



Zhuhai International School Safeguarding Policy

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I. OVERVIEW

Zhuhai International School is committed to the safeguarding of all students.

This policy is intended to define safeguarding issues, indicate responsibilities for safeguarding, provide clear procedures for safeguarding matters and provide a resource on a wide range of safeguarding issues, including:

- Safe Recruitment
- Staff Conduct and Student Behaviour
- Reporting, managing and recording child safeguarding concerns and allegations of abuse
- Peer on peer harassment and abuse
- Online Safety and Acceptable Use
- Safeguarding in remote and blended learning environments
- Data Protection and Information Security
- Whistleblowing Procedures
- Security
- Health and Safety

This policy is reviewed annually by the Senior Leadership of ZIS.

Who we are

Zhuhai International School (ZIS) educates students aged 3-18 from around the world. Founded in 2007, it has maintained a family-oriented atmosphere. While a sizeable portion of our students have spent much of their childhood in the country, they hold passports from other nations. Students enter ZIS with a range of needs, cultural backgrounds, family dynamics and perspectives.

The ZIS Child Protection Policy outlines the necessary components of the environment needed for students to live out the school's mission statement:

At ZIS we strive to develop dynamic and principled global citizens who have the skills and attitudes to enable them to become compassionate, life-long learners who will contribute positively to the future of our world.

II. POLICY AIMS

1. Outline our commitment to safeguarding students and all stakeholders
2. Outline the scope of practices considered when safeguarding
3. Define terms, responsibilities and procedures in safeguarding
4. Outline our commitment to educating students and stakeholders in safeguarding
5. Outline best practices adopted in safeguarding at ZIS
6. Provide further resources

III. OUR COMMITMENT

The safeguarding of the child is our prime consideration at all times. ZIS believes, as stated in the Convention of the Rights of the Child, “that childhood is entitled to special care and assistance.” Furthermore, ZIS agrees that “the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth.” (UNICEF 2003) Therefore, our school must ensure that the whole community is committed to protecting those children under our care.

We recognize that child safeguarding means caring for children appropriately and protecting them from anything which is not in their best interests. It includes health and safety, child protection and pastoral care, recognizing that children depend on adults for their safety and well-being. All school policies and procedures are written with this responsibility in mind.

We understand that child protection means protecting children from abuse, which means all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment, commercial or other exploitation, resulting in actual or potential harm to the child. We further recognize that all children have a right to protection and safeguarding regardless of their gender, sexual identity, racial origin, disability, language, culture, religious or other beliefs.

ZIS is committed to:

- The promotion of well-being and the prevention of abuse off any and all students and staff of ZIS.
- Acting at all times in the best interest of the children, young people and vulnerable adults to whom it provides a service.
- Dealing with abuse, suspected abuse or disclosure of abuse in a timely fashion.

ZIS recognises that the family’s primary role in caring and protecting the child should be valued and maintained. However the child’s safety and wellbeing should have priority.

ZIS acknowledges that in cases of suspected child abuse, support for families is important.

ZIS agrees that working in accordance with this policy requires staff to be trained and supported. Students must be educated of this policy in an age-appropriate manner to enable their self-advocacy. Parents are introduced to this policy through training and written communications.

ZIS will ensure that any disclosures about alleged abuse are acknowledged and that appropriate action taken to ensure the safety of children who make disclosures.

ZIS is committed to complying with all relevant legislation.

Our Objective: The safeguarding of the child is our prime consideration at all times.

IV.SCOPE AND PRACTICES

This policy applies to all students registered at ZIS, and to those with whom personnel come into contact in the course of their work with our school. It applies to staff, volunteers and management of ZIS. It also applies to any contracted personnel providing support services to families and members, and to those providing support services to staff.

This policy should be considered alongside all school policies, notably:

- Child Protection Policy
- Data Protection Policy
- Health and Safety Policy
- And the ZIS Emergency Plan

This policy should be delivered annually through training to these ZIS stakeholders:

- New members of the ZIS School Board
- All members of ZIS Teaching Staff and ZIS Non-Teaching Staff
- All support and ancillary staff employed by the school

Parents and students should be educated in the application of this policy.

DEFINITIONS

A child: is defined as anyone under the age of 18. At ZIS, any student in our care (whether under 18 or not) is included in this definitions and afforded the same rights and protections.

Staff: anyone employed directly by or volunteering for ZIS as well as staff and volunteers of partner organisations whilst they are working with children and young people in the care or supervision of ZIS.

Safeguarding: A broad term used to describe the ways in which individuals and institutions promote the well-being of students and protect them from physical, sexual and/or emotional harm and abuse. This includes but is not limited to child protection.

Child Protection: “preventing and responding to violence, exploitation and abuse against children – including commercial sexual exploitation, trafficking, child labour and harmful traditional practices, such as female genital mutilation/cutting and child marriage.” (UNICEF)

Child Protection Officer (CPO) A member of staff appointed to take lead responsibility for safeguarding (including child protection) in school.

Peer on peer abuse: the ‘physical, sexual, emotional and financial abuse, and coercive control, exercised within young people’s relationships, including their intimate relationships, friendships and wider peer associations.’

Abuse and Neglect

Child abuse is the harming (whether physically, emotionally, sexually), ill-treatment, abuse, neglect, or deprivation of any child or young person. Somebody may abuse 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 others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children (peer on peer abuse). The definitions set out below provide some indicators of abuse though these should not be seen as an exhaustive list or as a check list.

