



ZIS Safeguarding Policy

Period of Review: Annually Reviewed by: Senior Leadership Team

Last Review: October 2024

CONTENTS:

- I. Overview
- II. Policy Aims
- III. Our Commitment
- IV. Scope and Practices
- V. Understanding Safeguarding and Procedures
- VI. Policy Review
- VII. Bibliography
- VIII. Appendices
- IX. Conclusion & Sign Off

I. OVERVIEW

This policy document was written through the collaborative efforts of the Senior Management Team, IB coordinators and teachers and administrators. In writing this policy, the team referred largely to the Core Standards of the CIS Membership Report and the IBO document, Programme Standards and Practices.

Zhu Hai 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.

This policy sets out ZIS's commitment to safeguarding and promoting the welfare of all students. It should be read in conjunction with our Child Protection Policy.

Safeguarding is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care



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- Taking action to enable all children to have the best outcomes

This policy applies to all staff, volunteers, and visitors to ZIS.

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 always our prime consideration. 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.

ZIS is committed to:

- The promotion of well-being and the prevention of abuse of all students and staff of ZIS.
- Always acting 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.



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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.

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

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 these 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)



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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.



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All staff have a responsibility to protect children from harm.

The Child Protection Officer of Zhu Hai International School is Esther Hockey.

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 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 Division Principals and/or the Head of School as necessary
 - liaise with Curriculum Coordinators and Division Principals 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 of reports to include a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved with notes of any action taken, decisions reached, and the transfer of 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



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4. Peer on peer harassment and abuse

5. Online Safety and Acceptable Use
6. Safeguarding in remote and blended learning environments
7. Handling High Risk Students
8. Whistleblowing Procedures
9. Visitors to the Campus
10. Data Protection and Information Security
11. Alignment of Health & Safety with Safeguarding and Child Protection Policy
12. Security Compliance
- 13.
14. 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** For 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.

Respond: Respond to the concern. Reassure the person who has given you the information. Or, when abuse is suspected, respond to these concerns.

Record: Record all information. Remember to distinguish between fact and opinion.

Consult: Consult with the Child Protection Officer (or, in case of absence, a member of the SLT) along with this policy.

Report: Reporting and follow-up will be carried out by the Child Protection Officer and the Head of School.

Reporting Child Protection Matters



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All staff have a responsibility to report any Child Protection concerns immediately. The timeframe for reporting such matters is by the end of the business day in which the concern arises. In cases of immediate danger or risk to a child, staff should report the concern instantly to the Child Protection Officer or a member of the Senior Leadership Team. In cases of immediate concern/danger, recording and consulting with the CPO will proceed after reporting.

The process for reporting cases of immediate concern are as follows:

1. Staff member identifies a concern.
2. Staff member reports to the Child Protection Officer (CPO) or Deputy CPO
3. CPO assesses the concern and decides on appropriate action
4. CPO reports to Head of School and/or external agencies as necessary
5. All reports and actions are documented confidentially

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 Esther Hockey

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



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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 a 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.finalsite.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.



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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 member of the Senior Leadership Team 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 organization, 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



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Appendix 1 outlines the school policies regarding: bullying (including cyber-bullying), online safety, IT use, student behaviour 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 are relayed to the appropriate Division Principal.

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,
- 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 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,



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- 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) because 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,



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• and, consider:

- 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 Division Principal 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 Division Principal 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 Division Principal 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 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 Division Principal.

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.

Corrective Action

When corrective action is considered appropriate, consideration must be given to:

- ensure that the child/children take(s) responsibility for and realise(s) the seriousness of their behaviour;



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- demonstrate to the child/children and others that peer-on-peer abuse can never be tolerated; and
- 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. They should recognise the risks attached to publishing their own images on the internet e.g. on social networking sites.
- Signed permission from parents or carers will be obtained before photographs of students/pupils are published on the school website/social media/local press at the beginning of each school year
- 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,



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- 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.

6. Safeguarding in remote and blended learning environments

The safeguarding risks associated with remote and blended learning are like 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, Division Principal, 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 Division Principal, 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?



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Students should let their teacher, Division Principal, 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, Division Principal, 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 behavioural 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 school 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.



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- 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 Division Principal 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.

