



Changchun American  
International School  
长春美国外籍人员子女学校

# CAIS Safeguarding and Child Protection Policy and Handbook

Policy: CCAWM69

**Person Responsible for Policy: CAIS Child Protection Officer (CPO)**

**Date Approved by Senior Management Team:** Revised version ratified at the SMT meeting on March 28, 2023. The Policy is to be reviewed annually.

## Key Contacts

Role	Person	email
Head of School	Ildiko Murray	ildiko.murray@caisschool.com
Primary Principal	Jason Hayes	jason.hayes@caisschool.com
Secondary Principal	Mark Andrews	mark.andrews@caisschool.com
Whole School Child Protection Officer (CPO)	Ciela O'Leary	ciela.oleary@caisschool.com
Whole School Deputy Child Protection Officer (DCPO)	Natalie Hewitt	natalie.hewitt@caisschool.com

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## **CHANGES TO THE POLICY FROM 2021-2022**

Not applicable

## **POLICY REVIEW**

The Child Protection Officer (CPO) is responsible for ensuring the annual review of this policy. This policy has been developed in accordance with the principles established by the requirements of the Council of International Schools (CIS), the Western Association of Schools and Colleges (WASC), the International Baccalaureate (IB) and in line with The People's Republic of China regulations and the following publications:

International Centre for Missing and Exploited Children – Education Portal – School Policies 2023, Accessed on 15 March 2023

<https://www.icmec.org/education-portal/school-policies/>

Managing Allegations of Child Abuse by Educators and Other Adults: Protocol for international schools, September 2018 in Council of International Schools. Accessed on 20 March 2023

<https://www.cois.org/about-cis/child-protection/resources>

Meadows, E. (2023). International School Counselor Association Conference 2023.

In International School LGBTQ+ Inclusion Policy Template. Bangkok.

Minors Protection Law of the People's Republic of China (2020). Accessed on 20 February 2023

<https://www.chinajusticeobserver.com/law/x/minors-protection-law-20201017/enchn>

UN Convention on the Rights of the Child (1989). Accessed on 15 February 2023

<https://www.unicef.org/child-rights-convention>

Policy adopted: 28 March 2023

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Next Policy Review: August 2023

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## **Mission**

With passion, we: Challenge. Connect. Create.

## **Vision**

Changchun American International School inspires its community to become passionate and responsible global citizens who will meet the challenges of the future by creating opportunities through a holistic education.

## **Values**

### **We are PASSIONATE**

We bring passion to our learning, our work, and our lives. We embrace diversity and strive to excel in our individual and collective passions.

### **We CHALLENGE**

We challenge ourselves, others, and the broader community to continually grow and improve academically, socially, and emotionally.

### **We CONNECT**

We make personal, local, and global connections that inspire us to be responsible global citizens.

### **We CREATE**

We utilize our learning and knowledge to actively create a better today and tomorrow through meaningful action.

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## **Overview**

This policy applies to the community of Changchun American International School (CAIS). The community includes but is not limited to all staff, service providers, volunteers, parents, and students, who come into contact with students. This policy will be shared with the entire community of CAIS.

## **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.

## **Purpose**

To provide a management strategy to ensure our students are protected from harm or abuse while on campus, while traveling locally or while traveling internationally on school organized events.

Management strategies used to guard against abuse are:

- ensuring a safe and secure campus.
- ensuring a safe and accessible reporting structure for students, employees and community members.
- ensuring professional and transparent processes and structures, at the same time respecting the privacy of persons involved, when investigating alleged abuse.
- incorporating child protection topics into the curriculum in all school sections.
- offering systematic child protection training for staff.
- publicizing CAIS's safeguarding measures and Child Protection policy to the community.
- ensuring all employees follow the guidelines set out in our Code of Conduct.
- creating standardized recruitment guidelines and procedures.
- ensuring all employees responsible for the implementation of this policy are informed of their roles and complete their duties in a timely and professional manner (see the responsibility matrix in Appendix 5).

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## Requirements

CAIS's Safeguarding and Child Protection policy is based upon:

- The Law of the People's Republic of China on the Protection of Minors (Appendix 1)
- The United Nations Convention on the Rights of the Child, which China has signed.
  - The two key articles from the United Nations Convention on the Rights of the Child are:

**Article 19: *Protection from Abuse and Neglect*** – “Protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programs for the prevention of abuse and the treatment of victims.”

**Article 34: *Sexual Exploitation*** - ‘Protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

## Definitions

### Child

The United Nations Convention on the Rights of the Child defines *child* as; "a human being below the age of 18 years unless the laws of a particular country set the legal age for adulthood younger".

### Safeguarding

Safeguarding is a term used to denote measures to protect the health, well-being, and human rights of individuals, which allow people to live free from abuse, harm and neglect. Safeguarding are the proactive procedures and protocols a school or organization takes to keep children safe from harm or abuse.

### Child Protection

Child protection is defined by the United Nations as the protection of children from violence, exploitation, abuse, and neglect. Child protection are the retro-active procedures and protocols a school or organization takes after a disclosure of alleged abuse is made.

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## **Child Protection Officer (CPO)**

The Head of School (HOS) appoints the Child Protection Officer (CPO) who is the lead on and will manage all child protection cases. A Deputy Child Protection Officer (DCPO), who is a senior administrator, will be appointed by the HOS in case the CPO is absent for an extended. The appointed CPO must be identified to all CAIS employees during this time:

The CPO must:

- follow this Child Protection policy when managing a case.
- be identified to all CAIS employees and students at the start of each school year.
- publish the child protection policy each school year.
- be contactable.
- keep all child protection case documents safe, secure and confidential.
- be able to challenge authority in the school during a child protection case.

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### 2022-2023 Child Safeguarding Team

Position	Name	Email
Whole School Child Protection Officer (CPO)	Ciela O'Leary	ciela.oleary@caisschool.com
Whole School Deputy Child Protection Officer (DCPO)	Natalie Hewitt	natalie.hewitt@caisschool.com
Head of School	Ildiko Murray	ildiko.murray@caisschool.com
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Secondary Principal	Mark Andrews	mark.andrews@caisschool.com
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Middle Years Program (MYP) Coordinator	John Salgado	john.salgado@caisschool.com
Diploma Program (DP) Coordinator	Santo Kurniawan	santo@caisschool.com



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## 1. Bullying

### 1.1 Types of Bullying

Bullying is any unwanted, intentionally hurtful negative behavior (verbal, psychological, physical) conducted by an individual or group against another person(s), which is repeated over time. The person being bullied is referred to as the 'Target'.

When bullying is reported, school administrators must refer to and implement the CAIS Anti-Bullying Guidelines and Procedures.

Acts of bullying can fall into three categories:

#### Examples of Verbal Bullying

- Taunting and teasing.
- Threats and intimidation.
- Whispering or laughing behind the Target's back.
- Lying to get the Target in trouble.
- Name-calling, put-downs.
- Making cruel remarks.

#### Examples of Physical Bullying

- Kicking, tripping, punching, hitting, pinching, pushing, spitting.
- Stalking the Target.
- Blocking the Target's way.
- Taking, hiding, or damaging the Target's belongings.
- Holding the Target against his/her will.
- Making threatening or rude gestures (e.g., giving mean looks).

#### Examples of Social and Emotional Bullying

- Spreading rumors and gossip.
- Ignoring or excluding the Target.
- Daring, bribing, or manipulating the Target.
- Making fun of the Target because of the way he/she looks or acts.
- Passing unkind notes; graffiti.

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- Encouraging other to dislike the Target.
  - Negative non-verbal behaviors/expressions.

## **1.2 Cyberbullying**

Cyberbullying is another form of bullying. It is the use of electronic communication to intimidate, threaten, mock, or ridicule another individual.

At the beginning of each school year students and employees are asked to sign CAIS Information Technology Acceptable Use Policies. Students or employees who breach the rules or guidelines set out in the AUP will be reprimanded accordingly.

When cyberbullying is reported by a student, school administrators must refer to and implement the CAIS Anti-Bullying Guidelines and Procedures.

