

CHILD PROTECTION HANDBOOK

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INTERNATIONAL
SCHOOL OF BEIJING
北京顺义国际学校

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CHILD PROTECTION STATEMENT

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-emotional, and cognitive development. Abuse is of concern throughout the world. The International School of Beijing (ISB) endorses the UN Convention on the Rights of the Child, of which our host country, the People's Republic of China, is a signatory.

All schools fill a special institutional role in society as protectors of children. Through this role, schools must ensure that all children in their care are afforded a safe and secure learning environment in which to grow and develop. School employees** observe and interact with children over time and are in a unique position to identify children who need protection. As such, schools have a professional, ethical, and legal obligation to identify children in need of protection and to take steps to ensure the child and family avail themselves of services needed to remedy any situation that constitutes child abuse.

All employees of ISB must report suspected incidents of child abuse or any other Child Protection concern when the employee has reasonable cause to believe a child has suffered, or is at significant

risk of suffering, abuse. Reporting and following up of all suspected incidents of child abuse will proceed in accordance with the Child Protection reporting procedures detailed in this Child Protection Handbook. Furthermore, cases of suspected child abuse may be reported to local law enforcement and the Beijing Municipal Education Commission (BMEC).

This statement will be reviewed annually by the Child Safeguarding Leadership Team (CSLT) for compliance and effectiveness and to ensure that all current practices are included.

ISB Definitions

- **Child Protection** - the process of responding to and protecting children identified as either suffering or likely suffer harm as a result of abuse or neglect.
- **Safeguarding** – refers to the proactive and preventative measures we take to protect members of our community from harm.

* The term child refers to anyone under the age of 18, including any student enrolled at ISB.

**An employee is defined as an adult who is working at the school or is engaged with students under the authority of ISB. This includes sub-contracted workers, substitute teachers, coaches, and parent volunteers.

***This policy applies to all ISB Employees ** at all times including outside of work hours.

****This policy will be reviewed annually.

BOARD OF TRUSTEES POLICIES

Policy #7.6041

Every student enrolled at the school has the right to a safe and secure environment.

Policy #7.4032 Harassment / Bullying

All students have the right to be treated with respect. Therefore, the school will be a safe place, where all members of the school community are free from ridicule, isolation, bullying and/or harassment, and where learning takes place in a supportive environment. Harassment of students or any other member of the school community at the school and in the wider community is prohibited.

Policy #7.501 Corporal Punishment

Corporal punishment will be prohibited at the school

CATEGORIES AND SIGNS OF ABUSE

Abuse situations are rarely standalone events that can be described by one definition or label. In most cases, multiple forms of abuse occur together. In addition, children with disabilities are statistically more vulnerable to abuse and abuse may be more challenging to recognize due to characteristics associated with certain disabilities

What constitutes abuse?

Abuse is any form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by strangers. They may be abused by an adult(s) or another child(ren).

One of the most effective ways to protect children is to be aware of the signs of possible abuse. All employees should be aware of the signs of abuse and neglect so they are able to identify children who may need protection. In most cases, these signs will manifest themselves in children who are the victims of abuse.

Abuse is categorized into four main types: physical, sexual, emotional, and neglect. All employees should be familiar with the definitions below which include common signs and symptoms of abuse. It is important to recognize that some children who are sexually exploited or abused do not exhibit any external signs of abuse. Sometimes children do not even recognize what is happening to them as abusive. Additionally, it can sometimes be difficult to

tell the difference between injuries suffered as part of normal childhood activities and those caused by abuse.

It is important to reiterate that not all signs of abuse are visible. There will often be signs which are emotional or behavioural in nature. Staff should be vigilant to respond to and document emotional or behavioural concerns.

Physical Abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or adult fabricates the symptoms of, or deliberately induces, illness in a child.

There is rarely a single sign or symptom that proves a child is being physically abused; if a child often has injuries, there seems to be a pattern of injuries, or the explanation given by the child or parent does not match the injury, the injury should be investigated further.

Possible signs of Physical Abuse

- Unexplained bruises and welts on any part of the body
- Bruises of different ages (i.e., various colors)
- Injuries to parts of the body where accidents are unlikely to occur (i.e., thighs, back, abdomen)
- Injuries that regularly appear after school absence or vacation
- Untreated or inadequately treated injuries

Sexual Abuse

Sexual abuse is a form of abuse which involves forcing or enticing a child to take part in sexual activities, regardless of whether the child is aware of what is happening. It does not necessarily involve a high level of violence. Activities may involve physical contact, including assault by penetration or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in the viewing or production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse can be committed by adults of any gender, as well as other children.

Possible signs of Sexual Abuse

- Sexually transmitted infection in a child of any age
- Evidence of physical trauma or bleeding to the oral, genital, or anal areas
- Pain, itching, bleeding, bruising, discharge to the genital area, anus, or mouth
- Urinary infections
- Persistent sore throats or stomach aches
- Difficulty walking or sitting
- Sexual knowledge, behavior, or use of language not appropriate to age level

Emotional Abuse

A form of abuse which involves the persistent emotional maltreatment of a child such as to cause severe and

persistent adverse effects on the child's emotional development. It may involve conveying to a child they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another. In addition, emotional abuse may involve serious bullying (including cyberbullying).

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may also occur as a standalone form of abuse. Signs of emotional abuse tend to be behavioral in nature.

Possible signs of Emotional Abuse

- Habit disorders (i.e., sucking, biting, rocking)
- Aggressive or disruptive behavior (i.e., acting out, demanding attention, requiring more discipline than other children)
- Anger or disinterest
- Being frightened of certain adults
- Feeling sad, withdrawn, or depressed
- Difficulty sleeping
- Eating disorders
- Self-harm, suicidal ideation, or attempted suicide
- Lacking confidence or having low self-esteem

Neglect

Neglect is a form of abuse where there is a persistent failure to meet a child's basic physical and/or psychological needs, which is likely to result in serious impairment of the child's health or development. Neglect may also include unresponsiveness to a child's basic physical or emotional needs.

Affluent neglect relates to a specific type of neglect experienced by children and young people from wealthier backgrounds.

While they may have all their physical, medical and educational needs met, they may lack an emotional connection with their parents/carers.

Possible signs of Neglect

- Appears underweight or is very small for age, weight deterioration
- Unattended medical or dental problems
- Untreated skin or hair conditions
- Frequently tired or fatigued
- Emotional withdrawal
- Alcohol or substance misuse
- Developmental delay (i.e., weight, language, social skills, etc.)

- Inadequate food intake and/or poor nutrition (i.e., lacks energy, swollen stomach, constantly hungry, steals or hides food)
- Appears very overweight for age
- Improperly clothed, with inadequate protection from the weather
- Poor personal hygiene or unwashed clothing
- Often absent from school for no apparent reason or persistently arrives late
- Regularly left alone or in charge of younger siblings

These situations do not always mean a child is intentionally neglected. Sometimes cultural values, the standards of care in the community, and poverty may be contributing factors, indicating the family needs guidance or assistance from the school. When a family fails to utilize resources provided and the child's health or safety is at risk, child welfare interventions may be required.

SPECIFIC FORMS OF ABUSE

Corporal Punishment

Corporal punishment is any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. It most commonly involves hitting a child with the hand or an implement, but may also include other acts of physical violence.

ISB has a zero tolerance approach to corporal punishment. Parent follow up will take place in all situations in which Corporal Punishment is reported. For further information please refer to the Appendix.

