



## CHILD SAFEGUARDING GUIDELINES

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## HIS CHILD SAFEGUARDING GUIDELINES

### **Child Safeguarding Purpose and Belief Statement**

*The purpose of the HIS Child Safeguarding Guidelines is to support and advocate for the physical, emotional, and mental well-being of our students through an integrated partnership of home, school, and community.*

### ***Belief Statements***

We believe...

- students are our primary focus;
- all students can learn when given the appropriate support and resources;
- in a holistic approach to learning, which encompasses social, emotional, behavioral and cognitive development;
- in taking a proactive approach to identify and address student needs;
- in fostering student growth to promote self-awareness, self-advocacy and effective communication skills; and
- that our programs and responses must be sensitive and mindful of family belief systems and cultural backgrounds.

### **Child Safeguarding Statement**

*The World Health Organization (WHO) and UN Convention on the Rights of the Child guide the formulation of the HIS Child Safeguarding Guidelines and related protocols to be shared with stakeholders. Our host country, the People's Republic of China, is a signatory of the UN Convention on the Rights of the Child.*

According to *WHO and the UN Convention*, child abuse and neglect are violations of a child's human rights and are obstacles to the child's education as well as to their physical, social, and emotional development. The UN Convention on the Rights of the Child includes 54 articles; those relevant to schools and HIS include:

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 19: [Governments] must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them

Article 34: State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

Article 39: Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

HIS fills a special institutional role in society as protectors of children. Schools need to ensure that all children in their care are afforded a safe and secure environment in which to grow and develop, both at school and away. Educators, having the opportunity to observe and interact with children over time, are in a unique position to identify children who are in need of help and protection. As such, educators have a professional and ethical obligation to identify children who are in need of help and protection, and to take steps to ensure that the child and family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect.

A detailed explanation of the [different types of child abuse](#) and possible indicators are provided.

All faculty employed at HIS must report suspected incidents of child abuse or neglect whenever the faculty member has reasonable cause to believe that a child has suffered, or is at significant risk of suffering abuse or neglect. Reporting and follow up of all suspected incidents of child abuse or neglect will proceed in accordance with administrative procedures respective to these guidelines. Furthermore, cases of suspected child abuse or neglect may be reported to the appropriate employer, to the respective consulate in China, to the appropriate child protection agency in the home country, and/or to local authorities.

HIS seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. As such, HIS will make these guidelines accessible to all community members, will make every effort to implement hiring practices to insure the safety of children, and will review the guidelines annually for compliance and effectiveness. In the case of a faculty member reported as an alleged offender, HIS will conduct a full investigation following a carefully designed course of due process, keeping the safety of the child at the highest priority.

### **Scope of the Guidelines**

The HIS Child Safeguarding Guidelines applies to all students, parents, and faculty (including part-time, local hires, contracted hires, and volunteers) for all issues of suspected/known harm, abuse and neglect to students.

### **Safe Faculty Recruitment**

HIS hires teachers independently, or through a variety of recruitment agencies (ISS, Search Associates, etc). After initial interviews and before being offered a position to join HIS faculty, school administrators check confidential references and ask about behavioral conduct of the applicant. All faculty members (local and overseas hires)

must provide a report of good conduct from the police or an official authority in order to be offered employment at HIS.

Additionally, the following records will be maintained by HIS in respect of every employee, either in hard copy or digital format.

- Full CV (with any gaps in employment reviewed)
- Reference checks that cover the last two periods of employment
- Police Reports from *Home of Record* and *Place of Last Employment*
- Background Check (including criminal record, social media search, and sex offender clearance by external agency, where appropriate)
- Certified copies of education certificates
- Signed “Acknowledgement of Code of Conduct”
- Record of Child Safeguarding training

### **Responsibilities of HIS Faculty**

Every faculty member at HIS has the responsibility to:

- actively supervise students and generally take all reasonable steps to ensure the safety and well-being of students under their supervision
- follow the school's child protection policies and safety procedures
- respect the rights of students, families, and colleagues to confidentiality and therefore only discuss student concerns with people who need to be involved professionally
- report any concerns with regard to child abuse or neglect to the school administration

[Additional roles and responsibilities](#) regarding Child Safeguarding are provided to faculty.

### **Code of Conduct**

Every employee will be expected to sign the [HIS Code of Conduct](#) with each contract renewal. This document outlines appropriate behaviors expected of HIS faculty members.

On occasion, an adult may need to assist students who needs help with tasks, such as dressing or to prevent injury in sports. This should be treated normally, with the child’s permission and following the [Appropriate Physical Touch](#) guidelines.

