Yew Chung International School (Chinese Mainland)
Yew Wah International Education School and
Yew Wah International Education Kindergarten

Child Protection Policy and Procedures

Scope: This policy applies to and will be shared with the community of each Yew Chung International School (YCIS), Yew Wah International Education School (YWIES) and Yew Wah International Education Kindergarten (YWIEK) in the Chinese Mainland. The community includes but is not limited to all staff, outsourced staff, service providers, volunteers, parents and students, who come into contact with students.	**Distribution:** • Regional Executive Principals • School Leadership Teams • Whole School Community • School Website • WeChat Parent Portals • Newly hired staff
Effective Date: Academic Year 2026-2027	**Number of pages:** 29
Next Review Date: June 1, 2027 Note: All Child Protection Policies are reviewed annually by the YCYW Safeguarding and Inclusion Division. They are all approved by the Executive Board.	**Approved by:** Executive Board

Philosophy:

We believe that all students have a right to be protected from neglect as well as physical, sexual and emotional abuse. Accordingly, this policy outlines the principles, processes and procedures for dealing with potential child neglect and abuse.

Principles:

Yew Chung and Yew Wah Schools and Kindergartens recognise their responsibilities regarding child protection. We aim to create a safe, secure and supportive learning (including e-learning) environment for our students, free from any form of harm. The welfare of all students is of paramount importance to each YCIS, YWIES and YWIEK school community. Members of each school community are required, ethically and legally, to act promptly and professionally to ensure the protection of our students in instances of suspected child abuse. All suspected cases of child abuse should be reported to the Campus Safeguarding Officer immediately.

This child protection policy and accompanying procedures are based on local, national and international law, including:

- ***Minors Protection Law of China*** (2020)
- ***Anti-Domestic Violence Law of the People's Republic of China*****,** 2015, Articles 14 and 35
- ***UN Convention on the Rights of the Child****,* 1989, of which China is a signatory. The two key articles are: ***Article 19 – Protection from abuse and neglect,*** and ***Article 34 – Protection from sexual exploitation.***

Responsibilities of each YCIS, YWIES and YWIEK School Community:

- Members of the school community are responsible at all times for implementing this policy and the associated procedures.
- The Designated Safeguarding Lead (DSL), Co-Principals, and response team must consider and address all child protection forms submitted.
- In the event that the DSL is unavailable, the Deputy DSL or a Campus Safeguarding Officer will be responsible for the DSL's duties.

Expectations of YCIS, YWIES and YWIEK relating to child protection:

In order to implement this child protection policy, the school will be expected to:

- Establish procedures for reporting and investigating allegations of abuse;
- Appoint a Designated Safeguarding Lead and Campus Safeguarding Officers and ensure they are made known to staff, parents and students each school year;
- Establish a process for providing support to students who are victims of abuse;
- Establish procedures for dealing with child-on-child abuse;
- Make the child protection policies and procedures well known to the entire school/kindergarten community (to be made available on the school's website, WeChat Parent Portal, and shared with potential teacher candidates and new families;
- Provide mandatory ongoing professional development to support all staff in understanding and implementing this child protection policy, guidelines and procedures, and provide training and information, as appropriate, to the entire school community;
- Develop processes for screening new and existing employees, contracted staff, outside contractors, and volunteers who have direct, unsupervised access to students in the school/kindergarten environment;
- Create and implement safe recruitment practices for the employment of all teaching and non-teaching staff;
- Ensure that the school community members are presented with the *Child Protection Policy and Procedures* document*,* and that they clearly understand their responsibilities;
- Ensure staff and outsourced staff who work at the school sign a copy of the *Adult Code of Conduct for Working with Students*
- Ensure community partners who are not directly hired by the school but provide services such as therapists, parent-paid support assistants, overnight trips and student

activities, sign a copy of the *Adult Code of Conduct for Working with Students (Community Partners)*
- Ensure visitors who work with children are aware of the school's expectations regarding child protection, and are presented with the school's *Child Protection Policy and Procedures* prior to visiting the school;
- Raise awareness about abuse through education of the school/kindergarten community.
- Create a culture where 'whistleblowing' and reporting of child protection matters are safe, expected and understood.
- Implement the Life Skills and Wellness Curriculum across the school.

Defining Terms & Roles

References to children, young people or pupils mean all individuals under the age of 18. References to parents mean parents, carers and others with parental responsibility.

Laws and Conventions Guiding the Child Protection Policy

The child protection policy and accompanying procedures are based on local, national and international law, including:

***Minors Protection Law of China (*2020)**

There are 132 articles in the Law on the Protection of Minors, divided into nine chapters: general provisions, family protection, school protection, social protection, network protection, government protection, judicial protection, legal responsibility, and supplementary provisions.

Some noteworthy points are as follows:

1. Social and network protection
2. Prevention and handling of school bullying (including online)
3. Prevention and handling of child sexual assault
4. Family protection

The official Chinese version of the policy: http://lawdb.cncourt.org/show.php?fid=152560

***Note:** At the time of this policy review, there was no official English version of the new Minors Protection Law of China. A summary of the law in English can be found at the following link:* https://www.chinajusticeobserver.com/law/x/minors-protection-law-20201017

Anti-domestic Violence Law of the People's Republic of China, 2015:

In 2015, a new law was passed that protects foreigners and Chinese citizens within China's borders from domestic violence. Two articles of this law have specific implications for children and schools:

Article 14: Schools, kindergartens, medical institutions, residents' committees, villagers' committees, social service agencies, aid management agencies, welfare agencies and their staff members shall promptly report cases to public security organs if they find, during the

course of their work, that persons with no civil capacity or persons with limited civil capacity have suffered or are suspected of suffering domestic violence. Public security organs shall keep the identities of case reporters confidential.

Article 35: Where a school, kindergarten, medical institution, residents' committee, villagers' committee, social service agency, aid management agency, welfare agency and its staff members fail to report a case to a public security organ in accordance with Article 14 herein, resulting in serious consequences, the person directly in charge and other persons subject to direct liabilities shall be given disciplinary sanctions pursuant to the law by the relevant superior competent department or their own employer.

Standing Committee of the National People's Congress, (2015) *Anti-domestic Violence Law of the People's Republic of China.* Order No.37 of the President, PRC.

