

## **Child Protection Policy** **Mainland China**

### **Scope:**

This policy applies to the community of each Yew Chung International School (YCIS), Yew Wah International Education School (YWIES) and Yew Wah International Education Kindergarten (YWIEK) in Mainland China. The community includes but is not limited to all staff, outsourced staff, service providers, volunteers, parents and students, who come into any contact with students. This policy will be shared with the entire community at each YCIS, YWIES and YWIEK in Mainland China.

### **Overview:**

We believe that all students have a right to be protected from neglect as well as physical, sexual and emotional abuse. Accordingly, this policy outlines the principles, processes and procedures for dealing with potential child neglect and abuse.

### **Principles:**

Yew Chung and Yew Wah Schools and Kindergartens recognise their responsibilities regarding child protection. We aim to create a safe, secure and supportive learning environment for our students, free from any form of harm. The welfare of all students is of paramount importance to each YCIS, YWIES and YWIEK school community. Members of each school community are required, ethically and legally, to act promptly and professionally to ensure the protection of our students in instances of suspected child abuse. All suspected cases of child abuse should be reported to the child protection officer immediately.

This child protection policy and accompanying procedures are based on local, national and international law, including:

- ***Minors Protection Law of the People's Republic of China***, 2012, Article 5
- ***Anti-Domestic Violence Law of the People's Republic of China***, 2015, Articles 14 and 35
- ***UN Convention on the Rights of the Child***, 1989, of which China is a signatory. The two key articles are: ***Article 19 – Protection from abuse and neglect***, and ***Article 34 – Protection from sexual exploitation***

### **Responsibilities of each YCIS, YWIES and YWIEK School Community:**

- Members of each school community are responsible at all times for the implementation of this policy and associated procedures.
- The designated child protection officer, co-principals and response team must consider and attend to all child protection forms that are submitted.
- In the event of the child protection officer being unavailable, the child protection deputy will be responsible for the duties of the child protection officer.

### **Expectations of YCWIS, YWIES and YWIEK relating to child protection:**

In order to implement the child protection policy, **YCWIS, YWIES and YWIEK** will be expected to:

- Establish procedures for reporting and investigating allegations of abuse;
- Designate a child protection officer and child protection deputy and ensure they are made known to staff, parents and students each school year;
- Establish a process for providing support to students who are victims of abuse;
- Make the child protection policies and procedures well known to the entire school/kindergarten community (to be made available on the school's website, blogs, and shared with potential teacher candidates and new families, etc.);
- Provide mandatory ongoing professional development to support all staff in understanding and implementing the child protection policy, guidelines and procedures, and provide training and information, as appropriate, to the entire school community;
- Develop processes for screening new and existing employees, contracted staff, outside contractors, and volunteers who have direct, unsupervised access to students in the school/kindergarten environment;
- Create and implement safe recruitment practices for the employment of all teaching and non-teaching staff;
- Ensure that the school community members are presented with the *Child Protection Policy and Procedures* document, and that they clearly understand their responsibilities;
- Ensure staff and outsourced staff who work at the school sign a copy of the *Adult Code of Conduct for Working with Students*
- Ensure community partners who are not directly hired by the school but provide services such as therapists, parent paid support assistants, overnight trips and student activities, sign a copy of the *Adult Code of Conduct for Working with Students (Community Partners)*
- Ensure visitors who work with children are aware of the school's expectations regarding child protection, and are presented with the school's child protection policy and associated procedures prior to visiting the school;
- Raise awareness about abuse through education of the school/kindergarten community.

### **Appendix: Laws and Conventions Guiding the Child Protection Policy**

The child protection policy and accompanying procedures are based on local, national and international law, including:

#### **The PRC Minors Protection Law, 2012:**

##### **Article 5:**

In the protection of minors, the following principles shall be followed:

- (1) respecting the personal dignity of minors;
- (2) following the laws which govern the minors' physical and mental development and the characteristics of such development; and
- (3) combining education with protection.

Standing Committee of the National People's Congress, *Law of the People's Republic of China on the Protection of Minors (2012 Revision)* Order of the President No.65 PRC.

**Anti-domestic Violence Law of the People’s Republic of China, 2015:**

In 2015, a new law was passed (effective March 1<sup>st</sup> 2016) that protects foreigners and Chinese citizens within China’s borders from domestic violence. Two articles of this law have specific implications for children and schools:

**Article 14:** Schools, kindergartens, medical institutions, residents' committees, villagers' committees, social service agencies, aid management agencies, welfare agencies and their staff members shall promptly report cases to public security organs if they find, during the course of their work, that persons with no civil capacity or persons with limited civil capacity have suffered or are suspected of suffering domestic violence. Public security organs shall keep confidential the identity of case reporters.

**Article 35:** Where a school, kindergarten, medical institution, residents' committee, villagers' committee, social service agency, aid management agency, welfare agency and its staff members fail to report a case to a public security organ in accordance with Article 14 herein, resulting in serious consequences, the person directly in charge and other persons subject to direct liabilities shall be given disciplinary sanctions pursuant to the law by the relevant superior competent department or their own employer.

Standing Committee of the National People’s Congress, (2015) *Anti-domestic Violence Law of the People’s Republic of China*. Order No.37 of the President, PRC.

**UN Convention on the Rights of The Child:**

This policy is also based on the United Nations Convention on the Rights of the Child of which China is a signatory. The two key articles are:

**Article 19 – Protection from abuse and neglect**

1. States parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.
2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

**Article 34 – Protection from sexual exploitation**

States parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, states parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

- (a) The inducement or coercion of a child to engage in any unlawful sexual activity;
- (b) The exploitative use of children in prostitution or other unlawful sexual practices;
- (c) The exploitative use of children in pornographic performances and materials.

