

SHREWSBURY INTERNATIONAL SCHOOL

HONG KONG

Policy Title: Child Protection and Safeguarding
Policy Section: Section E: The Student's Learning and Wellbeing

Publish to: Policy Compendium
Parent Portal
Staff Portal
Website

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All child protection concerns should be referred to the Designated or Deputy Safeguarding Lead, or in their absence, to the Principal, Mr Ben Keeling.

All staff must report child protection concerns where they exist, including those connected to the responsible management and direction of arising concerns. This may therefore include raising concerns related to the attitude or actions of colleagues.

22nd February 2021

Introduction

Shrewsbury International School is fully committed to keeping every child safe - everywhere.

This commitment is marked clearly within our Mission which highlights 'nurture' as a key characteristic of the relationships shared at Shrewsbury and the School Value of Care and Compassion in which we recognise the 'pressures on young people in the modern world' and the importance of 'partnerships that allow children to be happy as well as successful'.

This policy has been shaped by Hong Kong Ordinance, the Hong Kong Social Welfare Department's Protecting Children from Maltreatment 2020, the UN Convention on the Rights of the Child (UNCRC) and the Children Act 1989 and 2004 (UK), sections of which, such as the welfare checklist, have been regionally adopted.

Hong Kong legislation (Guardianship of Minors Ordinance - Cap13 s3.1.a) moves beyond the UNCRC in stating that the best interests of the child must be 'the first and paramount consideration'.

The UNCRC came into force in Hong Kong in 1994 and recognises that children and young people play a special role in society and have particular needs and rights that must be protected - it centres around four core principles:

- Non-discrimination
- Consideration of the best interests of the child
- Right to live, survival and development
- Respect for the views of the child

The Children Act 1989 came into force in England and Wales in 1991 - it gave every child the right to protection from abuse and exploitation and the right to have inquiries made to safeguard their welfare.

While we recognise that certain individuals, such as those with Special Educational Needs or disabilities are at greater risk than others, our safeguarding responsibility is universal.

It is expected that all members of our school community understand and share The School's commitment to safeguarding.

Aim and Purpose

This policy is designed to create a culture within The School which helps students to feel safe and be able to talk freely, believing that they will be listened to and valued.

All members of staff are asked to adopt the approach that 'it could happen here'.

It acts to ensure that all members of the school community:

- Understand their responsibility in regard to safeguarding and child protection;
- Have access to information, support and guidance that allows them to successfully identify and respond to possible concerns of abuse of any type.

It also acts to:

- Promote safe practice and challenge unsafe practice;
- Support the building of relationships with other agencies in order to work collaboratively and effectively together;
- Demonstrate The School's commitment to promote the safety of all children to students, parents, staff and visitors.

A child-friendly version of this policy is available (Appendix D), under the title 'Keeping Children Safe'.

Key Terms

'Child Protection' is the process of protecting students identified as either suffering, or likely to suffer, significant harm as a result of physical, sexual, emotional abuse or neglect.

'Safeguarding' is the action or series of actions taken to promote the welfare of children and protect them from harm. Safeguarding measures are taken to protect children from abuse and maltreatment, prevent them from harm to their health or development and to make sure that every child is able to grow up with the provision of safe and effective care.

When the policy refers to 'Members of Staff', it includes all those working for or on behalf of The School whether contracted, temporary, permanent, paid or voluntary.

Guiding Principles

Shrewsbury International School provides a nurturing and stimulating environment and promotes the social, physical, psychological and moral development of each individual student.

The School will:

1. Always view the interests of the child as the first and paramount consideration;
2. Proactively safeguard and promote the welfare of children;
3. Ensure that all members of the school community are encouraged to 'speak out' in the knowledge that they will be listened to;
4. Keep careful and confidential records of concerns raised recording actions taken;
5. Inform students of their right to be protected from abuse of all types and ensure that they understand how to find support should they ever need it;
6. Implement safer recruitment practices;
7. Review policies as often as required in order to keep every child safe - everywhere.

The contents of this policy apply to all and any activity undertaken by members of staff involving school students both on or off campus.

