



THE BRITISH SCHOOL OF GUANGZHOU

A NORD ANGLIA EDUCATION SCHOOL

Child Protection and Safeguarding

The Designated Safeguarding Leads (DSLs) for The British School of Guangzhou are:

Whole School CPO:

Mrs Monica Daryani (SENCO)

Lakefront Early Years Campus:

Mrs Katherine Weir-Davis (Head of Early Years)

Mrs Sophie Corr (Deputy Head of Early Years)

South Lake Campus:

Mr Garry Russell (Head of Secondary)

Mrs Yvonne McKenna (Secondary Pastoral)

Mr Christopher Wathern (Head of Primary)

Mr Andrew Cunliffe (Primary Pastoral)

Overall Head of Safeguarding:

Vice Principal: Iain Ruck (CPO directly reports to VP)

Principal: Mr Mark Thomas

External contact in case of need is the Regional Managing Director (China) Jian Tang. Contact details managingdirector@bisschina.com. If a child safeguarding complaint is made against the Principal the above person will be contacted.

Designated Safeguarding Lead photos and titles are displayed on the Health and Safety noticeboards in all school buildings to ensure staff are aware of whom to turn to if the need arises. This policy is available on the school website for students and parents.

Expectations

1.1 Context

The UN Convention on the Rights of the Child (1989), Article 19 states that children should be protected from all forms of violence and have the right to be protected from being hurt and mistreated, physically or mentally. It states:

“Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.”

http://www.unicef.org/crc/files/Rights_overview.pdf

This policy sets out common values, principles and beliefs adopted by The British School of Guangzhou and describes the steps that will be taken in meeting our commitment to protect children. These procedures provide internal guidance for Nord Anglia Education but it is up to individual schools to ensure they are applied within the legal framework of their host country (China). All our host countries are signatories to the Convention.

1.2 Our values, principles and beliefs

- All child abuse involves the abuse of children’s rights
- All children have equal rights to protection from abuse and exploitation
- The abuse of children is never acceptable
- We have a commitment to protecting children with/for whom we work.

1.3 What we will do

We will meet our commitment to protect children from abuse through the following means:

Awareness: we will ensure that all staff and others associated with the school are aware of the problem of child abuse and the risks to children.

Prevention: we will ensure, through awareness and good practice, that staff and others minimise the risks to children.

Reporting: we will ensure that staff and others are clear what steps to take where concerns arise regarding the safety of children.

Responding: we will ensure that action is taken to support and protect children where concerns arise regarding possible abuse.

In order that the above standards of reporting and responding are met, the school and its employees will also ensure that they:

- take seriously any concerns raised
- take positive steps to ensure the protection of children who are the subject of any concerns
- support children, staff or other adults who raise concerns or who are the subject of concerns act appropriately and effectively in instigating or co-operating with any subsequent process of investigation
- are guided through the child protection process by the principle of ‘best interests of the child’
- listen to and takes seriously the views of children
- work in partnership with parents/carers and/or other professionals to ensure the protection of children.

1.4 Training and Support

The school will undertake to ensure that all staff:

- are familiar with, understand and abide by the Code of Conduct (see section 2)
- are provided, through training and support, with the necessary skills to recognise children who are at risk or potentially at risk
- fully understand the systems and frameworks through which concerns may be raised and addressed
- are aware of the mechanisms by which this policy and its associated procedures will be applied and monitored and where the levels of accountability lie.

1.5 Co-ordinations and Response

Any person who works with children should be aware of the possibility that a vulnerable or 'at risk' child may choose them to be the first point of contact. It is therefore important that all employees are fully aware of the procedures and guidelines relating to reporting and investigation. In addition, we will appoint a designated senior staff member (Designated Safeguarding Lead) who will receive additional training so they may guide and support any employee through the reporting and responding process.

In order to both understand and establish significant harm, it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

For children with special educational needs or disabilities, all staff need to recognise that they can face additional safeguarding challenges. Depending on a child's special needs or disability, additional barriers can exist which make it more difficult to recognise signs of abuse. For example, students with communication difficulties or who use alternative/augmented communication systems, you may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

E-Safety (see specific policy)

The growth of different electronic media in everyday life and an ever developing variety of devices including PC's, iPads, laptops, mobile phones, webcams etc. places an additional risk on our students. Staff should be made aware of the school's E-Safety Policy (including the ICT Acceptable Use Policy) and Social Media Policy with regards child protection and overall safeguarding procedures.