Cyberbullying examples

- Sending hateful or threatening messages.
- Posting insulting, mean, private, or false information or threats.
- Posting degrading pictures.
- Posting negative internet polls.
- Gossiping through blogs, email, or social media.
- Stealing passwords; impersonating the Target.

## **1.3 Unfair Use of Power**

Bullying can create an intimidating environment and often includes an unfair use or imbalance of power.

The unfair use of power is a direct breach of CAIS's Harassment Policy, Student Code of Conduct and CAIS's Employee Code of Conduct.

There are four main ways power can be manipulated.

- Knowledge Power
  - Spreading rumors or gossip; hiding behind the power of anonymity; threatening to use knowledge against someone.
- Group Power
  - A pair or group acting against a single individual.

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- Physical Power
    - Use of physical size/strength to exert dominance.
  - Authority Power
    - Use of authority (formal or informal) to threaten and intimidate others.

#### **1.4 Reporting Bullying**

Targets and witnesses of bullying are encouraged to report bullying incidents to a trusted individual, such as a:

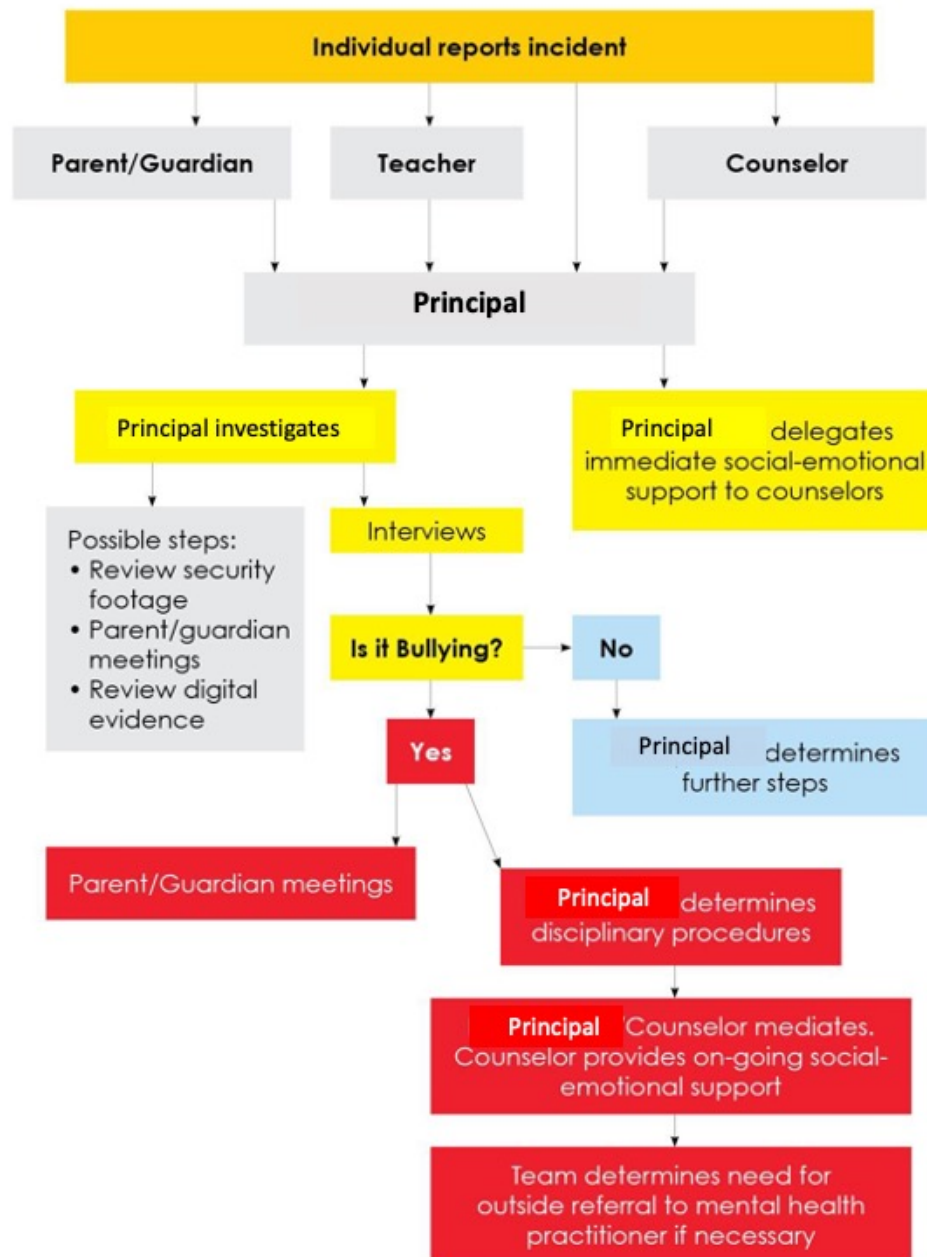
- parent
- guardian
- teacher
- counselor
- coach
- tutor
- playground supervisor
- coordinator
- principal

The privacy and confidentiality of anyone reporting bullying will be respected by all school personnel.

#### **1.5 Addressing Reports of Bullying**

School administration will address reports of bullying incidents according to the flow chart below.

## Anti-Bullying Response Procedure Flow Chart



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## **1.6 Bullying Intervention Techniques**

Techniques include:

- discipline (see CAIS divisional Student Handbooks for specific details)
- behavior plan
- family conference
- counseling support
- referral to outside resources for additional support

## **2. LGBTQ+ Inclusion**

### **2.1 Definitions**

Descriptions of terms used within this document are provided not for the purpose of imposing labels but, rather, to assist in understanding this policy. Community members may or may not use these terms to describe themselves or their experiences. Indeed, transgender students may use many different terms to describe their lives and experiences of gender. Terminology and language differ and evolve based on region, language, race or ethnicity, age, culture, and many other factors.

### **Gender Assignment**

Sometimes called 'sex assigned at birth', this is a categorization of someone based on biological features such as hormones, chromosomes, and sex/reproductive organs.

### **Gender Expression**

Sometimes called 'social gender', it is how a person presents gender externally. Gender expression is continually shaped by and perceived according to cultural factors such as gender norms. A person's gender expression may correspond with, or differ from, their gender identity.

### **Gender Identity**

A person's internal sense of self as masculine, feminine, a blend of both, neither, or something else. A person's gender identity can correspond to, or differ from, the sex they were assigned at birth, and can change over time.

### **Nonbinary**

An umbrella term for gender identities that are not exclusively masculine or feminine.

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## **Sexual Identity**

A person's internal sexual and romantic attractions based on gender. Sometimes called sexual orientation. Some examples of sexual identities include bisexual, lesbian, gay, heterosexual, and queer. As with gender identity, sexual identity can change over time, and some may describe their experience as questioning.

## **Transgender**

An umbrella term used broadly to describe someone whose gender identity does not strictly align with their sex assigned at birth, including nonbinary and agender people.

## **Transition**

A term commonly used to refer to the steps a transgender person takes in order to find congruence between their gender identity and their social experience of gender. The term 'transition' can be misleading as it implies that the person's gender identity is changing but, more typically, it is others' understanding of the person's gender that is changing. What people see as a 'transition' is actually an alignment in one or more dimensions of the individual's gender as they seek congruence across those dimensions. Transition is a process that is different for everyone, is not always binary, and may or may not involve specific medical treatments or changes to official documents. There is no one step or set of steps that an individual must undergo in order to have their gender identity affirmed and respected.

## **2.2 Privacy and Confidentiality**

We value the privacy of our community members. Employees and students of the school shall not disclose any information that may reveal a community member's confidential gender or sexual identity to others unless the community member has authorized such disclosure. This includes any interactions, whether on or off campus, and online.

All community members have the right to discuss and express their gender and sexual identities openly and to decide when, with whom, and how much to share private information. The fact that a person chooses to use a different name, to transition at school, or to disclose their gender or sexual identity to school community members does not authorize school employees or students to disclose that private information to anyone without the person's permission.