Grooming

Grooming is the process by which an individual prepares a child, significant adults, and the environment for the abuse of a child. Children can be groomed online or in real time, by a stranger or by someone they know. Groomers may be male or female and can be any age. Many children do not understand they have been groomed, or that what has happened is abuse. The signs of grooming are not always obvious. Adults who groom children also often groom the other adults around the child, making it difficult to identify.

Child-on-Child Abuse

Child-on-Child abuse is any form of physical, sexual, emotional, or financial abuse, and/or coercive control exercised between children and within children's relationships (both intimate and non-intimate).

Child-on-Child abuse can take on various forms:

- **Physical Abuse:** an action that causes another person physical harm
- **Sexual Violence and Sexual Harassment:** may include inappropriate sexual language, innuendo, or role play; sexual touching, assault, or abuse; or non-consensual behavior of a sexual nature.
- **Cyber Harassment:** the use of technology (i.e., social media platforms, messaging systems, email) to harass, threaten or intimidate someone.
- **Youth Produced Sexual Imagery :** The use of technology to create and or share intimate or sexual photos and videos either of yourself or of others. It is a behaviour that can occur between people of any age. It includes the creation and distribution of real or AI generated images. Creation, possession and distribution of these materials is illegal in China.
- **Identity Based Harm:** Identity Based Harm is a range of language or behavior, physical and/or emotional, that targets someone's identity markers such as race, skin color, ethnicity, religion, gender identity, gender expression, sexual orientation, national origin, physical appearance and abilities, citizenship status, socioeconomic status, age, special educational needs, neurotype, or language. These actions, intentional or unintentional, in our

school can cause someone to feel powerless, worthless, excluded or marginalized and often connected to biases, prejudices, and stereotypes of various identities in wider society. ISB responds to identity-based harm at all levels, regardless of intent, ranging from insensitivity, bias-based discrimination, direct discrimination, and identity-based violence, whether or not the identity targeted is present. (see Appendix for more detail).

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Child sexual exploitation (CSE) and child criminal exploitation (CCE) are both forms of abuse in which an individual or group takes advantage of an imbalance in power to coerce, manipulate, or deceive a child into sexual or criminal activity. CSE is a form of abuse which involves children receiving something from another individual in exchange for sexual activity. CSE usually involves an imbalance of power in the relationship. It can involve varying degrees of coercion, intimidation, or enticement, including unwanted pressure from peers to have sex, sexual bullying (including cyberbullying), and grooming.

Harm to Self

ISB includes any harm a student may do to themselves as a child protection concern. Harm to self may include expressing suicidal ideation, engaging in non-suicidal self injury or disordered eating. This is not an exhaustive list. ISB believes that mental health is as important as physical health. If it is determined that a student is struggling with their mental health, ISB may require

the student receive professional mental health support. ISB counsellors are school counsellors and not permitted to provide therapeutic or clinical support. For further information about ISB's approach to Harm to Self please see the appendices.

Domestic Abuse

Domestic abuse includes any incident or pattern of incidents of controlling, coercive, threatening behavior, violence, or abuse that occurs within the home.

The nature of domestic abuse may be physical, sexual, and/or emotional abuse, and may include financial exploitation.

Children who witness domestic abuse often experience adverse, long-lasting emotional and psychological effects. In some cases, children may blame themselves for the abuse. They may be overly apologetic or react strongly to criticism or conflict in their daily lives.

Online Abuse

Online abuse includes behavior that has a threatening, intimidating, harassing or humiliating affect on a person. It is becoming one of the most common forms of abuse between young people. Forms of online abuse include trolling, image based abuse, sexual extortion, impersonation accounts, doxing, deepfakes and defamatory comments. The impact of online abuse can be as significant as other forms of abuse. This abuse may occur on any platform including WeChat. ISB has Responsible Use Agreements which are shared annually (see Appendix).

A TEAM APPROACH

Child abuse is preventable and requires a high degree of vigilance and commitment by every employee to support and adhere to the school Child Protection policies and procedures, which aim to create a culture of prevention and safety. For this reason, ISB has adopted a team approach to Child Protection. The benefits of a team approach include:

- Minimizing the impact of bias or perceived conflict of interest
- Reinforcing transparency of the process
- Reducing the burden of responsibility for addressing allegations and concerns, thereby eliminating a single point of decision-making
- Supporting the Designated Safeguarding Leads (DSLs) and Child Protection Officers (CPOs) with multiple perspectives and cultural understanding when reviewing cases

- Ensuring there are multiple staff members in every school section who are trained and qualified to identify students that may be at risk of harm
- Ensuring a high level of Child Protection expertise and a shared understanding of response protocols despite inevitable staff transitions

The Child Safeguarding Leadership Team (CSLT) is made up of members of administration, faculty, and staff. This team is led by the Designated Safeguarding Leads who report directly to the Head of School.

Divisional Child Protection Teams include all administrators, deans of students, school counselors, and the school psychologist. This team receive advanced child protection training including annual refresher trainings.



REPORTING CONCERNS

Concerns about a parent, guardian, or student

The safety of children is our number one priority. Protecting children and promoting social-emotional health is everyone's responsibility. ISB operates within a culture of openness and recognizes abuse can happen in any organization. For this reason, all concerns about a child's safety and health must be reported.

All employees should be vigilant in their reporting of suspected child abuse in any form. Where there is cause to suspect an incident of child abuse, or a pattern of behavior that indicates a child may be subject to abuse, it is the responsibility of the employee to report their concerns on Child Protection Online Management System (CPOMS). Students are encouraged to report incidents for which they or others may be the victims. Reporting by students may be verbal or in writing and shared with any school employee, who in turn, shall communicate this information on CPOMS.

Once a concern has been reported, the following steps occur:

Step 1 – Review the Concern & Gather Additional Data (as needed)

The Child Protection team takes initial steps to gather information regarding the reported incident. Based on the information gathered, the child protection team will determine whether the student's situation will be monitored or whether further action is needed.

If further action or review is needed:

- The Child Protection team will discuss options in a meeting with at least two other Child Protection leaders (i.e. 'Green Room')

During that meeting, the team will determine the course of follow up actions.

Step 2 – Action

Based on information gathered, a plan of action will be developed to assist the student. Possible actions include:

- Meet with the family to present concerns, unless the family constitutes a possible risk to the child
- Provide support to the student and family
- Refer the student and family to external professional counseling
- Notify the sponsoring employer of the concern
- Consult with the Consulate of the country of the involved family
- Consult with local authorities
- Monitor the situation

Step 3 – Follow up

Additional and on-going follow up actions may be taken by the school :

- Maintain contact with the student and the family to provide support and guidance as appropriate
- Provide resource materials and strategies
- Maintain contact with outside therapists to align school support with outside therapist support

Concerns related to an ISB employee

Concerns related to the conduct of an ISB employee must be reported through the CPOMS StaffSafe platform or to safeguarding@isb.cn. The DSL team will evaluate the concern and determine next steps following the guidelines listed in the ICMEC protocol for managing allegations of abuse by educators and other adults

Possible actions may include:

- An informal reminder of expectations (this will be documented in Staffsafe)
- A formal written warning
- Suspension of duties (paid) while an inquiry is being conducted
- Involvement of a third party consultant for advice or an independent investigation

If the issue remains unresolved after emailing safeguarding@isb.cn, contact the Director of Student Support Services (see contact details in the ISB Staff Directory).

- If still unresolved, contact the CFO/COO.
- As a last resort, contact the Head of School.

