Hangzhou International School

# Child Protection Guidelines

*For HIS faculty, families, and community*

HIS Child Protection Belief Statement ..... 1
Scope of the Guidelines ..... 1
HIS Child Protection Response Team ..... 1
HIS Child Protection Contacts ..... 1
Child Protection Definitions and Laws ..... 2
Safe Faculty Recruitment ..... 3
Board of Directors ..... 4
Superintendent of Schools ..... 4
Child Protection Response Team Members ..... 4
Principals ..... 5
All Faculty ..... 5
Parents ..... 5

**Procedures for Reporting Suspected Cases of Abuse/Neglect ..... 6**
*Dealing with Allegations of Abuse/Neglect by Family Members ..... 6*
*Dealing with Allegations of Abuse/Neglect by Faculty ..... 6*
Step 1: Suspect a Concern ..... 7
Step 2: Report a Concern ..... 7
Step 3: Gather Information ..... 7
Step 4: Develop a Plan of Action ..... 8
Step 5: Continued Follow-Up ..... 8
Flow Chart of Reporting Process ..... 10
Confidentiality ..... 10

**Training ..... 11**

**Curriculum ..... 11**

**Code of Conduct ..... 11**

**Physical Touch Guidelines ..... 12**

**References ..... 13**

**APPENDIX A: Defining Abuse and Neglect ..... 14**
Physical Abuse ..... 14
*Possible Indicators of Physical Abuse ..... 14*
Sexual Abuse ..... 14
*Possible Indicators of Sexual Abuse ..... 15*
Emotional Abuse ..... 15
*Possible Indicators of Emotional Abuse ..... 15*
Neglect ..... 15
*Physical Neglect ..... 15*
*Medical Neglect ..... 15*
*Emotional Neglect ..... 16*
*Possible Indicators of Neglect ..... 16*

**APPENDIX B: HIS Code of Conduct ..... 17**
Acknowledgement of Code of Conduct ..... 18

**APPENDIX C: Toileting and Intimate Care Guidelines ..... 19**

**APPENDIX D: Safe Recruitment Protocols ..... 20**

## HIS Child Protection Belief Statement

Hangzhou International School (HIS) is committed to supporting and advocating the physical, emotional, and mental well-being of our students through an integrated partnership of home, school, and community. We believe that our children have a right to grow in a supportive, caring, and safe environment, which includes the right to protection from all types of abuse and other safeguarding concerns. School personnel, including but not limited to administrators, faculty, staff, parents, and volunteers, are vigilant for signs of any young person in distress, and are confident about applying our safeguarding processes to intervene when necessary. Our child protection Guidelines and procedures are in accordance with the recommendations of the World Health Organization, endorse the UN Convention on the Rights of the Child, and in accordance with Chinese law.

## Scope of the Guidelines

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

## HIS Child Protection Response Team

The HIS Child Protection Response Team always includes all school counselors, members of the administrative team and faculty members from the lower school, upper school, and early childhood programs, and the school nurse. The team should always be representative of the HIS student community and strive to be comprised of equal demographic factors (e.g., age, gender, language, nationality). The CPO leads the response and makes case decisions. Response Team members advise the CPO and support follow-up when notified by members of the HIS community.

## HIS Child Protection Contacts

Child Protection Officer: Dr. Aaron Ayers, Deputy Superintendent aaronayers@hisdragons.org.cn

Deputy Child Protection Officer: Ruth Viader, Lower School Counselor ruthviader@hisdragons.org.cn

After hours: contact the CPO first. If the CPO is unavailable, contact the Deputy CPO. If neither is available, contact the Superintendent of Schools.