Code of Conduct

All staff must abide by this Code of Conduct.

2.1 Staff and others must never:

- hit or otherwise physically assault or physically abuse children
- develop physical/sexual relationships with children
- develop relationships with children which could in any way be deemed exploitative or abusive
- act in ways that may be abusive or may place a child at risk of abuse
- use language, make suggestions or offer advice which is inappropriate, offensive or abusive
- behave physically in a manner which is inappropriate or sexually provocative
- have a child/children with whom they are working visit or stay at their home alone
- do things for children of a personal nature that they can do for themselves
- condone, or participate in, behaviour of children which is illegal, unsafe or abusive
- act in ways intended to shame, humiliate, belittle or degrade children, or otherwise perpetrate any form of emotional abuse
- discriminate against, show differential treatment, or favour particular children to the exclusion of others.

This is not an exhaustive or exclusive list. The principle is that staff should avoid actions or behaviour that may constitute poor practice or potentially abusive behaviour.

2.2 It is important for all staff and others in contact with children to:

- be aware of situations which may present risks and manage these
- plan and organise the work and the workplace so as to minimise risks
- as far as possible, be visible to other adults when working with children
- ensure that a culture of openness exists to enable any issues or concerns to be raised and discussed
- ensure that a sense of accountability exists between staff so that poor practice or potentially abusive behaviour does not go unchallenged
- talk to children about their contact with staff or others and encourage them to raise any concerns
- empower children - discuss with them their rights, what is acceptable and unacceptable, and what they can do if there is a problem.

2.3 In general it is inappropriate to:

- spend excessive time alone with children away from others
- take children to your home where they will be alone with you.
- Interact with students via social media



Child Protection Policy

Introduction

1.1 The health, safety and welfare of all our children are of paramount importance to all the adults who work in the school. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in the school.

1.2 Forms of Abuse/ Risks/Specific Safeguarding Issues:

The more commonly referred types of child abuse are:

- Physical abuse may involve the hitting, shaking, throwing, poisoning, burning, scalding or otherwise cause harm to a child
- Emotional abuse is the persistent emotional ill treatment of children, such as frightening them, or putting them in positions of danger. It is also an abuse to convey to children the feeling that they are worthless or unloved
- Sexual abuse involves forcing or enticing a child into sexual activities, whether or not the child is aware what is happening. This includes non-contact activities over social media or the internet, such as showing children pornography
- Children are abused also if they are neglected. This involves failure to meet a child's physical or psychological needs, such as not providing proper food and warmth, but it might also be failure to see to the emotional well-being of the child

While the above are the 4 broad main areas of potential abuse, abuse itself can take many forms, many of which have either an emotional, physical, sexual or neglectful impact (or combination of more than one of these). Some examples of these harmful situations are listed below (note: this is not an exhaustive list).

- Female Genital Mutilation (FGM): FGM is child abuse and a form of violence against women and girls, and should therefore be dealt with as part of existing child safeguarding policies. There is recognition that this is a cultural practice in some countries but is potentially harmful to children both emotionally and in terms of health issues.
- Forced Marriages (FM): Although not apparent within our current setting, it is important to note that the FM is a marriage conducted without consent of one or both parties, and where duress is a factor. FM is illegal in the UK, U.S.A and in most European countries. The United Nations Human Rights Council adopted a resolution that recognises child, early and forced marriages as involving violations of human rights.

- Safeguarding pupils who are vulnerable to extremism: Nord Anglia Education Schools value freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against moral principles.
- Self-Harm: Self harm can take a number of physical and/or emotional forms. Self-harm is often a way for young people to release overwhelming emotions and a way of coping; so whatever the reason, it should be taken seriously. Any suspected case of students self-harming must be referred to the DSL who will consider next steps. Young people will sometimes go to great lengths to cover self-harm scars or injuries and/or will explain any self-harm as accidents. There are some common themes that may help staff identify concerns including:
 - Physical indicators: cuts, bruises, burns, bald patches.
 - Emotional indicators: depression, sudden weight loss, unusual eating habits, isolation or withdrawal.