UN Convention on the Rights of The Child:

This policy is also based on the United Nations Convention on the Rights of the Child, of which China is a signatory. The two key articles are:

Article 19 – Protection from abuse and neglect

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parents, legal guardian(s) or any other person who has the care of the child.
2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Article 34 – Protection from sexual exploitation

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, states parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

(a) The inducement or coercion of a child to engage in any unlawful sexual activity;
(b) The exploitative use of children in prostitution or other unlawful sexual practices;
(c) The exploitative use of children in pornographic performances and materials.

United Nations International Children's Emergency Fund (UNICEF), (1989) *The United Nations Convention on the Rights of the Child.* London: Author

This policy has been reviewed and commented on by FuJae Partners, a PRC law firm with experience in both Chinese and international law.

Operational Oversight of Child Protection in YCYW Schools:
Ms Jana van Zyl
Director of Safeguarding and Inclusion for YCYW Schools (Chinese Mainland)

Trustee with Responsibility for Child Protection in YCYW Schools:
Dr Esther Chan
Deputy CEO (K-12 Education)

If a student, parent, staff member or other community member wishes to make a safeguarding report to be followed up by the Safeguarding and Inclusion Division, please use this email address: safeguarding@ycyw.cn

The matter will be followed up on as soon as possible. We encourage all community members to use the school's reporting systems first before using this email address.

Additional Resources

- Adult Code of Conduct for Working with Students
- Adult Code of Conduct for Working with Students (Community Partners)
- Safeguarding Responsibilities and Protocols
- Child Protection Notice for Visitors
- Child Protection Guidelines for E-learning (Teachers)
- Guidelines for Counselling/Head of Student Support and Child Protection during Campus Closure
- Whistleblowing Policy and Procedures
- Policy for the Appropriate Use of School Computing Devices and School Network Services
- Life Skills and Wellness Education Policy
- Child-on-child Abuse Prevention Policy and Procedures
- Relationships and Behaviour Policy Guidelines
- Anti-bullying Policy and Procedures
- Intimate and Personal Care Policy and Procedures
- Crisis Management Policy and Procedures
- Self-Harm and Suicide Prevention Policy and Procedures
- Managing Allegations Against Staff Policy
- YCYW CCTV Policy
- Residence Hall Policy
- Life Skills and Wellness Curriculum
- CNC Moral Education
- YCIS YWIES Learning Outside the Classroom Policy
- Code of Practice and Chinese Staff Handbook

Child Protection Procedures

In order to implement the Child Protection Policy, the following procedural document has been created for implementation across the school.

The school fully recognises its responsibilities for child protection. We aim to create a safe, secure and supportive learning (including e-learning) environment for our students, free from any form of harm. The welfare of our students is of paramount importance to the school community. To achieve this aim the school will:

- Establish a safe environment in which students can learn and develop
- Provide a high-trust environment where students are encouraged to talk and are listened to
- Help equip students with the skills needed to keep themselves safe
- Identify and respond to students who may show signs of abuse
- Adhere to the responsibilities of the school as outlined in the Child Protection Policy and Procedures

What is Safeguarding?

Safeguarding is a term used to describe how we protect children from abuse or neglect. This includes:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring children grow up with safe and effective care
- Taking action to enable all children to have the best outcome

What is Child Protection?

A process for responding to individual children who are suffering or likely to suffer significant harm as a result of abuse or neglect.

Definition of Child Abuse:

Abuse is a form of maltreatment of a person, often with diminished rights or capacity. Somebody may abuse another by inflicting harm or by failing to act to prevent harm. Abuse may take place in a family, in an institutional or community setting, or online by those known or unknown to them. In the case of child abuse, an adult or adults, or another child or children, or young people may abuse a child or young person. Child abuse can take a variety of forms:

Physical Abuse

Physical abuse is violence causing injuries involving hitting, slapping, kicking, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, use of objects to cause physical harm, misuse of medication, undue restraint, or otherwise causing physical harm to a child or young person. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in, a child or young person.

Physical abuse may be the result of immediate stress and may not be planned beforehand.

It can include a one-off, unplanned incident or frequent physical force and aggression towards someone.

Physical abuse can include disciplinary actions that cause pain and/or mental suffering to a child or young person.

What to look out for:

- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries that have not received medical attention
- Injuries which do not have a reasonable explanation
- Reluctance to change for, or participate in games, Physical Education, sports, including swimming
- A child or a young person gives inconsistent accounts of the cause of injuries
- Injuries that appear after an absence from school or vacations
- Bruises at various stages of healing
- A child or a young person shies away from touch, flinches at sudden movements, appears afraid to go home, or is hypervigilant
- A child or young person demonstrates self-destructive tendencies and/ or aggressiveness

Corporal Punishment

Corporal punishment refers to any disciplinary action involving physical force intended to cause pain or discomfort - regardless of severity - and also includes non-physical methods that are cruel or degrading (e.g. hitting, shaking, pushing, shouting, locking out of the house, etc).

Whilst legal frameworks regarding corporal punishment vary, at YCYW, we maintain a firm stance that such practices are detrimental to a child's healthy development and physical/psychological safety, and as such, we do not condone such practices.

Corporal punishment is strictly prohibited on our YCYW campuses, and when such practices are identified in the home context, the school will engage with parents to support the development of alternative strategies for positive, restorative discipline that foster connection, safety, and long-term well-being.

YCYW staff are expected to report all corporal punishment disclosures/concerns on WeCare for the school safeguarding team to follow up.

The school team:

- Must respond in a nonjudgmental, supportive way with a view to educating and supporting the family
- Must empathise with the frustrations and stress that families may be experiencing

- Must remind parents/carers that our school does not condone corporal punishment as a form of behaviour management/consequences
- Could share research on the impact of corporal punishment on a child's development
- Must share positive discipline resources and encourage parents/carers to try these strategies
- Should encourage parents/carers to attend school-hosted workshops
- Should encourage parents/carers to attend family therapy sessions

Harvard Graduate School of Education – The Effect of Spanking on the Brain (April, 2021; Jill Anderson) https://www.gse.harvard.edu/ideas/usable-knowledge/21/04/effect-spanking-brain

A list of parenting alternative resources for all developmental ages can be found here: https://nohitzone.com/resources/

The YCYW Positive Behaviour Statement must be signed by parents at the start of each year:

In accordance with the United Nations Convention on the Rights of the Child, of which China is a signatory, YCIS / YWIES is committed to providing a safe and nurturing environment for all students. We strive to promote positive, respectful relationships among staff, students, and parents and to foster a culture of mutual respect. We encourage parents to model positive behaviour and to use positive reinforcement and redirection when disciplining their children. We are committed to helping parents create positive, loving relationships with their children and providing them with the guidance and support they need to be successful. We believe that any form of physical punishment of a child is not an effective form of discipline, and therefore, at YCIS / YWIES, we do not condone this approach.