If none of these steps resolve the matter or your concern relates to misconduct by ISB safeguarding leadership, you may report it via the ISB Protector Line (information can be found on Dragon's Gate).

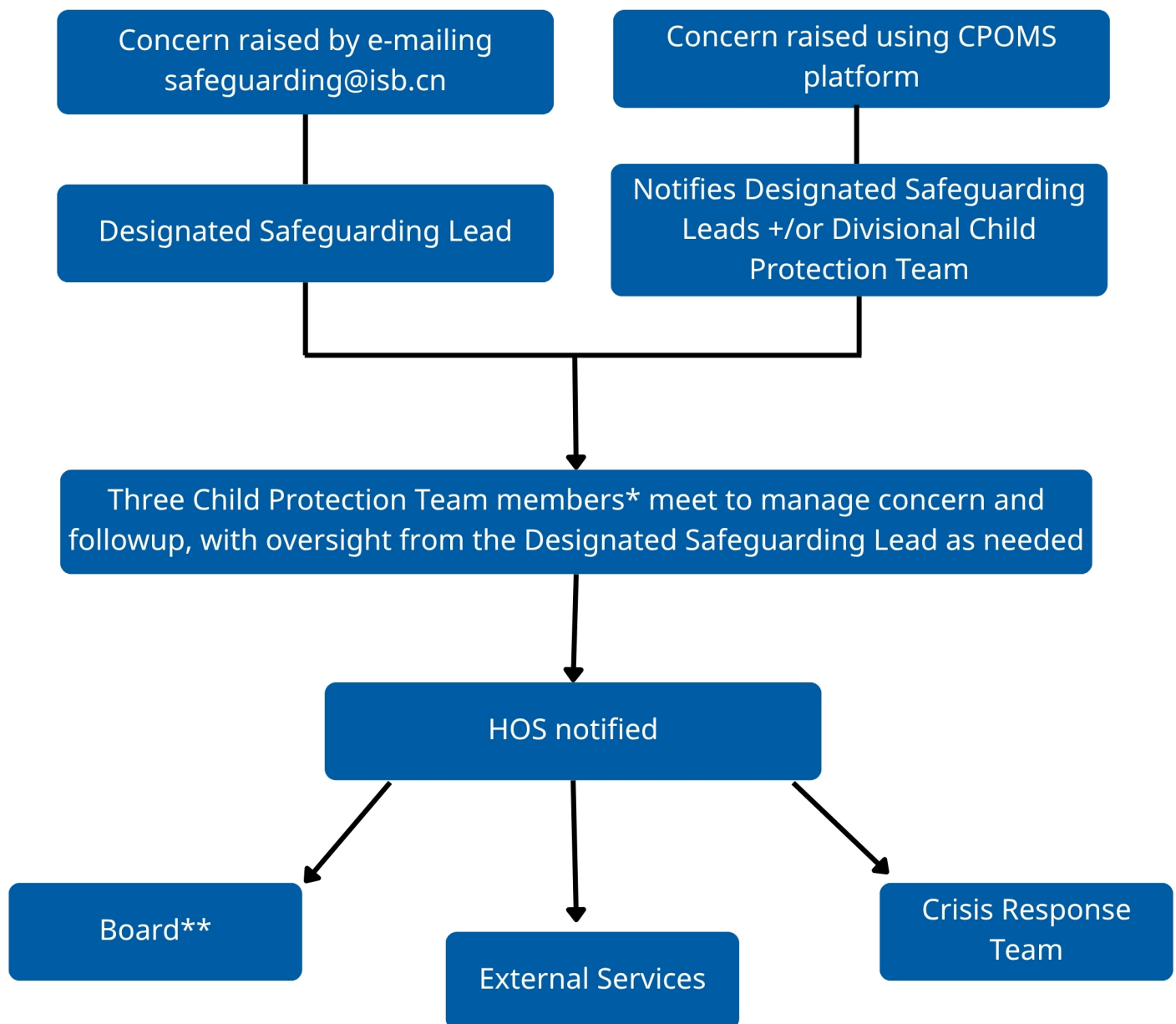
Termination of contract

The safety and wellbeing of children in our school is dependent on the vigilance of all our employees and their prompt

communication regarding conduct by an adult which causes one to suspect an employee's suitability to work with or have access to children.

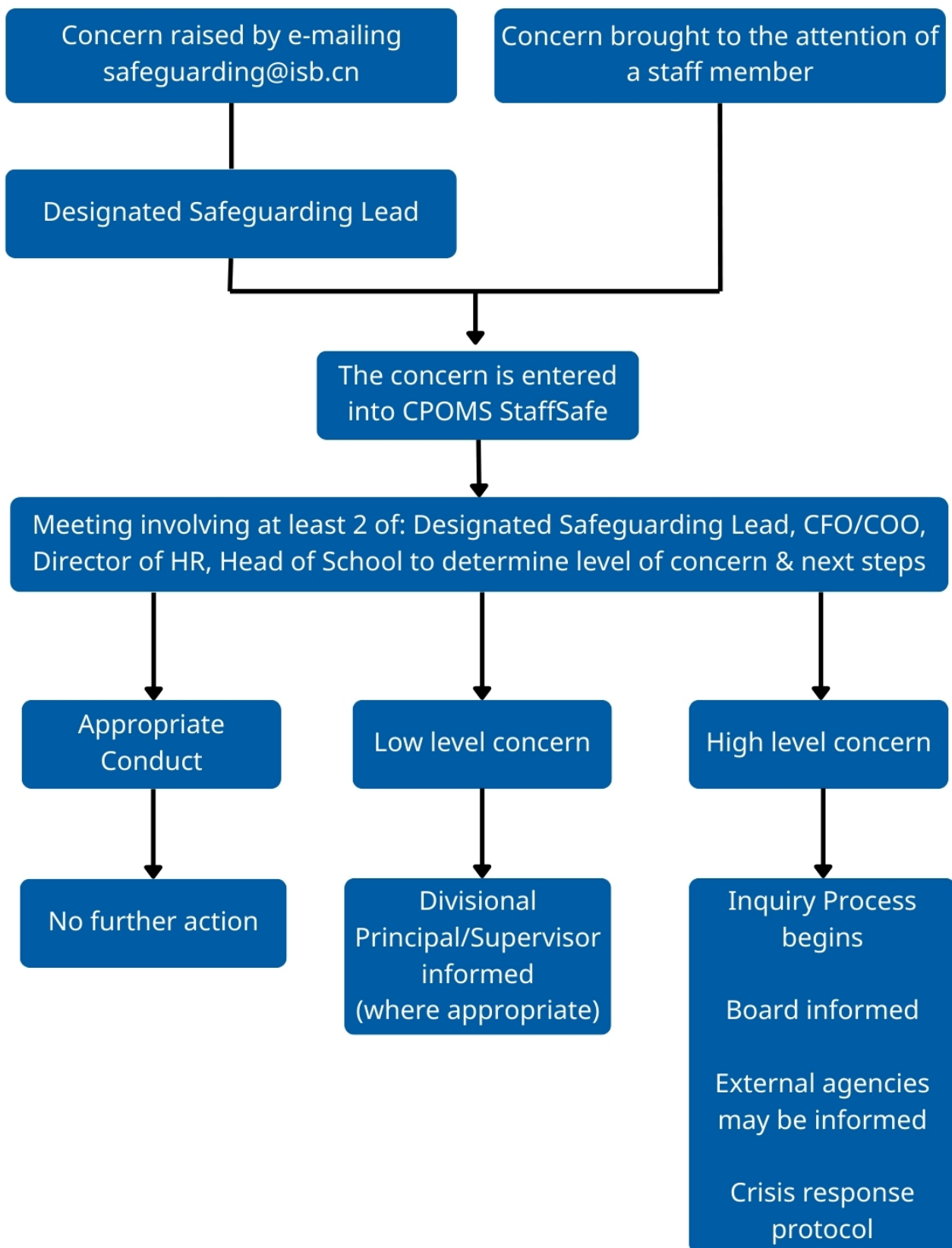
If an employee believes the Code of Conduct or Child Protection Policies are not being adhered to or that a student(s) is at risk, they should report their concern immediately. No employee will suffer a detriment or be disciplined for raising a genuine concern about unsafe practices, provided they do so in good faith and follow procedures. The Staffsafe platform ensures that any report related to the conduct of an adult in the community can not be viewed by that person. This applies to all members of the DSL team and the Head of School.