### **Reporting a Concern**

The [definition of child abuse](#) and its indicators will be used by faculty members as a guideline for reporting.

#### *Dealing with Allegations of Abuse by Family Members*

School faculty are required to report concerns if there is reasonable cause to believe that a child has suffered abuse or neglect. Behavioral indicators alone do not constitute abuse or neglect. Together with other indicators, such as family dynamics, they may warrant referral. All reports made are considered confidential. Guidelines to assist teachers and other faculty on how to handle disclosures of abuse are provided.

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All reports will follow the [procedures for reporting suspected cases](#).

### *Dealing with Allegations of Abuse by Faculty*

All school faculty should take care not to place themselves in a vulnerable position with a child. Faculty must also ensure that their behavior and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (see [Code of Conduct](#)). It is always advisable for work with individual children or parents to be conducted in view of other adults. Specific situations put school faculty in closer work with pupils, such as: coaching, email/phone communication, and school trips. Faculty should ensure absolute integrity in these specific situations; for example, all communication should always be on a formal level. This includes professional conduct on social networking sites.

Should a student or parent make an allegation against any member of school faculty, our paramount concern will be for child safety and well-being, and the allegation to be treated in strict confidence. If such a report is made to an HIS faculty member, the person receiving the report should immediately inform the corresponding divisional Principal. The Principal will discuss the content of the allegation with the Director of Schools and open an investigation. This covers all faculty, including teachers, local faculty, contract hires, and volunteers.

If an allegation is made against a Principal, the person receiving the allegation will immediately inform the Director of Schools, without notifying the Principal first. If an allegation is made against the Director of Schools, the person receiving the allegation will immediately inform a Board Director, without notifying the Principal or Director of Schools first.

If any member of faculty employed by HIS is accused of abuse, then that member of faculty must be suspended from duties, on full pay, whilst the investigation takes place. This is not an admission of guilt; it allows the incident to be investigated in a way that protects both the child and the faculty member should the allegations turn out to be unfounded.

Should an allegation against a faculty member be verified, the school will report the case to the local Chinese law enforcement.

### **Confidentiality**

Confidentiality is an issue which needs to be discussed and fully understood by all those working with students, particularly in the context of Child Safeguarding.

The only purpose of confidentiality in this respect is to benefit the student. A member of faculty must never guarantee confidentiality to a student nor should they agree with a student to keep a secret, where safety for the student or others is in question. Other faculty will be informed of relevant information in respect of individual cases on a “need to know” basis only. Any information shared with a member of faculty in this way must be held confidentially to themselves. All documentation of the investigation will be kept in the school counselor’s confidential files.

In cases where the concern involves the disclosure of a breach in the Code of Conduct by  
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an HIS faculty member, reports must be made direct to the Director of Schools; confidentiality as to the source of the report will be preserved as far as practicable. The report will be held in a confidential file in the HR Department.

### **Training**

All adults who are regularly present on HIS campuses will be expected to undergo appropriate annual training, the depth of training dependent on their roles and responsibilities at school. Annual training regarding [reporting procedures](#) and [appropriate physical touch](#) will be provided to all teachers, coaches, and volunteers who regularly interact with students on campus. Additionally, faculty will be expected to undergo training on identifying and responding to abuse at least every three years. Certification of training taken must be included in the faculty file.

### **Curriculum**

HIS will be developing and delivering age-appropriate child safeguard curriculum for Grades K to 5. This curriculum will be provided by counselors and imbedded into the grade level curriculum. For other grade levels, age-appropriate curriculum will be developed as part of the advisory programs. The curriculum will be based on empowering students with three ways to protect themselves:

- Recognize unsafe behavior
- Report by telling a trusted adult
- Refuse by learning how to say No

### **Guidelines Review**

Any weakness or deficiencies in the guidelines, uncovered in its operation, will be addressed without delay. These guidelines and all subsequent procedures are reviewed annually by the Board of Directors and signed off by the Director of Schools.

### **References**

World Health Organization

[http://www.who.int/maternal\\_child\\_adolescent/topics/child/rights/en/](http://www.who.int/maternal_child_adolescent/topics/child/rights/en/)

UN Convention on the Rights of the Child

<http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

Child Protection Handbook – Association of International Schools in Africa

<https://www.aisa.or.ke/resourcing/child-protection>

## APPENDIX A: Defining Abuse and Neglect

Definitions of abuse are complex and based in various cultures of child-rearing behaviors, gender and role responsibilities and expectations. Abuse has a power dynamic, and it is typically dependent on some form of a relationship that is used to meet a need of the more powerful person. Listed below are definitions of various forms of abuse, with indicators for each type.