Child-to-Adult Violence and Abuse

Child-to-adult violence and abuse refers to patterns of behaviour where a child or adolescent uses physical, emotional, or psychological aggression to exert power and control over a parent/caregiver. This is recognised as a complex behavioural challenge frequently rooted in underlying factors such as trauma, domestic violence, abuse, neurodiversity or unmet emotional needs. In reported/confirmed cases, the school must work with the parents/carers to seek professional therapeutic support and intervention, family therapy and individual psychological/psychiatric support for the child/adolescent.

Emotional Abuse

Emotional abuse is persistent or severe emotional ill treatment of a child or young person that is likely to cause serious harm to his/her development.

It may involve persistently denying love and affection, regularly making the child or a young person feel frightened by shouts, threats, or any other means (including conflicts and domestic abuse between the adults in the home).

It may also involve hurting another person or a pet in order to distress a child or young person, and being so over-protective towards the child or young person that his/her overall emotional wellbeing and development is negatively impacted.

It may involve exploiting or corrupting a child or young person, e.g. by involving him/her in illegal behaviour.

It may involve conveying to a child or young person the message that he/she is worthless, unlovable, inadequate, or his/her only value is to meet the needs of another person. This may or may not include racist, homophobic or other forms of verbal/ non-verbal abuse.

It may be that adults are imposing unrealistic expectations on a child or young person.

Some level of emotional abuse is involved in all types of maltreatment of a child or young person, though it may occur alone.

What to look out for:

- Shows extremes in behaviour such as overly compliant or demanding behaviour, extreme shyness, passivity or aggression
- Excessively withdrawn, fearful, or anxious about doing something wrong
- Inappropriate developmental behaviour that could include regressive or inappropriately mature behaviour
- Changes or regression in mood, extreme anxiety or depression
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not socialising well with other children or young people
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Stealing and lying

Sexual Abuse

Sexual abuse occurs when someone uses power or control to involve a child or young person in sexual activity, or if someone allows a child or young person to be used by someone else in this way. This behaviour might be for the purpose of sexual, emotional and/or financial benefit of the perpetrator(s).

It may include forcing or enticing a child or young person to take part in sexual activities, whether or not the child or young person is aware of what is happening.

It may include encouraging children or young people to behave in sexually inappropriate ways, showing children or young people pornographic material or involving them in the production of such material.

It may also include involving children or young people in watching other people's sexual activity or in inappropriate discussions about sexual matters.

What to look out for:

- Displays knowledge or interest in sexual acts inappropriate to his/her age
- Sexual activity through words, play or drawing

- Withdrawal from social situations and classroom activities
- Regressing to younger behaviours e.g. bed wetting
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares
- Repeated urinary infections, unexplained stomach pains or other health complaints (e.g. sexually transmitted infections)
- Eating disorders or changes in eating habits
- Evidence of physical trauma or bleeding in the oral, genital or anal areas
- Difficulty in walking or sitting
- Any allegations made by a child or young person concerning sexual abuse regarding themselves or another child or young person

Sexual abuse differs from physical abuse because it often involves planning on the part of the perpetrator. Children or young people can be "groomed" by perpetrators before sexual abuse takes place.

Grooming

Grooming is the process of 'preparing' a child or young person for a sexual purpose. Grooming is often slow and subtle, continuing for several weeks or months and lulling the child or young person into a false sense of security. It always involves manipulation and deceit.
Two types of grooming are recognised: in-person grooming, which occurs in the community, and online grooming, which uses technology, including the internet and electronic devices.

What to look out for – in-person grooming

- Receiving special attention or preferential treatment as a child or young person;
- Excessive time spent alone with an adult or older young person outside of the classroom/school;
- Frequently spending time with an adult or older young person in private or isolated areas;
- Transported to or from the school by someone besides the main caretakers;
- An adult or older young person making friends with a child's or young person's parents and visiting their home;
- An adult or older young person is acting as a particular child's or young person's confidante;
- Receiving small gifts, money, toys, cards, letters;
- Inappropriate communication via texts, telephone calls, e-mails or social networking;
- Receiving end of flirtatious behaviour, suggestive remarks, or comments of a sexual nature;
- Concerns raised by peers about the child or young person's relationship with an adult.

What to look out for - online grooming/abuse

- Spending lots, much more, or much less time online, texting, gaming or using social media;
- Child or young person is withdrawn, upset or outraged after using the internet or texting;
- Child or young person is secretive about who they're talking to and what they're doing online and on electronic devices; and/or have lots of new phone numbers, texts or e-mail addresses on their electronic devices;

- A child or young person is secretive about meeting in person with unknown individuals.

Neglect

Neglect is the persistent failure to meet a child or young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child or young person's health or development.

Neglect may include failing to ensure that a child or young person's basic physical, medical, emotional or educational needs are met.

It may also include failing to protect a child or young person from physical and emotional harm or danger, including failing to ensure adequate supervision, or leaving a child alone in the house or a young person unsupervised overnight or for extended periods.

It may also include neglect of, or unresponsiveness to, a child or young person's basic emotional needs.

What to look out for:

- Hygiene is consistently poor (e.g. unbathed, unwashed hair, and noticeable body odour)
- Clothing that is dirty, too big or small, or inappropriate for the weather conditions
- Untreated illnesses and physical injuries
- Frequently unsupervised or left alone, allowed to play in unsafe situations and environments
- The child or young person seeks affection, attention or emotional support from others that appears excessive
- Is frequently late or absent from school

Affluent Neglect

Affluent neglect is the unmet emotional needs of children from affluent families. Adverse Childhood Experiences studies highlight that children from affluent families suffer hidden harm in less visible ways (Felitti et al 1998). Neglect is more hidden in affluent families, as the ready availability of material resources can deflect from and mask the neglect that occurs.