Physical Abuse: a non-accidental act on a child that results in physical harm. This includes, but is not limited to, beating, hitting, shaking, burning, drowning, suffocating, biting, poisoning or otherwise causing physical harm to a child. Physical abuse also involves the fabrication or inducing of illness.

Emotional Abuse: the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effect on the child's emotional development. This can include a pattern of rejecting, degrading, ignoring, isolating, corrupting, exploiting or terrorising a child. It may also include age or developmentally inappropriate expectations being imposed on children. It also includes the seeing or hearing the ill-treatment of others.

Sexual Abuse: involves forcing or enticing a child or young person to take part in sexual activities (penetrative and non-penetrative, for example, rape, kissing, touching, masturbation) as well as non-contact acts such as involving children in the looking at or production of sexual images, sexual activities and sexual behaviours.

Staff should be aware of their 'duty of care' which precludes developing a sexual relationship with or grooming of a child. A sexual relationship between an adult and a child will always be wrong, unequal and unacceptable.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, causing long term serious harm to the child's health or development. It may also include neglect of a child's basic or emotional needs. Neglect is a lack of action, emotion or basic needs.

RESPONSIBILITY

The person who holds the responsibility for safeguarding, and therefore this policy, within ZIS is the Head of School. The Child Protection Officer (appointed by members of staff) works with the Head of School and the other divisional Heads to ensure that the children who attend ZIS are safe and secure.

All staff have a responsibility to protect children from harm.

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The Child Protection Officer of Zhuhai International School is Dr. Lana Staton

The Child Protection Officer (CPO):

The CPO is a senior member of staff appointed to an annual role. They take a lead responsibility for safeguarding and child protection (including online safety). The execution of this role requires time, funding, training, resources and support in order for it to be carried out effectively. Their input into strategic discussions relating to safeguarding should include regular reporting to the Head of School and the completion of an annual safeguarding report for the School Board who have ultimate responsibility for safeguarding at school. In the absence of the CPO, a member of the Senior Leadership Team will act in their place.

The CPO is expected to refer cases to the Senior Leadership Team or the School Board.

The CPO is expected to be collaborative:

- act as a source of support, advice and expertise for all staff relating to school policy or safeguarding matters
- act as a point of contact with safeguarding partners, or collaborate with the Director of Student and Teacher Affairs as language demands require
- liaise with the Heads of Section and/or the Head of School as necessary
- liaise with Curriculum Coordinators and Section Heads regarding safeguarding in the curriculum
- promote supportive engagement with parents and/or carers in safeguarding topics
- ensures that child protection files are kept up to date, following the Data Protection Policy
 - reports to include a clear and comprehensive summary of the concern;
 - details of how the concern was followed up and resolved
 - a note of any action taken, decisions reached, and the outcome
 - transfers these reports to the student's new school as requested

V. UNDERSTANDING SAFEGUARDING AND PROCEDURES

SUMMARY

Safeguarding includes, but is not limited to, the following areas, each outlined here or in other school policies as referenced.

1. Safe Recruitment
2. Staff Conduct and Student Behaviour
3. Reporting, managing and recording child safeguarding concerns and allegations of abuse
4. Peer on peer harassment and abuse
5. Online Safety and Acceptable Use
6. Safeguarding in remote and blended learning environments
7. Data Protection and Information Security
8. Whistleblowing Procedures
9. Security
10. Health and Safety

1. Safe Recruitment (also outlined in Child Protection Policy)

ZIS ensures that all staff working with children, both paid and voluntary, have been appropriately vetted and screened.

Screening: means verifying applicant's identity, gathering information about them through application forms, interviews and reference checks, and finally checking what you know through the use of external checks like the Police Vetting Service. A minimum of two reference checks must be carried out, including one with their current employer which is confirmed by telephone.

Vetting: means the formal process of obtaining checks from another agency, e.g. the Police Vetting Service and criminal record checks. This is a necessary part of the application for a work visa in China, and ZIS expects a record check from both their home country and the country from which they are making their application. Further record checks while the employee is in the country is deemed unnecessary as the authorities will contact the school when criminal behaviour is suspected.

2. Staff Conduct and Student Behaviour

Staff Conduct (see Staff Handbook)

Student Behaviour (see Appendix 1 ZIS Safe and Caring Learning Community and Appendix 2 Behaviour Essential Agreement)

3. Reporting, managing and recording safeguarding concerns

All staff have responsibility for protecting children from harm.

Follow these steps when a case of abuse is reported.

- | | |
|--------------------|--|
| 1. Respond: | Respond to the concern. Reassure the person who has given you the information. Or, when abuse is suspected, respond to these concerns. |
| 2. Record: | Record all information. Remember to distinguish between fact and opinion. |
| 3. Consult: | Consult with the Child Protection Officer (or, in case of absence, a member of the SLT) along with this policy. |
| 4. Report: | Reporting and follow-up will be carried out by the Child Protection Officer and the Head of School. |

Should there be dissatisfaction with how the Head of School (or, in case of absence, another Head) follows policy, staff and/or parents are to raise this with the Senior Leadership Team.

When there is an allegation brought forward against someone closely associated with a member of staff, these procedures should be followed.

When there is an allegation of abuse against the Head of School, the Chair of the School Board should be notified through the on-site Board Representative

NB: Low Level Concerns are to be reported to the Head of School.