**Physical abuse:** Physical abuse is the use of physical force, body posture or gesture or body movement that inflicts or threatens to inflict pain.

- Physical injury on a child in a manner other than accidental means
- Creating a substantial risk of physical harm to a child's bodily functioning;
- Assaulting or mistreating a child including the use of corporal punishment, seclusion, the withholding of meals or other basic needs;
- Engaging in actions or omissions resulting in injury to, or creating a substantial risk to the physical or mental health or development of a child;
- Threatening harm such as the raising of a hand and/or shaking a fist;
- Failing to take reasonable steps to prevent the occurrence of any of the above.

### *Possible Indicators of Physical Abuse*

- Unexplained injuries (burns, bruises, cuts, fractures, welts, etc.) on any part of the body
- Bruises of different ages (various colors)
- Injuries reflecting shape of article used (electric cord, belt, buckle, ping pong paddle, hand)
- Injuries that regularly appear after absence or vacation
- Injuries in places that are not normally exposed to falls, rough games, etc.
- Improbable excuses given to explain injuries, or injuries inconsistent with information offered by the child
- Refusal to discuss injuries
- Injuries that have not received medical attention
- Arms and legs kept covered in hot weather
- Fear of returning home or of parents being contacted
- Showing wariness or distrust of adults
- Being aggressive towards others
- Chronic running away

**Sexual Abuse:** Sexual abuse is committing or allowing to be committed any sexual offense against a child. This may include intentionally touching (either directly or through clothing) the genitals, anus, or breasts of a child for other than hygiene or child care purposes, or requiring a child to perform or view a sexual act.

### *Possible Indicators of Sexual Abuse*

- Sexual knowledge, behavior, or use of language not appropriate to age level
- Unusual interpersonal relationship patterns
- Evidence of physical trauma or bleeding to the oral, genital, or anal areas
- Inappropriate level of discomfort in changing clothes for activities
- Fear of bathrooms
- Chronic running away

- Not wanting to be alone with an individual
- Bedwetting or accidents at inappropriate ages

**Emotional Abuse:** Emotional abuse is the persistent psychological, or mental maltreatment of a child that causes severe and long lasting adverse effects on the child's emotional development. This may include observing persistent violence or abuse in the home, not directed to them.

Such abuse is often related with marital relationships, bullying, child abuse and in the workplace. It is also termed as psychological abuse or mental abuse.

*Possible Indicators of Emotional Abuse*

- Change in behavior, emotional response, or cognitive abilities
- Adult seems to display inattention to a child's emotional needs
- Adult refuses to acknowledge presence of child
- Use of insults and threats by parents to children
- Increase in anxiety, depression, withdrawal, or aggressive behaviors

**Neglect:** Neglect is the failure to provide for a child's basic needs within their own environment. There are many forms of neglect, such as physical, medical or emotional neglect.

**Physical Neglect:** Physical neglect occurs when the parent or caregiver does not provide the child with basic necessities like adequate food, clothing and shelter, the lack of which has caused or would cause serious harm. Failure or refusal to provide these necessities endangers the child's physical health, well-being, psychological growth and development. Physical neglect also includes child abandonment, inadequate supervision, rejection of a child leading to expulsion from the home and failure to adequately provide for the child's safety and physical and emotional needs.

**Medical Neglect:** Medical neglect is the failure to provide medical dental or psychiatric care that is necessary to prevent or treat serious physical or emotional injury or illness.

**Emotional Neglect:** Emotional neglect is defined as the denial of proper care and attention, or failure to respond, to a child's affective needs by the person responsible for the child's health, welfare or care; by the person given access to the child; or by the person entrusted with the child's care which has an adverse impact on the child or seriously interferes with a child's positive emotional development.

*Possible Indicators of Neglect:*

- Child is unwashed or hungry
- Parent refuses to attend school meetings or response to repeated communications regarding identified concerns
- Child does not want to go home
- Child left unsupervised for a time greater than appropriate for their age
- Parent fails to provide necessary food or shelter
- Parent fails to provide necessary medical or mental health treatment

- Permitting the child to use alcohol or other drugs
- Parents/guardians absent for extended periods of time, without assigning guardians who can make educational or medical decisions

## **APPENDIX B: Procedures for Reporting Suspected Cases of Abuse**

### **Step 1: Suspected Concern**

Concerns may be observed by faculty, or be reported to faculty through parents, coaches, school volunteers, or students. Concrete proof is not needed to report your suspicions or information provided by a second-hand party.