What to look out for:

- Main caregivers are in a different country or frequently away on business trips, or home late from work
- Child lives with caretaker or driver
- Child craves care, attention and love
- Change in behaviours
- Poor appearance and hygiene
- A child experiences huge pressure to achieve
- The child is over-scheduled with extra-curricular activities
- Pressure to obtain access to elite institutions of higher learning
- The child is isolated from his/her parents

- Child displays emotional or psychological difficulties, anxiety disorders and depression, self-harming behaviours, eating disorders, and substance misuse problems.
- Difficulties in maintaining focus on the child because of the way parents use their social capital (legal advocates, personal contacts, networks)

Domestic Abuse (includes domestic violence)

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between those aged 16 or over who are, or have been in a relationship or are related to one another, regardless of gender or sexuality.

Domestic abuse includes physical abuse, sexual abuse and rape, emotional and psychological abuse (including harm to a pet), coercive control (e.g. told what to wear and where to go), stalking and harassment, economic and financial abuse, or technology-facilitated abuse (e.g. monitoring and deleting emails).

Domestic abuse can happen inside and outside the home or online, and it can continue even after a relationship has ended.
Exposure to domestic abuse can include witnessing or hearing the ill-treatment of others.

Prolonged and frequent exposure can have a serious impact on a child's physical, mental, and emotional well-being and can also affect their development and education, including their behaviour.

What to look out for:

It can be difficult to identify if domestic abuse is happening, and those carrying out the abuse can act very differently when other people are around. Children and young people might also feel frightened and confused, keeping the abuse to themselves. Some signs that a child has experienced domestic abuse can include:

- Changes to a child's behaviour
- Withdrawn or detached behaviour
- Bullying or aggression towards others
- Signs of anxiety
- Nightmares or trouble sleeping
- Frequent sickness
- Problems in school e.g. difficulty concentrating, or learning

A Change in Behaviour is Not Always a Sign of Abuse

Any one sign does not mean that a child or young person is or was being abused but the presence of several suggests that all adults should be vigilant and seek advice from the Child Protection Officer. Keep in mind that some of the signs and symptoms can emerge at other times such as:

- During a separation or divorce
- Death of a family member or pet
- New sibling (e.g. birth or adoption)

- Problems at home, school or with friends
- Other anxiety-inducing or traumatic events
- Transitional periods

Ways That Abuse Might be Reported or Disclosed:

An adult, child or young person may:

- Make a direct disclosure about him or herself
- Make a direct disclosure about another child or young person
- Offer information that is worrying but not a direct disclosure
- Report concerns about another student's appearance or behaviour or about the behaviour of a parent or caregiver towards a child or young person
- Make a disclosure about abuse that a child or young person is suffering or at risk of suffering
- Disclose concerns or abuse as a part of the admissions process
- Make an anonymous report

When a disclosure or concern is witnessed or reported, it must always be taken seriously and acted upon.

Adult Action:

All adults are advised to maintain an attitude of '*it could happen here*' where child protection is concerned. In the event a student makes a direct disclosure or says something concerning, all school staff, outsourced staff, service providers, and volunteers are expected to report it through the school's WeCare platform. The adult involved will follow the ARM Response.

ARM Response:

A- Act now
R- Record
M- Monitor

A - Act now (Responding in the Moment):

- **If a student needs medical attention, please seek the support of the school medical personnel**
- Reassure the student that telling someone was the right thing to do
- Listen carefully to the student
- Let the student tell his/her whole story. Do not try to investigate or question the student, but make sure that you are clear as to what he/she is saying
- Do not promise confidentiality; let the student know that you are going to speak to someone who can help because you are worried about their safety

Adults are reminded not to investigate welfare concerns or determine the truth of any disclosure or allegation. All adults, however, have a duty of care to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

If a student is in imminent danger, remain with the student and call the Designated Safeguarding Lead to discuss immediate action. If the DSL is unavailable, please contact the

Deputy DSL, Campus Safeguarding Officer or a member of the leadership team, who will inform a member of the School Leadership Team (SLT).

R – Respond and Record

- Step 1: Report to the Campus Safeguarding team via WeCare within 24 hours
- Note: Schools should ensure confidentiality, including transmission and storage of both electronic and hard copy child protection documentation

M - Monitor

- Attention needs to stay on the student to monitor behaviour, changes in behaviour or any additional concerns
- The Campus Safeguarding Officer will support with monitoring
- Report any changes or significant information to the DSL/CSOs
- Stay as neutral as possible when interacting with the family and the student

Students may be informed about where they can access help, such as:

- ❖ School counselling service or designated member of staff
- ❖ A trusted adult
- ❖ Lifeline / Hopeline in the city

Consequences for knowingly failing to report abuse or neglect, or interfering with reporting:

Any teaching staff, non-teaching staff, outsourced staff, service providers, volunteers and visitors working with students who suspect a child or young person is being abused and/or neglected and either do not report it or prevent someone from reporting it will be subject to discipline. That discipline can include suspension or dismissal of an employee, discontinuation of contract services, loss of volunteer privileges and informing local authorities and/or consulate.

Response Team:

If a disclosure/concern needs further exploration, the DSL, with the help of the SLT, will form a 'Response Team' of relevant staff and will arrange a meeting to discuss further action. The Response Team will differ in each child protection case.

The role of the Response Team is to meet as soon as possible after a child protection concern is reported to determine the course of action for that case. Once the information has been gathered, the Response Team will determine the next steps. It is the responsibility of the DSL or the assigned CSO to document the information and the required further actions.

The exploration process and order of proceedings can be found in ***Appendix 1: Reporting Flow Chart.*** For details about how to manage a child protection case, the SLT/DSL and CSOs should refer to the ***Safeguarding Responsibilities and Protocols*** policy.

Confidentiality:

The student's welfare is paramount. Confidentiality and trust must be maintained within the Response Team throughout the entire process. The degree of confidentiality will be determined by the need to protect the student, and information will be shared when necessary.

The DSL and assigned CSOs are responsible for updating and ensuring that all confidential records are securely filed on our online platform, MyConcern. All documents related to Child Protection should follow the student as he/she transitions between sections of the school or transfer to other schools within the organisation. All files will be stored securely and indefinitely, even after the student has left school.

When a student with significant child protection concerns transitions to another school, the Designated Safeguarding Lead, in consultation with SLT, should contact the relevant DSL in the new school. This communication should be verbal. Confidential documents should not be shared.

If a child joins the school, and safeguarding concerns are raised, the DSL should seek out information from previous schools if that information has not been provided previously.