United Nations International Children’s Emergency Fund (UNICEF), (1989) *The United Nations Convention on the Rights of the Child*. London: Author

This policy has been reviewed and commented on by FuJae Partners, a PRC law firm with Chinese and International legal experiences.

Date approved: 1<sup>st</sup> May 2018

Date for review: 1<sup>st</sup> May 2019

Governor with the responsibility for child protection: Mr Tin Ip

## **Child Protection Procedures**

In order to implement the YCIS Child Protection Policy, the following procedural document has been created for implementation across the four campuses of YCIS Shanghai.

YCIS Shanghai fully recognises its responsibilities for child protection. We aim to create a safe, secure and supportive learning environment for our students, free from any form of harm. The welfare of the child is of paramount importance to the YCIS community. To achieve this aim YCIS Shanghai will:

- Establish a safe environment in which students can learn and develop
- Provide an environment where students are encouraged to talk and are listened to
- Help equip students with skills needed to keep themselves safe
- Identify and respond to students who may show signs of abuse
- Adhere to the responsibilities of YCIS Schools as outlined in the YCIS Child Protection Policy

### **Definition of child abuse:**

Abuse is a form of maltreatment of a person, often with diminished rights or capacity. Somebody may abuse another by inflicting harm, or by failing to act to prevent harm.

Abuse may take place in a family or in an institutional or community setting by those known to them or by others. In the case of child abuse, an adult or adults, or another child or children or young people may abuse them. Child abuse can take a variety of forms:

### **Physical Abuse**

Physical abuse is violence causing injuries involving hitting, slapping, kicking, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, misuse of medication, undue restraint or otherwise causing physical harm to a child or young person. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child or young person or a young person.

Physical abuse may be the result of an immediate stress and may not be planned beforehand.

It can include a one-off, unplanned incident or it might include frequent physical force and aggression towards someone.

Physical abuse can include disciplinary actions that cause pain and/ or mental suffering to a child or young person or a young person.

### **What to look out for:**

- Any injuries not consistent with the explanation given to them
- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries that have not received medical attention
- Bruises, bites, burns and fractures for e.g. which do not have a reasonable explanation
- Reluctance to change for, or participate in games, Physical Education, sports and swimming
- Child or a young person gives inconsistent accounts for the cause of injuries
- Injuries that appear after absence from school or vacations
- Bruises of different ages, various colours

- Child or a young person shies away from touch, flinches at sudden movements, appears afraid to go home, or is watchful as if waiting for something bad to happen
- Child or young person demonstrates self destructive tendencies and/ or aggressiveness

### **Emotional Abuse**

Emotional abuse is persistent or severe emotional ill treatment of a child or young person or a young person that is likely to cause serious harm to his/her development.

It may involve persistently denying love and affection, regularly making the child or a young person feel frightened by shouts, threats, or any other means (including shouting and fighting between the adults in the house).

It may also involve hurting another person or a pet in order to distress a child or young person or a young person and being so over-protective towards the child or a young person that he/she is unable to develop or lead a normal life.

It may involve exploiting or corrupting a child or young person, e.g. by involving him/her in illegal behaviour.

It may involve conveying to a child or young person or a young person the message that he/she is worthless, unlovable, inadequate, or his/her only value is to meet the needs of another person. This may or may not include racist, homophobic or other forms of verbal/ non verbal abuse.

It may be that unrealistic expectations are being imposed on a child or young person or a young person by adults.

Some level of emotional abuse is involved in all types of maltreatment of a child or young person, though it may occur alone.

### **What to look out for:**

- Shows extremes in behaviour such as overly compliant or demanding behaviour, extreme shyness, passivity or aggression
- Excessively withdrawn, fearful, or anxious about doing something wrong
- Is either inappropriately adult (parenting others) or inappropriately infantile
- Changes or regression in mood, extreme anxiety or depression
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children or young people
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Stealing and lying

### **Sexual Abuse**

Sexual abuse occurs when someone uses power or control to involve a child or young person or a young person in sexual activity, or if someone allows a child or young person to be used by

someone else in this way. This behaviour might be for the purpose of sexual, emotional and/ or financial benefit of the perpetrators.

It may include forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening.

It may include encouraging children or young people to behave in sexually inappropriate ways, showing children or young people pornographic material or involving them in the production of such material.

It may also include involving children or young people in watching other people's sexual activity or in inappropriate discussions about sexual matters.

Sexual abuse differs from physical abuse because it often involves planning on the part of the perpetrator. Children or young people can be "groomed" by perpetrators before sexual abuse takes place.

#### **What to look out for:**

- Displays knowledge or interest in sexual acts inappropriate to his/her age
- Sexual activity through words, play or drawing
- Withdrawal from social situations and classroom activities
- Regressing to younger behaviours e.g. bed wetting
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares
- Repeated urinary infections, unexplained stomach pains or other ( e.g. sexually transmitted infections)
- Eating disorders or changes in eating habits
- Evidence of physical trauma or bleeding in the oral, genital or anal areas
- Difficulty in walking or sitting
- Any allegations made by a child or young person concerning sexual abuse regarding themselves or another child or young person

#### **Neglect**

Neglect is the persistent failure to meet a child or young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child or young person's health or development.

It may include failing to ensure that a child or young person's basic needs for food, clothing, shelter, health care, hygiene and education are met.

It may also include failing to protect a child or young person from physical and emotional harm or danger, including failure to ensure adequate supervision or leaving a child alone in the house or a young person unsupervised overnight or for extended periods of time.