CHILD PROTECTION CONCERN RAISED FROM COMMUNITY MEMBER



*The team will not include anyone with a known/declared link to the case
** In all matters that potentially threaten the reputation of the school or give cause for legal concern, the HOS is responsible for reporting to the Board of Trustees.

CONCERN RELATING TO AN ADULT IN THE ISB COMMUNITY*



*This includes all adults (including but not limited to) staff, parents, those employed by parents, wider families and contractors.

CONFIDENTIALITY

Employees should never guarantee confidentiality. They should explain they will not tell anyone who does not have a clear need to know, and they will pass on information in confidence only to the people who must be told in order to

ensure the appropriate action is taken. All employees involved will also take whatever steps they can to protect the informant from any retaliation or unnecessary stress that may occur after a disclosure has been made.

PREVENTION PRACTICES

ISB implements multiple actions that promote the safety of children. The CSLT meets regularly during the school year to review current practices and revise and extend practices to better protect children. Below are examples of prevention practices currently in place.

Hiring Practices

ISB requires criminal checks for all employees.

Before offering employment, the recruiter or Human Resources representative must review the candidate's employment timeline as indicated on the CV/resume to identify any unexplained employment gaps

and secure a minimum of two references. These references must be individuals who have previously supervised the candidate and answer Child Protection specific questions regarding the candidate's history and suitability in working with students. ISB's employment page highlights our school's Child Protection practices.

Low Level Concerns

A concern or allegation that does not meet the harm threshold is considered a low-level concern. The term "low-level" concern does not mean that it is insignificant.

A low-level concern is any concern – no matter how small, and even if no more

than a sense of unease or a 'nagging doubt' - that an adult working with children may have acted in a way that:

- Is inconsistent with ISB's code of conduct
- Includes inappropriate conduct outside of work
- Does not meet the harm threshold
- Or is otherwise not serious enough to merit a referral for follow up with the child protection team (Farrer & Co, 2024). All staff are encouraged to report any low level concerns into StaffSafe where they will be followed up by the DSL team. ISB follows the approach listed by Farrer & Co in relation to reviewing and considering low level concerns.

From the ISB Faculty Code of Conduct

- Never be alone with students at school activities without being visible to others.
- Maintain appropriate physical boundaries at all times and touch children – when necessary – only in ways that are appropriate, public, and non-sexual.
- Communication with students that is outside the role of the professional or volunteer relationship (teacher, coach, host, etc.) is prohibited.
- Email exchanges between a student 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 monitoring.
- All communication exchanges between ISB employees and ISB students should take place through ISB-approved communication channels. WeChat should not be used for any school-

related communication with students.

Electronic communication that takes place over a school network or platform is retained and is subject to monitoring and review.

- Comply with the mandatory reporting regulations of ISB and with the ISB policy to report suspected abuse.
- Report using CPOMS:
 - » Any suspicions, concerns, or incidents of child maltreatment
 - » Any indications (verbal, written, or physical) that suggest a student may be infatuated with a member of staff
 - » Any arrangements where providing services (tutoring, consulting, etc.) outside of the school day or off campus
- Cooperate fully in any investigation of suspected abuse of students.

Student Education

Each school section teaches curriculum designed to educate students about various aspects of maltreatment and Child Protection. The curriculum is age specific and is delivered through a variety of instructional formats. The goal of the learning is to empower students of all ages to recognize and respond to threats to their physical and emotional well-being.

Digital Citizenship

Digital Citizenship refers to the set of skills and decision-making abilities that allow students to have healthy, balanced, and safe experiences online. Students with a strong sense of digital citizenship are better able to protect themselves in situations that can lead to inappropriate

child/adult interactions, disrespect, and abuse amongst peers, and the discovery of inappropriate online content. ISB has developed age-appropriate curriculum and Responsible Use Agreements that help educate and empower students to make decisions that protect themselves and their peers.

AI Use

AI including AI companions (chatbots, virtual tutors, or social agents) can support learning and wellbeing, but they also bring safeguarding risks. Staff should ensure any AI tool used with students is thoughtfully considered. Teachers should supervise student interactions, teach safe and responsible use, and report any concerning outputs or incidents to the Designated Safeguarding Leads immediately. The school will review AI use regularly.

Restroom Use

Single occupancy restrooms for adults are separate from the student restrooms. Signage is provided in English and Chinese. Employees are allowed in students restrooms in case of emergency. Any staff member entering a student bathroom must loudly announce themselves and if possible, only enter with another staff member. Single occupancy restrooms may be used by students who identify as non-binary and transgender.

The Life Centered Education (LCE) class is a program for students with significant learning and developmental needs. Some students in the class may require adult assistance for personal hygiene needs. The LCE teachers and instructional assistants

ensure two adults are always present to assist students in the restroom.

During the weekends, evenings, and when events with large numbers of adults are on campus the Middle and High School student restrooms may be open for use by adults. In this case, the signage on the doors is changed to indicate adults may use the restrooms. Cameras are located strategically around the school and each restroom entry is monitored by a camera.

Classroom Visibility

Classroom and office doors or entries have clear glass that always allow for visual access into the room. When staff and faculty are meeting with students, doors should remain open to provide visual access. When meeting individually or in small groups with students, adults and students should be seated where there is direct visual access from the doorway. Frosting may be added to classroom doors for privacy, however a maximum height for frosting in a classroom is 120cm.

Windows in classroom doors must never be frosted or covered.

Frosting may be added to an office space that does not have any student access, if there is a reasonable likelihood that a person passing by could see the staff member's computer screen. Office frosting can be applied to a height of 160cm.

Staff must be mindful to avoid any obstruction or decoration that may impede visual access to the classroom.

Deescalation & Physical Holds

There may be circumstances when an employee needs to use a physical hold to support a child. This should always be a last resort after other non-physical supports have been implemented. ISB has staff members who have been trained to deliver de-escalation strategies and appropriate physical holds. This accredited training is delivered every two years and is available in both English and Mandarin. Any staff involved in a physical hold of a child must report the incident immediately into CPOMS StudentSafe (under the student's name) and in CPOMS StaffSafe (under the staff member's own name).

Online Learning Guidelines

Child Protection considerations continue to be important during online learning. This is a unique situation with frequent online interactions with children and sometimes in locations with little privacy. To ensure the safety of teachers and students and to maintain a high level of professionalism and ethical standards, guidelines for online teaching have been established.

- Sit in an environment with a neutral background and wear professional attire.
- Ensure the background on the adult screen does not display bedroom furniture or other distracting objects. If using a virtual background, ensure the background is appropriate for school and does not detract from learning.
- Use school approved platforms when videoconferencing.
- Where inappropriate or illegal content is shared online, report into CPOMS/

Staffsafe.