1.3 In this school, we respect the children. The atmosphere within school is one that encourages all children to do their best. Children are provided with opportunities that enable them to take and make decisions for themselves.

1.4 The school recognises that abuse and neglect can result in underachievement. We strive to ensure that all our children make good educational progress.

1.5 The teaching of personal, social and health education and citizenship, as part of the curriculum helps to develop appropriate attitudes in children, and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them, including aspects of bullying as part of our overall safeguarding approach.

Aims and Objectives

2.1 The school aims are:

- to provide a safe environment for children to learn in
- to establish what actions the school can take to ensure that children remain safe at school
- to raise the awareness of all staff to these issues, and to define their roles and responsibilities in reporting possible cases of abuse
- to identify children who are suffering, or likely to suffer, significant harm
- to ensure effective communication between all staff on child protection issues
- to set down the correct procedures for those who encounter any issue of child protection.

Staff Responsibilities

3.1 It is the responsibility of the Principal to ensure all of the following:

- that the school leadership adopts appropriate policies and procedures to safeguard children in the school
- that these policies are implemented by all staff
- that all staff complete the EduCare Child Protection Awareness course
- that sufficient resources and time are allocated for staff to carry out their responsibilities effectively
- that all staff and adult helpers in the school are able to voice their concern if they feel that a child is vulnerable, or that there are any particular practices that are unsafe.

3.2 There is a Whole School named person and at least one named person per phase designated as the Designated Safeguarding Lead to support the Principal, who has prime responsibility for Child Protection and Safeguarding. Their role is guided by two principles:

- In accordance with the Children Act, the welfare of the child is always paramount
- Confidentiality should be respected as far as possible

A key role of the Coordinator/s is to ensure that the school takes action to support any child who may be at risk. The Coordinator/s must also make sure that all staff, both, teaching and non-teaching, are aware of their responsibilities in relation to child protection.

3.3 All staff have a responsibility to report to the designated person any concern they have about the safety of any child in their care.

Employment and Recruitment

- 4.1 The school will do all it can to ensure that all those working with children in school are suitable people. This involves scrutinising applicants, verifying their identity and qualifications and obtaining references, as well as CRB/DBS (or equivalent) checks.

Procedure to be followed if an adult has concerns about a child

- 5.1 All adults in our school share responsibility for keeping our children safe. We may on occasion report concerns, which prove to be unfounded.
- 5.2 If staff suspect that a child in their class/care may be a victim of abuse, they should not try to investigate, but should immediately inform the relevant DSL about their concerns. Abuse can be of a physical, sexual or emotional nature. It can also be the result of neglect. Staff must not keep to themselves any information about abuse, which a child gives them. **Where a student makes a spontaneous disclosure (which may be to any adult in school) it is important that the procedure at Annex 1 is followed.**
- 5.3 If a child alleges abuse, the Principal must be informed immediately. The school will collate any evidence by obtaining statements from the victim, the accused and witnesses. The Principal will then contact those involved regarding the result and make the decision whether to take the matter further within the local legal framework.

Physical Restraint

- 6.1 There may be times when adults, in the course of their school duties, have to intervene physically in order to restrain children and prevent them from coming to harm. Such intervention will always be the minimum necessary to resolve the situation and must follow the guidance given in the most recent documents from the DFE <http://www.education.gov.uk/aboutdfe/advice/fo077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

The Principal will require the adult(s) involved in any such incident to report the matter to him or her immediately.

Allegations Against Staff

- 7.1** If an allegation is made against a member of the school staff (or a volunteer helper), it will always be investigated by the Principal who will immediately inform HR headquarters, or, in the case of the allegation being against the Principal, by the Regional Managing Director of China (Jian Tang). If it is felt, after these initial investigations, that a further enquiry is needed, then the member of staff will be suspended. Suspension is a neutral act, and in no way implies that the person is guilty of any wrongdoing. However, it is acknowledged that this would be distressing for the person concerned, and the school will do all it can to balance the interests of any individual with that of the need to keep children safe. The school will seek advice from HR before acting and comply with national and locally agreed guidance.
- 7.3** The local legal requirements (Regulations on Protection of Minors in Guangdong) will be coordinated by the Principal, HR or Regional Managing Director at the time of a reporting.