It may also include neglect of, or unresponsiveness to, a child or young person's basic emotional needs.

#### **What to look out for:**

- Hygiene is consistently bad (unbathed, unwashed hair, and noticeable body odour)
- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Untreated illnesses and physical injuries

- Frequently unsupervised or left alone, allowed to play in unsafe situations and environments
- The child or young person seeks affection, attention or emotional support from others that appear excessive
- Is frequently late or absent from school

### **A change in behaviour is not always a sign of abuse**

Any one sign doesn't mean that a child or young person is or was being abused but the presence of several suggests that you should begin to be vigilant and seek advice from the Child Protection Officer if necessary. Keep in mind that some of the signs and symptoms can emerge at other times such as-

- During a separation or divorce
- Death of a family member or pet
- New sibling (e.g. birth or adoption)
- Problems at home, school or with friends
- Other anxiety-inducing or traumatic events
- Transitional periods

### **Ways that abuse might be brought to your attention:** *(Always take these seriously!)*

- A child or young person may make a direct disclosure about him or herself
- A child or young person may make a direct disclosure about another child
- A child or young person may offer information that is worrying but not a direct disclosure
- A member of staff might be concerned about a child or young person's appearance or behaviour or about the behaviour of a parent or caregiver towards a child or young person
- A parent or caregiver might make a disclosure about abuse that a child or young person is suffering or at risk of suffering
- A parent might offer information about a child or young person that is worrying but not a direct disclosure
- A child or young person enrolled from another school and disclosure of concerns or of abuse are shared as a part of transfer process

### **Staff Action:**

All staff are advised to maintain an attitude of '*it could happen here*' where child protection is concerned. In the event a child or young person makes a direct disclosure, or says something concerning, all YCIS staff, outsourced staff, service providers and volunteers are expected to make a report to the Child Protection Officer. The school will follow the ARM Response.

### **ARM Response:**

- A- Act now**
- R- Record**
- M- Monitor**

### **A - Act now (Responding in the moment):**

- Reassure the child that telling someone about it was the right thing to do
- Listen carefully to the child



- Let the child tell his/her whole story. Don't try to investigate or quiz the child, but make sure that you are clear as to what he/she is saying
- Use open questions (see below for more information)
- Tell him/her that you now have to do what you can to keep him/her safe
- Let the child know that you are going to speak to someone who can help because you are worried about the child's safety

**If a child or young person is in immediate danger or in need of medical attention remain with him/her and call the Child Protection Officer to discuss immediate action. In the event of the Child Protection Officer not being available, please contact the Child Protection Deputy or Co Principals/ Vice Principal.**

School staff are reminded **not** to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

### **R – Respond and Record**

- Step 1: Notify the Child Protection Officer, or in the event of the Child Protection Officer not being available notify the Child Protection Deputy or Co Principals/ Vice Principal
- Step 2: The person who receives the disclosure completes the '**Confidential Record of Concern Form**' in hand written form and submits it to the Child Protection Officer (within 24 hours). In the event of the Child Protection Officer not being available hand the form to the Child Protection Deputy or Co Principals/ Vice Principal

### **M - Monitor**

- Attention needs to stay on the child or young person to monitor behaviour, changes in behaviour or any additional concerns you might have
- The Child Protection Officer will support teachers with monitoring
- Report any changes or significant information to the Child Protection Officer
- Stay as neutral as possible when interacting with the family and the child or young person

**Communicating with open questions when you have a concern about a child or young person or a direct disclosure has been made:**

- I noticed the bruise on your face, what happened?
- Tell me a bit more about that?
- What happened next?

**The main thing is to listen, ask for clarification, repeat back the story and ask, "Have I got that right?" Check.**

**To ensure accuracy, record the disclosure as soon as possible on the school's designated Child Protection reporting forms.**

Students may be informed about where they can access help, such as:

- ❖ School counselling service
- ❖ A trusted adult

- ❖ Lifeline – 021 6279 8990 (10am – 10pm, 365 days a year) [www.lifeline-shanghai.com](http://www.lifeline-shanghai.com) (possible signposting to other agencies)

### **Response Team:**

In the event of a disclosure/concern needing further exploration, the Child Protection Officer, with the help of the Co-Principals will form a 'Response Team' of relevant staff and will arrange a meeting to discuss further action. The Response Team may consist of the Child Protection Officer and/or Deputy, Co-Principals and other relevant staff according to the need. The Response Team may differ in each child protection case.

The role of the Response Team is to meet as soon as possible after a child protection concern has been reported to determine the course of action required for that particular case. The Child Protection Officer will use the campus specific forms to record and track information. Once the information has been gathered, the Response Team will then consider the information provided and determine the next steps. It is the responsibility of the Child Protection Officer to document the information and further actions required.

The exploration process and order of proceedings can be found in **Appendix 1: Reporting Flow Chart for YCIS Shanghai.**

### **Confidentiality:**

Confidentiality and trust must be maintained and kept within the Response Team throughout the whole process of a child or young person protection case.

The Response Team will act on the basis that the welfare of the child is paramount. The degree of confidentiality will be governed by the need to protect the child or young person and personal information will be shared where it is necessary to protect the child or young person.

### **YCIS staff, outsourced staff, service providers and volunteers:**

YCIS Shanghai is committed to safe recruitment practices. YCIS staff and outsourced staff are carefully screened prior to working at YCIS. Each campus takes responsibility for ensuring service providers who will come into contact with children or young people during sanctioned YCIS activities (e.g. after school activity providers, therapy providers, learning support assistants etc...) provide ID and police checks, and sign the Code of Conduct document. In the case of volunteers, the school checks their suitability to work with children and young people, and volunteers will be asked to sign the Visitors agreement.