7. Handling of High-Risk Students



ZHUHAI

International School

ZIS has a specific process for handling high-risk students:

- a. Identification: Students are identified as high-risk based on behavior, academic performance, or information from parents/previous schools.
- b. Assessment: The Student Support Team conducts a comprehensive assessment of the student's needs.
- c. Individual Plan: An individualized support plan is developed, which may include counseling, academic support, and behavioral interventions.
- d. Monitoring: Regular check-ins and progress monitoring are conducted.
- e. Parent Involvement: Parents are closely involved in the support process.
- f. External Support: When necessary, referrals are made to external specialists or agencies.

8. 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.



ZHUHAI

International School

9. Visitors to Campus

All visitors to ZIS must sign in at the school office and wear a security-issued lanyard identifying them as visitors at all times while on campus. Visitors are expected to:

- Remain in designated areas and be accompanied by a staff member at all times
- Refrain from interacting with students unless specifically authorized
- Refrain from taking photographs or video of students unless specifically authorized
- Follow instructions from staff during emergency drills or procedures
- Follow all school rules and policies
- Return their visitor badge and sign out before leaving

Visitors who do not comply with these requirements may be asked to leave the premises.

10. Alignment of Health & Safety Policy with Safeguarding and Child Protection

The ZIS Health & Safety Policy aligns closely with our Safeguarding and Child Protection policies to ensure a comprehensive approach to student welfare. Key areas of alignment include:

- Regular safety checks of school premises and equipment
- Clear procedures for reporting and addressing safety concerns
- Training for staff on health and safety protocols
- Emergency response plans
- Safe recruitment practices
- Maintenance schedules to ensure a safe learning environment

Our maintenance team works closely with the Safeguarding team to address any physical safety concerns promptly and effectively.

11. Health and Safety

See the Health and Safety Policy for full details.

12. Field Trip Risk Assessment

ZIS takes a proactive approach to managing risks associated with field trips:

1. Pre-trip assessment: A thorough risk assessment is conducted for each trip, considering factors such as transportation, accommodation, activities, and local conditions



ZHUHAI

International School

2. Staff preparation: All staff accompanying trips receive training on risk management and emergency procedures.
3. Student briefing: Students are briefed on safety expectations and procedures before each trip.
4. Communication plan: A clear communication plan is established, including emergency contacts and procedures.
5. Post-trip review: After each trip, a review is conducted to identify any safety concerns or areas for improvement.

13. Security Compliance

The Senior Leadership Team collaborates to coordinate campus security to ensure that school infrastructure and procedures meet or exceed the standards required by CIS, WASC, local, provincial, and national authorities.

14. Annual Safeguarding and Child Protection Training

All staff who have contact with children are required to complete Child Protection and Safeguarding training annually. This includes:

- Full-time and part-time teaching staff
- Administrative staff
- Support staff
- Volunteers who work regularly with children

New staff hired throughout the year must complete this training as part of their induction process before having unsupervised contact with students.

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.



ZHUHAI
International School
VII. BIBLIOGRAPHY

"Child Protection for International Schools." EduCare, Aug. 2019,
www.myeducare.com/course/view.php?id=346

VIII. APPENDICES

Appendix 1: A Safe and Caring Learning Community

[ZIS Safe and Caring Learning Community](#)

Appendix 2: Behaviour Essential Agreement

[code of conduct zischina.docx](#)

Appendix 3: Managing Allegations Against Staff Procedure

<https://zischina.sharepoint.com/:b:/s/HandoverSite/EZ1YNw04mGRFh2kpw5om7zABV4zc5nSuhlanxcymH41yNw?e=M2sgGW>

Appendix 4: Risk Assessment Template



Activity Safety Analysis and Risk Assessment

Activity					
Hazards	Examples/Information about the hazards	Likelihood	Consequences	Risk Score	Controls
Student Considerations					
Other relevant notes after implementation					
Prepared by: Date of Excursion: Date Submitted:.....					
Teacher(s) involved Head of Section: Head of School:					
..... Date Date					
Participating aides/parents/helpers					

Risk Score Calculator

RISK PRIORITY CHART

Likelihood How likely could it happen?	Consequences – How severely could it hurt someone?			
	<i>Extreme</i> Death, permanent disablement	<i>Major</i> Serious bodily injury	<i>Moderate</i> Casualty treatment	<i>Minor</i> First aid only ,no lost work time
Very Likely Could happen frequently				
Likely Could happen occasionally				
Unlikely Could happen but rarely				
Very Unlikely Could happen but probably never will				



ZHUHAI

International School

Appendix 5: Key Contacts

[Key Contact Information.docx](#)

Appendix 6: Safeguarding Concern Form

Child Safeguarding Concern Form

Staff, volunteers and regular visitors are required to complete this form and pass it to the Designated Safeguarding Lead and Child Protection Officer – Ms Esther Hockey if they have a child protection concern about a child in our school.