- Pre-arrange video conferences with students during ISB school hours or other agreed upon times. Adhere to pre-arranged start and end times. Parents should be aware of the date and times of online sessions via daily/ weekly schedules or email.
- If an employee observes anything unusual or concerning during a videoconference or has concerns about a student's safety, report it into CPOMS. Child Protection protocols will be followed remotely.
- Advise students to talk with a teacher, school counselor, or other trusted adult if they have concerns about a peer's behavior or social-emotional wellbeing.



INTERNATIONAL
SCHOOL OF BEIJING
北京顺义国际学校

While you are with us 当您在校内时:



Please DO NOT take
photographs
请不要拍照



Report Child Safety Concerns
to School Staff
如遇到学生安全问题，
请马上汇报给学校员工



Avoid unwanted
physical contact
避免不必要的身体接触



No Smoking
No Vapor Smoking
No E-Cigarettes
禁止吸烟(包括香烟/
水烟/电子烟)

Please do not smoke
on campus
校园内禁止吸烟



Do not share
personal details
不要泄露个人信息



Adult Toilet
成人洗手间



Student Toilet
学生洗手间

Use the proper toilets
请参照标识使用卫生间

APPENDICES

CORPORAL PUNISHMENT STATEMENT

<https://www.isb.cn/dg/life/child-safeguarding/corporal-punishment>

- 58 countries and territories have completely prohibited corporal punishment of children (most recently France in 2019).
- The UN Committee on the Rights of the Child defines corporal punishment as “any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light”.
- It most commonly involves hitting a child with the hand or an implement.
- Corporal punishment carries an inbuilt risk of escalation to physical abuse.
- ISB considers corporal punishment a violation of a child’s basic human rights.
- Teachers should report any statements made by students mentioning acts of corporal punishment to the student’s Counselor or a Designated Child Safeguarding Officer (DCPO).
- Parent follow-up will take place in all situations in which corporal punishment is reported.
- School personnel will initially address corporal punishment cases from a parent education perspective, introducing alternative strategies and providing resources to answer any questions parents may have regarding discipline in the home.
- Counselors and administrators will monitor corporal punishment cases to determine whether additional follow-up is required.

CHILD-ON-CHILD ABUSE STATEMENT

Definition

Any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate).

Abuse and Harmful Behavior

Abuse is serious and it should never be dismissed as "joking", "kidding around", or simply a "part of growing up". Peer abuse is real and should be taken as seriously as other forms of abuse by adults and be subject to the same child protection procedures.

ISB employees should not dismiss abusive behavior as normal between young people. Faculty and staff need to be proactive in reporting concerning behavior and not develop high tolerance for abusive actions or words.

Statement about Bullying and Cyberbullying

Bullying involves repeated behaviors targeted to other individuals over time that can be in the form of electronic, written, verbal, or physical acts that disrupts others' learning or the learning environment.

Parent notification and disciplinary action will be taken to ensure that the student(s):

- a. Take responsibility for and realize the seriousness of their behavior
- b. Understand that child on child abuse in any form will not be tolerated
- c. Ensure the safety and wellbeing of other ISB community members

PHYSICAL RESTRAINT AND USE OF REASONABLE FORCE

ISB aims to provide a supportive and controlled environment in which children are enabled to thrive as happy and secure individuals. ISB expects that all its staff will be alert to the needs of children and will put their interests first at all times. However, it is recognized that occasionally situations will arise where children place themselves or others in danger through deliberate or uncontrollable behavior, and where physical intervention may be necessary to control or restrain a child's behavior.

This document provides guidance regarding the management of unacceptable behavior by children and the use of physical restraint in response to unacceptable behavior. All staff must be aware of its contents and have a clear understanding if they personally are authorized under the policy to exercise restraint in appropriate circumstances.

Scope

This guidance applies to all students, staff, volunteers and contractors working in the school and parents and their representatives, such as drivers, tutors, ays, tutors, guardians and relatives.

Staff Responsibilities

Any member of staff who acts outside its guidance may be subject to action under the school's disciplinary policies on the ground of gross misconduct, which can lead to immediate dismissal. Anyone dismissed in these circumstances is likely to be barred from working with children in any other establishment or setting.

Physical Restraint

Physical restraint is only to be used if all other crisis intervention and de-escalation techniques have been exhausted. In crisis situations, authorized staff may use such physical restraint as is reasonable to prevent a child from doing, or continuing to do, any of the following:

- Injuring themselves or others
- Causing significant damage to property (including the child's own property)
- Engaging in any behavior prejudicial to maintaining good order and discipline at the school or among any of its children, whether that behavior occurs in a classroom or elsewhere.

A child may be restrained in an appropriate manner by an authorized person when on school grounds or when the authorized person has lawful control or charge of the child concerned elsewhere (e.g., on a trip or other authorized off-campus activity). All staff should use the least restrictive approach to intervention and report any intervention immediately using CPOMS.

Types of Incidents

There is a wide variety of situations in which reasonable force might be appropriate or necessary to ensure safety. They will fall into three broad categories:

1. Where action is necessary in self-defense or because there is an imminent risk of injury.
2. Where there is a developing risk of injury to the child or others in the vicinity, or significant damage to property.
3. Where a child is behaving in a reckless

or uncontrolled manner, which may lead to them or another child being injured.

Examples of situations that fall within these categories include:

- A child attacks a member of staff or another child
- Children are fighting
- A child is engaged in, or is on the verge of, committing deliberate damage or vandalism to property
- A child is causing, or at risk of causing, injury or damage by accident, rough play, or misuse of dangerous materials or objects
- A child is running in a corridor or on a stairway in a manner that might injure themselves or others
- A child at risk of harming himself through intentional self-harm or physical outbursts

Reasonable Force

The decision on whether or not to use reasonable force to control or restrain a child relies on the professional judgement of the staff concerned and should always depend on individual circumstances. The restraint should use the minimum amount of physical force as is reasonable in the circumstances to achieve the desired result. There is no legal definition of 'reasonable force', so it is not possible to comprehensively outline situations in which it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case. There are two relevant considerations:

- The use of force can be regarded as

reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore, physical force could not be justified to prevent a child from committing a trivial misdemeanor or in a situation that clearly could be resolved without force.

- The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behavior or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

All staff who work with children are automatically authorized to use reasonable force in extreme situations; however, staff members who may be required to use reasonable force or restrain students more frequently will be explicitly appointed and authorized. Authorization may be on a permanent or long-term basis because of the nature of the staff member's role or as a result of specialized training, or on a short-term basis for specific events such as extracurricular activities and school trips.

Practical Considerations

Before intervening physically, a member of staff should, wherever possible, tell the child to stop, and explicitly identify what will happen if he or she does not. The staff member should continue attempting to communicate with the child throughout the incident, and should make it clear that physical contact or restraint will cease as

soon as it is no longer necessary. A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper, are acting out of anger or frustration, or are doing so to punish the child.

Whether it is reasonable to use force, and the degree of force that could reasonably be employed, will depend on the age, understanding, and gender of the child.

Application of Force

Physical intervention can take several forms. It might involve staff:

- Physically interposing between children
- Blocking a child's path
- Holding
- Guiding a child away by following the approach taught by ISB Team Teach certified trainers
- Using more restrictive holds (by trained staff in extreme circumstances)

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of "reasonable force." For example, to prevent a young child running into a busy road or to prevent a child from hitting someone or throwing something.