Confidentiality

The management of confidentiality is an essential factor in all issues relating to child protection.

The only purpose of confidentiality with respect to child protection is to benefit the student. Staff should never give students or adults an absolute guarantee of confidentiality but must ensure that the information is disclosed only to the people who need to know. It should be explained to children and young people that secrets cannot and should not be kept if keeping them means that they, or others, will continue to be harmed.

All child protection concerns should be referred to the Designated or Deputy Safeguarding Lead, or in their absence, to the Principal, Mr Ben Keeling. Members of the Safeguarding Team listed at the top of this policy have been trained to support this process.

The Personal Data (Privacy) Ordinance (Cap 486) prohibits the use of personal data for any new purpose which is not or is unrelated to the original purpose when collecting the data, unless with the data subject's express and voluntary consent. Wherever possible, consent should be obtained before sharing personal information with third parties. In circumstances relating to child protection however, obtaining consent may not be possible or be in the best interests of the child, where safety and welfare of that child necessitates that the information should be shared, for example. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable according to the particular facts of each case and legal advice should be sought if in doubt.

Records relating to child protection will be stored on campus in a secure safe - every effort will be made to prevent unauthorised access. Sensitive information will not be stored on electronic devices. Staff will be encouraged to hand write concerns but in the event that a word processor is used, files must be printed, sent to the Designated or Deputy Safeguarding Lead and deleted.

Recognising and Reporting Abuse

All members of staff hold a responsibility to proactively observe students for possible signs of abuse whether physical, emotional, sexual or caused by neglect.

While there are occasions on which a single traumatic event causes significant harm, abuse is more often observed over an extended period of time. It is for this reason that professional teams need to work closely together to provide students with the support that they need.

In the case that a student volunteers sensitive information, seemingly unprompted, the receiving adult should listen, respond to confirm their understanding and reassure, record and report. More detail on the procedure in the event of a disclosure can be found in Appendix A.

All child protection concerns should be referred to the Designated or Designated Safeguarding Leads, or in their absence, to the Principal, Mr Ben Keeling. A written record of every concern raised will be placed upon a Confidential Concern Form, a copy of which can be found in Appendix B.

More detailed guidance regarding the signs and symptoms of abuse, including specific information pertaining to radicalisation, female genital mutilation and sexting, can be found in Appendix C.

Staff members should not investigate safeguarding concerns or attempt to draw conclusions, this is the role of the Designated Safeguarding Lead.

Roles and Responsibilities

Members of Staff are responsible for:

1. Observing students and reporting concern:
 - 1.1. Every member of staff of Shrewsbury International School must know that they have a duty to be aware of the possibilities of child abuse;
 - 1.2. Any member of staff has the slightest suspicion that a member of The School is at risk of abuse, receives a specific disclosure of abuse, notices signs or indicators of abuse or has concerns about a student's welfare, they must inform a member of the Safeguarding Team immediately;
 - 1.3. Records must be accurate and contain specific information about what was said or seen, putting the event in context, and giving the date, day, time and location of the observation or disclosure;
 - 1.4. Maintaining appropriate levels of confidentiality.
2. Clearly displaying their staff pass at all times and challenging visitors who are not choosing to do so;
3. Maintaining standards of behaviour contained within F12: Code of Conduct;
4. Ensuring and promoting the safer use of technology on campus and in the wider community;
5. Attending relevant Child Protection and Safeguarding training provided by The School.

The Designated and Deputy Safeguarding Leads are responsible for:

1. Provision of guidance, support and training:
 - 1.1. They work closely with the Principal, Senior Leadership Team and nominated member of the advisory Board of Governors to ensure that child protection and safeguarding remain a constant and active consideration at every level of school planning;
 - 1.2. They lead and direct the provision of regular Child Protection and Safeguarding training across the full school community including academic, operational and auxiliary staff;
 - 1.3. They oversee the promotion of a culture of awareness and understanding in respect of Child Protection and Safeguarding throughout The School including regular review of this policy;
 - 1.4. They facilitate the reporting of concern and subsequent provision of support or direction.
2. Record Keeping:
 - 2.1. They maintain and revisit confidential records held on a weekly basis;
 - 2.2. They ensure that all records are dated, signed, safely stored in a confidential file and include action taken or decisions made;
 - 2.3. They work closely with the Director of Business Services to maintain and periodically review a map of external service providers and with the School Health Professional to ensure that visit records are accurately recorded and reported when required;
 - 2.4. If a student transfers from Shrewsbury International School, the Designated and Deputy Safeguarding Leads consider the proactive release of confidential records for the attention of the receiving school's Designated Safeguarding Lead.
3. Acting upon concern raised
 - 3.1. Following the receipt of a report, the Designated or Deputy Safeguarding Lead will seek advice from members of the Senior Leadership Team as appropriate if action is required in relation to:

- 3.1.1. Appropriate engagement of parents;
- 3.1.2. Medical examination or treatment;
- 3.1.3. Support for the victim or reporting person;
- 3.1.4. Safeguarding of connected students.

The Principal is responsible for:

1. The appointment of a Designated Safeguarding Lead and the design of a specific Job Description:
 - 1.1. The Designated Safeguarding Lead is empowered to act in role without the knowledge or consent of the Principal if they feel that doing so would compromise the safety of a child.
2. The training of the Designated Safeguarding Lead:
 - 2.1. Provision of initial and refresher training to UK standards acts as a fixed and prioritised allocation from the Professional Development budget.
3. Ensuring that policies relating to Child Protection and Safeguarding are implemented and followed by all staff;
4. Providing time and support for staff concerned about any aspect of child protection at the school:
 - 4.1. All staff should have access to advice and guidance on the boundaries of appropriate behaviour and conduct.
5. Leading on allegations of abuse by a member of staff;
6. Informing the Disclosure and Barring Service (DBS), Teacher Regulation Agency (TRA) and relevant embassy of anyone who has harmed or may pose a risk to a student.

The School Supervisor is responsible for:

1. Leading on concerns and allegations made regarding the behaviour and actions of the Principal;

2. Liaising with the Board of Governors and Executive Committee in relation to all relevant issues relating to Child Protection and Safeguarding.

The Director of Business Services is responsible for:

1. Ensuring that suitable measures are in place when working with external organisations, including during Educational Visits:
 - 1.1. Where services or activities are provided separately by another body, using the school premises, the School will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection;
 - 1.2. Providers must have a, or be willing to adopt our, Child Protection and Safeguarding Policy, staff Code of Conduct, set of reporting procedures for concerns of abuse and named lead person;
 - 1.3. They will ensure that clear reporting procedures are in place and identified in submitted Risk Assessments.
 - 1.4. Maintaining and periodically reviewing a map of external service providers who are well placed to support the safeguarding of students.

The HR Team, in conjunction with the Principal and Director of Business Services, are responsible for:

1. The implementation of safer recruiting practices;
2. Securing police checks and references as outlined within the Recruitment Policy (F2) from all employees prior to starting in position;
3. Ensuring that all members of staff involved in the recruitment process receive suitable training.

The Admissions Team are responsible for:

1. Issuing incoming families with:
 - 1.1. The School's Terms and Conditions (B2)
 - 1.2. The Learning Behaviour Policy (D2)
 - 1.3. The Complaints Policy (B1)

- 1.4. The Child Protection and Safeguarding Policy (E1)
- 1.5. The Anti-Bullying Policy (E2)
2. Informing the Designated or Deputy Safeguarding Lead of safeguarding concerns related to new students;
3. Requesting disclosures from previous school of new students (Appendix F).

The Health Professional is responsible for:

1. Keeping organised and accurate records of visits to the Medical Room;
2. Working closely with the Designated and Deputy Safeguarding Leads to track and report Child Protection and Safeguarding concerns.

The E-Safety Lead is responsible for:

1. Ensuring that the school curriculum acts to inform students of the specific risks posed by engagements with others on the internet and through social media;
2. Informing parents of ways in which they can minimise these risks at home;
3. Devise and facilitate E-Safety training for the Academic and Operational teams.