It is the responsibility of YCIS staff, outsourced staff, service providers and volunteers to report any concerns of suspected child abuse to the Child Protection Officer.

When working with children or young people, YCIS staff, outsourced staff, service providers and volunteers are acting in a position of trust. It is important that they are aware that they are role models to children and young people, and must act in an appropriate manner at all times.

### **Professional boundaries – it is important to:**

- Operate within YCIS Philosophy and Objectives and associated guidelines:
  - Code of Practice / Staff Handbook (HR)
  - Child Protection Policy and Procedures
  - YCIS SH Adult Code of Conduct for Working with Students
  - Campus specific handbooks and procedures
- Listen to and respect children or young people at all times
- Avoid favouritism with children or young people and adults
- Treat children or young people fairly and without prejudice or discrimination
- Provide examples of appropriate conduct for children or young people to follow
- Challenge unacceptable behaviour and report any concerns/suspensions
- Recognise that special caution is required when you are discussing sensitive issues with children or young people

### **Professional boundaries – it is important Not To:**

- Allow your concerns/suspensions to go unreported
- Delay reporting your concerns/suspensions
- Patronise or treat children or young people as if they are being silly/ making things up
- Silence children or young people
- Jump to conclusions
- Either exaggerate or trivialise child abuse issues
- Discuss your concerns/suspensions in a way that will cause damage to the child/family involved (only discuss with those who absolutely need to know – **Child Protection Officer/ Child Protection Deputy/Co-Principals**)
- Develop inappropriate relationships with children or young people
- Meet with students outside of sanctioned YCIS activities
- Swear, make sarcastic, derogatory, or sexually suggestive comments or gestures to or in front of children or young people
- Allow children or young people to have your personal contact details
- Use student toilets or changing facilities and children or young people should not use staff toilets or changing facilities
- Share sensitive information in public areas that may be overheard by others, such as staff rooms, corridors, playground, cafeteria etc.

### **Professional boundaries – Digital:**

- Consider the information and images of yourself available and be confident that they represent you in a manner that is acceptable to your role in working with children or young people
- Refrain from having children or young people enrolled at YCIS, or past students under the age of 18, as friends on your personal or private sites, or able to access the online environments you use
- Ensure that if published, online comments about the YCIS workplace, work colleagues or students, would not cause hurt or embarrassment to others or harm the reputation of YCIS, yourself, your colleagues or students
- Ensure that photographs and videos of students are taken for school related purposes only using school devices where available. When personal devices are used, upload the digital

- content to school network and delete the digital content from your personal devices as soon as possible.
- Photographs and videos of students should not be taken for personal use or uploaded to social media, personal or private sites
- Ensure students are only exposed to age appropriate images, web links, materials and resources

### **Allegations against members of staff:**

Suspicious and allegations of child abuse by a member of staff will be responded to in a manner which best ensures student's immediate and long-term safety. The school will manage suspicions or allegations against a staff member with the same seriousness as suspicions or allegations made against any other person.

If an allegation is made against a member of staff or a member of staff has put a student at risk, or acted inappropriately, this will be managed by the School Leadership Team according to the Staff Code of Practice / HR Staff Handbook (for Chinese employees). If the allegation is made against Co-Principals or General Manager, this will be handled by the Directorate.

It is not the role of School Leaders to investigate allegations, this is a matter for the police. Rather it is their responsibility to enquire about that person's suitability to work with children or young people and determine whether or not their employment contract will be terminated. If there is insufficient evidence to pursue a criminal prosecution, then a disciplinary enquiry may still be undertaken to assess the suitability of this individual to work with students.

All concerns regarding the suitability of any person to work with children or young people will be based on facts. Allegations will be treated in a confidential manner and the rights of adults will be taken into consideration. Written records of concerns will be kept and stored securely.

### **YCIS Shanghai's Expectations of Reporting of Suspected Child Abuse**

As YCIS Shanghai aims to create a safe, secure and supportive learning environment for students, it is expected that all teaching staff, non-teaching staff, outsourced staff, service providers, volunteers and visitors working with children or young people, report all suspected cases of child abuse to the Child Protection Officer immediately.

#### **Consequences for knowingly failing to report abuse or neglect or interfering with reporting:**

Any YCIS Shanghai teaching staff, non-teaching staff, outsourced staff, service providers, volunteers and visitors working with children or young people who suspects a child or young person is being abused and/or neglected and either does not report it or prevents someone from reporting it will be subject to discipline. That discipline can include suspension or dismissal of an employee, discontinuation of contract services, loss of volunteer privileges and informing local authorities and/or consulate.

#### **Consequences for offenses with respect to abuse or neglect:**

If YCIS Shanghai determines that a teaching staff, non-teaching staff, outsourced staff, service providers, volunteers and visitors working with children or young people has directly or indirectly participated in any form of abuse or neglect toward or against a child or young person, the individual will face discipline up to and including suspension or dismissal of an employee,

termination of a contract or volunteer privileges and informing local authorities, Police, and/or appropriate consulate.

All YCIS staff, outsourced staff, service providers and volunteers will be required to sign the **YCIS SH Adult Code of Conduct for Working with Students**. See Appendix 2.

Visitors who will come in contact with students when visiting the campus, such as visiting authors, trainers, professionals carrying out testing, short term volunteers etc... will be asked to sign the **YCIS SH Notice for Visitors**. See Appendix 3. The staff member who organises the visitor is responsible for sending the notice in advance and having the document signed when they are on site. The **YCIS SH Notice for Visitors** document will be displayed at the gate of each campus.