### **Step 2: Report Concern**

In cases where the concern is reported to the teacher, the teacher will complete the HIS Child Safeguarding Report form and send it to the principal and school counselor within 48 hours. The counselor will notify the school-based Response Team, and then take initial steps to gather information regarding the reported incident. The response team will include the principal, counselor, school psychologist, and other individuals as the principal sees fit.

Any concerns regarding the behavior of HIS faculty are reported directly to the Director of Schools.

In all cases, follow-up activities will be conducted in a manner that ensures that information is documented factually and that strict confidentiality is maintained. The following procedure will be used:

1. Interview faculty members as necessary and document information relative to the case.
2. Consult with school personnel to review the child's history in the school.
3. Take one of the following steps:
  - o If warranted, forward report to the Response Team.
  - o If report is not substantiated, an update will be provided to the original reporter and the report information will be filed in the school counselor's office.

### **Step 3: Gather Information**

Documentation is noted in PowerSchool, indicating that a physical file exists in the school counselor's confidential files. Any original documents and notes are to be maintained and stored in the counselor's office.

For the initial assessment, it may be necessary to collect additional information. The following actions may be considered:

- If there is missing information (date, time, location etc.), go back to the original reporter and see if there is any additional information.
- If the incident happened on campus, review any CCTV footage and making sure that any relevant footage is stored separately in a safe location, if CCTV data deleted after a certain period.
- If there are possible signs of physical abuse, a check should be made of medical records kept by the Medical Office.
- If there were other witnesses to an incident, these witnesses should also be asked to make written statements.
- Obtain the student's attendance records and academic records to see whether there are changes in patterns, if appropriate.

The counselor collects more information and reports the information to the principal.

Together, they determine the following actions:

1. No further action is warranted.
2. Immediate action is needed, before the student goes home from school.
3. Additional discussion is needed by the Response Team.

The principal or school counselor takes initial steps to gather information regarding the report and meets with the Response Team as needed to discuss the material provided. The response team may include the principal, school counselor, school psychologist, and other individuals as the principal sees fit. In all cases, the information is documented factually and strict confidentiality is maintained.

#### **Step 4: Develop a Plan of Action**

Based on acquired information, the Response Team will develop a Plan of Action. Potential action items include:

- Follow up discussion between the child and school counselor in order to gain more information.
- In-class observations of the child by the teacher, counselor, or administrator.
- Meetings with the family to present the school's concerns.
- Referral of the student and family for outside counseling.
- Consultation with an external attorney.
- Report or consultation with local authorities.

In extreme cases, or when concerns remain about the safety of the child despite recommendations and requirements made to the family, reports may be made to the following agencies:

- The employer, if the alleged offender is a parent.
- Embassy or Consulate, if the alleged offender is a parent.
- Local authorities or an external investigator.