Educational Visit Leaders are responsible for:

1. Ensuring that all accompanying members of staff and any staff from contracted organisations understand the full extent of their duty of care;
2. Conducting a detailed risk assessment, including specific mention of Child Protection and Safeguarding;
3. Communicating key concerns as effectively as would be expected when on campus.

Staff Safeguarding Training

The Designated Safeguarding Lead controls an annual cycle of training for all members of staff to ensure that they know how to recognise possible signs of abuse and neglect and report concerns appropriately. Training is context specific and delivered in Chinese whenever it is helpful to do so.

The School provides specific online training to teaching staff once within each two-year contract cycle.

The Designated Safeguarding Lead works with the HR Team to maintain a register of attendance for all training sessions.

Procedures Following an Allegation of Abuse by a Member of Staff

It is important to draw a distinction between complaints and allegations against staff. In other words, the difference between behaviours that suggest misconduct or unprofessionalism, and those which specifically raise child protection concerns.

An allegation should be made if a teacher or other member of staff has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates he or she is unsuitable to work with children.

All allegations of abuse by a member of staff should be reported directly and exclusively to the Principal.

If an allegation is made against a member of staff, it must be responded to immediately and with the utmost discretion to ensure protection for the child and support for the person who is the subject of the allegation. The informant should be told that the matter will be referred, in confidence, to the appropriate people. Written records of the allegation against members of staff will be securely stored in isolation by the Principal.

The person who is the subject of the allegation will normally be informed as soon as possible after the result of the initial investigation is known, or the decision is made to dispense with one. They will not be invited to make a response, but will be informed that anything they do choose to share will be recorded in writing. If it is established that the allegation is not well founded, then the person against whom the allegation has been made would normally be informed that the matter is closed - in this case, all notes made will be removed from their personnel file and will not be referred to in any references.

If the allegation made relates to the behaviour or conduct of the Principal, members of staff are encouraged to engage the representative of the Board of Governors responsible for Child Protection and Safeguarding.

The School will inform the Disclosure and Barring Service (DBS), Teacher Regulation Agency (TRA) and relevant embassy of anyone who has harmed or may pose a risk to a student.

Safer Recruitment

Shrewsbury International School Hong Kong is committed to safeguarding and promoting the welfare of children. Rigorous Child Protection and Safeguarding checks are undertaken during the recruitment of teachers, teaching assistants, administrative and auxiliary staff. This includes detailed police and reference checks from all previous employment and is outlined in The School's Recruitment Policy (F2).

School Visitors

All visitors, parents and volunteers must:

1. Sign in and out at the GF Reception;
2. Remain exclusively within areas connected to the purpose of their visit;
3. Not take photographs or videos unless given explicit permission;
4. Use designated adult toilets only.

School day (07:30 - 16:30, Monday to Friday) Visitors must also:

1. Read our 'Keeping Children Safe at Shrewsbury' leaflet;
2. Clearly display the visitor pass presented to them on arrival at all times during their visit.

Photography and Videography

To protect students:

1. Members of staff will take photographs using school equipment wherever possible - in the event that a personal device is used, members of staff will be required to delete the images taken before they leave campus;

2. The School will gather the permission of parents and demonstrate respect, care and caution when using photographs for marketing purposes;
3. Visitors are informed that they must not take images of students during their stay - anyone observed doing so will be challenged;
4. Reference should be made to Shrewsbury's Photography Publication Guidelines.

E-Safety

The School recognises the unique risks presented by the relative anonymity granted by the internet. In response, it dedicates time and resources to ensure that children learn how to stay safe online. The Computing Coordinator, Ms Jessica Wheeler, acts in role as E-Safety Lead.

All ICT use must be appropriate, professional and lawful. Any misuse of the ICT facilities must be reported. School devices must only be used when connected to a private network - they should not be used to access sensitive data in public areas. The School exercises its right to monitor computer systems and all internet use.