Our goal is to work collaboratively with parents and guardians in the best interest of the child. School counselors are trained and available to provide support services for students wishing to discuss gender transition or disclosure.

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## **2.3 School Records**

All community members have the right to be addressed by a name and pronouns that correspond to their gender identity, regardless of whether a person has access to a legal name change or gender marker change on official documents. School community members are expected to use the pronoun and name with which an individual identifies.

When requested by the student and their parent/guardian, a student's name and gender marker will be updated in the student information system to reflect their gender identity. If a student has not disclosed their gender identity to a parent/guardian and, as a result the records system cannot be changed, their gender-affirming name shall be noted internally, along with their updated pronouns. The gender-affirming name and pronouns should be used by school community members according to a transgender person's wishes.

## **2.4 School Facilities**

Community members will have access to all facilities such as restrooms and changing rooms that correspond to their gender identity. Transgender people may determine which facilities they feel safest and most comfortable using.

Any person who is uncomfortable using a shared facility, regardless of the reason, will have access to a safe, practical, and non-stigmatizing alternative.

## **2.5 Travel Sports and Extra Curricular Activities (ECA)**

Students are permitted to participate in all physical education, athletics, and other extracurricular activities according to their gender identity. Participation is not conditional upon legal or medical documentation.

For overnight school trips, students will be allowed use of an overnight facility that corresponds with their gender identity. Transgender students will be consulted in the planning process, to address any potential concerns and needs for privacy. If applicable, a student's parent/guardian should also be consulted, unless there are privacy concerns in doing so.

If using home stays, students who have disclosed their LGBTQ+ status to their Athletics/Activities Director will be placed in homes that have volunteered to provide safer spaces for these students. A student's gender or sexual identity will not be disclosed to home stay providers without the student's consent.

Under no circumstances will a transgender student be denied the opportunity to participate in any overnight trips or other opportunities based on overnight accommodations. The school shall make all efforts to accommodate any student who desires greater privacy in overnight trips.

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## **2.6 Dress Code**

The school's dress code does not differentiate by gender, and community members may dress according to their gender identity. School staff will not enforce a school's dress code more strictly against any group of students, including transgender students.

## **2.7 Identity Based Harm**

The school acknowledges that targeting a person based on identity markers including gender identity, gender expression, and sexual identity constitutes harm, and that marginalized identities, such as LGBTQ+ people, are at particular risk for identity-based harm. The school takes responsibility for preventing, interrupting, and correcting identity-based harm, which may manifest in many forms including, but not limited to, microaggressions, hate speech, online harassment, child-to-child abuse, physical violence, and social exclusion. Any school community member who experiences or witnesses identity-based harm should have access to a confidential reporting system. The use of trauma-informed restorative practices may be a part of addressing identity-based harm, when appropriate. This approach is intended to maintain agency and dignity for the person who is targeted, as well as to build responsibility and accountability for the person who has committed the harm.

## **2.8 Curriculum**

All community members have the right to see themselves positively represented at school. We commit to ongoing integration of developmentally appropriate themes and people to positively reflect gender and sexual diversity in our learning materials and curriculum, across all grade levels and subject areas.

## **2.9 Adult Community Members**

Adult members of the school community (i.e. parents & guardians, visitors, and employees) have the right to keep their gender and sexual identity private and confidential. All community members have the right to express their identity, to be addressed by a name and pronouns that affirm their gender identity, to use facilities that correspond with their gender identity, and to dress in a way that affirms their gender identity.

## **2.10 Training and Professional Development**

We are dedicated to ensuring all community members are prepared with the information necessary to create a safe, equitable, and welcoming learning environment. To hold ourselves accountable to this responsibility, all staff and educators will participate in annual professional development and training specific to



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the needs of students with diverse gender and sexual identities. Learning opportunities will also be provided to students and their parents/guardians.

### **3. Child Abuse**

#### **3.1 Types of Abuse**

Child abuse is a complex set of behaviors that are non-accidental and result in far-reaching negative effects. Child abuse can occur between an adult and a child or a peer on peer. The main forms of child abuse are physical, emotional, neglect and sexual.

##### **Physical Abuse**

- Examples of physical abuse:
  - Inflicting physical injury on a child by other than accidental means, causing skin bruising, burns, disfigurement, impairment of physical or emotional health, or loss or impairment of any bodily function, death.
  - Creating a substantial risk of physical harm to a child's bodily functioning.
  - Committing acts that are cruel or inhumane regardless of observable injury.
  - Acts of extreme discipline.
  - Assaulting or criminally mistreating a child as defined by criminal code.
  - 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.
  - Failing to take reasonable steps to prevent the occurrence of any of the above.
- Examples of symptoms of physical abuse:
  - Unexplained burns, bruises, welts, laceration, abrasions, or fractures on any part of the body.
  - Injuries that regularly appear after absence or vacation.
  - Injuries inconsistent with information offered by the child.
  - Extreme anxiety about being in certain spaces.

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## **Emotional Abuse**

- Examples of emotional abuse:
  - The persistent emotional ill treatment of a child so as to cause severe and adverse effects on the emotional development of the child.
  - Conveying to children that they are worthless or unloved or that they are inadequate or valued only to meet the needs of another person.
  - Imposing age or developmentally inappropriate expectations upon children.
  - Causing children frequently to feel frightened.
  - Exploiting or corrupting children.
- Examples of symptoms of emotional abuse:
  - Reports of humiliation, intimidation, and bizarre punishments.
  - Low self-esteem, social withdrawal, frequent psychosomatic complaints (i.e. headaches, nausea, abdominal pains).
  - Significant development gaps.
  - Overly compliant or attention seeking behavior.

## **Neglect**

- Examples of neglect:
  - Neglect is the failure of a caregiver to provide culturally appropriate care and conditions for a child.
  - Behavior that can be considered neglectful can take the form of physical, emotional, educational, medical and supervisory.
- Physical neglect is absence of meeting a child's basic needs such as food, clothing and shelter.
- Emotional neglect is failing to provide adequate nurturing and affection to a child or refusing to aid a child with emotional and/or behavioral problems.
- Educational neglect is the absence of meeting a child's basic needs with regards to education and school.
- Medical neglect is the absence of meeting a child's psychological, dental or medical needs.

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- Supervisory neglect is the absence of the caregiver providing a duty of care and guidance for a child.
  - Examples of symptoms of neglect:
    - Child is unwashed or hungry.
    - Parents are uninterested in child's academic or behavioral performance.
    - Parents do not respond to repeated communications from the school.
    - Child does not want to go home.
  - Both parents or legal guardian are absent from home for any period of 24 hours or greater without providing proper supervision.
  - Parents cannot be reached in the case of an emergency.

### **Sexual Abuse**

- Examples of sexual abuse:
  - Sexual abuse is the undesired sexual behavior by one person to another.
  - Sexual abuse can take the form of:
    - Fondling.
    - Molestation
    - The showing of private parts by an adult.
    - Sexual intercourse.
    - Oral and/or anal sex.
    - Forcing someone to watch while others have sexual intercourse.
    - Incest.
    - Watching or creating pornographic material.
    - Grooming children online.
- Examples of symptoms of sexual abuse:
  - An excessive desire for a child to expose private body parts.
  - Unexplained evidence of physical trauma.
  - Bleeding of oral, genital, and/or anal areas.
  - Sexual knowledge, behavior, games, or use of language not appropriate to age level.
  - Unusual interpersonal relationship patterns.
  - Venereal disease in a child of any age.

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- Difficulty in walking or sitting.
  - Refusing to change into physical education clothes.
  - Fear of bathrooms.
  - Child running away from home and not giving any specific complaint.
  - Not wanting to be alone with an adult or individual.
  - Pregnancy, especially at a young age.
  - Extremely protective parenting.

### **Child Sexual Exploitation**

Examples of child sexual exploitation:

- Using physical, financial or emotional power over a child to:
  - force them to partake in a sexual act.
  - force them into pornography.
  - force them into marriage.
- Examples of symptoms of child sexual exploitation:
  - Unexplained evidence of physical trauma.
  - Sexual knowledge, behavior, games or use of language not appropriate to age level.
  - Unusual interpersonal relationship patterns.
  - Venereal disease in a child of any age.
  - Not wanting to be alone with an adult or individual.