Confidentiality

- 8.1** The school will regard all information relating to individual child protection issues as confidential, and we treat it accordingly. Information will be passed on to appropriate persons only at the discretion of the Principal.
- 8.2** All records relating to child protection will be secured appropriately. Such information will be held electronically within a secured file on the school server. Only DSLs and the Principal will have access to the file. Any hand written reports will be stored behind two key locks (office and safe).

Photography

- 9.1 Schools need and welcome publicity. Children's photographs add colour, life and interest to articles promoting school activities and initiatives. Making use of photographs for publicity materials and to promote the school in the press can increase pupil motivation and staff morale, and help parents and the local community identify and celebrate the school's achievements.

However, photographs must be used in a responsible way. Schools need to respect children and parents' rights of privacy and be aware of potential child protection issues.

At the British School of Guangzhou every reasonable effort will be made to minimise risk by securing parental consent for the use of photographs within the admissions consent form.

Staff should look at the Social Media Policy for further guidance on usage of photography.

- 9.2 It is usual for parents to take photographs and videos of children at school events. Any objections to this policy should be addressed to the Principal.

Monitoring and Review

- 10.1 NAE Health and Safety Manager (Andy Duffield) will ensure that the school has at least one senior member of staff designated to take lead responsibility for dealing with child protection issues.
- 10.2 This policy is reviewed annually.

Local Safeguarding Agencies/Advice:

Listed below are some contact details for possible agencies who can both advise or accept referrals:

- National Crime Agency International Liaison Officer Advisor (Mindy Li), British Consulate-General Guangzhou, China, Tel: 8620-83143186, email: mindy.li@fco.gov.uk
- South Korean Consulate General in Guangzhou, China. Tel: 8620-2919-2999
- U.S. Embassy and Consulate in Guangzhou, China, Tel. 8620-3814-5000
- Canadian Consulate General in Guangzhou, China, Tel: 8620- 8611 6100
- Australian Consulate General in Guangzhou, China, Tel: 8620- 20 3814 0111
- Indian Consulate General in Guangzhou, China. Tel: 8620- 8550 1501

Parental Code of Conduct

11.1 All BSG parents will be presented with the following code of conduct that all staff should positively encourage and enforce:

When you visit BSG, you will be treated with integrity, care and respect.

The school has a strong commitment to ensuring that we provide a safe environment for all of our students. We expect that all visitors support us by following the code of conduct outlined below: On entry to our school, you must:

- *not take photographs or videos of any child without the permission of the Head teacher*
- *use the designated adult toilets whilst on campus and under no circumstances enter the changing room areas*
- *not be alone or in close proximity with any child*
- *not touch any child or invade their own, personal space*

The school media policy to be shared with parents to ensure that they are aware of guidelines and procedures in place.

If, during your visit, you have any reason to be concerned about the safety of a young person, please contact the Designated Safeguarding Person - Whole School DSL (Monica Daryani), Head of Early Years, Primary or Secondary or the Principal (Mark Thomas).

Please note that CCTV cameras are in operation at all times across the campus.



ANNEX 1: REPORTING PROCEDURE

Action to take if as a member of staff you receive an allegation of, or yourself suspect, abuse of a child:

- **Stop and listen to what you are being told.** Responding to an allegation or suspicion of abuse of a child immediately takes priority
- **Take notes of what is said,** as it is being said – if it is not possible to take notes at the time, make notes immediately afterwards. Keep the notes taken at the time, without amendment, omission or addition, whatever subsequent reports may be written
- **Do not promise confidentiality** or agree to “keep it a secret”. Action will have to be taken if you believe that any child is suffering, or is likely to suffer significant harm. Try to be clear to the child about what you think will happen next. You can assure the child or anyone else giving you information that you will only tell those you have to tell to try to get the matter dealt with. You can and should express support for the child or person giving you information in getting the matter sorted out
- **Avoid asking leading questions** like “Did he/she do X to you?” but open questions like “Can you tell me what happened?” Ask only what you need to know to ascertain whether abuse may have taken place and be aware of cultural sensitivities. You do not need full details. Avoid expressing opinions beyond the facts. Leading questions and anything likely to suggest ideas or interpretations could damage subsequent investigations
- **Consider whether a child now needs immediate protection** (this decision should be taken by the Principal in consultation with the relevant DSL). Consider both the child who has told you of concerns, and any other child, in the light of what you have been told or suspect. Initiate or take the necessary temporary protective action – e.g. by staying with the child on site until satisfactory arrangements for the child are made. You can ask and take into account the child’s wishes about any immediate protection. You should aim to transfer protection of any child into the normally expected arrangements as soon as you are satisfied these are safe