Related Policies

This Policy should be read alongside:

- B4: Critical Incident Policy
- E2: Anti-Bullying Policy
- E7: Educational Visits Policy
- E10: Suicide Prevention Policy
- F2: Recruitment
- F3: Disciplinary
- F11: Speak Out
- F12: Staff Code of Conduct
- F17: Termination of Employment

Appendix A: Procedure in the Event of a Disclosure

1. Reassure the child in a calm, sympathetic way.

Allow the child to tell their story in their words - TED:

Tell me...

Explain...

Describe...

Promise discretion but not confidentiality.

2. Respond by confirming your understanding of the situation.

Explain what you will do next.

Reassure the child you will do your best to help.

Acknowledge their courage in talking to you.

Refer the situation immediately to Safeguarding Lead if the child is at imminent risk.

3. Record as much detail as possible on a Concern form (Appendix B).

Use the questions on the form to guide your report.

4. Report in person with a hard copy of the form to the Safeguarding Lead as soon as possible.

Do not discuss the matter with anyone else or take any further action.

Your duty to report ends at this point.

5. Wherever possible and appropriate, the Designated Safeguarding Lead will inform you of the action taken following the disclosure.

Appendix B: Confidential Concern Form

This form is a confidential document used to record any concerns. It should be completed by hand and passed directly to a member of the Safeguarding Team immediately.

Person completing report:			
Relationship with student:		Report date:	

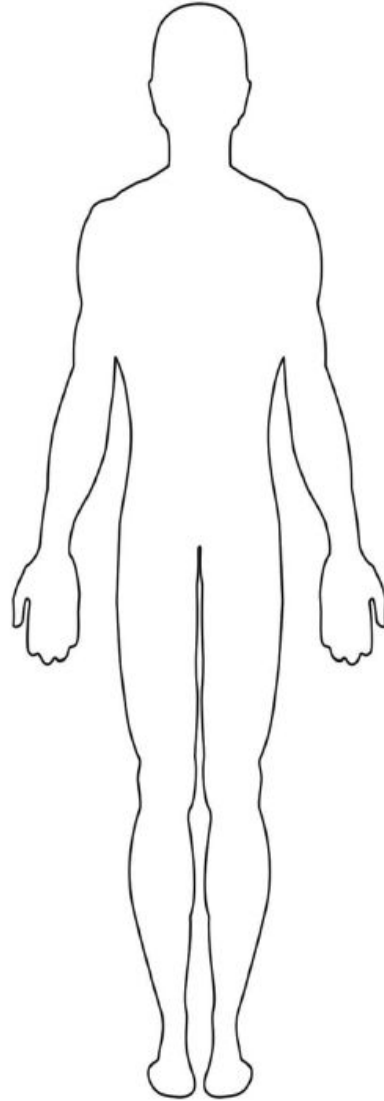
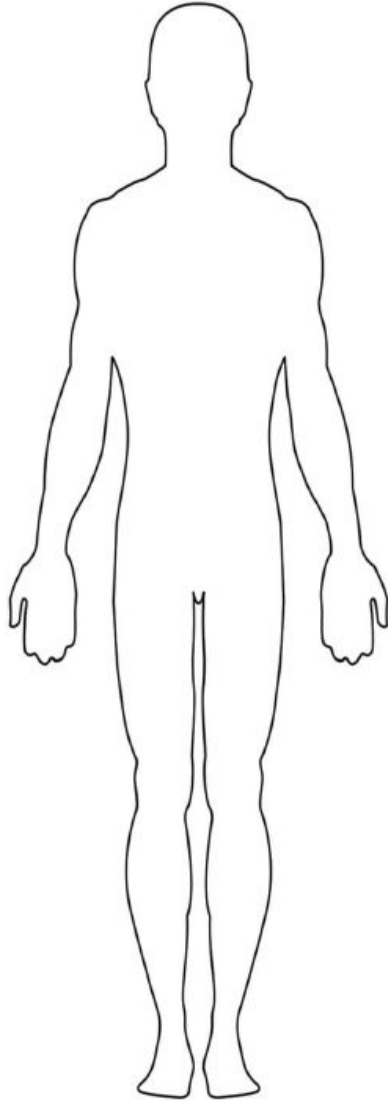
Student's first name:		Gender:	
Student's last name:		Class:	

Details relating to concern held:			
<p><i>Why are you concerned - what have you observed, heard or been told?</i> <i>If this concern involves a conversation with a child, use their own words wherever possible.</i></p>			
Date:		Time:	
Location:		Sign:	

Please use the diagram overleaf to indicate any observed physical harm.