### **Commercial Child Sexual Exploitation**

Examples of commercial child sexual exploitation:

- Sexual maltreatment of children where some form of remuneration may occur such as:
  - child prostitution.
  - selling children for marriage.
  - selling children for sex tourism.
  - trading children for the exchange of drugs
  - trafficking children.
  - selling children for pornography or performances.

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- Examples of symptoms of sexual abuse:
    - Unexplained evidence of physical trauma.
    - Bleeding of oral, genital, and/or anal areas.
    - Sexual knowledge, behavior, games, or use of language not appropriate to age level.
    - Unusual interpersonal relationship patterns.
    - Venereal disease in a child of any age.

### **3.2 Informing the School**

It is the responsibility of everyone in the CAIS community to act on any information that gives them concern about the security or safety of another CAIS community member, or themselves.

- If an allegation of abuse is made against you, or you hear rumors of allegations against you, you are required to report these allegations to the CPO, principal, Head of School, or counselor immediately, or at the very latest within 24 hours.
- If you hear of allegations made against another CAIS community member (employee, third-party employee, student, or student's family member) you are required to report these allegations to the CPO, principal, Head of School, or counselor immediately, or at the very latest within 24 hours.
- If a student, CAIS employee, third-party employee, parent, or community member witness any form of abuse within our CAIS community they are required and expected to report this to the CPO, principal, Head of School, or counselor immediately, or at the very latest within 24 hours.

### **3.3 Disclosing or Reporting Abuse**

#### **Who can report about abuse?**

- Disclosures or reports of abuse can be made by any member of the CAIS community.
- The privacy and confidentiality of anyone disclosing or reporting abuse will be respected by all school personnel.

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### **Who can the report be about?**

- Disclosures or reports of abuse can be made about anyone.

### **Who should the disclosure or report be made to?**

- Disclosures or reports of abuse can be made to any member of the CAIS community; however, they are best made to:
  - the Child Protection Officer (CPO).
  - a counselor.
  - a teacher.
  - a principal.

### **How can a report be made?**

- Disclosures or reports of abuse can be made:
  - Confidential Record of Concern Form (Appendix 3)
  - by telephone.
  - by email (ciela.oleary@caisschool.com)
  - by text message.
  - by written letter.
  - in person.

## **3.4 Receiving a Disclosure or Report of Abuse**

If a student makes a disclosure of abuse to a CAIS employee or community member, the employee or community member must report this information to CAIS's Child Protection Officer.

The Child Protection Officer will manage the case and act on the information by following the protocols and procedures set out in this policy.

## **3.5 How to Respond to a Disclosure of Abuse**

Below are guidelines for responding to a disclosure of abuse.

- Record the facts in the Confidential Record of Concern Form (Appendix 3)
- Do not promise you will keep it a secret, as you must report it, and in doing so lose their trust.

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- Find an appropriate setting where you will have few interruptions.
  - Listen, don't lead the conversation.
  - Do not interrupt or continually ask for more detail.
  - Do not ask leading questions. A leading question is one that suggests or tends to suggest its own answer.
  - Stay calm, do not judge, or show disgust or disapproval.
  - Do not promise anything.
  - Explain that you must inform others to get help.
  - Explain that other people who care and want to help will also need talk to the person disclosing the information.
  - If it is a child disclosing and they do not want to go home, consider this an emergency. Report this immediately to the CPO.
  - Explain that this discussion will not be the final discussion and that they will most likely need to be part of the process moving forward.
  - Immediately share the facts of the disclosure with CPO.
  - Most importantly, do not confront the alleged abuser.

### **3.6 Action after a Disclosure is Received**

**IMPORTANT:** After a disclosure of abuse has been made, the CPO must be informed immediately.

1. The CPO will organize a case study team consisting of three or more of the following people will meet to discuss the situation – Head of School, principal, coordinator or counselor.
2. The case study team reviews the facts of the disclosure a decision is made whether the disclosure warrants action as a child protection issue or otherwise.
  - If the case study team decides the case reflects the definition of child abuse, and reasonable cause is established, the case will be investigated following the Disclosure, Action and Intervention Flow Chart (page 26).
  - If the case reflects the definition of child abuse, reasonable cause is established, and one or more CAIS employees is accused, the case will be investigated following the Council of International Schools Safeguarding Flow Chart (page 27).

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3. Next, a child protection team will be assembled, including principals, counselors and/or the Head of School.

4. The CPO will manage the case and ensure all necessary information is recorded during the investigation. The following case facts must be recorded if they have not been recorded already:

- reporter's name, gender, citizenship, age, address
- reporter's relationship to the child
- how reporter became aware (i.e. firsthand witness, discussion with child)
- description of initial action taken by reporter (if any)
- victim's name, gender, citizenship, age, grade, address
- nature and extent of injuries/maltreatment (if applicable)
- victim's parents/guardian's information
- perpetrator's name, gender, citizenship, age, address, workplace
- any other background information about perpetrator
- information regarding location, time and date of the event
- minutes of the meeting are concluded including 'next steps' or 'course of action'

### **3.7 Course of Action**

After the case information has been collected a course of action will be decided by the case study team. The team will keep in mind legal and ethical implications and seek advice and support from outside agencies when necessary.

The course of action will follow our:

- Disclosure, Action, and Intervention Flow Chart (page 26) or,
- Council of International Schools Safeguarding Flow Chart (page 27) if an allegation of abuse has been made against a CAIS employee.

CAIS holds the right to the suspension of the abuser, be it an employee or student, while an investigation is on-going.

Below are explanations of the four main courses of action after the facts of a disclosure, or report of abuse, have been collected and discussed by the case study team.



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### **Further Discovery**

- When there is insufficient information upon which to determine a course of action.
- Additional information is gathered in an ethical, factual, and confidential manner by members of the case study team.

### **Monitor**

- Sufficient information is present to conclude the only necessary action is to continue monitoring the situation.
- Monitoring may include, and is not limited to:
  - regular in-school observations of the student by the school counselor.
  - periodic meetings with the student and their family by the CPO, school counselor or principal.

### **Immediate Action**

- Required for situations where the well-being of the victim is probable or imminent.
- Each intervention plan is unique based on the specifications of the case.
- An intervention plan must always be developed and agreed upon by all members of the case study team. If the case study team cannot come to a consensus the final decision will be made by the Head of School.
- Intervention plans may include, and is not limited to:
  - keeping the child at school because it is unsafe to go home.
  - organize a meeting with victim and their family.
  - recommend third party counseling.
  - meetings with legal firms, consulates, embassies.
  - Reporting to local authorities. Note that the Head of School makes the final decision if the local authorities will be contacted.

CAIS's Chinese Principal will contact the authorities and be the liaison between the school and the authorities for the remainder of the case.