### **Training of YCIS staff, outsourced staff, service providers and volunteers**

YCIS Shanghai is committed to providing Child Protection training and informational presentations to YCIS staff, outsourced staff, service providers and volunteers. As YCIS campuses have a variety of adults on site carrying out different roles, YCIS Shanghai campuses will provide two levels of training to the two distinct groups:

#### **Content of Training for all Teaching Staff (faculty, administrators, teacher assistants)**

- Understanding of specific policy and procedures of the school
- Child Protection Training
  - Signs and symptoms of abuse: knowledge of grooming behaviors
  - Statistics of incidence and prevalence
  - Vulnerabilities of international school students growing up in international communities
  - Developmental levels of children, with a focus on sexual development
  - Explanation of *YCIS SH Adult Code of Conduct for Working with Students*
- Training that focuses on disclosure and reporting
- Review of the curriculum – resources, lesson plans and responsibilities of teachers

#### **Content of training for Non-Teaching Staff (outsourced staff, service providers and volunteers)**

- Develop overall context of school's management of the issue within school policy and procedures
- Explanation of *YCIS SH Adult Code of Conduct for Working with Students*
- Behavioral expectations
- How to report on child protection matters
- How to access help

#### **Training Responsibilities:**

- Co-Principals
  - ensures training takes place and adequate resources are available to support the program
  - Public advocates for the program and implementation; endorse and support internal personnel in their roles

- Child Protection Officer
  - Designates time for the training for the two different groups
  - Make use of networks, training sites and resources to deliver the training
  - Work with non-teaching divisions to provide training to non-teaching staff

### **Frequency of training:**

- Teaching Staff – online child protection courses (as determined by Co-Principals), and at least one information session plus one reminder/awareness session per year
- Non-Teaching Staff – Awareness level training should be held twice a year (two sessions)

Note: Skill training specific to job description (e.g. Counsellors, Leadership Staff etc...) to be determined by the Co-Principals.

Note: The YCIS Shanghai Child Protection committee will review these documents annually.

### **Working with Parents/Carers**

YCIS Shanghai is committed to working in partnership with parents/carers to protect and promote the welfare of children and young people and to support them to understand our statutory responsibilities in this area.

When new students join our school, parents and carers will be informed that we have a child protection policy. The document will be available to parents online. Parents and carers will be informed of our legal responsibility to report child protection concerns to local authorities and other relevant organisations.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality but at times it may be necessary to share sensitive information in order to protect the child or young person.

We will seek to share with parents any concerns we may have about their child *unless* to do so may place a child or young person at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the School has about a child will not prevent the School making a referral in those circumstances where it is appropriate to do so.

### **Safer Recruitment**

At YCIS Shanghai we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references as part of the recruitment process. We will question the contents of applications if we are unclear about them, we will undertake full Criminal Records checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our students. We will make use of external agencies to assist us in carrying out screening procedures.

Completed on April 26, 2017

## **Appendices**

Appendix 1: Reporting Flowchart for YCIS Shanghai

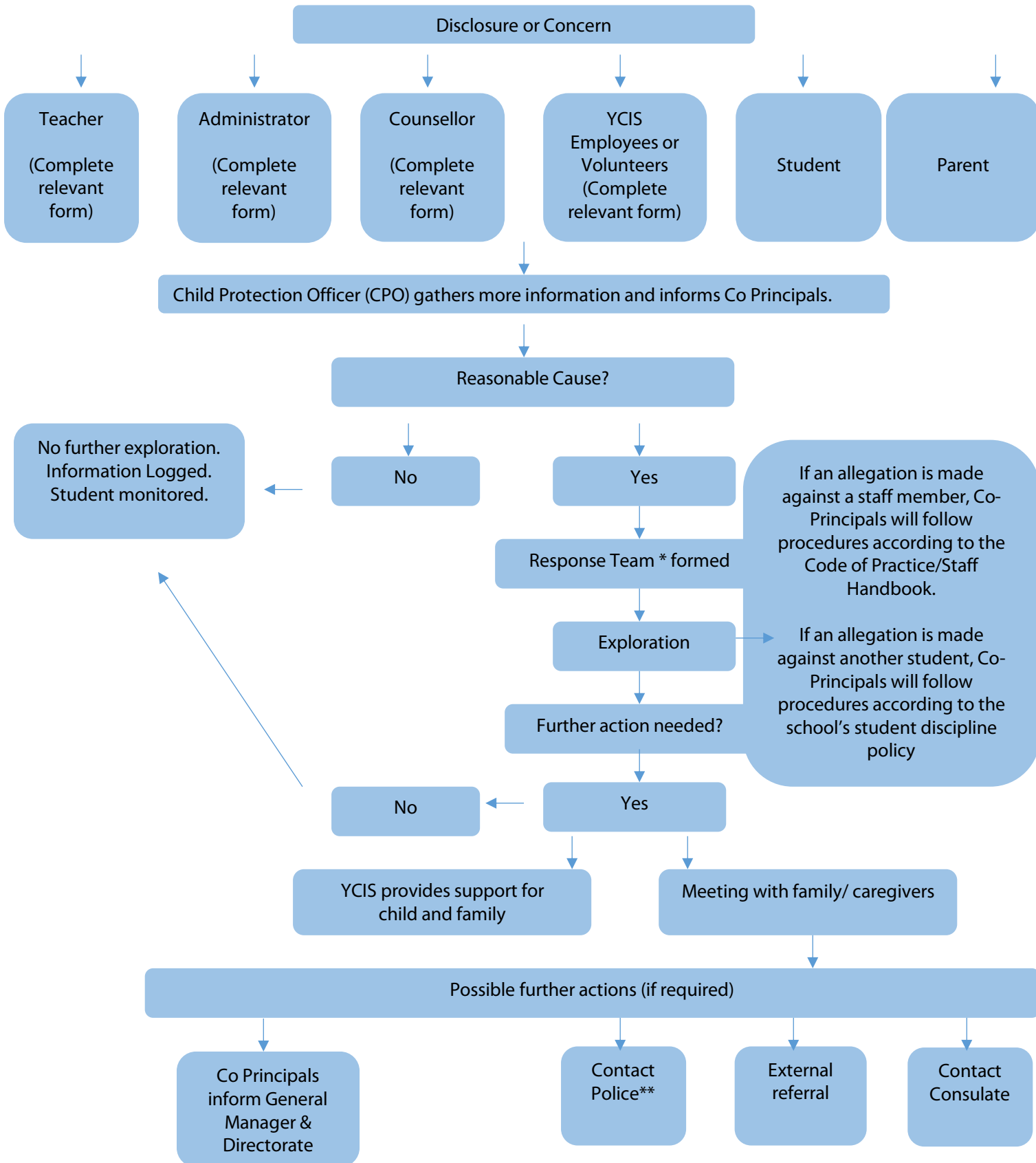
Appendix 2: YCIS SH Adult Code of Conduct for Working with Students