FRONT

BACK



Actions taken:

A large rectangular area with a dotted border, intended for recording actions taken.

DSL Signature:

Time and date received:

Appendix C: Recognising and Responding to Abuse

Knowing what to look for is vital to early identification. There are four categories of abuse, as defined in the Department for Education's document 'Working Together to Safeguard Children'.

1. Physical abuse

Physical abuse is defined as:

The threat or the use of force which results in pain or injury or a change in the person's physical health, or the non-accidental infliction of physical force that results in bodily injury, pain or impairment.

Physical abuse may involve: hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately causes illness in a child.

2. Emotional Abuse

Emotional abuse is defined as: the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

Emotional, mental or verbal abuse also includes:

- Swearing;
- Bullying (including cyberbullying);
- Conditional love or threats;
- Humiliation;
- Instilling fear;
- Discriminatory remarks;
- Loss of liberty;
- Denial of access to others, outings or important events;
- Denying the person's right to make their own decisions or express their views;
- Deliberate silencing.

3. Sexual Abuse

Sexual Abuse is defined as:

When a vulnerable person has been involved in a sexual activity or relationship which they did not want, have not consented to or consented to under false pretences, or they did not have capacity or understanding to allow them to have consented, or is against the law.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.

Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Acts of sexual abuse can be committed by either gender.

4. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur in pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food and clothing, shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-takers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs of Abuse

Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. The possibility of abuse will be investigated if a child shows a number of these symptoms, or any of them to a marked degree. The signs below may indicate a child in distress and should always be taken seriously:

1. Significant changes in behaviour - becoming withdrawn, aggressive, uncharacteristic behaviour;
2. Children isolating themselves from friends and peers;
3. Children wanting to talk to you and then having nothing to say.

Physical Indicators:

- Cuts, scratches, bruises, weal marks, burns, bite marks, scars, hair loss, genital discomfort or poor skin condition;
- Semen or blood stained clothing;
- Unexplained injuries or explanations not matching the injury;
- Deterioration in health,
- Incontinence;
- Tiredness, disorientation and confusion;
- Lack of personal hygiene;

- Lack of treatment to injuries or intimate care;
- Regular injuries;
- Poor hygiene;
- Dehydration, malnourishment, weight gain or loss;
- Delay in physical development.

Behavioural Indicators:

- Change in mood or regression in behaviour and attitude;
- Frequent emotional distress;
- Self-destructive tendencies, low self-esteem and continual self-depreciation ('I'm stupid, ugly, worthless, etc');
- Emotional development is delayed;
- Extreme passivity or aggression;
- Extreme fears of change, making mistakes;
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to encourage study);
- Inappropriate response to pain ('I deserve this');
- Fear of suspected abuser being contacted;
- Refusal to undress for PE and wearing clothes to cover injuries, even in hot weather;
- Fear of medical help, physical contact or examination;
- Particular reluctance to be with an individual including someone they know well;
- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age;
- Seeking frequent 1:1 adult attention;
- Being isolated or withdrawn;
- Inability to concentrate;
- Graphic nightmares;
- Inappropriate drawings or conversations.

Peer on Peer Abuse

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. Children are capable of abusing their peers. This is most likely to include, but may not be limited to:

1. Bullying (including cyber bullying);
2. Physical abuse (including hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm);
3. Sexual violence (including sexual assault);
4. Sexual harassment;
5. Sexting;
6. Initiation or hazing type violence or rituals.

Staff should be clear as to the school policy and procedure with regards to peer on peer abuse. Allegations of peer on peer abuse will be investigated in line with other school policies and additional pastoral support will be put in place when required. Peer on Peer abuse should never be tolerated and is not 'banter' or 'part of growing up'.