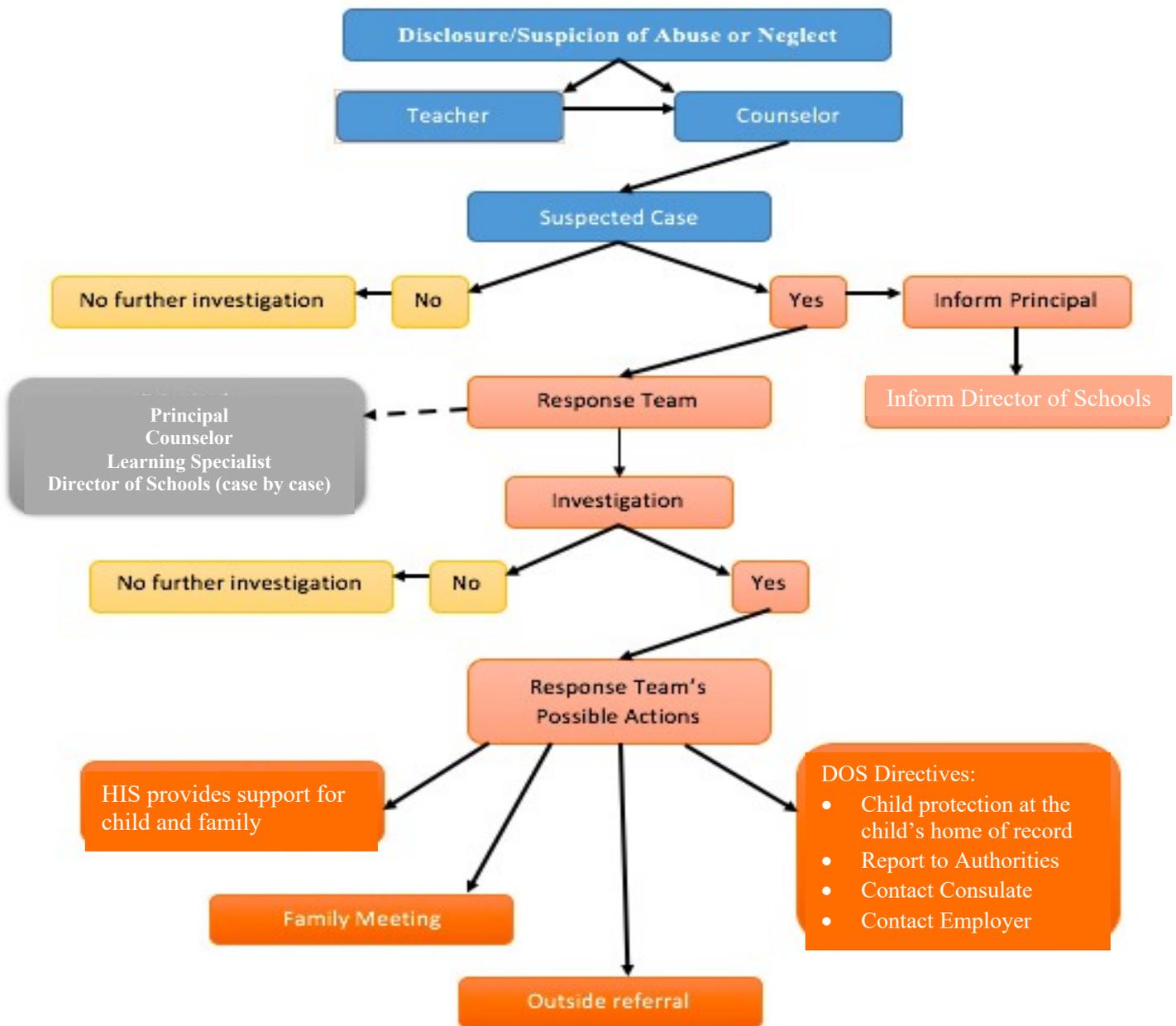
#### **Step 5: Continued Follow-Up**

After a reported and/or substantiated case of child abuse or neglect, the counselor:

- Maintains contact with the child and family to provide support and guidance as appropriate.
- Provides the child's teachers and the principal with ongoing support.
- Provides resource materials and strategies for teacher use.
- Maintains contact with outside therapists to update the progress of the child in school.

## Flow Chart of Reporting Process

HIS faculty are required to report suspected cases and student disclosure of abuse and neglect. All reports are confidential. The definitions and indicators of abuse and neglect will be used by HIS faculty member as guidelines.



## **APPENDIX C: School Personnel Roles and Responsibilities**

Listed below are the roles and responsibilities for various HIS faculty members:

### BOARD OF DIRECTORS

- Approval of the Child Safeguarding Guidelines as part of HIS Guidelines Manual
- Public statement of school as a safe-haven for children and support of Safeguarding Guidelines
- Adoption of the Code of Conduct that all HIS faculty (teachers, local faculty, etc.) who works at the school sign

### DIRECTOR OF SCHOOLS / PRINCIPALS

- Create and participate a school-based Child Safeguarding Team
- Support the adoption of a Child Safeguarding Guidelines and subsequent curriculum
- Provide resources in the budget on an annual basis for the Child Protection Team to ensure proper training and resources, as needed
- Provide proactive leadership in connecting school with local child service agencies, with neighboring schools and in establishing a multi-disciplinary team
- Ensure all faculty (teachers, coaches, local faculty, etc) as well as contracted service providers\* comply with School Policy and that the school provides an annual in-service program for all personnel

*\* Example of contracted service providers: food service personnel, security personnel, volunteer parents, coaches who are not part of school faculty, after school activities personnel or other outsource agencies.*

### PRINCIPALS

- Directs oversight of Child Safeguarding Team
- Develops and ensures proper implementation of comprehensive Child Safeguarding Curriculum
- Ensure adequate parent training
- Regularly keeps Director of Schools informed of cases at school

### SCHOOL COUNSELORS

- First line responder to whom suspected cases of child abuse are reported
- Regularly keeps Principal informed
- Participates in Child Safeguarding Team
- Reviews available CP Policies and curriculum with an understanding of overall child development and appropriateness
- Holds parent nights to assist parents in understanding the need for the program and to answer questions and provide support
- Counselors / School Psychologists and Teachers who are part of the CP Team work to train all teachers and faculty within the school on this program and its importance
- Identifies resources in the community that are available to the school
- Organizes Professional Development for teachers

### TEACHERS

- Participates on the Child Safeguarding Team, as needed
- Support the development of safeguarding lessons as defined in the created curriculum

- Attends training and teaches lessons of the Child Safeguarding curriculum
- Works to gain parent support by making sure all parents understand the purpose of the program

## **APPENDIX D: Protocols for Handling Disclosure**

General guidelines for what to do and say when a child or another adult tells you about a child safeguarding concern.