The Child Protection Officer of Zhuhai International School is Dr. Lana Staton

Safeguarding concerns about students – as outlined above, a safeguarding concern about a student is any concern that a child is at risk of harm or abuse. These should be reported to the CPO or, in their absence, a member of the Senior Leadership Team.

Well-being concerns about students -a well-being concern is any concern that a student is struggling with their mental health, including persistent low mood, lack of energy or focus, or is struggling with anxiety. These should be discussed with the school counsellor and/or the student should be encouraged to see the school counsellor.

Allegations of abuse about adults in school - An allegation about an adult in school is any concern that an adult working in a school has:

- a) harmed or abused a child, including physical, emotional, or sexual harm or abuse, exploitation, and neglect;
- b) behaved in a way that could constitute a criminal offence towards or related to a child; or
- c) behaved in a way toward a child or children that may indicate that they pose a risk of harm to children.

An allegation can also relate to an adult's behaviour outside of work if they:

- a) have behaved in a way in their personal life that raises safeguarding concerns. These concerns do not have to directly relate to a child but could, for example, include an arrest for the possession of a weapon;
- b) have, as a parent or carer, become subject to child protection procedures;
- c) are closely associated with someone in their personal lives (e.g. partner, member of the family or other household member) who may present a risk of harm to child/ren for whom the adult is responsible in their employment/volunteering.

Low-level concerns about adults in school

Low-level concerns about adults in school should be reported to the Head of School. A low-level concern about an adult in school is any concern – no matter how small, and even if no more than a 'nagging doubt' – that an adult may have acted in a manner which:

- a) is not consistent with an organisation's Code of Conduct, and/or
- b) relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children.

Where an allegation of child abuse is made, the school will consult "Managing Allegations of Child Abuse by Educators and Other Adults – Protocols for International Schools" by the International Task Force on Child Protection (ITFCP), published September 2018 and available online at

<https://resources.finalseite.net/images/v1541762403/cis/imbzplpuw7renn0ebs9n/Protocol-Managing-Allegations.pdf>

Any allegation that a member of staff has behaved in an inappropriate or unsafe way will be taken seriously and handled in an appropriate manner that ensures the child's safety.

ZIS will respond to suspicions and allegations of child abuse by a member of staff in a manner which best ensures children's or young persons' immediate and long-term safety and will treat suspicions or allegations against a staff member with the same seriousness as suspicions or allegations made against any other person.

ZIS will not act alone, and will refer all suspected situations of child abuse to local authorities. The safety of the child will be the primary consideration, and no person in this organisation will collude to protect an adult or an organisation.

Allegations will be treated in such a way that the rights of adults and the stress upon the staff member are also taken into consideration.

When abuse is suspected or an allegation made against a staff member, the first consideration will be to ensure the safety of child.

When abuse is suspected, staff will follow the process for Responding to Suspected Child Abuse included in this policy.

When there are suspicions of abuse by a staff member, both staff and children's rights are to be attended to. This means that the safety of the child is of first concern, and that the staff member must have access to legal and professional advice.

The person managing the child abuse issue will not be the same person as that managing the employment issue. The Head of School must manage the employment issue, therefore another Head must manage the child abuse issue.

The suspected staff member (or volunteer) will be prevented from having further unsupervised access to children during any investigation and will be informed fully of their rights.

Staff will declare to a senior person any situation where there could be a conflict of interest, and provision made on a case-by-case basis about who will handle the process.

The Child Protection Officer must immediately ensure that the suspected individual does not have any contact with the child making the allegation. A risk assessment must be undertaken to determine what level of access, if any, that person should have, to other children.

If the police decide to undertake a criminal investigation, then the member of staff may be suspended, without prejudice, as a precautionary measure. It is important that no internal investigation is undertaken, and no evidence gathered that might prejudice the criminal investigation.

If ZIS is aware that a member of staff it has placed on precautionary suspension also works with children for another organisation, either as an employee or a volunteer, it should ensure that the other organisation is informed of the suspension and the subsequent outcome.

If there is insufficient evidence to pursue a criminal prosecution, then a disciplinary investigation may still be undertaken if there is "reasonable cause to suspect" that abuse may have occurred. The allegation may represent

inappropriate behaviour of poor practice by a member of staff which needs to be considered under internal disciplinary procedures.

Consult the Child Protection Policy for more detail regarding confidentiality, information sharing, and managing allegations against staff.

4. Peer on peer harassment or abuse

Peer on peer abuse is defined as the 'physical, sexual, emotional and financial abuse, and coercive control, exercised within young people's relationships, including their intimate relationships, friendships and wider peer associations.'

Peer on peer abuse includes, but is not limited to, these forms of abuse: bullying, prejudiced-based harm, physical violence, sexual harassment and violence, dating violence, radicalization, and hazing violence.

When considering peer on peer abuse, school policies to be consulted in addition to this policy include:

- a) Child Protection Policy
- b) Data Protection Policy

Appendix 1 outlines the school policies regarding: bullying (including cyber-bullying), online safety, IT use, student behavior and discipline, and weapons.

ZIS takes a zero-tolerance position on all peer on peer abuse. All staff must respond to all cases of peer on peer abuse promptly and appropriately. All cases on peer on peer abuse is relayed to the appropriate Head of Section.