Information Required	Enter Information Here
Full Name of Child	
Which Year group are they in?	
Your name and position in the school	
<p>Nature of concern / disclosure</p> <p>Please indicate where you were when the child made the disclosure, what you saw, who else was there, what did the child say or do and what you said.</p> <p>[Ensure that if there is an injury that this is recorded (size and shape) and a body map is completed]</p> <p>[Make it clear if you have raised a similar issue previously]</p>	
Signature (if you are submitting a physical copy, for a digital copy please type your name)	



Date and time form was completed	
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Appendix 7: Child Protection Code of Conduct

ZIS Child Protection Code of Conduct

I, _____ [name], as an employee of Zhuhai International School, agree to abide by the following code of conduct as outlined in the school's Child Protection Policy:

- I will always treat all students with dignity and respect.
- I will not engage in any form of child abuse, including physical, verbal, emotional, sexual abuse or corporal punishment.
- I will avoid situations where I am alone with a child. If this is unavoidable, I will keep the door open and ensure another adult is notified.
- I will not develop any 'special' relationships with children that could be seen as favouritism or grooming behaviour.
- I will not engage in any inappropriate physical or verbal contact with students.
- I will not discriminate against, show differential treatment towards or favour any student.
- I will respect children's rights to privacy and confidentiality unless I have concerns for their safety.
- I will not exchange personal contact details or conduct private communications with students through texting, social media, or other digital platforms.
- I will not accept gifts from students without approval from school leadership.
- I will adhere to school guidelines regarding student privacy and supervision during school trips and travel.
- I will immediately report any suspected child abuse or unsafe practices by other school staff to the Child Protection Officer (CPO) or Head of School.
- I will cooperate fully with any school investigation into concerns or allegations.
- I will report any arrests, convictions or investigations related to child abuse to the CPO or Head of School.
- I will maintain the confidentiality of child protection matters, investigations or reports. Reporting Procedures:
- I understand that all school staff have a duty to report any concerns, suspicions, or allegations of child abuse immediately to the CPO or Head of School.



ZHUHAI

International School

- If the concern, suspicion, or allegation involves the CPO, I will report to the Head of School. If it involves the Head of School, I will report to the CPO.
- I agree to report any observation of inappropriate behaviour to the CPO/Head of School, even if it does not reach the threshold of abuse.
- I understand that information related to concerns or reports of child abuse should remain confidential between me, the CPO, and the Head of School, and should not be shared with other staff, students or parents.
- I agree to cooperate fully and confidentially in any internal or external investigation into reported incidents.
- I will not investigate any suspicions, concerns or allegations of abuse and will follow reporting procedures.
- I understand that failure to report or comply with school procedures violates this Code of Conduct.

I confirm that I have read and agree to comply with the school's Child Protection Policy. I understand my legal and ethical obligations in working with children. I affirm my commitment to maintaining a safe environment for all students at Zhuhai International School.

Name: _____

Signed: _____

Date: ____/____/____

Appendix 8: Student Image Use Release Form

IX. CONCLUSION AND SIGN-OFF

This Safeguarding Policy reflects Zhuhai International School's commitment to providing a safe and nurturing environment for all our students. It is the responsibility of every member of our school community to understand and implement this policy.

We recognize that safeguarding is an ever-evolving field, and as such, this policy will be reviewed annually and updated as necessary to ensure it remains current and effective in protecting our students.

By working together - staff, students, parents, and the wider community - we can create a school environment where every child feels safe, valued, and able to thrive.



ZHUHAI

International School

This policy was last reviewed and approved by:

Senior Leadership Team
& Child Protection Officer

Date: October, 2024

This policy will be next reviewed in August 2025.

For any questions or concerns regarding this policy, please contact the Child Protection Officer or the Head of School.

Remember, safeguarding is everyone's responsibility.