School's Expectations Regarding Working with Students

When working with students, adults are acting in a position of trust. It is important that adults recognise they are role models to students and must act in an appropriate manner at all times. Therefore, they are required to sign one of the following documents:

- ***Adult Code of Conduct for Working with Students*** *- for staff and outsourced staff*
- ***Adult Code of Conduct for Working with Students (Community Partners)*** *- Adults who will come in contact with students, such as visiting authors, trainers, CCA providers, assistants and service providers*
- ***Child Protection Notice for Visitors***

The staff member who organises the visitor is responsible for having the document signed when they are on site.

Boundaries – it is important to:

- Operate within the school's Mission, Principles and Practices and relevant guidelines, which includes but are not limited to:
    - Code of Practice / Staff Handbook (HR)
    - Child Protection Policy and Procedures
    - Adult Code of Conduct for Working with Students
    - Notice for Visitors
    - School handbooks and procedures
- Listen to and respect students at all times
- Avoid favouritism
- Treat students fairly and without prejudice or discrimination

- Model expectations and appropriate conduct for students to follow
- Challenge unacceptable behaviour and report any concerns/suspicions
- Recognise that special caution is required when you are discussing sensitive issues with students

Boundaries – it is important not to:

- Allow your concerns/suspicions to go unreported
- Delay reporting your concerns/suspicions
- Patronise or treat students as if they are being silly/ making things up
- Silence students
- Jump to conclusions
- Either exaggerate or trivialise child abuse issues
- Discuss your concerns/suspicions in a way that will cause damage to the child/family involved (only discuss with those who absolutely need to know – **DSL/CSOs and SLT**
- Develop inappropriate relationships with students
- Meet with students outside of sanctioned school activities
- Swear, make sarcastic, derogatory, or sexually suggestive comments or gestures to or in front of students
- Allow students to have your personal contact details
- Use student toilets/washrooms or changing facilities
- Allow students to use staff toilets/washrooms or changing facilities
- Share sensitive information in public areas that may be overheard by others, such as staff rooms, corridors, playground and cafeteria.

Appropriate Physical Touch

While appropriate physical contact, like a high-five or a gentle hand on the shoulder, can help children feel supported, it's essential to always respect their personal boundaries. Physical touch should be initiated by the child, as this helps to model respect. Use touch only when necessary for safety, comfort, or clear instructional support, and never in a way that could be misunderstood or make a child feel uncomfortable.

Children may initiate hugs with adults, which is understandable and reasonable. We would recommend that any physical touch, such as a hug, be initiated by a child, be visible to others, and be age-appropriate. When in doubt, choose words over touch, and always ensure your interactions are visible to others and not in private. Protecting children means taking every action intentionally and respectfully.

Digital, Online and Social Media Boundaries

Online communication with students is only allowed through internal, approved school platforms. Therefore:

- Be mindful of personal information and images posted online and ensure they represent you in a manner that is acceptable to your role

- Do not have current or past students under the age of 19, as friends on your personal or private sites, or interacting in online environments
- Do not make online comments about students
- Ensure that photographs and videos of students are taken for school related purposes only using school devices where available. When personal devices are used, upload the digital content to the school network and delete the digital content from your personal devices as soon as possible
- Photographs and videos of students should not be taken for personal use or uploaded to social media, personal or private sites, unless they are pictures of their own child/ren
- Ensure students are only exposed to age-appropriate images, web links, materials and resources

Whistle Blowing with Regards to Child Protection

Whistleblowing is the disclosure of information which relates to suspected wrongdoing or dangers in the school community. A 'whistleblower' is a person who raises a concern about anything they witness or become aware of which is seen to be inappropriate, negligent, illegal or in any way putting the health and safety of school community members at risk, in particular, students. The 'whistleblower' would see this concern as genuine and would raise the concern in good faith, keeping the wellness of students at the forefront. This does not include complaints about working conditions or other personal grievances. If staff are uncertain about whether their concerns fall under the 'whistleblower' category, they should check with the SLT.

All adults have a responsibility to raise concerns if they relate to child protection and the safety of the students. If an adult has a concern that is beyond the scope of a line manager, they should report immediately to a member of the SLT or Vice Principals if the SLT members are not available. The concern should be raised as quickly as possible.

Dealing with a Concern Raised by a Whistleblower

The SLT member or their representative should arrange a meeting with the 'whistleblower' as soon as possible after the concern is brought to their attention. The SLT member or their representative should record the concerns and follow up as required. Recorded concerns and all related documentation will be kept in a confidential file indefinitely. If the person who is responsible for compiling the file leaves the school, he/she is required to pass on the files to a member of SLT.

The SLT member or their representative will do their best to ensure the identity of the whistleblower will remain confidential. It is often not possible to maintain confidentiality, and if this is the case, it will be explained to the 'whistleblower'. The 'whistleblower' will be informed of the outcome of the investigation as appropriate.

If the complaint or reported concern is proved to be unfounded, no action will be taken against the 'whistleblower' if the concern was raised in good faith. If an employee misuses this policy by making malicious or repeated complaints that are unsubstantiated, actions may be taken against them according to the Code of Practice / Staff Handbook.

Concerns Raised Against a Member of SLT

If a 'whistleblower' concern is raised regarding a member of the School Leadership Team, the whistleblower should report the matter to the Regional Executive Principal and the same procedures are followed.

Self-Reporting

If a member of staff has a personal difficulty (such as medical, mental, emotional, or physical) which could impact on their ability to carry out their job responsibilities or could potentially put the health, safety and well-being of students at risk, they have a responsibility to inform their line manager or SLT so that support can be provided and necessary measures taken. Whilst such reporting will remain confidential in most situations, this cannot be guaranteed where personal difficulties raise welfare or safety concerns of others.

Support for 'Whistleblowers' and 'Self Reporters'

The school recognises that raising these concerns to a member of the leadership team may be stressful and challenging and will offer support to the whistleblower. Considerations about who the whistleblower discloses to and who investigates, based on professional and personal connections with the accused and whistleblower, should be taken into account.

Allegations Against Staff or Other Adults:

Suspicions and allegations of child abuse by teaching staff, non-teaching staff, outsourced staff, service providers, volunteers or visitors will be responded to in a manner which best ensures the student's immediate and long-term safety.