ZIS does not use the term 'victim' and/or 'perpetrator'. This is because our School takes a safeguarding approach to all individuals involved in concerns or allegations about peer-on-peer abuse, including those who are alleged to have been abused, and those who are alleged to have abused their peers, in addition to any sanctioning work that may also be required for the latter.

How can a child who is being abused by their peers be identified?

Signs that a child may be suffering from peer-on-peer abuse can also overlap with those indicating other types of abuse and can include:

- failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard ordinarily expected,
- physical injuries,

- experiencing difficulties with mental health and/or emotional wellbeing,
- becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks; suffering from nightmares or lack of sleep or sleeping too much,
- broader changes in behaviour including alcohol or substance misuse,
- changes in appearance and/or starting to act in a way that is not appropriate for the child's age, and
- abusive behaviour towards others.

Abuse affects children very differently. The above list is by no means exhaustive, and the presence of one or more of these signs does not necessarily indicate abuse. The behaviour that children present with will depend on their particular circumstances.

Considerations when investigating allegations

When dealing with other alleged behaviour which involves reports of, for example, emotional and/or physical abuse, staff will assess where the alleged behaviour falls on a spectrum and to decide how to respond. This could include, for example, whether it:

- is socially acceptable,
- involves a single incident or has occurred over a period of time,
- is socially acceptable within the peer group,
- is problematic and concerning,
- involves any overt elements of victimisation or discrimination e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability,
- involves an element of coercion or pre-planning,
- involves a power imbalance between the child/children allegedly responsible for the behaviour and the child/children allegedly the subject of that power, and
- involves a misuse of power

All staff should be alert to the well-being of students and to signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by peer-on-peer abuse. However, staff should be mindful of the fact that the way(s) in which children will disclose or present with behaviour(s) as a result of their experiences will differ.

ZIS commits to educating children about the nature and prevalence of peer-on-peer abuse, positive, responsible and safe use of social media, and the unequivocal facts about consent, via dedicated lessons and the wider curriculum.

ZIS commits to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the School community.

Responding to concerns or allegations of peer on peer abuse:

It is essential that all concerns and allegations of peer-on-peer abuse are handled sensitively, appropriately and promptly. The way in which they are responded to can have a significant impact on our School environment.

Any response should:

- include a thorough investigation of the concern(s) or allegation(s), and the wider context in which it/they may have occurred (as appropriate) – depending on the nature and seriousness of the alleged incident(s),
- treat all children involved as being at potential risk – while the child allegedly responsible for the abuse may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves. The School should ensure that a safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it, and additional sanctioning work may be required for the latter,
- and, take into account:
 - that the abuse may indicate wider safeguarding concerns for any of the children involved,
 - the potential complexity of peer-on-peer abuse and of children's experiences, and consider the interplay between power, choice and consent,
 - the views of the child/children affected. Unless it is considered unsafe to do so, the Head of Section or CPO should discuss the proposed action with the child/children and their parents, and obtain consent to any referral before it is made. The School should manage the child/children's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so.

ZIS will respond to all concerns or allegations of peer-on-peer abuse. The CPO and/or the Head of Section will discuss the concern(s) or allegation(s) with the member of staff who has reported it/them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected.

The CPO and/or the Head of Section should always use their professional judgement to: (a) assess the nature and seriousness of the alleged behaviour,⁷¹ and (b) determine whether it is appropriate for the alleged behaviour to be to be dealt with internally and, if so, whether any external specialist support is required.

Safety plans

The School will always carry out a safety plan in respect of:

- any child who is alleged to have behaved in a way that is considered to be abusive or violent,

- any child who has reportedly been abused or affected by the alleged abusive or violent behaviour by another child, or
- any child who may be at risk due to the alleged abusive or violent behaviour by another child as deemed appropriate by the CPO and/or the Head of Section.

Where it is alleged that a child has behaved in a way that is considered to be inappropriate or problematic (as opposed to abusive or violent), the DSL will use their professional judgment – based on the particular concern(s) and/or allegation(s) raised, and the needs and circumstances of the individual child/children in question – to determine whether it would be appropriate to contact children’s social care, and to carry out a safety plan.

Disciplinary Action

When disciplinary action is considered appropriate, consideration must be given to

- (a) ensure that the child/children take(s) responsibility for and realise(s) the seriousness of their behaviour;
- (b) demonstrate to the child/children and others that peer-on-peer abuse can never be tolerated; and
- (c) ensure the safety and wellbeing of other children.

5. Online Safety and Acceptable Use

Teaching about safeguarding issues in the classroom can prevent harm by providing children with skills, attributes and knowledge to help them navigate risks. The school will provide children with opportunities to learn about the issue of online safety and acceptable use, as part of its commitment to ensure that they are taught about safeguarding, including online, through teaching and learning opportunities. Education should be inclusive, age appropriate, and provide children with the opportunity to discuss and ask questions.

Students, staff, volunteers, and all other users of ZIS technology must agree to and sign the relevant Acceptable Use Policy

Use of digital and video images

- When using digital images, staff should inform and educate students/pupils about the risks associated with the taking, use, sharing, publication and distribution of images. In particular they should recognise the risks attached to publishing their own images on the internet e.g. on social networking sites.
- Written permission from parents or carers will be obtained before photographs of students/pupils are published on the school website/social media/local press.