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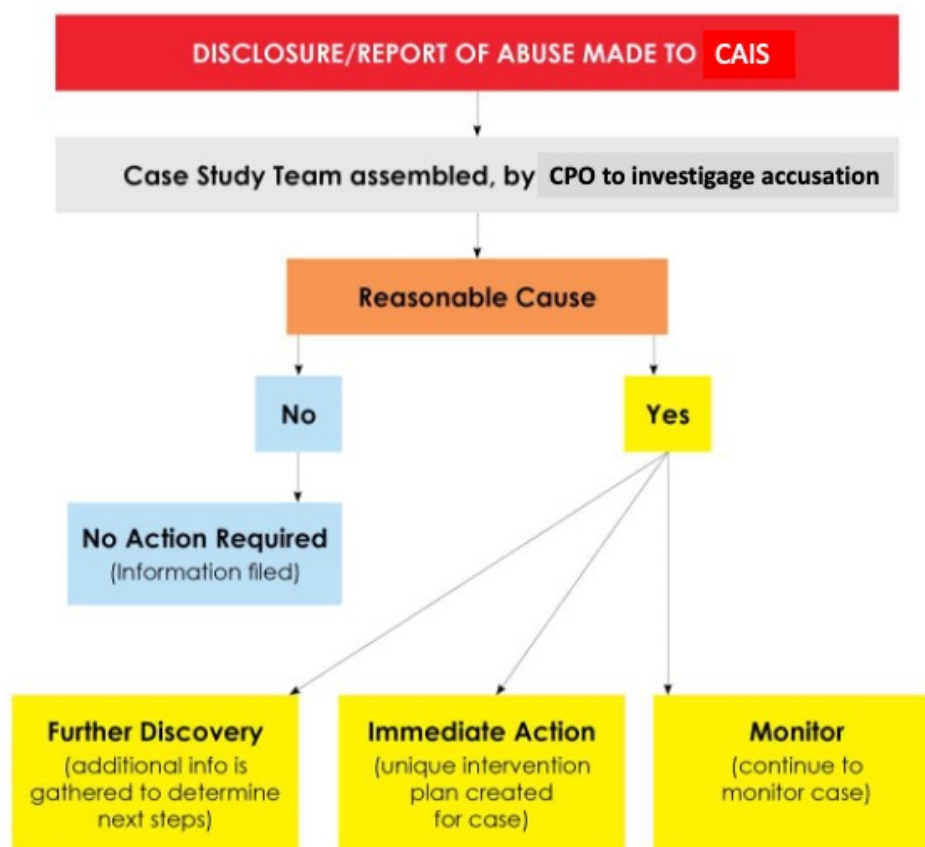
Local authorities may include the Jinkai District Education Bureau, Public Security Bureau, or local police – (Appendix 6)

### No Action

- Sufficient information is present to conclude no further action is required at this time.

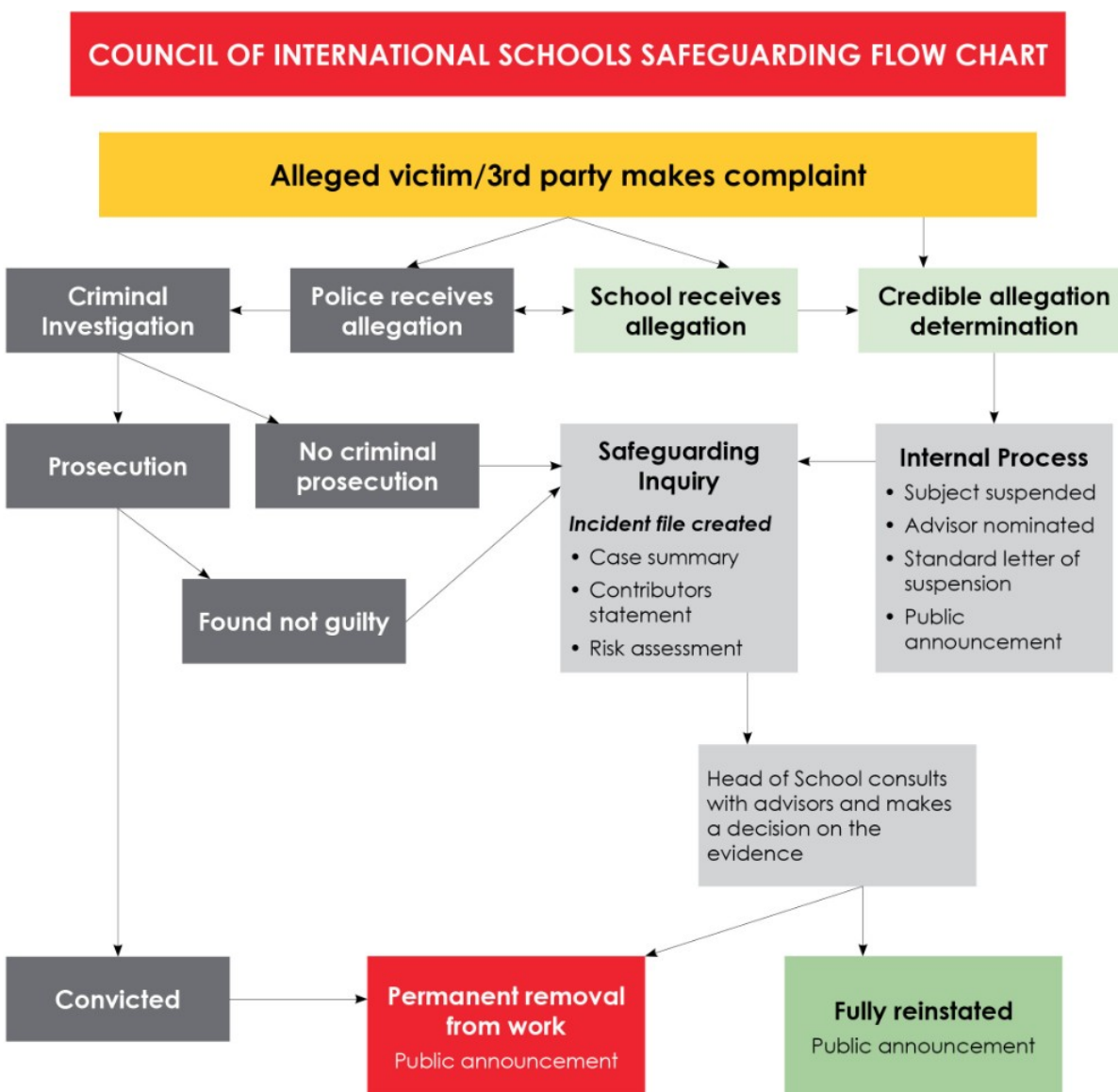
## 3.8 Disclosure, Action, and Intervention Flow Chart: Student

The following flowchart outlines the general process CAIS follows when dealing with an allegation of abuse towards a CAIS student.



### 3.9 Council of International Schools Safeguarding Flow Chart: Staff

The following flowchart outlines the general process CAIS follows when dealing with an allegation of alleged abuse against a CAIS employee.



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#### **4. Confidentiality**

- All concerns raised will be treated in the strictest confidence by the school.
- All incidents of abuse will be kept securely on file by the CPO.

The CPO will only release this information after discussion with the Head of the School.

- All employees involved are expected to maintain confidentiality before, during and after the conclusion of a case.
- It may be, that during the investigative process, the school needs to reveal the source of the information. In matters where there is in doubt, as to the requirements of confidentiality, advice will be sought from the school without first discussing the matter with anyone else.

#### **5. School Safeguarding Practices**

The best protection from child abuse is strong safeguarding and prevention practices.

The following actions have been implemented to help prevent incidents of abuse from occurring at CAIS:

##### **5.1 Communication**

- A letter from the Head of School outlining CAIS Child Safeguarding and Child Protection Policies will be distributed annually to parents and community members (Appendix 2).

Provide parent materials on our website and information sessions from our CPO and counselors to help parents better understand our systems, programs, policies, and procedures.

- Child protection posters, signs and notices are displayed in important and high-risk areas throughout the school. These publications are updated and replaced as necessary.
- Displaying the UN Convention on the Rights of a Child (In Child Friendly Language) poster in all classrooms.

##### **5.2 Vetting Employees/Personnel**

- The CAIS Employee of Conduct, Student Code of Conduct (found in Primary and Secondary student handbooks) have clear expectations and boundaries regarding safeguarding and child protection.

- 
- All employees, students, temporary or external personnel must sign the CAIS Employee Code of Conduct, mentioned above, which includes:
    - basic expectations on how to self-manage oneself on campus.
    - a list of inappropriate behaviors not accepted at CAIS.
    - an understanding that in international school some behaviors which are tolerated in some cultures are not in others.