Staff should always avoid touching or holding a child in sexually sensitive areas.

Where there is a medium to high level risk is staff should consider carefully whether, and if so when, physical intervention is necessary. In situations where there is

no risk to person or property, behavior management strategies and de-escalation techniques should be employed, rather than physical intervention. Staff should attempt to deal with situations through other strategies before using force, and all staff should be trained in basic de-escalation strategies. In non-urgent situations, force should rarely, if ever be used.

Action in self-defense or in an emergency

There may be incidents in which action to restrain a child may be taken outside this policy, by someone who has not been explicitly authorized under the policy. Everyone has the right to defend themselves against a physical attack provided they do not use a disproportionate degree of force to do so. It is recognized that a person defending themselves cannot, in the moment, determine the exact measure of a necessary defensive action; however, they are entitled to take measures based on an instinctive and honestly felt belief that a particular action was necessary to avoid injury to themselves or to others. Similarly, in an emergency, for example if a child was at immediate risk of injury or on the point of inflicting injury on someone else, any member of staff would be entitled to intervene.

Risk Assessment

Staff are advised to assess the frequency and severity of incidents requiring the use of force that are likely to occur.

The Divisional Child Protection Team may also need to make individual risk assessments where it is known that physical intervention or force is more likely to be necessary to restrain a particular child.

Corporal Punishment

In accordance with the ISB Corporal Punishment Guidelines, any form of physical restraint or physical contact, which is intended as a punishment is expressly forbidden both in and out of school. Any act of corporal punishment by a member of staff will be considered gross misconduct and is subject to investigation and disciplinary action. Also unacceptable is any action by a member of staff which, although stopping short of physical contact, is intended to be intimidatory, or has that effect. Such actions would include throwing objects at children, using abusive or threatening language, making threatening gestures, or adopting an aggressive manner towards a child. The latter would include shouting at a child or using a raised voice in a threatening manner.

Physical Restraint Guidelines

The decision on whether or not to physically intervene relies on the professional judgement of the staff member concerned and should always depend on the individual circumstances. In circumstances when the use of Physical Restraint and Reasonable force is needed:

- Approach the student calmly but firmly

- Where possible, the consequences of refusing to stop the behavior should be explained and it should be communicated to the student that physical contact or restraint will stop as soon as it ceases to be necessary.
- A calm and measured approach is required by staff throughout.

Method of Restraint

The method of restraint employed must use the minimum force for the minimum time. Physical restraint should be administered only by employees who are trained and certified by the Team Teach or similar organizations.

Restraint must not:

- Involve hurting the student
- Involve deliberately inflicting pain on the student
- Restrict the student's breathing
- Involve contact with sexually sensitive areas
- Involve locking the student in a room

During an incident the person restraining should:

- Offer verbal reassurance to the student
- Cause the minimum level of restriction of movement
- Reduce the danger of any accidental injury
- Cease the restraint immediately if there are any signs of physical distress in the student such as sudden change in color, difficulty breathing or vomiting

Physical Restraint can be:

- Partial – restricting and preventing particular movements
- Total – complete immobilization

Physical intervention can take several forms and may involve:

- Physically interposing between students
- Blocking a student's path
- Holding
- Pushing
- Pulling
- Leading a student by the hand or arm

Recording Incidents

- Minor or everyday use of reasonable force does not need to be recorded. For example, very young children running off in the playground and being guided back to the line by the teacher or assistant.
- All more serious or extended incidents involving the use of physical restraint must be reported in CPOMS as soon as possible after the incident.
- The purpose of recording is to ensure policy guidelines are followed, to inform parents, to guide future planning, to prevent misunderstanding or misinterpretation of the incident, and to provide a longitudinal record.

Informing parents when force has been used on their child

- Staff need to use their professional judgement on whether to inform a parent, depending on the severity of the incident.
- In a serious incident where a member of staff has had to physically restrain a student, the parent will be informed on the day and the conversation must be documented and sent to the parent.

- Students who require significant and/or frequent physical restraint may be subject to conditional enrollment, temporary suspension, outside evaluation, or expulsion depending on the situation.

If a student complains when force is used on them

- All complaints about the use of force should be thoroughly, quickly, and appropriately investigated.
- A staff witness should always be present during instances of physical restraint and first-hand accounts should be formally documented immediately following the incident.

IDENTITY-BASED HARM

Definition

Identity Based Harm is a range of language or behavior, physical and/or emotional, that targets someone's identity markers such as race, skin color, ethnicity, cultural background, religion, gender identity, gender expression, sexual orientation, national origin, physical appearance and abilities, citizenship status, socioeconomic status, age, special educational needs, neurotype, language, or other aspects of identity. These actions, intentional or unintentional, in our school can cause someone to feel powerless, worthless, excluded or marginalized and often connected to biases, prejudices, and stereotypes of various identities in wider society. Please see the documents in Appendix X ([attach charts](#)) that define various levels of identity-based harm that adults at ISB are responsible for addressing.

School Position

ISB is committed to fostering a school environment where all students feel safe, supported, and included, regardless of their identity markers, as listed above.. ISB is dedicated to the prevention, identification, and response to identity-based harm and addressing its impact on the school community's sense of safety and belonging, in which all members feel valued, safe, and treated fairly in order to do their best learning in our school environment.

Expectation for Employees

ISB is committed to approaches that aim to repair harm, educate the actor(s) involved, and support the recipient(s) of harm, ensuring that the response

contributes to a positive school climate. To proactively address identity-based harm, ISB is committed to promoting identity-safe learning spaces by following the interventions outlined in the divisional student handbooks on behavioral expectations, while maintaining the privacy and confidentiality of all parties involved. ISB aims to build the culturally responsive skills of our community members, supporting their ability to connect with others across differences and similarities and thrive in an international diverse setting at ISB and in their future endeavors.

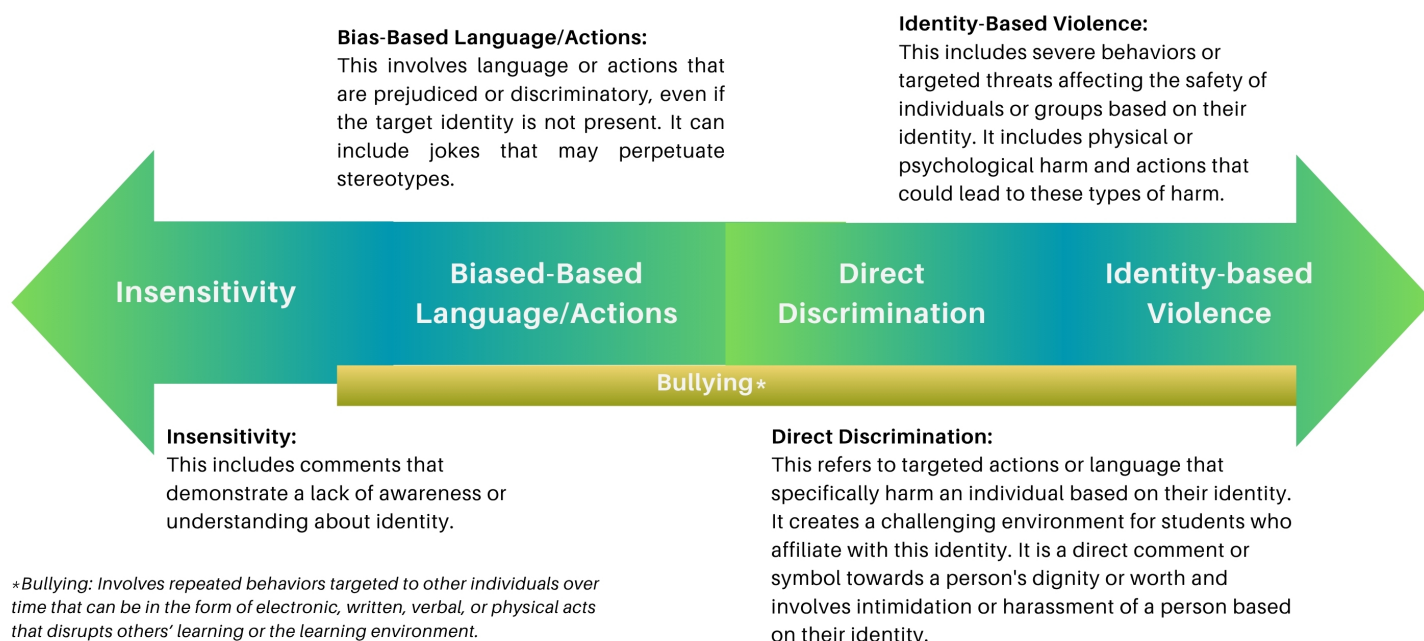
Each division and department are responsible for developing a response system guided by these documents that suit their divisional practices and the developmentally appropriate age and the unique needs of the students they serve.