- Parents/carers are welcome to take videos and digital images of their children at school/academy events for their own personal use, but are expected to protect the right to privacy of other children.
- Staff and volunteers are allowed to take digital/video images to support educational aims, but must follow school policies concerning the sharing, distribution and publication of those images.
- Care should be taken when taking digital/video images that students/pupils are appropriately dressed and are not participating in activities that might bring the individuals or the school into disrepute.
- Students/pupils must not take, use, share, publish or distribute images of others without their permission
- Photographs published on the website, or elsewhere that include students/pupils will be selected carefully and will comply with good practice guidance on the use of such images.
- Students'/Pupils' full names will not be used anywhere on school media, website or blog, particularly in association with photographs.
- Student's/Pupil's work can only be published with the permission of the student/pupil and parents or carers.

'Youth involved sexual imagery'

Sometimes known as 'sexting' or "youth produced sexual imagery", ZIS is committed to responding to cases of youth involved sexual imagery and applying the Child Protection Policy and to address cases as peer on peer abuse.

The term 'Youth involved sexual imagery' requires clarification:

- 'youth involved' includes children sharing images that they, or another child, have created of themselves, and
- 'imagery' covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the policy), and
- a judgement of whether something is 'decent' is both a value judgement and dependent on context. The term 'sexual' is clearer than 'indecent', although the CPO will nevertheless always need to use professional judgement when determining whether a photo is 'sexual'.

Incidents include:

- A child creates and shares sexual imagery of themselves with a peer (also under the age of 18),
- A child shares sexual imagery created by another child with a peer (also under the age of 18) or an adult,
- A child is in possession of sexual imagery created by another child.

Handling incidents:

When an incident involving youth involved sexual imagery comes to a member of staff's attention:

- the incident should be referred to the CPO as soon as possible,

- the DSL should hold an initial review meeting with appropriate School staff.
- there should be subsequent interviews with the children involved,
- parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the child at risk of harm,
- where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and, if appropriate, the police) is made immediately.

Safeguarding in remote and blended learning environments

The safeguarding risks associated with *remote* and *blended* learning are similar to those associated with *in-person* learning. These include peer on peer harm, which is the physical, emotional or sexual harm between students and grooming and abuse by a member of staff. Most forms of harm can take place online as well as offline. In remote working environments and situations of self-isolation or quarantine, online harm and harm to students living in abusive home environments are particular considerations.

ZIS will encourage students to let their teacher, Head of Section, or counsellor know if they feel unsafe in a virtual classroom, session or forum and to report wider concerns to any staff member with whom they feel comfortable.

It is the responsibility of all ZIS stakeholders to *prevent* and *respond* to inappropriate, harmful and illegal content online.

The goals of safeguarding in remote and blended learning include:

- ☐ keeping young people safe from online harm,
- ☐ making sure that the institution's online and virtual activities align with its values and comply with relevant laws, and
- ☐ ensuring parents, staff and students are aware of expected and appropriate behaviours, and reporting mechanisms.

Lines of Communication

How should **staff** respond if they see harmful or inappropriate content shared online?

The appropriate response will depend on individual circumstances and professional judgement. Action could include, for example, deleting inappropriate comments, removing content from an online forum, removing all participants from a class and/or escalating concerns in accordance with ZIS Safeguarding and ZIS Child Protection Policies. Communicating with Head of Section, the Child Protection Officer, and/or the Head of School enables ZIS to spot patterns and identify harm at an early stage.

How should **students** respond if they see harmful or inappropriate content shared online?

Students should let their teacher, Head of Section, or counsellor know if they feel unsafe in a virtual classroom, session or forum and to report wider concerns to any staff member with whom they feel comfortable.

How should **parents** respond if they see harmful or inappropriate content shared online?

Parents should let their teacher, Head of Section, or Head of School know if their child feels unsafe in a virtual classroom, session or forum and to report wider concerns to the Head of School and/or Child Protection Officer.

Identifying signs of concern

Some signs to be aware of include:

- Preoccupation and excessive worry;
- Showing emotional and behavioral interference/paralysis and showing signs of not being able to cope;
- Avoidance of responsibilities or relationships;
- Perseverance - meaning that the student cannot move away from their thoughts or are chronically thinking about risk and threat; and
- Ruminant - thinking too deeply about the situation.

If students are showing these signs, then staff and parents should consult and follow the channels of communication set out above and in the ZIS Child Protection Policy. As part of this, staff might decide to refer the student to counselling that can be delivered virtually, whether by the institution's or an external service.

Existing codes of conduct, behaviour codes and acceptable use policies for students and staff apply equally to *in-person* and *online* behaviour. In remote or blended learning circumstances it is important to remember:

- **Online interactions** – existing expectations and protocols established in school also apply to the sharing of content on online platforms and during virtual classrooms;
- **Professional boundaries** - staff should maintain the same professional boundaries with students *online* as they are required to maintain *in person*;
- **Appropriate location to join a virtual classroom** - a neutral location (i.e. not a bedroom or bathroom) in a common area in the house is preferable and, for school students and any non-confidential one-to-one sessions, somewhere that is within earshot of parents or other people in the student's residence (see below);

- **Appropriate dress code when joining a virtual classroom** – students are not required to wear school uniform but are expected to be suitably clothed following the spirit of the uniform code. Teachers are required to abide by the same guidelines for dress as followed on campus.
- **Digital communications between students and staff** – exchanges are restricted to messages which have an educational purpose. All digital communications between students and staff are to be conducted via an institutional email or video-conferencing account.