### Reassure the child that he/she was right to raise the concern.

- Create trust with the child, but do NOT promise to keep secrets.
- Take what they say seriously, even if it appears hard to believe.
- Be calm, attentive, and non-judgmental. Don't show any emotion other than care and sympathy.

### Gather information on the case:

- You are not expected to investigate, but rather to gather basic information.
- Don't interrupt or prompt. Let the child tell the story in his/her own words. Use TED questions:
  - TELL me what happened
  - EXPLAIN what happened
  - DESCRIBE what happened
- Avoid asking too many questions: ask only the number of questions required to gain a clear understanding of the situation.
- Avoid asking "why" and "how" something took place.

### Address issues of confidentiality.

- Explain that information will only be shared with people who need to know.
- Explain that it is in the best interest of the individual disclosing that the concern is reported.

### Explain to the student what will happen next.

- Explain that the concern will be reported.
- Do not solicit feedback from the child regarding whether they think the concern should be reported; this is not their decision to make.
- Inform him/her that you will provide feedback on what happens.

### Report as per the reporting procedure.

- Report the information on the Child Safeguarding Report Form.
  - Use the child's words as much as possible and record anything else that concerned you.
- Keep your words measurable and observable.
- Give the Report Form to the school counselor as soon as possible. He or she will follow up.

### Please note

Hearing disclosures of abuse or neglect can be emotionally difficult, and a teacher will likely feel the need to debrief or discuss what he or she heard. Please do not share the contents of your conversation with other faculty members, regardless of their relationship with the student involved. The counselor will make determinations regarding informing other faculty members.

Debriefing is healthy and necessary following conversations about abuse of a child. Your level principal, vice principal, or counselor are all available to you for this purpose.

## APPENDIX E: HIS Code of Conduct

HIS is committed to the safety and protection of children. This Code of Conduct applies to all faculty, faculty, employees, volunteers and students who represent the school and who interact with children or young people in both a direct and/or unsupervised capacity.

The public and private conduct of faculty, faculty, employees, students, and volunteers acting on behalf of HIS can inspire and motivate those with whom they interact, or can cause great harm if inappropriate. We must, at all times, be aware of the responsibilities that accompany our work.

We should be aware of our own and other persons' vulnerability, especially when working alone with children and youth, and be particularly aware that we are responsible for maintaining physical, emotional, and sexual boundaries in such interactions. We must avoid any covert or overt sexual behaviors with those for whom we have responsibility. This includes seductive speech or gestures as well as physical contact that exploits, abuses, or harasses. We are to provide safe environments for children and youth at all HIS campuses or HIS sanctioned activities.

We must show prudent discretion before touching another person, especially children and youth, and be aware of how physical touch will be perceived or received, and whether it would be an appropriate expression of greeting, care, concern, or celebration. HIS personnel and volunteers are prohibited from physically disciplining a child.

Physical contact with children can be misconstrued both by the recipient and by those who observe it, and should occur only when completely nonsexual and otherwise appropriate, and never in private. One-on-one meetings with a child or young person are best held in a public area; in a room where the interaction can be (or is being) observed; or in a room with the door left open, and another faculty member or supervisor is notified about the meeting.

We must intervene when there is evidence of, or there is reasonable cause to suspect, that children are being abused in any way. Suspected abuse or neglect must be reported to the appropriate school and civil authorities.

Faculty, faculty, employees, and volunteers should refrain from the illegal possession and/or illegal use of drugs always, and from the use of tobacco products, alcohol and/or drugs when working with children. Adults should never buy alcohol, drugs, cigarettes, videos, or reading material that is inappropriate and give it to young people. Faculty members and volunteers should not accept gifts from, or give gifts to children without the knowledge of their parents or guardians.

Communication with children is governed by the key safety concept of transparency. The following steps will reduce the risk of private or otherwise inappropriate communication between HIS parents, administration, teachers, personnel, volunteers, and minors:

- Communication between HIS employees/volunteers and minors that is outside the role of the professional or volunteer relationship (teacher, coach, host, etc.) is

prohibited.

- Email exchanges between a minor and a person acting on behalf of the school are to be made using a school email address.
- Electronic communication that takes place over a school network or platform may be subject to periodic monitoring. Faculty, faculty, and volunteers who use any form of online communications including social media (WeChat, Facebook, Twitter, etc.) and text messaging to communicate with minors may only do so for activities involving school business.
- Postings, displays, or communications on any social media network must be respectful and professional in all communications (by word, image or other means).

### **Acknowledgement of Code of Conduct**

I agree to strictly follow the rules and guidelines in this Code of Conduct as a condition of providing services to the children and youth participating in HIS programs.

#### **I will:**

- Treat everyone with respect, patience, integrity, courtesy, dignity, and consideration.
- Use positive reinforcement over criticism or comparison when working with children and/or youth.
- Never be alone with children and/or youth at school activities without another adult being notified.
- Maintain appropriate physical boundaries at all times and touch children – when necessary – only in ways that are appropriate, public, and non-sexual.
- Comply with the HIS reporting procedures for reporting any suspicion of physical, verbal, and/or emotional abuse of children.
- Cooperate fully in any investigation regarding abuse of children.

#### **I will not:**

- Touch or speak to a child and/or youth in a sexual or other inappropriate manner.
- Inflict any physical or emotional abuse such as striking, spanking, shaking, slapping, humiliating, ridiculing, threatening, or degrading children and/or youth.
- Smoke or use tobacco products, or possess, or be under the influence of alcohol or illegal drugs at any time while working with children.
- Provide transportation to any student who is not my own without parent and/or administration approval, and only in extenuating circumstances.
- Accept gifts from or give gifts to youth without the knowledge of their parents or guardians.
- Engage in private communications with children via text messaging, email, Facebook, Twitter or similar forms of electronic or social media, except for activities strictly involving school business.
- Post, display, or communicate on any social media network anything that may be considered disrespectful or unprofessional (by word, image or other means).
- Use profanity in the presence of children and/or youth at any time.

I understand that as a person working with and/or providing services to students and other children under the auspices of HIS, I am subject to a criminal history background check.

My signature confirms that I have read this Code of Conduct and that as a person working with children and youth I agree to follow these standards. I understand that any action inconsistent with this Code of Conduct or failure to act mandated by this Code of Conduct may result in disciplinary action up to and including termination from HIS.

\_\_\_\_\_

Print Name

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

## APPENDIX F: Physical Touch Guidelines

There are occasions when it is entirely appropriate and proper for faculty to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. A 'no touch' approach is impractical for most faculty and may in some circumstances be inappropriate. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. Appropriate physical contact in schools occurs most often with younger pupils.

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Faculty should therefore, use their professional judgment at all times.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of faculty believes that an action could be misinterpreted, the incident and circumstances should be reported and documented.

This means that teachers and other adults should:

- always approve any planned social contact with administration, for example when it is part of a class/grade level reward program.
- advise administration of any regular social contact they have with a pupil which may give rise to concern.
- report and record any situation which the teacher believes might compromise the school or their own professional standing.
- report any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of faculty.
- be aware that even well-intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described.
- never touch a child in a way which may be considered indecent.
- always be prepared to explain actions and accept that all physical contact be open to scrutiny.
- never indulge in horseplay, tickling or fun fights.

Physical contact, which occurs regularly with an individual child or young person, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example, in relation to pupils with special educational needs). Any such contact should be the subject of an agreed and open school policy and subject to review. Where feasible, faculty should seek the child's permission before initiating contact. Faculty should listen, observe and take note of the child's reaction or feelings and – so far as is possible -- use a level of contact which is acceptable to the child for the minimum time necessary.

Extra caution may be required where it is known that a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to faculty being vulnerable to allegations of abuse. It is recognized that many such children are extremely needy and may seek out inappropriate physical contact. In such circumstances faculty should deter the child sensitively by helping them to understand the importance of personal boundaries. The general culture of 'limited touch'

should be adapted, where appropriate, to the individual requirements of each child. School faculty must only ever use physical contact for behavior intervention (i.e. restraint, etc.) as a last resort, when a child is endangering him/herself or others. Such an event should be reported immediately to the school principal. At all other times, physical contact for behavior intervention must be minimal in force to prevent injury to another person.

PE teachers, coaches, and ASA coordinators should inform the child of any necessary contact they intend to take (e.g. “I am going to move your foot into the correct position” or “I am going to move your hips into the correct position”). They should only use physical contact if the aim is to:

- develop and improve specific sport/athletic techniques
- prevent an injury
- treat an injury

## **APPENDIX G: Safe Recruitment Protocols**

The following protocols will be applied when hiring new faculty (expatriate and local) for HIS:

### Application

- Candidates are required to sign a "Statement of Suitability" stating that they do not have a criminal record, know of no reason why they should be considered unsuitable to work with children, and giving their consent to a Background Check should they be considered a suitable candidate.

### Interview

- At least one member of the interview process will have been trained in Safer Recruitment protocols and will be tasked with asking candidates about their Child Safeguarding experiences.

### Screening

- Job offer will be made conditional on:
  - Satisfactory references from at least two previous employers
  - Police clearance certification from Home of Record
  - Background checks by an external agency where it is deemed appropriate

### Contractual

- Employees will be required to:
  - Sign an Acknowledgement of Code of Conduct with each contract renewal
  - Undergo full Child Safeguarding training as part of their orientation and then every third year thereafter.

These records will be maintained by HIS in respect of every employee, either in hard copy or digital format.

**APPENDIX H: Child Protection Update SISA**

**Child Protection Update**

Shanghai International School Association



Fiona Yapp, Clinic Director at The Essential Learning Group Child  
Protection Social Worker (HCPC Registered; UK)

**15th March 2016**



# Legal framework & recent updates

**1. The United Nations Convention on the Rights of the Child 1989:** dictates the rights of all children. It has been in force in China since 1992. The key rights of the child in relation to child protection are:

- Article 12 (The right of the child to express their views and be heard)
- Article 19 (The right to be protected from abuse and neglect)
- Article 34 (The right to be protected from sexual exploitation and sexual abuse)
- Article 36 (The right to be protected from all other forms of exploitation)

**2. The Law of the People's Republic of China on the Protection of Minors (2007)** prohibits the maltreatment of children, and places a responsibility to intervene on all organisations and citizens in China. The key article that you must demonstrate awareness of is:

- Article 5: To protect minors is the common responsibility of state organs, armed forces, political parties, social organisations, enterprises and institutions, self-governing institutions of mass character at grass-roots levels in urban and rural areas, guardians of minors and other adult citizens. Any organisation or individual shall have the right to dissuade or stop any act encroaching upon the lawful rights and interests of minors, or report to or complain before a department concerned there against.

**3. In December 2015, The People's Republic of China also passed their first National Domestic Violence Law. This law came into effect on 1st March 2016.** This law offers legal protection to victims of domestic abuse. The law defines domestic abuse as “physical, psychological and other harm inflicted by family members with beatings, restraint or forcible limits on physical liberty, recurring invectives and verbal threats”. This definition includes violence by parents inflicted on their children.

**This new Domestic Violence Law contains a specific focus on the protection of minors.** Chen Jialin from the National People's Congress Legal Affairs Committee:

“Since researchers have proved that domestic violence is a learned trait within a family, the law has multiple measures, such as a compulsory reporting system, to reduce the impact of family violence on children. Law enforcers can decide not to intervene if the domestic dispute is strictly between adults. But if there is abuse of a child, police have a legal duty to report the case after they discover it.”

Once the order is granted, the courts can order the abuser to move out of the home, or adopt various other measures to protect the safety of the victim. The orders can last a maximum of six months and can be revoked or extended based on the situation.

Highlights of the new Domestic Violence Law 2016:

- Article 12: specifies that the guardians of children must conduct family discipline in a civilised way and according to the law, which prohibits the use of violence. 'Beating you is for your own good' can no longer be used to rationalise a parent's abuse of their child.
- Article 14: stipulates that staff, officials or members of schools, kindergartens, medical institutions, residents' committees, village committees, social work service agencies, assistance and management institutions and welfare institutions must promptly report to the public security authorities any case they find of someone with limited or no civil capacity suffering or seemingly suffering from family violence. Anyone who fails to report a case that results in serious consequences will bear responsibility, as stipulated in article 34.

**Important note:**

The laws of the People’s Republic of China apply to all people residing in, or visiting, China for the full duration of their stay (no matter how long or short the duration is). The laws apply equally to local and international citizens at all times.

# Interventions

## The Signs of Safety Approach

Create a 'Team Around the Child' and complete this risk assessment together.

### Risks:

what are we concerned about?

### Strengths:

what's working well?

### Complicating factors

what are the barriers to achieving safety?

### Grey areas

what do we need to have more information about?

Goals

what are the safety goals?

Action plan

specifically what needs to happen within the next 4-6 weeks to increase safety?

Review

review meeting date, time and location.