Child Protection Response Team:

Lower School Counselor: Ruth Viader ruthviader@hisdragons.org.cn

Lower School Counselor: Mary Powers marypowers@hisdragons.org.cn

Upper School Counselor: Noah Kartha noahkartha@hisdragons.org.cn

Upper School Counselor: Rachel Ren rachelren@hisdragons.org.cn

School Nurse: Ping Li pli@hisdragons.org.cn

## Child Protection Definitions and Laws

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

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

> Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.
>
> Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
>
> Article 19: [Governments] must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them
>
> Article 34: States shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.
>
> Article 39: Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

As stated, the HIS Child Protection Guidelines are also in accordance with Chinese law. The Law of the People's Republic of China on the Protection of Minors (revised 2020 and amended 26 April 2024) prohibits the maltreatment of children and places a responsibility to intervene on all organizations and citizens in China, as stated below:

> Article 6: To protect minors is the common responsibility of State organs, armed forces, political parties, people's organizations, enterprises and institutions, social organizations, self-governing mass organizations at grass-root level in urban and rural areas, guardians of minors and other adult citizens.
>
> The State, society, schools and families shall educate and assist minors to safeguard their lawful rights and interests, enhance their awareness and ability of self-protection.

The National Domestic Violence Law was passed in December 2015 and came into effect on 1st March 2016. This law offers legal protection to victims of domestic abuse. The law defines domestic abuse as "physical, psychological and other harm inflicted by family members with beatings, restraint or forcible limits on physical liberty, recurring invectives and verbal threats". This definition includes violence by parents inflicted on their children. This new Domestic Violence Law contains a specific focus on the protection of minors, as stated below:

> Article 12: Guardians of children must conduct family discipline in a civilized way and according to the law, which prohibits the use of violence. 'Beating you is for your own good' can no longer be used to rationalize a parent's abuse of their child.

Article 14: Staff, officials or members of schools, kindergartens, medical institutions, residents' committees, village committees, social work service agencies, assistance and management institutions and welfare institutions must promptly report to the public security authorities any case they find of someone with limited or no civil capacity suffering or seemingly suffering from family violence. Anyone who fails to report a case that results in serious consequences will bear responsibility, as stipulated in article 34.

Article 40 of the Protection of Minors Law: Schools and kindergartens shall establish a working system for the prevention of sexual assault or harassment of minors. Schools and kindergartens may not conceal any illegal or criminal act such as sexual assault or harassment of minors, but shall promptly report it to the public security organ or the education authority and cooperate with the relevant authorities.

HIS also follows the Ministry of Education Provisions on Schools' Protection of Minors (Order No. 50, 2021) and the nine-department Opinions on Establishing a Mandatory Reporting System for Cases of Violations Against Minors (Provisional) (2020). Educators who discover that a minor has suffered, or is suspected of having suffered, unlawful harm must report promptly to the public security authorities.

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

## Safe Faculty Recruitment

HIS seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. As such, HIS will make these guidelines accessible to all community members, will make every effort to implement hiring practices to ensure the safety of children, and will review the guidelines annually for compliance and effectiveness.

HIS hires teachers independently and through a variety of recruitment agencies (ISS, Search Associates, etc.). After initial interviews and before being offered a position to join HIS faculty, school administrators check confidential references and ask about behavioral conduct of the applicant. All faculty members (local and overseas hires) must provide a report of good conduct from the police or an official authority to be offered employment at HIS.

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

- Full CV (with any gaps in employment reviewed)
- Reference checks that cover the last two periods of employment
- Police reports from home of record and place of last employment
- Background check (including criminal record, social media search, and sex offender clearance by external agency, where appropriate)
- Certified copies of education certificates
- Signed "Acknowledgement of Code of Conduct"
- Record of child protection training

## Responsibilities of HIS Community

All faculty employed at HIS have the responsibility to actively supervise students and take all reasonable steps to ensure the safety and well-being of students under their supervision. When a faculty member has reasonable cause to believe that a child has suffered, or is at significant risk of suffering, abuse or neglect, suspected incidents must be reported. Reporting and follow up on all suspected incidents of abuse or neglect will proceed according to these guidelines.

The roles and responsibilities for various HIS faculty members are listed below.