Safeguarding for all in online one-to-one sessions

Online communications, remote learning and virtual one-to-one sessions can increase the blurring of professional boundaries. Institutions should assess the risks associated with one-to-one settings and consider what actions to take to mitigate these risks.

These actions include:

- ☐ Non-essential one-to-one educational sessions are to be postponed. **Please note that counselling sessions should not be postponed;**
- ☐ Inform the Head of Section and/or Head of School of the timing, location and reason of the session in advance and sending confirmation of it after;
- ☐ Requiring the session to take place in a common area that is within earshot of another person in the student's residence. For counselling or other confidential sessions, the student should, where possible, be located in a room which is private, but which is not a bedroom or bathroom. If a student cannot avoid taking a counselling session from their bedroom, the counsellor should consider holding the session with audio only, not video;
- ☐ Making sure that the student knows that they can stop the session at any time and how to raise a concern or get help if needed;
- ☐ Making sure that staff know how to raise a concern about the session, and that it is their responsibility to maintain appropriate professional boundaries;
- ☐ Ensuring that counsellors have a safety plan in place for students in distress or at risk of harm, which sets out what steps should be taken to support the student in this online environment.
- ☐ Do **not** record any virtual *counselling* sessions.

Recording online sessions

In the interests of guarding student privacy, the recording of online sessions should only be done if it is only do so if it is considered necessary and proportionate, after conducting a written risk assessment. The data protection policy and all school policies must be considered. Any risk assessment should weigh up the risks of recording against the risks of not recording. The inadvertent recording or disclosure of confidential information should be included in the risks associated with

recording. It is required that students, and their parents or carers, are informed and are aware that the educational session will be recorded, and how the recording will be used.

6. Whistleblowing Procedures

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Staff should recognise their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant external agencies and that to not do so may result in charges of serious neglect on their part where the welfare of children may be at risk.

Staff should:

- escalate their concerns if they believe a child or children are not being protected
- report any behaviour by colleagues that raises concern
- report allegations against staff and volunteers to the Head of School and where they have concerns about the Head's response report these directly to the Governing Board.

It is contrary to the values of ZIS for anyone to retaliate against any board member, employee or volunteer who in good faith reports an ethics violation, or a suspected violation of law, such as a complaint of discrimination, or suspected fraud, or suspected violation of any regulation governing the operations of ZIS. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment.

ZIS has an open door policy and suggests that staff share their questions, concerns, suggestions or complaints with their line manager. If you are not comfortable speaking with your line manager or you are not satisfied with your line manager's response, you are encouraged to speak with the Head of School. In cases of Child Protection or Safeguarding matters, the reporting procedures outlined in policy should be followed.

7. Security

The Vice Principal Responsible for Safety Person coordinates campus security and works with the Head of School to ensure that school infrastructure and procedures meet or exceed the standards required by local, provincial, or national authorities.

8. Health and Safety

See the Health and Safety Policy for full details.

VI. POLICY REVIEW

This policy document will be reviewed annually to ensure that it is both current and relevant to the changing needs and dynamics of the school. After each review, the policy document will be shared with staff through Staff Orientation as well as division meetings devoted specifically to Child Protection.

The appointment of the Child Protection Officer will also be revisited annually.

BIBLIOGRAPHY

APPENDIX 1

A SAFE AND ACCEPTING LEARNING COMMUNITY

Rules and Expectations at Zhuhai International School

The attributes of the IB Learner Profile provide a benchmark for our words and actions. It is important still to clarify foundational parameters for maintaining a safe and accepting school climate, as outlined here.

Common Areas

Students will conduct themselves in an orderly and safe manner. Pushing, shoving and/or shouting is not acceptable. Running is not permitted within the school building. Students will not use vulgar or profane language on school grounds. Moving through hallways will be done quietly with respect for classes which remain in session.

Assemblies

Students will listen attentively; respect the feelings of others; behave courteously toward speakers, performers, and guests.

General Conduct

School policies and procedures for student conduct apply in the school, on school grounds, in all bus loading and offloading areas, on route to and from school, and in areas near the school grounds. This includes any time students are on campus before and after school, while students are participating in or observing school sponsored activities, and on all school sponsored trips. Maintaining and supporting a positive learning environment is everyone's responsibility.

Code of Conduct

As an IB School, ZIS's code of conduct is essentially the IB Learner Profile. Teachers will discuss the Learner Profile and what this means in terms of student expectations and responsibilities at various times throughout the year.

School-wide Rules

In line with the IB Learner Profile and the expectations of making ZIS a happy and safe learning environment, students, faculty, and office staff members will abide by the following rules.

1. Be prepared for class.
2. Treat others as you want to be treated.
3. Keep hands and feet to yourself.
4. Obey the instructions of all adults in the school.

Attendance Violations/Truancy

Students cannot learn effectively if they do not attend class. Parents are expected to inform the school of all absences, by email to the classroom or homeroom teacher, or by calling the school office. Extended absences will lead to a review of the student's place in the Year Group.

Tardiness

Students should move promptly and directly to each class.

Excessive Absences

Being absent more than 10% of school days during a semester (9 days or more) is considered excessive. Principals will contact parents to discuss this issue.

Active participation

Students have a responsibility to be active participants in the learning process. Sleeping or napping in class is not acceptable. Classroom or homeroom teachers will contact parents to discuss this issue.