Child Sexual Exploitation

Child Sexual Exploitation (CSE) is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power or status to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage satisfaction or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Radicalisation

The United Nations (Anti-Terrorism) Ordinance (Cap 575) outlines local legislation in relation to the prevention of terrorist acts - it does not explicitly reference radicalisation however. The School has made the decision therefore to align with statutory guidance issued under section 29 of the Counter Terrorism and Security Act in the UK. The Prevent strategy was published in 2011 and revised in 2015.

Shrewsbury International School draws a direct line between its responsibilities towards the prevention of radicalisation and its wider responsibility toward Child Protection and Safeguarding. It recognises that it is the duty of all members of staff, wherever possible, to intervene to prevent children from being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. While there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology, specific background factors may contribute to vulnerability. Indicators include the range and strength of relationships shared with family, friends and connections - use of the internet and social media has become an increasingly considerable factor in the radicalisation of young people.

As with all risks relating to the welfare of children, members of staff must be alert to changes in behaviour which could indicate that they are in need of help or protection. They must also utilise best professional judgement to identify children who they feel may be at risk of radicalisation and to report this concern to the Designated or Deputy Safeguarding Lead.

Female Genital Mutilation (FGM)

Female Genital Mutilation comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Sexting

Details of how to respond to incidents of sexting can be found [here](#).

Appendix D: Keeping Children Safe

Introduction

Shrewsbury International School is committed to looking after its students - we believe that all children should feel happy and safe, at school and at home.

To do that, we promise:

1. To make time to listen carefully to you when you need to talk to us;
2. To take your concerns seriously;
3. To provide ongoing support when you need it;
4. To think carefully about the ways in which we might be able to help;
5. To keep a careful record of any serious concerns.

This policy has been informed by The Children Act 1989 and the UN Convention on the Rights of the Child. It will be reviewed every year.

Speaking Out

Shrewsbury International School provides a caring, positive, safe and stimulating environment. The school provides training to make sure that staff understand what to do when a child wants to share a concern. There are two main types of serious concern:

1. Physical - when you feel physical pain or are touched in a way that you do not like;
2. Emotional - when you feel as though you are being treated badly or not looked after.

Some children feel nervous when thinking about sharing these worries. For this reason, school staff have also been trained to watch closely for any signs that might show us that you are not feeling happy.

If you want to talk about something that is worrying you, find an adult you trust and let them know. They will:

1. Find a quiet place to talk;
2. Listen carefully - they may ask you for more details;
3. Do their best to protect you.

What if...

It is possible that you are worried about the behaviour of another student, teacher, sibling or even a parent. Although it may be difficult, the best thing anyone can do when they feel unhappy, is to talk to someone they trust.

Appendix E: Useful References

For further information please refer to the following documents:

[Protecting Children from Maltreatment \(HK Social Welfare Department 2020\)](#)

[Keeping Children Safe in Education \(DfE, 2019\)](#)

[Prevent Duty Guidance \(DfE, 2018\)](#)

[Working Together to Safeguard Children \(DfE, 2015\)](#)

[United Nations Convention on Rights of the Child \(UNRC, 1990\)](#)

[Guardianship of Minors Ordinance \(Cap 13\)](#)

[Family and Child Protection Services \(Social Welfare Department\)](#)



Appendix F: Confidential Safeguarding Request

Shrewsbury is fully committed to keeping every child safe - everywhere.

We act in accordance with a Child Protection and Safeguarding Policy that has been shaped by Hong Kong Ordinance, the UN Convention on the Rights of the Child (UNCRC) and the Children Act 1989 (UK).

With the child our first and paramount consideration, we ask you to return this form which requests specific disclosure relating to a student that has recently enrolled with us.

Student Name:	
School Name:	

Do you hold any concern regarding the safety or welfare of this child?	Y	N
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If yes, please send details of any concerns held along with this form to our Designated Safeguarding Lead at emma.sutton@shrewsbury.edu.hk.

If no, please email a copy of this form to admissions@shrewsbury.edu.hk.

Signed:

Print Name:

Position in School:

Contact Email address:

10 Shek Kok Road, Tseung Kwan O, Hong Kong

+852 2480 1500