### Board of Directors

- Approve the HIS Child Protection Guidelines as part of HIS Guidelines Manual
- Declare a public statement of school as a safe haven for children and support the HIS Child Protection Guidelines
- Approve the Code of Conduct that all HIS faculty who works at the school sign

### Superintendent of Schools

- Create and participate in the school-based Child Protection Response Team
- Support the implementation of the Child Protection Guidelines and subsequent curriculum
- Provide resources in the annual budget for the Child Protection Response Team to ensure proper training and resources as needed
- Provide proactive leadership in connecting the Child Protection Response Team with neighboring schools and in establishing a multi-disciplinary team in the interest of best practices
- Ensure all faculty as well as contracted service providers comply with School Policy and that the school provides an annual in-service Child Protection training program for all HIS personnel

### Child Protection Response Team Members

- First line responder to whom suspected cases of child abuse are reported
- Annually reviews Child Protection Policies and curriculum with an understanding of overall child development and developments to policy and best practice
- Identifies resources in the community that are available to the school
- Organizes Professional Development for teachers
- Regularly keeps Superintendent of Schools informed of relevant incidences and cases at school
- Holds parent nights to assist parents in understanding the need for the program and to answer questions and provide support
- Counselors / School Psychologists and Teachers who are part of the CP Team work to train all teachers and faculty within the school on this program and its importance

## Principals

- Support the implementation of the Child Protection Guidelines
- Follow the HIS Child Protection Guidelines
- Develop and ensure proper implementation of comprehensive Child Protection Curriculum
- Actively support and promote adequate parent training

## All Faculty

- Participates on the Child Protection Team, as needed
- Follow the HIS Child Protection Guidelines
- Teach child protection lessons as defined in the curriculum
- Attend and actively engage in all child protection training and professional development
- Gain parent support by making sure all parents understand the purpose of the program

## Parents

- Follow the HIS Child Protection Guidelines
- Safeguard and promote the child's health education, and welfare
- To care for the physical, psychological and emotional needs of their children
- To ensure enough time for rest, entertainment and physical exercise and guide them to carry out activities beneficial to their physical and mental health
- To use positive behavior strategies and restrain from the use of physical punishment.

## Procedures for Reporting Suspected Cases of Abuse/Neglect

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

### Dealing with Allegations of Abuse/Neglect by Family Members

School faculty are required to report concerns if there is reasonable cause to believe that a child has suffered abuse or neglect. Behavioral indicators may be enough for a report; staff do not need proof. Together with other indicators, such as family dynamics, they may also warrant a referral.

All reports made are considered confidential. Guidelines to assist teachers and other faculty on how to handle disclosures of abuse are provided.

All reports will follow the procedures for reporting suspected cases.

### Dealing with Allegations of Abuse/Neglect by Faculty

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

Should a student or parent make an allegation against any member of school faculty, our paramount concern will be for child safety and well-being, and the allegation to be treated in strict confidence. If such a report is made to an HIS faculty member, the person receiving the report should immediately inform the Superintendent of Schools. The Superintendent may consult the CPO and members of the Child Protection Response Team and will open an investigation.

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

If any member of faculty employed by HIS is accused of abuse, the Superintendent of Schools (or a Board Member, if the allegation is against the Superintendent) will immediately put in place risk-based protective measures. At a minimum, the accused person will have no unsupervised access to students pending an initial assessment. The person will be suspended from duties, on full pay, when the allegation is of abuse or when the child cannot otherwise be kept safe. This is not an admission of guilt; it allows the incident to be investigated in a way that protects both the child and the faculty member should the allegations turn out to be unfounded.

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

## Step 1: Suspect a Concern

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

If a child is in immediate danger, a member of the Child Protection Response Team stays with the child, does not send the child home, and contacts public security (110) and the CPO (or the Deputy CPO or Superintendent of Schools if the CPO is unavailable). Other staff do not investigate and do not notify the alleged offender.

## Step 2: Report a Concern

In cases where the concern is reported to the teacher, the teacher will report the concern to a member of the HIS CP Response Team as soon as possible, ideally in person. The CP Officer will then be informed and then take initial steps to gather information regarding the reported incident.

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

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

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

## Step 3: Gather Information

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

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

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

- The counselor collects more information and reports the information to the principal. Together, they determine the following actions:
  - No further action is warranted.
  - Immediate action is needed, before the student goes home from school.
  - Additional discussion is needed by the Response Team.

## Step 4: Develop a Plan of Action

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

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

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

- Consultation with legal counsel, and then, only as an exceptional step, the employer if the alleged offender is a parent.
- The Embassy or Consulate if the alleged offender is a parent.
- Local authorities or external investigators.