Alcohol, tobacco, and other prohibited drugs

Students may not consume, nor be in possession of alcohol or tobacco products at school or at any school event. A breach of this rule will likely result in suspension.

Inappropriate Clothing

On free dress days, or on school activities where the school uniform is not required, students should be modestly and appropriately clothed for the activity. Clothing that promotes alcohol, tobacco, illicit substances, firearms and inappropriate activities, or has inappropriate messages, is not permitted.

Bullying

We define bullying as **when someone keeps doing or saying things to have power over another person.**

Some of the ways they bully other people are by: calling them names, saying or writing unkind things about them, leaving them out of activities, not talking to them, threatening them, making them feel uncomfortable or scared, taking or damaging their things, hitting or kicking them, or making them do things they don't want to do.

School bullying is: Psychological, emotional, cyber, social or physical harassment of one student by another at school or within the school community. This includes at school and within its grounds, in transit between school and home, local shopping and sporting centres, at parties or local parks and in cyberspace. The playground is the most common place for bullying to occur.

ZIS does not tolerate bullying in any form. Students who engage in bullying others may face serious consequences, such as suspension or expulsion.

Academic Integrity

Secondary school: Refer to the Academic Integrity policy.

Primary school: We teach students to be principled, understanding that cutting information and pasting it into personal work without giving credit to the source is plagiarism. Developing research skills and thinking skills enable students to formulate their own ideas and express their own understandings. Students are expected to show integrity when presenting work on their own behalf.

Cheating and plagiarizing include:

Copying and pasting information from a book, magazine, encyclopedia, or the Internet without giving credit to the resource.

Sharing information or answers for a quiz, test, or other individual assignment with other students who are taking or who will take the assessment at a later time or date.

Copying another person's homework, notebook or assignment.

Providing homework, notebooks, or assignments to others who hand in such work as their own.

Copying another person's homework, notebook, or assignment that has been graded and returned, and then using such as one's own work.

Creating or using any unauthorized materials during any type of assessment.

Talking during tests, quizzes, and other assessments.

Computer Use

Although Secondary students use their own laptops at school, how they are used whilst involved with school and school activities is ZIS' concern. Students must be aware that the internet network they use

at school belongs to the school and therefore all online content they access must be relevant and appropriate for school.

1/ Students are to use the Internet for instructional, school approved activities. Students are not allowed to use the ZIS internet for:

viewing pornography

gaming or viewing gaming sites

gambling or viewing gambling sites

personal business

viewing sites that promote illegal activity (according to the laws of P.R.China)

checking and writing personal emails

2/ Students may only download files with a teacher's permission.

3/ Students are expected to keep the network secure and not share their passwords (or those of other people) or accounts with anyone else.

4/ Students are not to publish their photo, name or address or that of any other person.

Altering or damaging the school's network in any way is considered vandalism. Altering or damaging another student's laptop in any way is considered vandalism.

Students are permitted to use their laptops, mobile phones and other electronic devices on school buses as long as headphones are used so as to not disturb the driver or other students.

Parents are responsible for the content stored on their own child's device.

Dress Code

Students and parents are responsible for ensuring that the ZIS school uniform, including black school shoes, is worn appropriately and at all times other than free dress days or as directed.

Clothes must fit properly and be worn correctly.

Girls' school dresses should be no higher than just above the knee

Inappropriate dress may result in parents being asked to bring appropriate clothes to school. Additional dress requirements are specified for special activities such as school dances, awards assemblies, and some camps and excursions.

Secondary students must only wear their PE uniform during PE classes unless they 1/ have PE in first period, in which case they may wear their PE uniform to school and then change into their normal uniform after PE, or 2/ have PE in the last period of the day in which case they may wear their PE uniform home from school.

Uniforms are to be worn on excursions and field trips unless otherwise directed.

Jewelry: Girls may wear up to 2 earrings in each ear. Earrings should be sleepers or studs. No facial piercings are permitted.

Tattoos: Tattoos on students are not permitted.

Hair: Must be worn off the face.

Facial hair: Faces should be clean shaven.

Fighting

Fighting is an unacceptable means of resolving conflict. Students engaged in physical fighting can expect serious consequences, such as suspension, or even expulsion, depending upon severity, provocation, and previous conduct (so not all students involved in a fight will receive the same consequences).

Food

In order to maintain a clean, attractive campus students are expected to maintain clean corridors and classrooms. Students will not be allowed to eat in the corridors during lunch, but may eat snacks as directed by their teacher. Generally, no food is permitted outside the cafeteria unless an activity has designated a specific location where eating is allowed. Food sales are not allowed during class time or in the cafeteria during lunch unless prior arrangements made and permission given from the Principal.

Forgery

Students who forge permission notes and parent signatures will be referred to the Principal.

Graffiti

Graffiti is considered vandalism and damaging property, in any form will not be tolerated. A person or persons who utilize any type of marking device, including aerosol paint or biological material, to

intentionally or knowingly make markings, including inscriptions, slogans, drawings, or paintings may be suspended based upon the nature and severity of the offense.

Items inappropriate at school (nuisance items)

Students are not permitted to bring to school any personal items or nuisance items that interfere with the classroom atmosphere or endanger the health and safety of other students. Students are responsible for their personal property and should be mindful that such items can be easily stolen.

Cell phones are not to be visible or used in the school building. Skateboards and roller blades may not be ridden anywhere on school property, regardless of the time of day.