Follow-up actions after an incident of identity-based harm may include:

- Following the school's interruption protocol when witnessing an incident to care for all parties involved, which includes interrupting the behavior, inquiring further, and engaging in a learning opportunity.
- Reporting behavior to administrators and recording in appropriate school systems to monitor the situation and continuously improve the school's safeguarding practices.
- Applying appropriate response or intervention as documented in student handbooks with care and cultural responsiveness for all involved.



ISB RESPONDS TO IDENTITY-BASED HARM AT EVERY LEVEL



Glossary terms

01 Identity-based harm

Identity Based Harm is a range of language or behavior, physical and/or emotional, that targets someone's identity markers such as race, skin color, ethnicity, cultural background, religion, gender identity, gender expression, sexual orientation, national origin, physical appearance and abilities, citizenship status, socioeconomic status, age, special educational needs, neurotype, language, or other aspects of identity. It can be intentional or unintentional. [Learn more here.](#)

02 Identity

The distinguishing character or personality of an individual. May include categorizations we are born into, assigned to us, or self-selected.

03 Prejudice or Biased behavior

This term refers to a range of hurtful behavior, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalized, and connected with prejudices and biases around belonging, identity and equality in wider society.

04 Antagonistic/Aggressive behavior

This is unwanted, aggressive behavior that involves a real, or imagined power imbalance*. This can include (but not limited to) verbal or physical intimidation, threats, coercive or extortionist behavior.

Antagonistic Behavior – may include but is not limited to:

Abusive or threatening verbal comments, texts, emails or messages, spreading rumors, attacking someone verbally or physically for a specific reason (physical attribute, gender, sexual orientation, physical or mental illness etc.) or excluding someone from a group on purpose.

* Imbalance of Power: Using physical strength, intellect popularity, access to embarrassing information to control or harm others



Insensitivity 05

Lack of concern for others' feelings. Lack of awareness or ability to respond to something.

Harassment 06

Inappropriate actions, words, or behavior that threaten or intimidate someone, impacting their ability to engage in the learning environment.

Bullying 07

Involves repeated behaviors targeted to other individuals over time in the forms of electronic, written, verbal, or physical act that disrupts others' learning or the learning environment.

Threat 08

A communication of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means

Hate Speech 09

Any kind of communication in speech, writing or behaviour, that attacks or uses pejorative or discriminatory language with reference to a person or a group on the basis of who they are, in other words, based on their religion, ethnicity, nationality, race, colour, descent, gender or other identity factor. It can be conveyed through any form of expression, including images, cartoons, memes, gestures and symbols and it can be disseminated offline or online.

Stereotype 10

A stereotype is a simplified assumption about a group based on prior assumptions. Stereotypes can be both positive or negative.

GUIDELINES FOR PHOTOGRAPHING STUDENTS

ISB Wechat Guidelines

Please respect the privacy of our community. Some families have requested that their children's photo is not used.

Please do not share photos or videos of students where they are identifiable

- Self Harm/NSSI/Suicidal Ideation
- Disordered Eating
- Mandatory Referral for Counselling
- Sharing Nudest Semi-nudes
- Low-level Concerns
- Managing Allegations

In the interest of student safety and privacy for all community members, parents and employees are reminded to avoid taking photos or videos of children other than their own or of other ISB community members. If photos include people that are not members of your family, please do not post them to any social media platform, including WeChat.

ISB Parent and Guardian Expectations

We ask parents to commit to the following in partnership with us:

Refrain from taking photos of ISB students other than your own children

In the interest of student safety and privacy for all community members, parents and employees are reminded to avoid taking photos or videos of children other than their own or of other ISB community members. If photos include people that are not members of your family, please do not post them to any social media platform, including WeChat.

ELEMENTARY SCHOOL RESPONSIBLE USE AGREEMENT

At the International School of Beijing, it is important that we are safe, responsible, and respectful when using our devices at school and at home. This includes looking after ourselves, caring for others, and taking care of our devices.

These agreements will help guide us in developing the ISB Core Values of: Global-Mindedness, Integrity, Respect, Balance, Service and Creativity.

I will **Be Safe** by:

- keeping private information about myself or others to myself.
- keeping my passwords safe from others, except for parents, teachers and other trusted adults.
- using my device with permission from an adult and in a supervised area.
- closing my device and telling an adult immediately if I find something online that makes me uncomfortable or unsafe.

I will **Be Responsible** by:

- making appropriate choices in my use of apps and websites.
- being an Upstander for others online and in my class.
- thinking carefully about what I choose to share with others.
- making balanced choices about how much and why I am using my device.
- taking proper care of my device at my desk, in my class, and in the hallways.

I will **Be Respectful** by:

- leaving kind, helpful, and thoughtful comments on the work of others.
- asking permission before using the work of others and giving them appropriate credit.
- thinking about how my use of technology affects the environment and others around me.

Student Agreement:

I have talked about the Responsible Use Agreement with my teacher and my classmates and have shared what we talked about with my parents. I will do my best to follow digital citizenship and will ask my teacher or my parents for help if I have questions.

Student Name _____ Date: _____

Parent/Guardian Agreement:

As the parents or guardians of _____, we have read the Responsible Use Agreement. We understand that students will be given guidance on how to be responsible digital citizens and we will attempt to model and reinforce that at home as well. We understand that these principles of digital citizenship apply to all members of the ISB community, including parents, and we will abide by them when interacting with the ISB community. We understand that, to an age-appropriate level, student technology activities at home should be supervised to provide the highest level of academic and social support.

Parent/
Guardian 1: _____

Parent/
Guardian 2: _____

MIDDLE SCHOOL AND HIGH SCHOOL RESPONSIBLE USE AGREEMENT

The International School of Beijing believes that technology is an essential element for an authentic learning environment and that it is the shared responsibility of the school and the ISB community to guide students in becoming **responsible and ethical citizens in a digital world**. This is in line with our mission and vision as a school, and with our six **core values** that we strive to embody: global-mindedness, integrity, respect, balance, service, and creativity.