## Step 5: Continued Follow-Up

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

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

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

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

Gather information on the case:

- You are not expected to investigate, but rather gather basic information.
- Don't interrupt or prompt. Let the child tell the story in his/her own words. Use TED questions:
  - TELL me what happened

    - EXPLAIN what happened
    - DESCRIBE what happened
- Avoid asking too many questions: ask only the number of questions required to gain a clear understanding of the situation.
- Avoid asking "why" and "how" something took place.

Address issues of confidentiality.

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

Explain to the student what will happen next.

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

Report as per the reporting procedure.

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

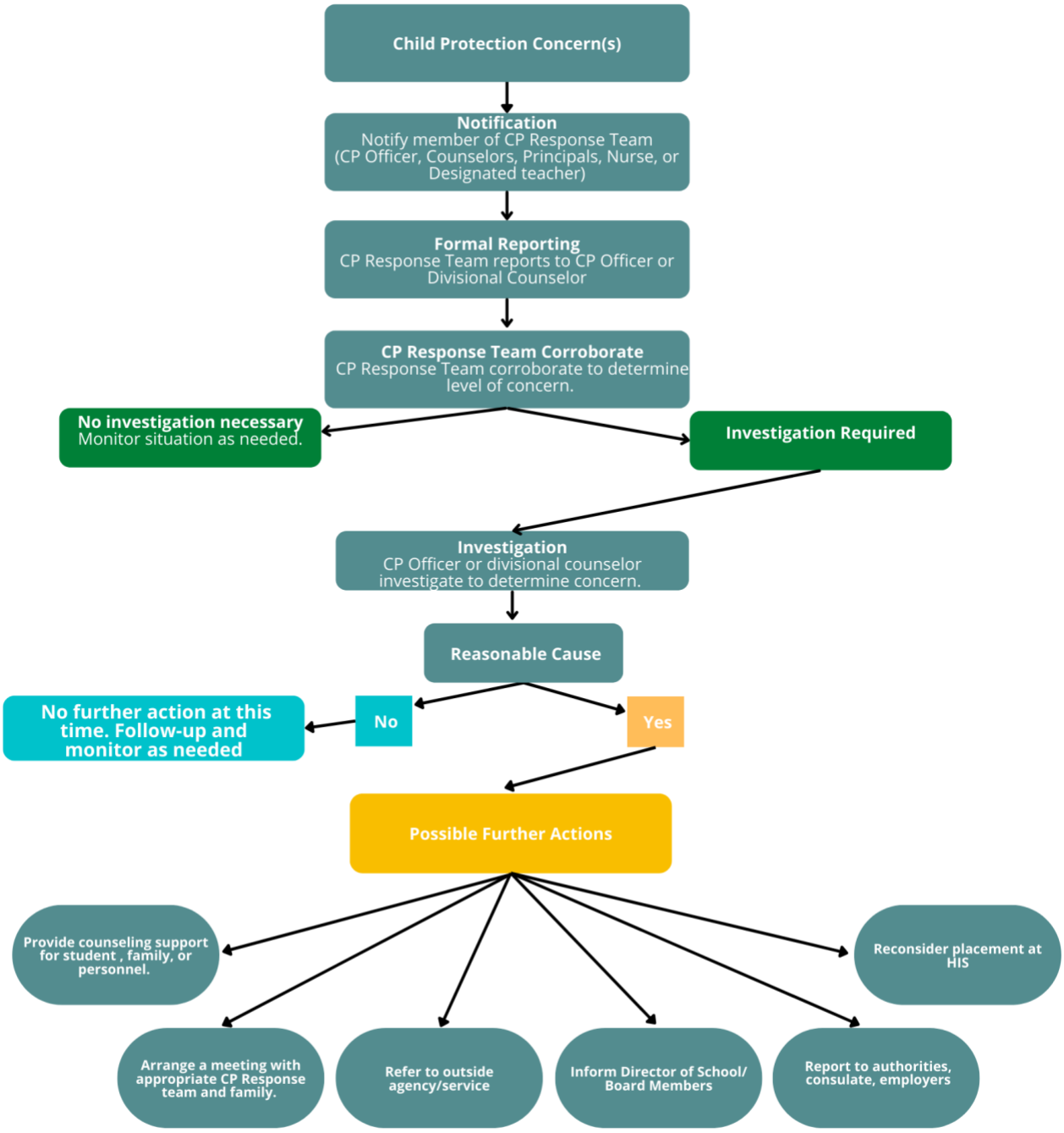
**Please note:**

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

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

## Flow Chart of Reporting Process

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




## Confidentiality

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

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

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

Child protection records are owned and maintained by the School Psychologist in the counselor's confidential files and the school's encrypted system. Access is limited to the CPO, Deputy CPO, and other persons the CPO determines have a need to know. Records are retained in accordance with Chinese law on the protection of minors' personal information, including the Personal Information Protection Law (PIPL), and are not stored in the student's ordinary academic file.

## Training

All adults who are regularly present on HIS campuses will be expected to undergo appropriate annual Child Protection training, the depth of training is dependent on their roles and responsibilities at school. Biannual training regarding reporting procedures and appropriate physical touch will be provided to all teachers, coaches, and volunteers who regularly interact with students on campus by the HIS Child Protection Officer. Additionally, faculty will be expected to undergo training on identifying and responding to abuse at least every three years. All new HIS faculty and staff will also undergo Child Protection training as part of their orientation.

## Curriculum

HIS will be delivering age-appropriate child safeguarding curriculum for Early Years through Grade 12 in a variety of different ways. This curriculum will be provided by counselors and embedded into the grade level curriculum and advisory programs. The curriculum will be based on empowering students with three ways to protect themselves:

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

## Code of Conduct

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

## Physical Touch Guidelines

On occasions when it is entirely appropriate and proper for faculty to have physical contact with pupils, it is crucial that they only do so in ways appropriate to their professional role. On occasion, an adult may need to assist students who needs help with tasks, such as dressing or toileting. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Faculty should therefore, use their professional judgment at all times. Please see Appendix C for Toileting and Intimate Care guidelines.

A 'no touch' approach is impractical for most faculty and may in some circumstances be inappropriate. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. Appropriate physical contact in schools occurs most often with younger pupils.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of faculty believes that an action could be misinterpreted, the incident and circumstances should be reported and documented. Physical contact, which occurs regularly with an individual child or young person, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example, in relation to pupils with special educational needs). Any such contact should be the subject of an agreed and open school policy and subject to review.

The general culture of 'limited touch' should be adapted, where appropriate, to the individual requirements of each child School faculty must only ever use physical contact for behavior intervention (i.e. restraint, etc.) as a last resort, when a child is endangering him/herself or others. Such an event should be reported immediately to the school principal.

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

- develop and improve specific sport/athletic techniques
- prevent an injury
- provide first aid

## References

World Health Organization

http://www.who.int/maternal_child_adolescent/topics/child/rights/en/

UN Convention on the Rights of the Child

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

Child Protection Handbook–Association of International Schools in Africa

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

Northamptonshire County Council, UK 'Toileting Guidelines for early years settings and schools 2015' http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/specialeducational -needs-disability-support/EHC-assessment-plans-policies/policiesguidance/Documents/PDF%20Documents/Toileting%20Guidelines%20-%20September%202012.pdf (retrieved 5.4.16)

Surrey, First published in November 2007 'Intimate care and toileting; Guidance for early years settings and schools Updated July 2014'. With acknowledgement and thanks to Leicester City LEA, and Royal Borough of Kingston, Kent County Council, and Chailey Heritage guidance.https://www.surreycc.gov.uk/__data/assets/pdf_file/0018/50238/Intimate -care-and- toileting-policy.pdf (retrieved 8.4.16)

# APPENDIX A: Defining Abuse and Neglect

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

## Physical Abuse

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

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

### Possible Indicators of Physical Abuse

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

## Sexual Abuse

Sexual abuse is committing or allowing to be committed any sexual offense against a child. This may include intentionally touching (either directly or through clothing) the genitals, anus, or breasts of a child for other than hygiene or child care purposes; requiring a child to perform or view a sexual act; online sexual exploitation or grooming; or image-based sexual abuse, including creating, requesting, possessing, or

sharing sexual images or videos of a child.