Additional 5 key practices for all staff when dealing with disclosure, reporting and further action:

- **Receive:** Where possible always stop and listen to a child who wishes to speak in confidence. We know that children will often find the most inconvenient time to do this but it is important that you make time for the child even if this is to say “I can’t stop now but come and see me in my office at”... Where possible during any disclosure try to listen, allow silences and try not to show shock or disbelief.
- **Reassure:** Try to stay calm, make no judgements and empathise with the child. Never make a promise you can’t keep. Give as much reassurance as you can and tell the child what your actions are going to be. Reassure the child that they are doing the right thing by telling you.

- **React:** React to what the child is saying only in as far as you need to for further information. Don't ask leading questions. Keep questions open like... "is there anything else you need to tell me?". Try not to criticise the alleged perpetrator as this may be a family member whom the child will still have feelings for.
- **Record:** Make brief notes about what the child says during the conversation but if this is not possible make notes as soon after as you can and certainly within 24 hours. Make sure to record exactly what the child says and not your interpretation of what is said. Use exact words where possible. Record the time date and place as well (see the record of concern form at appendix 2).
- **Report:** Where a student makes any disclosure or where you have concerns for any reason, it is very important that the procedures outlined in this policy are followed. A full written/typed account of the concern should be passed to the Designated Safeguarding Lead as soon as possible and should include, where relevant, a completed body map (where relevant) on the Child Protection Incident Report Form or Alleged Incident Report Form.

- **Decide whether the allegation or suspicion indicates that a child is suffering, or is likely to suffer, significant harm.** The Principal/Designated Safeguarding Lead should consider whether:
 - the allegation or suspicion appears to be seriously meant
 - if true, it would constitute or seriously risk a child suffering, or being likely to suffer significant harm
 - the actual or likely harm is of a sexual, physical, emotional or neglect nature, sufficient to affect the child's normal physical, sexual, emotional, educational or social development

Remember, even if there are doubts and whether or not you personally believe it - the benefit of the doubt must always be in favour of making the report.

- **Do not reveal details of the allegation or identify the staff or individuals concerned** what you have been told or what you suspect – that may put a child at further risk. Child Protection issues should remain confidential to those designated as responsible for dealing with them. An individual member of staff who has heard a child's disclosure may feel under pressure from colleagues to explain but should be aware they are under a contractual obligation to maintain the circle of trust
- **Do not investigate the case yourself.** Discuss the allegation or suspicion immediately with the nominated DSL (unless you are the subject of the allegation in which case refer to the Principal). They will determine next steps
- **Ensure that one of the following forms are obtained from a DSL and is completed immediately:**
 1. Child Protection Incident Report Form
 2. Alleged Incident Report Form

Action to take if as a member of staff you observe abuse whilst it is taking place in this school

You must do all you can to stop the abuse immediately without putting yourself or the person being physically, sexually or emotionally abused at further risk. Inform the perpetrator of your concerns. Advise them to stop the action immediately. Ask them to remove themselves from the area and to one without contact with children and young people. Advise them that you will immediately be informing the appropriate authorities.

- If they fail to desist – ring or call for help
- If they do desist, accompany the victim to a place of safety away from the perpetrator and leave them in the care of a responsible adult
- Inform the Principal/DSL immediately of the action you have taken and why. Inform them of the actions you now need to take in accordance with the above procedures.



**THE BRITISH SCHOOL OF
GUANGZHOU**

A NORD ANGLIA EDUCATION SCHOOL

Child Protection and Safeguarding

I (full name of staff member)

Have read and fully understand the terms and conditions of the school's Child Protection and Safeguarding Policy.

I will abide by the regulations and procedures stated in this policy and uphold a commitment to protecting children with/for whom I work.

Signed: -----

Date: -----