### **5.3 Employee Training**

- All CAIS Board members, employees and outsourced staff must complete the ECIS Child Protection Online Professional Development Course within the first 8 weeks of their employment.
- At the beginning of each school year the CPO presents to all CAIS employees explaining his/her role as the CPO, mandating the need to inform the administration or CPO of suspected abuse or disclosures, as well as, where to locate CAIS's Safeguarding and Child Protection Policy and Handbook.
- Child Protection awareness level and/or job specific professional development courses will be organized for faculty once every three years (i.e. ICMEC, CIS, ECIS workshops, online training sessions, policy updates)
- The CPO and other administrators will enroll in child protection professional development courses once every three years to keep current with the latest policies and procedures.

### **5.4 Recruitment**

- Standardized interviewing procedures are implemented across all school sections, supported by our Human Resources department, to ensure the safe recruitment and selection of employees
- All CAIS administrators must ask a minimum of 3 to 5 standardized safeguarding focused questions during the interview (Appendix 3).
- Reference to CAIS's safeguarding procedures and CAIS Employee Code of Conduct, CAIS Safeguarding and Child Protection Policy and Handbook and Workplace Harassment policy must be mentioned during the recruitment, interviewing, and hiring procedures.

- 
- All application forms must be complete and checked for any gaps in time or prior employment.
  - CAIS must request a minimum of two references from prior employers for all teaching faculty and administrators and CAIS must cross check these references.
  - A face-to-face interview must occur during the interview process. This can be done via video conference, if necessary.
  - All people employed at CAIS must submit a police background check from their home country, last country of residence/employment and/or from China (if applicable).
  - In the absence of a police background check being submitted, CAIS holds the right to acquire one.

## **5.5 Campus**

All buildings on campus need to reflect best practice with regards to child protection measures. Examples below:

- Un-obstructed windows on all classroom doors.
- Doors locked on rooms not in use.
- 'Dark areas' in the school are suitably lit.
- Clear signage on bathroom doors and change rooms.
- Adults are not allowed in student change rooms or showers when students are using these facilities; if an adult must enter the change room, they must be accompanied by another adult of the same gender.
- Child safeguarding posters are clearly sign posted in key locations throughout school and at the school main gates.
- CAIS provides safe areas for students to seek support (i.e., nurse's office, counselor's office, reception...).
- Access control procedures are in place for school community members and visitors.
- School perimeter is safe, secure, and impenetrable.
- Regular patrols of the campus and buildings by security guards.
- CCTV camera's cover approximately 95% of the campus and are installed in classrooms, hallways, common spaces, playgrounds, fields and outdoor paths and walkways.

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## **5.6 Parent Workshops**

In each school division our parent community will be invited to “Parents as Learners” workshops, focusing on child safeguarding. These workshops:

- will be organized and administered by the school section counselors and supported by the CPO.
- will occur twice each academic year in the Primary School.
- will occur will once each academic year in the Secondary School.
- will inform parents about the topics and content found in our Social Emotional Learning (SEL) program- Second Step.
- will inform parents about the topics and content found in our Second Step program.
- will highlight the vertical articulation of the content and topics covered in both the SEL Second Step program.
- will allow parents to learn through various SEL and safeguarding activities.
- will introduce and/or remind parents where to locate our Child Protection policy.
- will introduce and/or review the procedures and protocols followed when a disclosure of abuse is made.
- will allow parents to give feedback about the Child Protection policy and curriculum.
- may involve student groups to work with parents on various activities.

## **5.7 Student Voice**

- Students will have the opportunity to learn, question and give feedback about various safeguarding topics during Second Step Curriculum lessons.

## **5.8 Curriculum**

It is a school’s responsibility to protect children and young people from abuse in the school and in the wider community. To meet this responsibility, and after careful investigation and research, CAIS acquired the Second Step. This curriculum is used in numerous international schools throughout the world and renowned as a comprehensive, well-resourced SEL program.

- Second Step is:

- 
- a respectful relationship and child safety curriculum with vertical progression for Early Years to Grade 12.
  - taught sequentially across the school in a comprehensive approach.
  - taught in an age appropriate and sensitive manner.
  - identifies there are different types of child abuse (physical, sexual, emotional and neglect) that students need to be made aware of in order to protect themselves.
  - mandated at CAIS and supports the host country, China, in education around its law on the protection of minors.
  - mainly taught by homeroom teachers in the Primary School.
  - mainly taught by Physical and Health Education and Science courses from MYP1-MYP5.
  - Included in Advisory Sessions for DP1 and DP2

## **5.9 Campus Access and Safety Protocols for Students**

### **Primary School**

- Students are asked to enter campus via the CAIS Main Gate
- Students are asked to exit campus at the end of the day via the CAIS Main Gate.
- Students can leave campus during the school day for medical/dental/embassy appointments etc. if they have parent permission.
  - Parents must contact school reception and request a one-time exit pass.
  - The student is expected to exit and return to school via the CAIS Main Gate.
  - They must have an exit form signed by a member of WSALT
- Students can leave campus at the end of the school day to the school bus or for parent pick-up

### **Secondary School**

- Students are asked to enter campus via the CAIS Main Gate
- Students are asked to exit campus at the end of the day via the CAIS Main Gate.
- During morning arrival parents/drivers must drop-off students inside the HS Main Gate.
- Grades 6-12 do not have off-campus privilege during the school day.



- 
- Students can leave campus during the school day for medical/dental appointments etc. if they have parent permission.
  - Parents must contact school reception and request a one-time exit pass.
  - They must have an exit form signed by a member of WSALT
  - The student will be expected to exit and return via the CAIS main gate.

## **5.10 Remote Learning and Video Communication Guidelines**

**NOTE:** During remote learning or any video communication with students, in addition to the child protection guidelines listed below, all requirements outlined in the CAIS Employee Code of Conduct and Information Technology Acceptable Use Policy apply.

### **Child Protection Awareness**

During remote learning, teachers should be aware of the following indicators of abuse or neglect:

- Inappropriate objects in the child's home (i.e. drug paraphernalia, alcohol).
- Inappropriate interactions, with the child, by others in the home.
- Significant decrease in child's performance or level of interaction during online learning.
- Degrading commentary from an adult caregiver toward the student during remote learning.
- Student shows wariness when parent/caregiver is present or approaches.
- Student attempts to hide injury or has an unexplained repeated injury.
- Student shows sign of neglect (i.e. appears malnourished, inappropriate clothing, extremely dirty/unbathed, obvious lack of appropriate supervision).
- Parent/caregiver seems indifferent, under the influence, lacks the means to provide for the student.
- Any disclosure of physical, sexual, or emotional abuse or neglect.

### **Professional Guidelines Online Learning**

- Sit in a well-lit, appropriate space (i.e. not in bedroom or bathroom).
- If possible, hold the meeting time (for the student) ideally during regular school hours, or during the day, rather than late into the evening.

- 
- Dress appropriately, as you would for any other workday.
  - Speak professionally and do not share personal stories that may be interpreted incorrectly.
  - After opening salutations keep the discussion to the teaching and learning and the educational topic being addressed.
  - At the beginning and the end of the meeting, remind the student that the meeting was recorded in case either of you need to access it later.

### **Guidelines for Contact with Students and Technical Expectations**

- The use of Microsoft Teams software for video conferencing is obligatory.
- Use Microsoft Teams, or Toddle, for messaging.
- Do not contact students using WeChat or any other unofficial social media platform.
- All Teams meetings must be recorded.
- Teachers should not hold 1:1 conference to discuss sensitive topics (i.e. certain biology, PHE/Health or SEL topics). Discuss sensitive topics in larger class groups only.
- Video recordings will be automatically saved to CAIS's School Server Drive account, and all participants will have access to it.
- Counselors will inform teachers if any of students require special contact procedures. Please follow directives from counseling about contact with students, and especially parents.
- For any calls/videoconferences which are of concern, immediately save the transcription and share in detail with Divisional Principal, counselor, member of WSALT or the CPO. Further contacts should only occur with another adult present on the call.
- Remember to end the video conference meeting 'for all participants' before leaving.
- Do not share student, colleague or parent data containing personal identifiable information outside the organization or with people who do not need access (i.e. do not take screen shots of Zhumu meetings and share on social media).
- Pay special attention to the sharing settings and audience of any digital artifact or communication that you collect.

