi Parent Liaison

School Management Safeguarding Contact: Anli Tan

TORANOMON SCHOOL

Principal: Allison Banbury

Designated Safeguarding Lead (DSL): Allison Banbury

Position: Principal

Deputy Designated Safeguarding Lead(s) Mizuho Tachibana

Position: Toranomom Admin

School Management Safeguarding Contact: Anli Tan

Appendix 2 – Safeguarding Reporting Flow

Concern Regarding a Child

Concern observed, heard or disclosed

Report to a DSL as soon as possible on the same day

Record factual information

DSL assesses immediate safety

If the child is in immediate danger:

SECURE SAFETY → INFORM PRINCIPAL → SEEK APPROPRIATE EXTERNAL ASSISTANCE → RECORD ACTIONS

If there is no immediate danger:

ASSESS → RECORD → SEEK ADVICE IF NEEDED → PLAN SUPPORT → MONITOR

Concern Regarding an Adult

Concern regarding staff / volunteer / contractor / external provider

Report immediately to the Principal

Do not independently investigate

If the concern relates to the Principal: REPORT DIRECTLY TO SCHOOL MANAGEMENT.

Appendix 3 – Key External Contacts in Japan

Child Guidance Center Abuse Response Hotline: 189

Police Emergency: 110

Ambulance / Medical Emergency: 119

Local Child Guidance Center – Name: _____

Telephone: _____

Local Municipal Child and Family Support Service – Name:

Telephone: _____

Relevant local contact details should be maintained for each campus.

Appendix 4 – Safeguarding Concern Record

Date / Time:

Child's Name:

Class / Programme:

Person Making the Report:

Nature of Concern:

What Was Observed or Disclosed:

Child's Own Words, where applicable:

Immediate Action Taken:

Reported To / Date / Time:

DSL Assessment and Action:

External Advice or Referral, if applicable:

Follow-up / Support Plan:

DSL Name:

Date:
