



**Yew Chung International School (Mainland China),
Yew Wah International Education School and Yew Wah International
Education Kindergarten**

Child Protection Policy and Procedures

<p>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 Mainland China. The community includes but is not limited to all staff, outsourced staff, service providers, volunteers, parents and students, who come into any contact with students.</p>	<p>Distribution:</p> <ul style="list-style-type: none"> • School Leadership Teams • Whole School Community • School Website
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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 child protection 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 the implementation of this policy and associated procedures.
- The designated child protection officer, co-principals and response team must consider and attend to all child protection forms that are submitted.
- In the event of the child protection officer being unavailable, the child protection deputy will be responsible for the duties of the child protection officer.

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;
- Designate a child protection officer and child protection deputy 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 peer-on-peer 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, blogs, and shared with potential teacher candidates and new families, etc.);
- 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, which are 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 confidential the identity of case reporters.

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 parent(s), 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 Chinese and International legal experiences.

Governor with the Responsibility for Child Protection:

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Additional Resources

- Adult Code of Conduct for Working with Students
- Adult Code of Conduct for Working with Students (Community Partners)
- Child Protection Notice for Visitors
- Child Protection Guidelines for E-learning (Teachers)
- Child Protection Guidelines for Counsellors/Head of Student Support During Campus Closure

- Whistleblowing Policy and Procedures
- Policy for the Appropriate Use of School Computing Devices and School Network Services
- Wellness Education and Life Skills Policy
- Peer-on-Peer Abuse Prevention Policy
- Behaviour Policy and Procedures
- Anti-bullying Policy and Procedures
- Intimate Care Policy
- Crisis Management Policy
- Self-Harm and Suicide Prevention Policy and Procedures
- 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 an environment where students are encouraged to talk and are listened to
- Help equip students with 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

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 an immediate stress and may not be planned beforehand.

It can include a one-off, unplanned incident or it might include 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 for the cause of injuries
- Injuries that appear after 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

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 unrealistic expectations are being imposed on a child or young person by adults.

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 using 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 main caretakers;
- Adult or older young person making friends with a child's or young person's parents and visiting their home;
- 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;
- Child or young person is secretive about meetings 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.

It may include failing to ensure that a child or young person's basic needs for food, clothing, shelter, health care, hygiene and education are met.

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

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 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 defined as unmet emotional needs in 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 is occurring.

What to look out for:

- Main caregivers are in a different country or frequently away on business trips, home late from work
- Child lives with caretaker or driver
- Child craves care, attention and love
- Change in behaviours
- Poor appearance and hygiene
- Child experiences huge pressure to achieve
- Child is over-scheduled with extra-curricular activities
- Pressure to obtain access to elite institutions of higher learning
- 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)
- **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 make a report to the Child Protection Officer. 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 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 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 Child Protection Officer to discuss immediate action. If the Child Protection Officer is unavailable, please contact the Child Protection Deputy or member of the leadership team, who will inform a member of School Leadership Team (SLT).

R – Respond and Record

- Step 1: Notify the Child Protection Officer or Deputy
- Step 2: The adult who receives the disclosure completes the ***“Confidential Record of Concern Form”***, and submits it to the Child Protection Officer within 24 hours. See ***Appendix 3*** for the form.
- Note: Schools should ensure confidentiality including transmission and storage of both electronic and hard copy child protection documentation

If the Child Protection Officer and Deputy are unavailable, hand the form to a member of SLT or Vice Principal.

M - Monitor

- Attention needs to stay on the student to monitor behaviour, changes in behaviour or any additional concerns
- The Child Protection Officer or Deputy will support with monitoring
- Report any changes or significant information to the Child Protection Officer or Deputy
- 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 suspects a child or young person is being abused and/or neglected and either does not report it or prevents 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 Child Protection Officer or Deputy, 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 has been reported to determine the course of action required for that particular case. Once the information has been gathered, the Response Team will determine the next steps. It is the responsibility of the Child Protection Officer or Deputy to document the information and further actions required.

The exploration process and order of proceedings can be found in ***Appendix 1: Reporting Flow Chart***.

Confidentiality:

The welfare of the student is paramount. Confidentiality and trust must be maintained and kept within the Response Team throughout the whole process. The degree of confidentiality will be governed by the need to protect the student and information will be shared if it is necessary.

The Child Protection Officer and Deputy are responsible for updating and keeping all confidential records securely filed in both hard and soft copy formats. All documents related to Child Protection should follow the student as he/she transitions between sections of the school or transfers 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 Child Protection Officer or Deputy in consultation with SLT, should contact the relevant Child Protection officer in the new school. This communication should be verbal. Confidential documents should not be shared.

Child Protection officers should seek out information from previous schools if child protection issues are suspected.

School's Expectations Regarding Working with Students

When working with students, adults are acting in a position of trust. It is important that adults are aware that 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 is 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/suspicious
- 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 – **Child Protection Officer/ Child Protection Deputy/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.

Digital, Online and Social Media Boundaries

Online communication with students is only allowed through internal and 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 Governor with responsibility for Child Protection and the same procedures are followed.

Self-Reporting

If a member of staff has a personal difficulty (such as medical, mental, emotional, physical) which could impact on their ability to carry out their job responsibilities or could potentially put the health, safety and wellbeing 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 it may be stressful and challenging to raise these concerns to a member of the leadership team 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:

Suspicious 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 School Leadership Team. 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 has 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 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 the suitability of any person 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 keep the records in their 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.

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^[L]_[SEP]
 - Vulnerabilities of students
 - Developmental levels of children
 - Overview of the Life Skills and Wellness Curriculum
- Training that focuses on disclosure and reporting^[L]_[SEP]

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 Child Protection Officer and Deputy 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^[L]_[SEP]
 - 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
- Child Protection Officers
 - 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 Child Protection Officers.

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 expect 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
- Require evidence of original academic certificates
- Require and follow up on confidential character/professional references
- Question the contents of applications, seek 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 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, 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.

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)

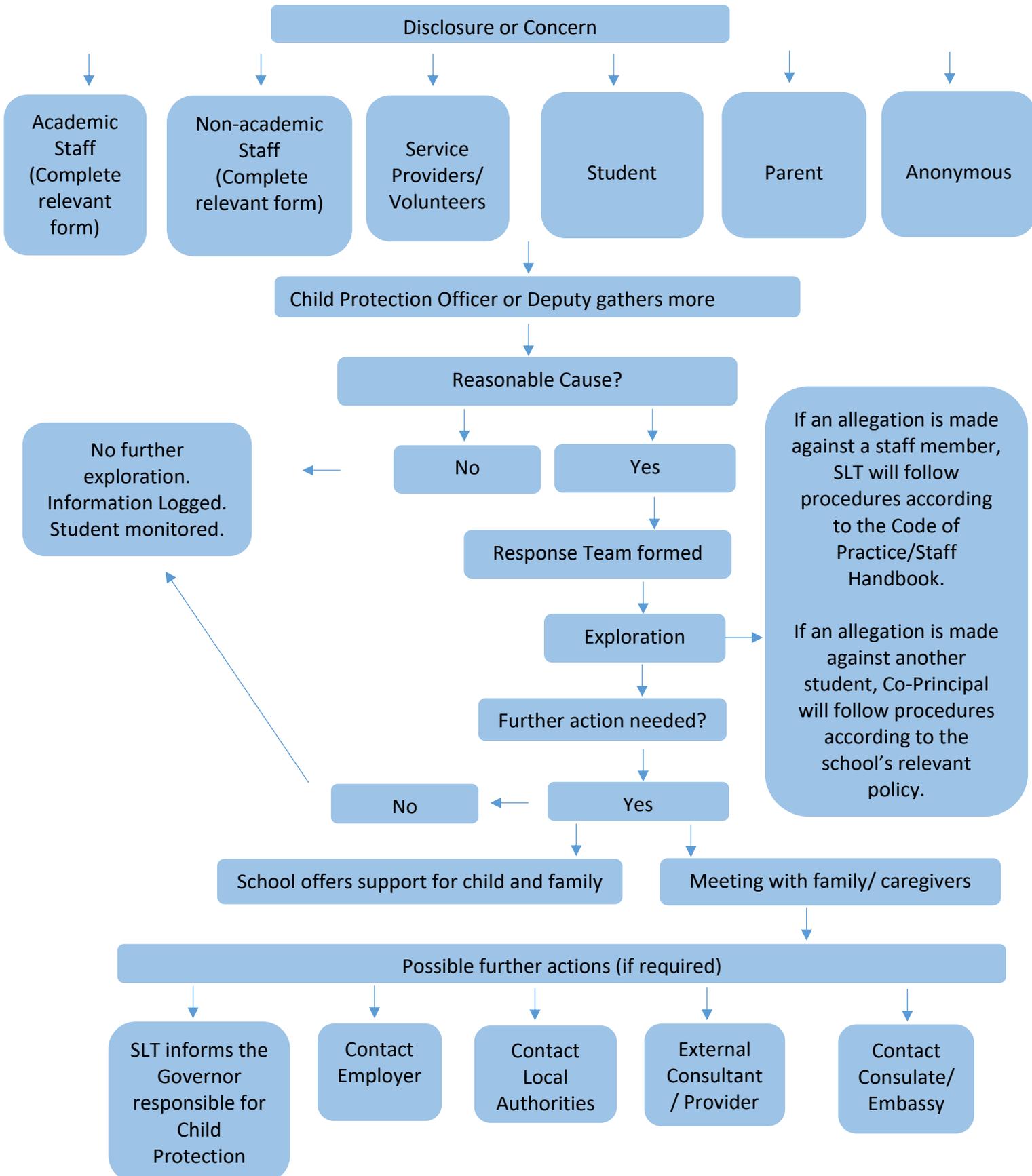
Child Protection Website – ICMEC - <https://www.icmec.org/education-portal/>

School Safety/Child Protection Self-Audit and Handbook: <https://aisa.or.ke/what-we-offer/support-services/child-protection/>

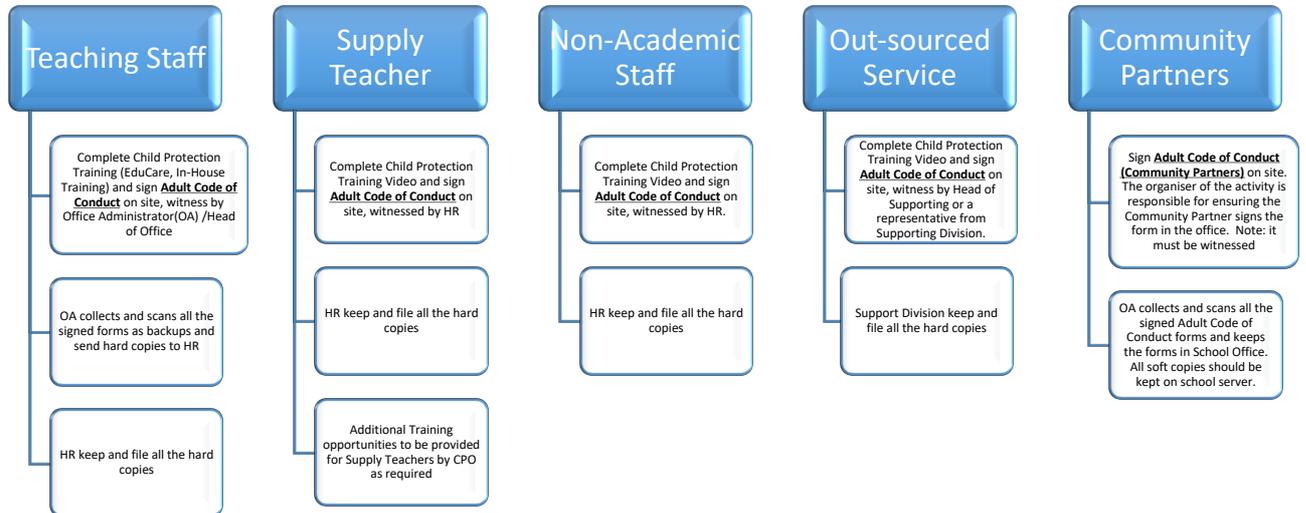
Appendices

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: Confidential Record of Concern Form

(This is a sample form – Schools can adapt as required)

Confidential Record of Concern Form

Staff member fills out this form AFTER speaking to the Child Protection Officer, within 24 hours of concern being raised / observed

Completed by:
Position:
Date:

Name of Child:	Class:
Gender:	

Does the concern fall into one of the following categories:

<input type="checkbox"/> Physical	<input type="checkbox"/> Emotional
<input type="checkbox"/> Sexual	<input type="checkbox"/> Neglect
<input type="checkbox"/> Other (specify)	

Nature of concern:
(What prompted this record, include dates, times, incidents, discussions, observations, behaviours)

Date:

Time:

Other people involved:

Incident:
(If this was reported to you, please include full names of person who reported it to you)

Is anyone else aware of this incident? If yes, please write names.

Are you aware of any previous incidents or concerns relating to this child?	
Has this been reported to the Child Protection Officer?	
If no, please talk to the Child Protection Officer immediately	
Signed	Date
Co-Signed *	Date

*Please submit this completed form to the Child Protection Officer **immediately**, who will co-sign the form. If that person is not available, submit the form to a member of the School Leadership Team (SLT) or Vice Principal.

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, Peer-on-Peer 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 EduCare 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 Child Protection Officer (possibly join staff in-house training)
- Complete EduCare training (discretion of SLT / CPOs)
- 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 Aji'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