If an allegation is made against an adult or an adult has put a student at risk, or acted inappropriately, this will be managed by the Child Protection Officer or Deputy. If the allegation is made against a staff member, it will be managed by a member of the School Leadership Team (SLT). If the allegation is made against a member of the SLT, the case will be handled by the Governor with responsibility for Child Protection. All allegations will be taken seriously and treated without favouritism or prejudice.

If the school determines that teaching staff, non-teaching staff, outsourced staff, service providers, volunteers or visitors have directly or indirectly participated in any form of abuse or neglect toward or against a student, the individual will face disciplinary action. Disciplinary action could include suspension or dismissal of an employee, termination of a contract or volunteer privileges and informing local authorities, and/or the appropriate consulate. If there is insufficient evidence to pursue a criminal prosecution, then a school disciplinary enquiry may still be undertaken to assess the suitability of this individual to work with students.

All concerns regarding a person's suitability to work with students will be based on facts. Allegations will be treated in a confidential manner, and the rights of adults will be respected. However, written records of concerns will be kept and stored securely. If concerns have been

raised about an adult's behaviour around children, the SLT should retain the records in the adult's personnel file indefinitely. The SLT should keep records regardless of whether the allegations were unfounded. However, if the allegations are found to be malicious, the records should be destroyed immediately. Once an employee leaves the organisation, it is the responsibility of the SLT to ensure the personnel file is passed to HRD for secure storage.

For more information regarding staff allegations, the SLT should refer to the ***Managing Allegations Against Staff*** policy.

Training of School Staff, Outsourced Staff, Service Providers and Volunteers

The school is committed to providing Child Protection training and informational presentations to staff, outsourced staff, service providers and volunteers. Two levels of training will be provided:

Content of training for all academic staff

- Explanation of child protection policy and procedures, *Adult Code of Conduct for Working with Students*
- Child Protection Training
    - Signs and symptoms of abuse
    - Statistics of incidence and prevalence
    - Vulnerabilities of students
    - Developmental levels of children
    - Overview of the Life Skills and Wellness Curriculum
- Training that focuses on disclosure and reporting

Content of training for non-academic staff, outsourced staff, service providers and volunteers

- Explanation of the Child Protection Policy and Procedures
- Explanation of *Adult Code of Conduct for Working with Students*
- Reporting procedures

Training Responsibilities:

- SLT
    - Ensures that the DSLs and CSOs are sufficiently trained
    - Form a Child Protection Committee to implement the Child Protection Policy and Procedures
    - Ensure annual training takes place
    - Ensure adequate resources are available to support the programme
    - Publicly advocate for the programme and implementation; endorse and support internal staff in their roles
    - Child Protection to be included as an agenda item on all meeting agendas

- Designated Safeguarding Lead
    - Coordinates training for academic, non-academic and outsourced staff
    - Make use of networks, training sites and resources to deliver the training
    - Regular development and review of the training materials with the support of the Child Protection Committee

All Teaching Staff and Non-Teaching Staff will participate in annual online child protection courses and information sessions as determined by SLT and DSL.

Working with Parents/Guardians/Carers

The school is committed to working in partnership with parents/guardians/carers to protect and promote the welfare of students and to support them to understand responsibilities in this area.

When new students join the school, parents/guardians/carers will be informed that we have child protection policy and procedures. The document is available to parents on the school's website and Admissions will ensure that families receive a copy of the policy and procedures. Parents/guardians/carers will be informed of our legal responsibility to report child protection concerns to local authorities and other relevant organisations.

The school is committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality but at times it may be necessary to share sensitive information in order to protect the student.

We will share with parents any concerns we may have regarding their child unless to do so may place a student at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about their child, will not prevent the school reporting concerns to local authorities where appropriate.

Staff Recruitment

The school is committed to safeguarding and promoting the welfare of all the students in our care and expects all applicants to share this commitment. The school aligns recruitment practices with the recommendations of the International Task Force on Child Protection. Before any appointment is confirmed, the school will:

- Use the recruitment and selection process to deter and reject unsuitable candidates
- Conduct thorough interviews, which include child protection scenarios and suitability of working with children
- Ensure potential candidates are provided with the organisation's child protection policy and code of conduct for working with students, prior to being interviewed
- Require evidence of original academic certificates
- Require and follow up on confidential character/professional references
- Carry out at least one telephone or online reference meeting with a past principal

- Question the contents of applications, seek an explanation of any gaps in tenure and reasons for leaving previous employment
- Insist on identity and criminal record checks
- Hire external agencies to carry out screening procedures and background checks for international teaching staff
- Use any other means of ensuring we are recruiting and selecting the most suitable people to work with our students

Service Providers

The school takes responsibility for ensuring that service providers who will come into contact with students during sanctioned school activities, inside or outside of school (e.g., co-curricular activity providers, assistants, therapy service providers), provide proof of identification, a visa, and police checks.

The school takes responsibility for monitoring the suitability of service providers to work with students.

Homestays

The school does not allow students to participate in 'homestay' arrangements for school trips. 'Homestay' is defined as staying at a residence hosted by a local family. All school trips must have school staff supervising the students at all times. Refer to the ***Learning Outside the Classroom*** policy for more details.

Online (Remote) Learning

Definition of Online Learning*:* Online Learning is the use of electronic and internet technologies to support student remote learning.

Expections of the School Leadership Team (SLT) regaring online learning:

- The implementation of this policy and associated procedures;
- Ensuring all staff are aware of and are following this policy and procedures;
- Facilitating or providing mandatory ongoing professional development to support all staff involved in online learning;
- Informing parents that online learning lessons will be recorded;
- Providing information as appropriate to the entire school community.

Expectations of Staff regarding online learning:

- Ensure all conferences are pre-arranged between participants beforehand at appropriate times – please ensure parents are informed when an online conference involving students is being arranged.
- During online conferences, both staff and students should be sitting in suitable environments and dressed appropriately (i.e. not on their beds, or with highly personal backgrounds).

- Staff should continue the same professional caring attitude and maintain boundaries in their interactions with students, as they would in the face-to-face school environment.
- Staff should adhere to the pre-agreed starting and finishing times.
- Staff must follow normal rules of social media use as outlined in the Child Protection Policy and Procedures, and Adult Code of Conduct for working with Students. There should be absolutely no contact with students outside of school internal and approved platforms, and communication should have an educational purpose. Staff should ensure that their personal social media is private and inaccessible to students.
- If the staff see or hear any unusual or concerning behaviours, they must report it to the Child Protection Officer/Designated Safeguarding Lead.
- Staff are expected to record all online sessions as this will provide transparency and a useful record for everyone. Teachers should consult school recording guidelines. (The exception is the School Counsellor and Child Protection sessions, as outlined in the Counsellors Guidelines (during campus closure))
- If staff choose to use any external learning resources, materials and platforms, they should check and get approval from the related Coordinator/Department Head. When possible, staff are required to download resources prior to the lessons.
- To avoid sharing personal phone numbers, teachers should contact the parents by email, or through the school office to arrange a video conference.

Expectations of Students during Online Lessons:

- Choose an appropriate place to sit for the conference e.g. ideally at their desk or dining room table. It should be quiet but able to be supervised by adults in the home.
- Dress appropriately, irrespective of the locations
- Maintain appropriate behaviour and respectful interactions with staff and other students, just as they would in person.
- Communication with other students should only be as instructed by the teachers and not on other social media platforms
- Inform their teacher, counsellor or Child Protection Officer if they feel unsafe in a virtual class, session or forum.
- Report any inappropriate, harmful or illegal material to their teacher, counsellor or Child Protection Officer.

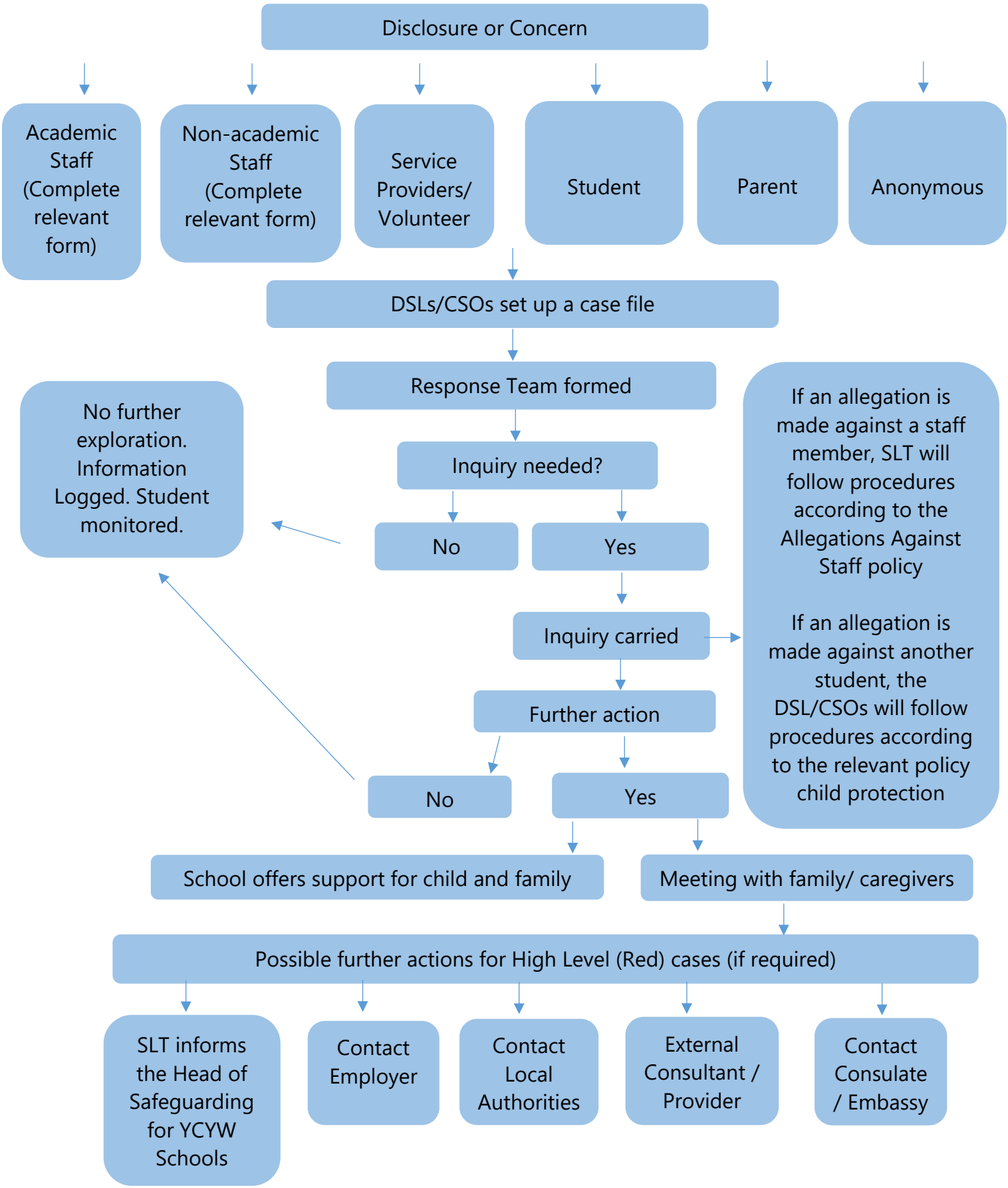
Additional School Resources Related to Child Protection

EduCare (Online Training) - https://www.educare.co.uk
CPOMS (Safeguarding Platform) – https://www.cpoms.co.uk
MyConcern (Safeguarding Platform) – https://www.myconcern.co.uk
YC/YW Child Protection Blog - http://blogs.pd.ycis-sh.com/childprotection/ (Password – See SLT)
Child Protection Website – ICMEC - https://www.icmec.org/education-portal/
School Safety/Child Protection Self-Audit and Handbook: https://aisa.or.ke/what-we-offer/support-services/child-protection/