Appendix 3: YCIS SH Notice for Visitors

Appendix 4: ITFCP 13 Essential Questions

Appendix 5: ITFCP 18 Essential Elements

### Appendix 1: Reporting Flow Chart for YCIS Shanghai



\* Response team will always include at least one Co Principal

\*\* In severe cases of suspected or actual abuse, police will be contacted immediately, in line with Domestic Violence Laws in China



## **Appendix 2: YCIS SH Adult Code of Conduct for Working with Students**

### **GENERAL CONDUCT**

Yew Chung International School of Shanghai (YCIS) requires that all adults on campus or working with students off campus, engage in safe, supportive, and respectful interactions with students at all times. The following code of conduct outlines appropriate and required expectations for physical contact, verbal interactions, electronic communication, and overall general conduct:

#### **Adults will:**

- Treat every student with respect and engage in only safe and supportive interactions that promote students' social, emotional, physical and academic development
- Ensure that whenever possible, there is more than one adult present during all activities and contact with students and if this is not possible, that you are within sight and /or hearing of other adults. (e.g. window and door blinds in rooms to be kept open)
- Comply strictly with the school's child protection reporting procedures
- Cooperate fully with any internal or external investigation of misconduct or abuse of children with full disclosure of all facts and knowledge of the particular situation.
- Be close to where others are working. If a student specifically asks for or needs some private time with you, ensure other staff know where you and the student are and that there is a window and / or clear visibility to others from the room or space you are using when working alone with a student
- Encourage students and adults to feel comfortable enough to bring forward or report attitudes or behaviour from others that they find unacceptable, threatening or disrespectful
- Exercise special caution when discussing sensitive issues with students, parents or others. Staff must refrain from discussing students' personal issues with others that have no need to be informed
- Ensure that field trips or overnight excursions with mixed gender have at least one female and one male adult chaperone approved by school leaders
- Comply with the staff dress code for all on and off campus school activities

#### **Adults will not:**

- Patronise or treat students, staff, parents or anyone else as if they or their concerns are trivial or inconsequential
- Allow any allegation relating to the safety, security and the welfare of others to go unreported

- Provide students with their personal contact information (mobile number or home address). Students are to have contact with staff through school emails and school phone numbers only
- Meet with students outside of sanctioned and approved YCIS activities
- Act or speak in any way that may be perceived as threatening, inappropriate or intrusive.
- Make any inappropriate or untrue promises to students or parents, particularly in relation to issues requiring confidentiality
- Form or share any conclusions about others or incidents without checking facts
- Either exaggerate or trivialise any issue relating to physical, sexual, verbal or emotional abuse
- Rely on their reputation or that of the organisation to protect them in the event of allegations of negligent or abusive behavior
- Engage in any form of harassment, bullying or inappropriate discipline
- Give any individual gifts to a student without informing their parents or the school leaders

## PHYSICAL BEHAVIOUR

**The following are examples of appropriate and inappropriate physical behavior:**

**Appropriate physical behavior** includes contact that maintains mutual physical boundaries at all times and only consists of public and non-sexual touches, such as:

- Pats on the back, shoulder or touch on the elbow
- Child-initiated hugs (side hugs most appropriate, not frontal)
- Holding hands to cross the street safely
- Support with toileting or changing clothes, only where required in the job description
- Ensure that their physical interactions with others are professional at all times

**Inappropriate physical behavior** is any physical interaction on the part of anyone that abuses, exploits, or harasses another person, such as:

- Slapping, shaking, pinching, hitting, punching, pushing, grabbing, kicking, spitting or any behavior that constitutes an assault of any kind
- Intentionally exposing or touching the buttocks, chest or genitalia of themselves or another person
- Intentionally touching any body parts of another person other than the head, upper back, shoulder, forearm, elbow or hand
- Any Intimate/romantic/inappropriate or sexual contact

- Exposing students to any pornographic or age inappropriate image material or involving children in any kind of pornographic activity
- Any intentional and / or inappropriate exposure of the adult's personal sexual anatomy to a student or another person for any reason

## **COMMUNICATION**

All communication between adults and children should be clear and should be confined to school or program activities. The following are examples of appropriate and inappropriate communication:

### **Appropriate**

- Listen to and respect the concerns of all students
- Encouraging and/or providing positive reinforcement consistently and equally for all students in the context of the instructional program
- Only using language that is appropriate and not offensive or discriminatory in any way

### **Inappropriate**

- Any language reflecting uncontrolled anger, profanity, sexual innuendo, or age inappropriate content
- Any yelling, threatening, ridiculing, or degrading comments
- Making any sarcastic, insensitive, derogatory, racial or sexually suggestive comments or gestures to students or others in front of students, parents or staff or others
- Conducting or having any kind of romantic or sexual relationship with a child or young person or indulge in any form of sexual contact with a student or under age person

## **DIGITAL / ONLINE**

### **Appropriate**

- Follow the digital / electronic and online policies and procedures in place and report any breaches of behavior immediately to school leaders
- Ensure equipment and devices are approved, used safely, securely and only for the intended purpose
- Only contact students via school email account for school related purposes and be aware that these messages are subject to monitoring

### **Inappropriate**

- Private messaging via social media and/or online gaming communities / chat rooms / sexting or pornographic sites
- Allowing any access to electronic devices or sites that may deliberately expose students to age inappropriate content

### **YCIS Shanghai's Expectations for Reporting of Suspected Child Abuse**

As YCIS Shanghai aims to create a safe, secure and supportive learning environment for students, it is expected that all teaching staff, non-teaching staff, outsourced staff, service providers, volunteers and visitors working with children or young people, report all suspected cases of child abuse to the Child Protection Officer immediately.

### **Consequences for knowingly failing to report abuse or neglect or interfering with reporting:**

Any YCIS Shanghai teaching staff, non-teaching staff, outsourced staff, service provider, volunteer and visitor working with children or young people who suspects a child or young person is being abused and/or neglected and either does not report it or prevents someone from reporting it will be subject to discipline. That discipline can include suspension or dismissal of an employee, discontinuation of contract services, loss of volunteer privileges and informing local authorities and/or consulate.

### **Consequences for offenses with respect to abuse or neglect:**

If YCIS Shanghai determines that a teaching staff, non-teaching staff, outsourced staff, service provider, volunteer and visitor working with children or young people has directly or indirectly participated in any form of abuse or neglect toward or against a child or young person, the individual will face discipline up to and including suspension or dismissal of an employee, termination of a contract or volunteer privileges and informing local authorities, Police, and/or appropriate consulate

Co-Principals: **Insert Names, Email addresses**

Vice Principal: **Insert Name, Email address**

Child Protection Officer: **Insert Name, Email address**

Child Protection Officer Deputy: **Insert Name, Email address**

***Acknowledgement of 'YCIS Shanghai Child Protection Policy and Procedures'  
and 'Adult Code of Conduct for Working with Students at YCIS Shanghai'***

I understand that as a person working with and/or providing services to students at YCIS Shanghai, I am suitable to be working with children and young people. My signature confirms that I have read and understood *the YCIS Shanghai Child Protection Policy and Procedures* and *the Code of Conduct for Working with Students at YCIS Shanghai*, and that I agree to comply with the standards contained therein. I understand that any action that violates these policies may result in disciplinary action which may lead to and include reporting to appropriate enforcement authorities and dismissal from Yew Chung International School of Shanghai.

**Name:**

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**Signature:**

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**Date:**

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**Witnessed and Received by:**

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## **Appendix 3: Child Protection Information for Visitors to YCIS Shanghai**

Dear Visitor,

Welcome to Yew Chung International School of Shanghai; we hope you enjoy your experience with our school community. We appreciate your time and willingness to support our students in their learning.

We would like to make you aware that YCIS Shanghai is committed to providing a safe environment to all our students, regardless of age, and therefore we would like you to be aware of our expectations of all visitors regarding child protection. Please take the time to read through these expectations and if you have any questions or concerns please raise them with the staff member arranging your visit. The full child protection policy and procedures can be made available on request.

### **Expectations of Visitors to YCIS Shanghai Campuses:**

#### **Visiting Adults will:**

- Sign in at the gate and wear their Visitor's Pass or Company Identification at all times when on campus
- Treat all students with respect and provide safe and supportive interactions that foster students' social, emotional, physical and academic development
- Ensure there is always a member of staff or school representative present during activities with students and that you do not work alone with students unless prior arrangement is made with the Campus Leadership Team
- Report any unacceptable and / or concerning behavior from a student or adult

#### **Visiting Adults will not:**

- Take photos or videos of students unless you have received the school's permission
- Provide students with your personal contact information (mobile number or home address)
- Accept personal contact information from students
- Make any contact with YCIS students outside of sanctioned YCIS activities
- Act in a way that can be perceived as threatening or intrusive
- Initiate any physical contact with a student
- Respond to any physical contact from students. If this does occur, immediately report it to a member of the YCIS school staff

- Make inappropriate promises to students, particularly in relation to confidentiality
- Make any sarcastic, insensitive, derogatory, racial or sexually suggestive comments or gestures to students or others in front of students, parents, staff or others
- Engage in any form of harassment, bullying or inappropriate discipline
- Give any individual students gifts of any form, without informing their parents or the school leaders prior to the visit
- Accept any form of physical, verbal or emotional abuse from a student. If this does occur, immediately report it to a member of the YCIS school staff

**If you do have any concerns during your school visit, please contact one of the Co-Principals or Vice Principal via the school office. Thank you for your attention to this important matter and we hope you enjoy your experience at YCIS!**

**I have read and accept the Terms and Conditions above:**

**Visitor's Name:** ..... **Date:**

.....

**Visitor's Signature:** .....

**YCIS Representative:** .....

Co-Principals: **Insert Names, Email addresses**

Vice Principal: **Insert Name, Email address**

Child Protection Officer: **Insert Name, Email address**

Child Protection Officer Deputy: **Insert Name, Email address**

## **Appendix 4: ITFCP 13 Essential Questions**

<http://www.icmec.org/wp-content/uploads/2015/10/Essential-Questions-for-Schools-September-2015.pdf>

Schools have a duty of care to protect children or young people and prevent them from harm, and act with a sense of urgency if a child or young person is at risk of harm. These discussion questions focus on child protection in the context of abuse and neglect from any person. These include those in authority; those entrusted with the care of a child or young person, or any person with access to children or young people in the school. These questions are applicable to the safety and protection of day, home-stay and boarding students. The school should build partnerships with external agencies to enhance child protection practices. All questions are asked with reference to the regulatory framework, unique cultural context and sensitivities of a country/state. The role of the school in child protection cases is also determined by this cultural context and specific regulatory framework.

1. Has the school created a definition of child protection with ensuing policies/procedures which are fully understood and followed by Board Members/ Governors/Owners, school leaders, staff, students, parents and volunteers?
2. Do the school's culture and values support and encourage good practice leading to enhanced child protection?
3. Does the school comply with all legal and statutory requirements / obligations in relation to child protection within the country in which it operates? Does it have effective working relationships with support agencies (where they exist)?
4. Does the school have robust policy/procedures, which are successfully implemented, to ensure that it only employs and engages people of sound moral character? If so, is the school compliant?
5. Does the school have robust and fully implemented policies/procedures to ensure that all helpers, volunteers and contract workers are people of sound moral character and suitable to work with children or young people?
6. Does the school communicate publicly its child protection policy/procedures?
7. Are child protection policies and procedures reviewed with sufficient regularity and systematically?
8. Is there a designated Child Protection Officer (CPO) in the school with oversight of child protection procedures and related school policies?
9. Do the school's operational procedures support and encourage good practice leading to enhanced child protection, including: a. Training and support; b. Identification/Disclosure; and c. Reporting in line with policy
10. Are the school's buildings and facilities, security and protection measures compatible with child protection and related policies?
11. Does child protection education and on-line/virtual safety form part of the written and taught curriculum?
12. Are students, staff and volunteers aware of what to do if they feel uncomfortable or have concerns about mistreatment or abuse?
13. What measures are taken by the school to ensure the safety and protection of students in homestay accommodation or on residential trips and student-exchange programmes, and to what extent are they successful?



## **Appendix 5: ITFCP 18 Essential Elements**

### **EXPECTATIONS**

The Expectations have been grouped in the following areas: Policy, People, Procedures and Accountability. Agencies will use categories, which most suit their own protocol.

### **POLICY**

A values statement about the rights of the child has been developed and formally adopted by the school that is aligned with the responsibilities set out in the United Nations Convention on the Rights of the Child (UNCRC).

The school has developed and adopted an appropriate definition of child abuse including physical, emotional or sexual abuse, sexual exploitation, neglect and commercial exploitation and inappropriate behaviour of children or young people towards other children or young people.

The school has a policy, approved by the School Board that describes how it is committed to preventing and responding appropriately if children or young people are harmed, or if allegations of harm to children or young people are made.

The school has specific child protection policies, practices and faculty and staff training programmes to ensure the safety and welfare of all students within boarding facilities, homestay and residential arrangements and on excursions, trips and students exchanges.

School safeguarding and child protection policies and procedures are subject to an annual, scheduled review and revision.

The school has recruitment policies and execute rigorous recruitment procedures that ensure all employees and volunteers are of sound moral character and are suitable people to work with children or young people and young adults.

### **PEOPLE**

The school has clearly defined leadership responsibilities for child safety and duty of care.

Formal procedures exist for determining the character of adults who interact with students. These procedures may include criminal record, background checks or other such means as may be suitable based upon the risk posed to the students.

Formal procedures exist to obtain and verify references for prospective and existing faculty and staff.

The school has developed and adopted a code of conduct and written guidelines for appropriate and inappropriate behaviour of adults towards children or young people and children or young people towards other children or young people. All faculty, staff, volunteers and contractors acknowledge that they have read the code of conduct and agree to abide by it.

The school has a scheduled programme of regular, systematic professional training for volunteers, contractors, faculty and staff on safeguarding, child abuse prevention, recognition, intervention and reporting.

### **PROCEDURES**

The school shall have in place formal learning programmes throughout the school experience related to child protection which cover areas such as bullying personal safety, physical abuse,

manipulation, grooming, online safety, healthy sexual behaviour, neglect and negligent behaviour, self-harm, staying safe away from home, commercial exploitation and disclosing abuse. These programmes are to be delivered by members of faculty or external providers who are trained in these areas.

The school has developed structured procedures for reporting suspected or disclosed maltreatment or abuse, including disclosure of abuse that may have taken place in the past history of the school, and adopts a formal policy identifying actions to be taken, including informing appropriate authorities.

The school develops meaningful and effective relationships with external organisations and bodies that are able to provide appropriate support and advice on matters related to child protection.

Child protection measures are integrated with all procedures and systems (strategic planning, budgeting, recruitment, programme management, performance management, procurement, partner agreements, risk management and management systems etc.)

Due regard is given to building and facility design, layout, designation and use to ensure best practice in child safety and protection, within the context of the host country.

#### **ACCOUNTABILITY**

The school is cognizant of cultural expectations and complies with the legal and ethical expectations and requirements regarding child abuse within the country in which it operates.

All reports of suspected or disclosed abuse and any actions taken by the school are securely archived, regardless of the conclusions reached.