Regardless of device ownership and location of use, as members of the ISB community we agree to use the following principles to help guide our actions:

We will be responsible and ethical when ***interacting with others*** by:

- Protecting our own privacy and personal information, and respecting the privacy and personal information of others;
- Seeking permission when taking or sharing images or videos of others, and respecting their wishes of privacy;
- Ensuring that our communication, whether through email, chat, comments or other means, is not offensive, inappropriate or denigrating;
- Ensuring that our actions online are not disruptive to our learning environment.

We will be responsible and ethical ***members of our community*** by:

- Seeking a healthy balance of online and offline activity;
- Standing up for ourselves and others by taking positive action when we are aware of inappropriate, harmful or unsafe actions of others;
- Representing ISB in a positive manner through our online actions and interactions;
- Being aware of and respecting the diverse cultures at ISB, including the laws of China.

We will be responsible and ethical ***users of information*** by:

- Seeking permission to re-use content that has been created by others;
- Appropriately attributing the work of others;
- Using academic citation (e.g. APA or MLA) appropriately.
- Thinking critically about the currency, relevance, authority, accuracy and purpose of information that we use and share.

We will be responsible and ethical ***users of devices*** by:

- Ensuring that devices used at school are ready for learning, including fully charged batteries, sufficient storage, and updated software;
- Caring for school-owned equipment appropriately, and reporting any loss or damage as soon as possible;
- Using legally licensed software;
- Considering the effect of our devices on ourselves and those around us.

Student Agreement:

I understand that responsible citizenship in a digital world is an important aspect to maintaining a caring and supportive community. This is true not just of the ISB community but of all communities now and in the future. I agree to follow the principles of digital citizenship outlined in this agreement and accept that failing to follow these principles will have consequences. These consequences may include, but are not limited to, the removal of unsupervised computer access and/or other disciplinary action.

Student Name _____ Student Signature _____

HR/Mentor Group _____ Date _____

Parent/Guardian Agreement:

As the parents or guardians of _____, we have read the Responsible Use Agreement. We understand that students will be given guidance on how to be responsible digital citizens and we will attempt to model and reinforce that at home as well. We understand that these principles of digital citizenship apply to all members of the ISB community, including parents, and we will abide by them when interacting with the ISB community. We understand that, to an age-appropriate level, student technology activities at home should be supervised to provide the highest level of academic and social support.

Parent/
Guardian 1: _____

Parent/
Guardian 2: _____

ISB EMPLOYEE AND VOLUNTEER CODE OF CONDUCT

Updated August 2025

The International School of Beijing (ISB) is committed to the safety and protection of children. This Code of Conduct applies to all faculty, staff, employees, volunteers, and students who represent the school and who interact with students in both a direct and/or unsupervised capacity.

The public and private conduct of faculty, staff, employees, students, and volunteers acting on behalf of the ISB 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 students, 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 students on the ISB campus.

We must show prudent discretion before touching another person, especially students, and be aware of how physical touch will be perceived or received, and whether it is an appropriate expression of greeting, care, concern, or celebration. ISB personnel and volunteers are always 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 students are best held in a public area; in a room where the interaction can be observed through clear glass; or in a room with the door left open.

We must intervene when there is evidence of, or there is reasonable cause to suspect, that a child is being abused in any way. Suspected abuse or neglect must be reported to the appropriate school and civil authorities as described in the Child Protection Policy of the school.

ISB strives to foster strong, healthy relationships between students, parents, and staff. We aim to create a safe, supportive school community, which includes a sense of mutual respect and understanding among all community members. ISB considers corporal punishment a violation of a child's basic human rights, and parent follow-up will take place in all situations in which corporal punishment is reported.

All ISB employees should be vigilant in their reporting of suspected corporal punishment. All statements made by students involving acts of corporal punishment should be reported to the student's Counselor, as outlined in the "Procedures for Reporting Suspected Cases of Child Abuse or Neglect" section of the ISB Child Protection Handbook.

Faculty, staff, employees, and volunteers must always refrain from the possession and/or use of illegal drugs. They must also refrain from the use of alcohol and tobacco products (including e-cigarettes and vaping) when in the presence of students during any school-sanctioned activity, unless approved by the head of school. Social occasions outside of school, such as a private party that might include the presence of children who attend ISB, are not considered school-sanctioned activities. Adults should never buy alcohol, drugs, cigarettes, videos, or reading material that is inappropriate and give it to students. Staff members and volunteers should not accept gifts from or give gifts to students 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 ISB parents, administration, teachers, personnel, volunteers, and students:

- Communication with students that is outside the role of the professional or volunteer relationship (teacher, coach, host, etc.) is prohibited.
- All communication exchanges between ISB employees and ISB students should take place through ISB-approved communication channels. WeChat should not be used for any school-related communication with students. Electronic communication that takes place over a school network or platform is retained and is subject to monitoring and review.

Acknowledgement of Code of Conduct

I promise to strictly follow the rules and guidelines in this Code of Conduct as a condition of my providing services to students participating in the International School of Beijing (ISB) programs.

I will:

- Always act, and be seen to act, in the child's best interest.
- Treat everyone with respect, patience, integrity, courtesy, dignity, and consideration.
- Never be alone with students at school activities without being visible to others.
- Always maintain appropriate physical boundaries and touch children – when necessary – only in ways that are appropriate, public, and non-sexual.
- Comply with the mandatory reporting regulations of ISB and with the ISB policy to report suspected child abuse.
- Report:
 - Any suspicions, concerns, or incidents of child maltreatment.
 - Any indications (verbal, written, or physical) that suggest a pupil may be infatuated with a member of staff.
 - Any arrangements where I am providing services to students (tutoring, consulting, etc.) outside of the school day or off campus.
- Cooperate fully in any investigation of suspected abuse of students.

I will not:

- Touch or speak to students in a sexual or other inappropriate manner.
- Inflict any physical or emotional abuse such as striking, spanking, shaking, slapping, humiliating, ridiculing, threatening, or degrading students.
- Smoke or use tobacco products (including e-cigarettes and vaping), or possess, or be under the influence of alcohol or illegal drugs at any time while working with students.
- Give a child who is not my own a ride home alone without parent consent.

- Work with students and/or parents in a setting other than school or other recognized workplace without approval and agreement with supervisor of the purpose for any home visit or off-site arrangement.
- Engage in private communications with students via text messaging, WeChat, email, Facebook, Twitter or similar forms of electronic or social media except for activities involving school business.
- Use profanity in the presence of students at any time.

Reporting Contacts:

I will report and seek approval from the Designated Safeguarding Lead when necessary for all personal arrangements with students and students' families to provide services and/or to have contact with off campus or outside of the school day.

I will immediately report any suspicions, concerns, or incidents of child harm or maltreatment through CPOMS. I will also report into CPOMS Staffsafe any concerning, harmful or inappropriate adult interactions with students in the ISB community. Individuals who do not have access to CPOMS can report directly to any member of the ISB Child protection team. The Child Protection Team includes the Designated Safeguarding Leads, all principals, assistant principals and counselors.

My signature confirms that I have read this Code of Conduct and that as a person working with children, I agree to follow these standards, and complete any mandatory Child Safeguarding training as prescribed by ISB. I understand that as a person working with and/or providing services to children under the auspices of ISB, I am subject to a criminal history background check. I also understand that any action inconsistent with this Code of Conduct or failure to take action mandated by this Code of Conduct may result in disciplinary action up to and including removal from ISB.

Employee's Name (print): _____

Signature: _____

Date: _____



INTERNATIONAL
SCHOOL OF BEIJING
北京顺义国际学校