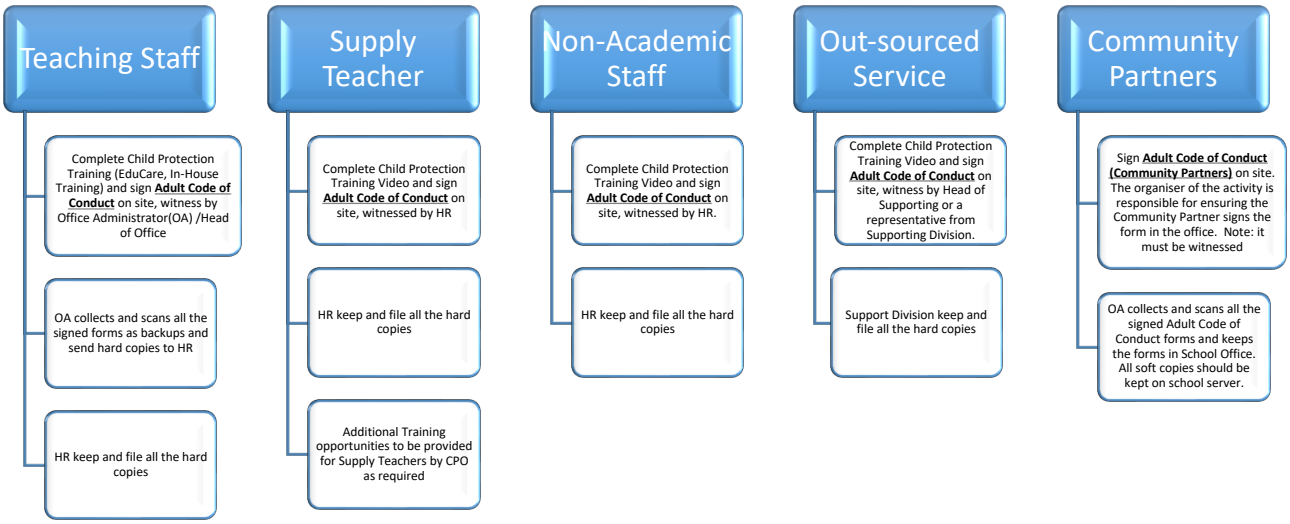
Appendices

1. *Child Protection Flow Chart*
2. *Procedures for Signing and Filing Adult Code of Conduct*
3. *Confidential Record of Concern Form*
4. *Child Protection Staff Training Expectations*

Appendix 1: Child Protection Reporting Flow Chart



Appendix 2:
Procedures for Signing and Filing the Adult Code of Conduct



Appendix 3: Record of Concern form for WeCare

Confidential Record of Concern
儿童保护问题/忧虑保密报告表

Student Details 学生姓名

- Please add the student(s) who are the subject of this concern and add any other student(s) you want associated to it.
- Make sure to include student name, class and involvement type (victim, witness, originator and subject of allegation).
- 请填写与报告问题相关的学生姓名，以及您需要与之关联的任何其他学生姓名。
- 请确保包括学生姓名、班级和参与类型（如受害者、证人、报告人和指控主体）。

Concern Date/Time 儿童保护问题/忧虑报告日期和时间

DD/MM.YYYY HH:MM

Concern Summary 儿童保护问题/忧虑概述

e.g. Injury – Megan arrived at School this morning with a badly bruised right eye. 例如：受伤 —— Megan今天早上到达学校时右眼有严重淤青。

Details of Concern 儿童保护问题/忧虑细节

Add more detail about the concern/incident, giving times, dates, location, who was present and the student's actual words if relevant.

添加有关儿童保护问题/忧虑的更多细节，包括时间、日期、地点、在场人员以及学生的实际言辞（如若相关）。

Location of Incident 事发地点

- ☐ Bus 校车
- ☐ Day Trip 当日往返短途旅行
- ☐ Home 家庭
- ☐ Off Campus 校外
- ☐ Online 网上
- ☐ Other School 其它学校
- ☐ Overnight Trip 需要外宿的旅行
- ☐ School 学校
- ☐ Other (please specify) 其它（请说明）

Level of Concern 儿童保护问题/忧虑级别

- ☐ High / Red 高/红色
- ☐ Medium / Amber 中/棕色
- ☐ Low / Green 低/绿色

Is this Concern urgent? 这个问题/忧虑是否紧急？

- ☐ Yes 是的
- ☐ No 不是

All concerns are dealt with swiftly. If you have something that needs to be dealt with immediately (eg the student is in crisis or should not go home today), then please mark it as urgent. Please note, a high level case (red) may be very important but not necessarily urgent (e.g. there is no immediate risk to the child).
所有儿童保护问题/忧虑都会得到迅速处理。如果你有任何事情需要立即处理（例如学生处于危机中或今天不应该回家），请将其标记为紧急。请注意，高级别事件（红色）可能非常重要，但不一定紧（例如，对儿童没有直接风险）。

Reason for Urgency 请说明紧急的原因

If your concern is urgent, you must contact your school's DSL immediately.
如果儿童保护问题/忧虑紧急，请您务必尽快与您学校指定的儿童保护负责人取得联系。

Action Taken 已采取的措施

Attachments 附件

- Please attach any files that are relevant to this concern.
- 请附加任何与此儿童保护问题/忧虑相关的材料。

Form completed by: 表格填写人 _____

Date: 日期 _____

Appendix 4: Child Protection Staff Training Expectations

Aim:

This document outlines the minimum annual expected Child Protection training for all staff at the school.

All Teachers:

- In-house training on specific policy / procedures for the school at the start of the year (Staff Orientation Week). This will include: Child Protection, Life Skills programme, Intimate Care, Child-on-child Abuse and the Self Harm Prevention Policy
- In-house refresher training in second semester
- Short reminders of procedures in staff meetings throughout the year
- Complete annual online training as specified by Child Protection Committee / School Leadership Team
- Workshop for new teaching staff at the start of the year

Supply Teachers / Learning Support Assistants:

- Watch Child Protection Training video when first hired
- In-house training on specific policy / procedures arranged specifically by DSLs / CSOs (possibly join staff in-house training)
- Complete EduCare training (discretion of SLT / DSL)
- Arrange in-house training for supply teachers who do not do the training at the beginning of the year

Outsourced Staff:

- Watch Child Protection training video
- Training for Nurses - Intimate Care Policy / Self-harm Prevention Policy - when they start (refresher as needed)
- ECE Ayi's - Intimate Care Policy training when they start (refresher as needed)

Non-Academic Staff who do not work with children (IT, Admissions, Office, Accounts, Support Division and Marketing):

- Watch Child Protection Training video when first hired
- Complete EduCare training
- Non-English Speakers will do Child Protection Training video instead

Community Partners who work with children on a regular basis (e.g. activity providers, therapists, parent-funded assistants and so on):

- Proof of recent Child Protection Training
- If unable to produce proof, complete EduCare Training: Child Protection for International schools
- Non-English Speakers will do Child Protection Training video instead
- Watch Child Protection Training video or given Child Protection information (including reporting structure) in hard copy when they sign the Community Partners form