### Possible Indicators of Sexual Abuse

- Sexual knowledge, behavior, or use of language not appropriate to age level
- Unusual interpersonal relationship patterns
- Evidence of physical trauma or bleeding to the oral, genital, or anal areas
- Inappropriate level of discomfort in changing clothes for activities
- Fear of bathrooms
- Chronic running away
- Not wanting to be alone with an individual
- Bedwetting or accidents at inappropriate ages

## Emotional Abuse

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

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

### Possible Indicators of Emotional Abuse

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

## Neglect

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

### Physical Neglect

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

### Medical Neglect

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

## Emotional Neglect

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

## Possible Indicators of Neglect

- Child is unwashed or hungry
- Parent refuses to attend school meetings or response to repeated communications regarding identified concerns
- Child does not want to go home
- Child left unsupervised for a time greater than appropriate for their age
- Parent fails to provide necessary food or shelter
- Parent fails to provide necessary medical or mental health treatment
- Permitting the child to use alcohol or other drugs
- Parents/guardians absent for extended periods of time, without assigning guardians who can make educational or medical decisions

# APPENDIX B: HIS Code of Conduct

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

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

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

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

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

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

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

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

- Communication between HIS employees/volunteers and minors that is outside the role of the professional or volunteer relationship (teacher, coach, host, etc.) is prohibited.
- Email exchanges between a minor and a person acting on behalf of the school are to be made using a school email address.
- Electronic communication that takes place over a school network or platform may be subject to periodic monitoring. Faculty, and volunteers who use any form of online communications including social media (WeChat, Facebook, Twitter, etc.) and text messaging to communicate with minors may only do so for activities involving school business.

- Postings, displays, or communications on any social media network must be respectful and professional in all communications (by word, image or other means).

## Acknowledgement of Code of Conduct

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

I will:

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

I will not:

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

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

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

| Print Name | Signature | Date |
|---|---|---|

# APPENDIX C: Toileting and Intimate Care Guidelines

These Guidelines are for any HIS staff member that finds themselves in an intimate care situation with a student (e.g. Early Childhood Teachers, School Nurse, PE teachers, Overnight Field Trip Teachers).

Intimate care can be defined as any care that involves washing, touching or carrying out an agreed procedure to intimate personal areas in order to care for another person. Intimate care tasks are associated with bodily functions, body products and personal hygiene that may involve direct or indirect contact with, or exposure of the genitals. All intimate care is provided in a manner so as to maintain the child or young person's dignity and confidence. The child or young person is cared for in a way that avoids distress, embarrassment, or pain.

- For entry into Early Childhood Grades at HIS, it is an expectation that all students are toilet trained and can go to the toilet independently. In the case where a student is not toilet trained or has regressed, please inform the parents immediately. Staff need to work in partnership with the child or young person's parents or carers to discuss their needs as to when the student can reintegrate into the regular school routine.
- When a child needs help toileting or has had an accident, alert another staff member that you are with a child. - Always where possible, keep the toilet doors open and remain visible.
- Encourage the student to be independent and to do as much as they can by themselves e.g. 'Can you take toilet paper and wipe your bottom'.
- If possible, especially in the case where a child has been sick/had an accident, use gloves and an apron when trying to clean the child. Ask for additional support (i.e school nurse, cleaners and/or other members of staff) as needed.
- Send the soiled clothes home in double plastic bags. Spare clothes can be found at the nurse's office.
- In the case where child/children are in a cubicle or bathroom with a closed or locked door, knock to inform the child that you are there. Ask the child to dress themselves and to open the door. In the case that the child refuses, ask them to explain why. If the child is not speaking, explain that you will have to call someone to open the door to check on their wellbeing.
- If a student is using a cubicle/toilet, only one student is permitted with a closed door.
- Cameras and recording devices are never taken into bathroom areas.
- Wherever possible, staff should care for a child of the same gender.

School Nurse: The school nurses on campus have an infirmary where they receive students, staff and parents. For confidentiality reasons, they may close the door and curtain. The school nurses have the right to administer medication and treatments with the approval of parents/guardians. This may necessitate touching body parts of students (such as administering creams, ice packs) or asking students to undress to show injured or affected body parts. In this case, the nurses always ask the students' permission and explain what they will do before doing so. The parents are also always informed by the nurse that this has occurred.

# APPENDIX D: Safe Recruitment Protocols

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

Application

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

Interview

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

Screening

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

Contractual

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

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