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## **Additional Guidelines**

### **Secondary School Specific Guidelines for Contact with Students and Technical Expectations**

- Individual meetings must always be held in a private chat so that they cannot be accessed by other students.
- There is no need to record individual audio meetings when all videos are turned off.
- If a mentoring call shifts to 'personal topics' because a student needs help, or is in distress, please suggest that everyone in the call turn off video and stop the recording; if this happens you can continue in a voice call without recording. Perhaps you might say, "It seems like you want to talk about something quite private. Let's turn off our video and I will stop the recording so that we can talk further about this."
- If there is cause for concern, please contact counseling or your principal for assistance.

### **Counselor Specific Guidelines for Contact with Students and Parents**

- Counselors should ask school office to contact students and parents that cannot be reached via email or Managebac/Toddle to do welfare checks, especially for at-risk students so counselors can manage emergencies if students harm themselves or others.

## **5.11 School Trips**

- At the beginning of each school year the CPO meets with CAIS trip leaders to review safeguarding practices related to homestay, residential arrangements, excursions, student exchanges, field trips, local/domestic overnight trips and overseas trips. Topics discussed include child abuse prevention, recognition, intervention, and reporting.
- Any staff working directly with students during a field trip must read, understand and abide by the following basic safeguarding guidelines:
  - All trip documentation mentioned below must be in-line with CAIS's Student Code of Conduct, Employee Code of Conduct and the CAIS Safeguarding and Child Protection Policy and Handbook.

- 
- Trip forms and itineraries must be completed thoroughly and signed by the section Principal.
  - All day, provincial or national trips must follow the procedures outlined in our CAIS Trips' Procedures Handbook. By following the procedures in this handbook, the school can ensure that priority checklists, activity risk assessments, teacher/student ratios, female/male ratios, sleeping arrangements and other child safeguarding techniques are addressed prior to the trip.
  - All international trips must follow the procedures outlined in our CAIS Overseas Trip Guideline. By following the procedures in this handbook, the school can ensure that priority checklists, activity risk assessments, teacher/student ratios, female/male ratios, sleeping arrangements and other child safeguarding techniques are addressed prior to the trip.
  - The CAIS Trip Leaders Protocols form, must be signed by staff members, prior to commencing on a trip. This form specifically outlines acceptable and unacceptable behaviors for trip leaders and chaperones.
  - Student expectations must be clearly stated to Primary students and their parents.
  - The CAIS Secondary School Trip Code of Conduct form must be signed prior to commencing a trip. This form specifically outlines acceptable and unacceptable behaviors for students.
  - A minimum of two CAIS employees (both genders) must attend any off-campus trip.
  - Parental consent must be given to attend the trip.
  - Students must be grouped in pairs for sleeping arrangements.
  - Students must always be monitored, even during recreational or free time.

## **5.12 School Operations and Management**

CAIS's safeguarding practices and child protection policies are systematically embedded in all aspects of school operations, including:

- **Strategic planning:** The CPO meets with the Head of School and the SMT at the beginning and end of each school year to review safeguarding practices and goals.
- **Budgeting:** The Divisional Principals are given a budget for safeguarding curriculum and training. Additionally, the CPO has a budget concentrating on employee training and safeguarding initiatives.

- 
- **Performance management:** Our Staff Assessment system is intrinsically linked to our Employment Contract and our Staff Code of Conduct, which highlights the need to act in a professional manner that aligns with our safeguarding policies and practices.
  - **Management systems/Risk management:** The CEO allocates time and resources to manage all safeguarding initiatives on campus.
  - **Technology:** CAIS's internet filter is designed to protect students from sexual content, hate speech, and other forms of inappropriate content.

### **5.13 Policy Review**

It is in the job description of the CPO to ensure the procedures outlined in all sections of this document are adhered to.

- At the conclusion of a child protection case the CPO must review and evaluate the case. The CPO must write recommendations as to what guidelines, procedures, policies, or systems could be improved.
- Any changes the CPO recommends must be made in consultation with SMT.
- The CAIS Safeguarding and Child Protection Policy and Handbook will be reviewed and evaluated by the CPO at the end of each school year. Any changes to the policy must be made in consultation with SMT in preparation for the following academic year.
- It is the job description of the CPO to ensure the CAIS Safeguarding and Child Protection Policy and Handbook is updated on CAIS website for employee and parent access.

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## Appendices

### Appendix 1: Child Protection Law of the People's Republic of China

#### **Law of the People's Republic of China on the Protection of Minors (2020 Revision)**

The Law of the People's Republic of China on the Protection of Minors, as revised and adopted at the 22nd session of the Standing Committee of the Thirteenth National People's Congress of the People's Republic of China on October 17, 2020. Enforced on June 1, 2021.

One key change to the law is that schools are now expected to report serious incidents of abuse against minors to the relevant authorities.

Below are key articles referring to child safeguarding and protection.

#### **Chapter II - Protection by Families**

##### **Article 15**

Other adult family members living together shall assist parents or other guardians of minors in fostering, educating and protecting minors.

##### **Article 16**

Parents or other guardians of minors shall assume the following guardianship duties according to the law:

- Paying attention to the physical and psychological conditions and emotional needs of minors.

##### **Article 17**

Parents, or other guardians, of minors shall not conduct the following acts:

- Mistreatment, abandonment, or illegal adoption of minors or committing domestic violence against minors.
- Indulging or instigating minors to smoke (including electronic cigarettes), drink alcohol, gamble, roam the

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streets for begging, or bully others.

- Other acts of infringing upon the physical and mental health, property rights and interests of minors or failing to perform the duties of protecting minors in accordance with the law.

## **Article 20**

Parents, or other guardians of minors, finding that minors' physical and mental health has been infringed upon or is suspected of being infringed upon, or minors' other lawful rights and interests have been infringed upon, shall understand the situation and take protective measures in a timely manner; and immediately report to the public security organs, the civil affairs departments, the education departments and other departments, under serious circumstances.

## **Article 21**

Parents or other guardians of minors shall not allow minors under the age of 16 to live alone and without guardianship.

## **Article 22**

When determining persons to be entrusted, parents or other guardians of minors, shall comprehensively consider their moral character, family status, physical and mental health, living and emotional connection with minors, and listen to the opinions of minors with the ability to express their wishes. A person falling under one of the following circumstances shall not be entrusted:

- Having committed illegal and criminal conducts such as sexual assault, abuse, abandonment, abduction, and violent injury.

## **Chapter III - Protection by Schools Article 39**

Student bullying means behaviors between students through which one party deliberately or maliciously bullies or insults the other party by physical, language, network, and other methods, causing personal injury, property loss, or mental damage to the other party.

Schools shall establish a student bullying prevention and

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control work system and provide education and training on the prevention and control of student bullying for faculty members and students. For students who conduct bully, schools shall strengthen discipline in accordance with the law according to the nature and extent of the bullying behaviors.

Schools shall not conceal serious bullying behaviors and shall report to the public security organs and the education administrative departments in a timely manner and cooperate with the relevant departments on handling them in accordance with the law.

#### **Article 40**

Schools, and kindergartens, shall establish a work system for preventing sexual assault and sexual harassment of minors. Schools and kindergartens shall not conceal illegal and criminal acts such as sexual assault and sexual harassment of minors, and shall report to the public security organs and education administrative departments in a timely manner, and cooperate with the relevant departments on handling them in accordance with the law.

#### **Chapter IV - Protection by the Society Article 62**

When recruiting staff members, an entity in close contact with minors shall check whether an applicant has any illegal criminal record of sexual assault, abuse, trafficking, and violent injury, among others, with the public security organ and the people's procurator-ate; and shall not recruit any person found to have records of the aforesaid conducts.

An entity in close contact with minors, such as schools, shall check whether its staff members have the aforesaid illegal criminal records annually on a regular basis. A staff member found to have the aforesaid conducts, by checking or other means, shall be dismissed in a timely manner.

#### **Chapter VIII - Legal Liabilities Article 131**

Foreign nationals and stateless persons under the age of 18 in China shall be protected in accordance with the relevant provisions of this Law.