Electronic music players and cell phones can be used on the bus to and from school as long as headphones are used and it does not disturb the driver or other students. Parents are responsible for the content stored on their own child's device.

Misconduct in the classroom

Each teacher will establish classroom rules and expectations, and will follow the Student Conduct Review Process.

Other prohibited items

There are many items that have no place in school and should not be in the possession of students. Other than those already mentioned, matches, lighters, BB or pellet guns, as well as any real or look-alike weapons are strictly prohibited.

Physically dangerous behaviour

Running, wrestling, rough-housing, and throwing objects in the halls or classrooms are dangerous and are not acceptable behaviors. In addition, any behavior that has the potential to harm another person is not acceptable at school.

Profanity and inappropriate language

The use of profanity, vulgarity, and inappropriate verbal or written language or gestures is unacceptable at ZIS. This includes any racial, ethnic, or sexual slur. Students are encouraged to use appropriate communication in all settings at all times.

Public displays of affection

Kissing or embracing on campus, during school, or at school functions is not allowed.

Sexual harassment

Sexual harassment is: Unsolicited and unwelcome sexual behavior by any individual that interferes with the learning and everyday life of another, and that creates an intimidating, hostile, or offensive environment.

Sexual harassment can be verbal (comments about your body, spreading sexual rumors, sexual remarks or accusations, dirty jokes or stories), physical (grabbing, rubbing, flashing or mooning, touching, pinching in a sexual way, sexual assault) or visual (display of naked pictures or sex-related objects, obscene gestures). Sexual harassment can happen to girls and boys.

Although similar to bullying, sexual harassment differs in 2 ways:

It is sexual in nature

It may happen once (rather than being repeated)

Sexual harassment, like bullying, will not be tolerated. It will be handled with sensitivity for all involved. Students initiating/performing such harassment should expect, along with counseling, serious consequences, such as suspension or expulsion.

Spreading rumors

It is unacceptable for students spread rumours, and students engaged in such activities will follow the Student Conduct Review Process.

Student property

Students are responsible for their own property. Staff will take care to help all students in this regard. Students damaging school property, or another student's property will be asked to pay for repairs and associated costs.

Theft

A student guilty of theft will be referred directly to the Principal and restitution of the stolen property, or replacement costs if this is not possible, must be made immediately. Other consequences, such as suspension or expulsion, may also be deemed appropriate.

Uniform

The ZIS school uniform gives our students a sense of identity, and belonging to the school. The school uniform is compulsory for all students at ZIS. Uniforms can be collected from the school office.

Appendix 2

ESSENTIAL AGREEMENT FOR BEHAVIOUR AT SCHOOL

WHOLE SCHOOL

ZIS believes students have three fundamental rights:

The right to feel safe
The right to learn
The right to be treated with dignity and respect

Behaviour that imposes on another person's rights will be addressed.

When behaviour does not align with expectations, students will be guided in discussion and reflection on their actions. This reflection may be verbal or written.

Major behaviour issues may require intervention from the Head of Secondary and parents will be informed.

In all cases, students have the right to have their voice heard and to receive impartial and just consequences.

Students who continue to display poor choices with regards to their behaviour will be supported within a parent-teacher-student system with clear expectations at each stage.

ZIS provides a positive framework to celebrate and recognise students who exhibit positive behaviour and personal growth.

Any correction of students should be summed up by the four C's:

Care, Consistency, Choice and Calm

Students need to know that they are cared for as individuals and that sometimes they can just have an "off day" and that if mutual respect is maintained they can move forward from the infraction with dignity.

High expectations in behaviour and work ethic are maintained across all teaching areas with consistency. If a student chooses not to meet these expectations, the consequences are also consistent. The consequence of continued poor choices or failure to meet their responsibilities should be made clear to the student at all times.

In all circumstances, a calm and respectful approach to equipping the students for success in all areas of their social, emotional, physical, and intellectual development.

What is a Behavioural incident?

Verbal or non-verbal defiance
Rudeness
Disobedience
Failure to comply
Failure to follow instructions
Interference with another student's work, belonging or physical person
Bullying

Incidents may be classified as minor, medium or serious in nature.

Minor Infringements - include those listed above as well as infringements against the homework/assessment agreements. Minor infringements also include students who suffer organisational limitations such as not bringing correct equipment to class or being late to class.

Students should expect to be given three opportunities to reflect on their behaviour before any escalation of consequences. Medium Infringements – sustained minor infringements or when interventions are falling short of expectations are recognized as medium in nature. In general, three events in a week will require a meeting with the Head of Secondary. Interventions and remediation will depend on the individual circumstances and will focus on skill development and the restoration of relationships.

Serious Infringements - include any behaviour that contradicts the three core rights. These may involve internal or external suspensions and will always involve the Head of School.

Parents can expect to be involved in any medium or serious infringements but not necessarily in minor ones.

Possible consequences include:

Internal suspension

Supervised by Head of Secondary

Students will not attend class, breaks, or lunch with peers. Class work is done in office under supervision.

Behaviour Monitoring Card

Students with ongoing issues or issues that are not confined to one area may be issued with a tracking card which will need to be filled in each day by the student and their classroom teachers.

This system will provide opportunities for immediate feedback to students with regards to their ongoing behaviour. Ongoing communication between home and school will be maintained on the card and additional support in the form of regular counselling may be necessary.

External Suspension and Expulsion will also be considered where necessary.