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## Appendix 2: Community Letter from CAIS HOS

### Dear CAIS Parents and Community Members:

The CAIS Safeguarding and Child Protection Policy and Handbook has been created to ensure that all stakeholders in our community are fully aware and understand our commitment to ensuring that we provide a safe learning environment within our school community. This policy has been adopted by the CAIS CEO and Board.

Child abuse and neglect are violations of children's human rights and impedes their intellectual, physical, social, and emotional development.

CAIS Safeguarding and Child Protection Policy and Handbook is based upon the Law of the People's Republic of China on the Protection of Minors (revised 2020) and the United Nations Convention on the Rights of the Child, of which China has signed.

The two key articles from the United Nations Convention on the Rights of the Child which we would like to draw your attention to are:

**Article 19: Protection from Abuse and Neglect** - *'Protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programs for the prevention of abuse and the treatment of victims.'*

**Article 34: Sexual Exploitation** - *'Protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.'*

Our policy explains the meaning of 'child protection' by giving key definitions related to the topic. It also identifies the guidelines and procedures that we follow if the school is faced with such a situation. To ensure complete transparency we have published the policy on the CAIS Website.

At CAIS, we aim to ensure that all children can grow, develop, and learn in a safe and caring environment. I would like to thank each of you for your commitment to being part of the CAIS family and for supporting our efforts to continually improve the learning environment. If you have any specific questions, please feel free to contact the CPO, your divisional principal, or a school counselor.

Sincerely,


*Head of School*

*Changchun American International School*

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## Appendix 3: Confidential Record of Concern Form

Online version of the form. <https://forms.gle/wQU3t2X78EKLHbRX9>



### Safeguarding Concerns- Non-Crisis

Please fill out all the information including anecdotal thoughts and notes to help the Student Services Team (SST) have the most information they can so they investigate it thoroughly.

 **email addresses** (not shared) [Switch account](#) 

\* Required

Students Full Name \*

Your answer

Student's class and section \*

Your answer

Referred for \*

☐ Physical marks on body

☐ Student disclosure to teacher

☐ Peers have reported concerns to teacher

☐ Other: \_\_\_\_\_

Brief description of what has happened \*

Your answer

Staff members name \*

Your answer

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Google Forms

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**Email/PDF Version of the Form**

Completed by:	
Position:	
Date:	
Name of child:	Class:
Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	
Choose the category/ies that the concern falls in:	
Physical <input type="checkbox"/>	Other <input type="checkbox"/> (Specify)
Sexual <input type="checkbox"/>	
Emotional <input type="checkbox"/>	
Nature of concern: (What prompted this record, include dates, times, incidents, discussions, observations, behaviors)	
Date:	
Time:	
Other people involved:	
Incident: (if it was reported to you please include full names of the person who reported it to you)	
Is anyone else aware of this incident? If yes, please write names and position	
Are you aware of any previous incidents or concerns relating to this child?	
Has this been reported to the Child Protection Officer?	
Signed	Date:
Received by:	Date:

---

#### **Appendix 4: Sample Child Protection Recruitment Questions**

##### **Questions probing knowledge of policy and procedure:**

- What have you done in the last twelve months to improve safeguarding of children in the workplace?
- Describe to us the key aspects of the safeguarding policy in your workplace
- Give me an example of when you have had a safeguarding concern about a child. What happened?
- Tell us about a time when you have had to challenge the views of someone more senior than yourself in relation to safeguarding concerns. What was the outcome?

##### **Questions probing values and ethics:**

- How do you feel when someone holds an opinion that differs from your own? How do you behave in that situation?
- What are your attitudes to child protection? How have these developed over time?
- What are your feelings about children who make allegations against staff?
- Have you ever had concerns about a colleague with regards to his or her behavior or attitude towards the children in his or her care? How did you deal with this?

##### **Questions probing emotional maturity and resilience:**

- Tell us about a person with whom you have had particular difficulty in dealing. What made it difficult? How did you manage the situation?
- Tell us about a time when you have been working with children and your authority was seriously challenged. How did you react? What strategies did you employ to bring things back on course? With hindsight, how might you have improved your response?

##### **Questions probing motivation for working with children:**

- What do you feel are the main reasons that have led you to want to work with children?
- What has working with young people/children taught you about yourself?

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**Other possible questions:**

- Tell us about a time when you took action to help protect a child.
- Describe the procedures that need to be in place to protect children.
- How in your work or life so far have you tried to ensure that children are protected?
- Give me an example of when you had safeguarding concerns over a child.
- Give me an example of where you had to deal with bullying behavior.
- Give me an example of how you have managed poor pupil behavior.
- What do you think makes a school safe and supportive?

***Note to Interviewers:***

When forming your questions, you should consider what kinds of responses you are looking for. Where candidates are finding it difficult to understand your wording it is helpful if you have prepared an alternative phrase or can expand sufficiently for the candidate to be able to answer.

Not only when asking questions about safeguarding, but throughout the interview process, interviewers should be attuned to answers that are vague or unrealistic.

Interviewers should look out for answers that show no or little understanding or appreciation of children's needs or expectations; that fail to recognize the particular vulnerabilities of children from troubled backgrounds; inappropriate language about children; unclear boundaries with children; and answers that imply adults and children are equal.

It can be particularly difficult for an inexperienced staff member to maintain proper boundaries where the age differential between staff and service user is small. It may be worth designing a question around this issue if it is relevant for your setting.

*(Taken from [www.tes.com](http://www.tes.com))*

## Appendix 5: Responsibility Matrix

	Head of School	Principal (Primary/Secondary)	Counsellor	Classroom Teacher	Child Protection Officer (CPO)	Head of Physical and Health Education	EY/PYP/MYP/DP Coordinators	Head of Security	Head of Operations
publishing policy					✓				
administering safeguarding presentations to community			✓		✓				
implementing safeguarding techniques	✓	✓	✓	✓	✓	✓	✓		
safeguarding campus					✓			✓	✓
implementing safeguarding curricula	✓	✓					✓		
completing trip documentation		✓				✓			
review/edit policy					✓				

## Appendix 6: CAIS Emergency Contacts



**MISSION**—With passion, we: Challenge. Connect. Create.  
宗旨——我们满怀热情地面对挑战、拓展联结、创造美好未来。

### Emergency Contact Number

No.	Functional Department	Contact Number
1	Fire Station	119
2	Police Station	110
3	Emergency Center	120
4	Public Security Short Message Alarm	12110
5	Electrical Power Emergency Repair	89956396/95598
6	Water Supply Repair	88978346/89812345
7	Natural Gas Emergency Repair	84688237/96699
8	Gas Company	88989711
9	Weather Forecast	121
10	Red Cross Emergency Call	999
11	Traffic Accident, Vehicle Extrication	122
12	Education Bureau of Jingkai District	15948338000
13	Jingkai District Fire Brigade	84610119
14	Shenzhen Street Police Station	84645889
15	Centers for Disease Control	13894780566
16	Fever Clinics of China-Japan Hospital	19997190634
17	Huizhan Subdistrict	18604401588
18	Suzhou Community	18943177668

www.caisschool.com  
(+86 431) 8458 1234

No. 2899, Dong Nan Hu Road, Changchun, Jilin, China



## 应急通讯录

序号	职能部门	联系电话
1	火警	119
2	匪警	110
3	急救中心	120
4	公安短信报警	12110
5	供电抢修	89956396/95598
6	供水抢修	88978346/89812345
7	天然气抢险	84688237/96699
8	煤气公司	88989711
9	天气预报	121
10	红十字会急救电话	999
11	交通肇事，车辆救援	122
12	经开文教局	15948338000
13	经开消防大队	84610119
14	深圳街派出所	84645889
15	疾控中心	13894780566
16	中日发热门诊	19997190634
17	会展街道	18604401588
18	苏州社区	18943177668





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## References

International Centre for Missing and Exploited Children – Education Portal – School Policies 2023, Accessed on 15 March 2023

<https://www.icmec.org/education-portal/school-policies/>

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