



广州市斐特思学校
Fettes College
Guangzhou

Safeguarding Handbook
安全保护与儿童保护政策

2024-2025

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SAFEGUARDING POLICY

Fettes College Guangzhou is dedicated to ensuring that all pupils and staff live together in a safe environment. Safeguarding is central to all that we do and is integral to the ethos of the school. It is the duty of all members of staff, throughout the FCG community, to play an active role in promoting the wellbeing of all our pupils. Pupils must feel that they can take any issues and concerns to an adult confident in the knowledge that they will be treated with respect, listened to and the appropriate action taken. To this end all members of staff, both teaching and support, are trained so that they have knowledge of safeguarding and child protection procedures.

The Aims of the College

Fettes College Guangzhou aims to nurture the individual while fostering a happy well-ordered and caring community with strong family values at its core.

To this end, we will do our utmost to ensure our students:

- Receive the highest possible quality of education within a boarding environment.
- Feel safe, valued, have a sense of personal worth, are thoughtful and considerate of the needs of others, possessing a willingness to take on responsibility.
- Develop their self-confidence, integrity, emotional resilience, loyalty, good manners and humour, leadership skills and teamwork.
- Value a sense of community and service, and develop a clear sense of right and wrong, equipping them for life beyond Fettes.
- Are provided with equal opportunities regardless of gender, sexuality, ethnic origin or religion.
- Are encouraged to stretch and challenge themselves in everything they undertake.

The Heads of College is ultimately responsible for overseeing all aspects of safeguarding in the School. The Heads of College have designated – Mr Richard Palmer to be the Designated Safeguarding Lead (DSL) and he is responsible for safeguarding in the college, supported by a team of Deputy Designated Safeguard Leads.

Fettes College Guangzhou Safeguarding Team

Designated Safeguarding Lead (DSL): Mr Richard Palmer

Deputy DSL Team: Ms Katelyn Wu, Ms Vivi Wang

Staff Training:

All members of the DSL Team have Level 3 Safeguarding Training or above.

All members of staff are trained twice annually in safeguarding and are expected to follow the Safeguarding procedures. These are also reviewed annually and the guidelines on safeguarding are issued to all members of staff. A Code of Conduct for Staff is issued at the start of the academic year and signed by staff.

Recruitment procedures rigorously check the suitability of adults to work with children. Our safer recruitment policy reflects best practice and is updated every year.

Definitions

Throughout this policy the term **staff** refers to all adults that work within the Fettes community including all teachers, functional staff, HoC and Advisory Board Members.

When the policy refers to **child** it means all young people in our care whatever their age.

Safeguarding is the overall process of ensuring that a child is protected from abuse and neglect, preventing impairment of their health and development and ensuring they grow up in circumstances that enable them to have optimum life chances and progress to adulthood successfully. Effective safeguarding is essential to make sure that our students flourish.

Wellbeing is a general term to describe the fundamentally important aspects of a good life. These are summed up in the GIRFEC Wellbeing Wheel: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANAARI). All concerns with our pupils are put into this context.

Child Protection* is when a child requires protection from abuse or neglect. For protection to be needed it is not required that abuse or neglect has taken place but rather a risk assessment has identified a likelihood or risk of significant harm from abuse and neglect.

Harm/Significant Harm* means the ill treatment or the impairment of health or development of the child. In this context, “development” can mean the physical, intellectual, emotional, social or behavioural development and “health” can mean physical or mental health. Child Protection is closely linked to the risk of significant harm – whether the harm suffered or likely to be suffered, by a child is “significant” is determined by a comparison of the child’s health and development with what might be reasonably expected of a similar child.

Risk is the likelihood of a particular outcome given the presence of factors in a child’s life. The assessment of significant risk is key to determining whether child protection is needed.

Pastoral Team This refers to the team supporting the child and will normally include the Houseparents or Assistant Houseparents, the Heads of Pastoral Care and may include a member of the Medical Centre staff.

Student Support Plan refers to a plan of action drawn up for a child where evidence suggests that additional support within the School is required to meet the child’s wellbeing needs. This is initiated by the DSL and with members of the Pastoral Team.

Child’s Plan refers to single plan of action drawn up for a child where evidence suggests that one or more targeted interventions from outside the School are required to meet the child’s wellbeing needs. This is managed and reviewed through a single meeting structure, initiated by the Heads of Pastoral Care even if the child is involved in several processes.

Child Protection Plan is a multi-agency plan for children who are believed to be at risk of significant harm. This plan will be incorporated into the Child's Plan and would be initiated by the DSL.

Additional Support refers to additional or targeted support, tailored to children's individual circumstances. This support is usually, but not exclusively, delivered by staff with additional training and expertise who are based in the School.

Targeted Intervention is defined as a service which is directed at meeting the needs of the child whose needs are not capable of being met, or fully met by the provision of services generally available within School.

Responsibilities For Safeguarding

The Safeguarding Designated Lead will:

Be appropriately trained.

Keep up to date with legislation, policy and practice, relevant to the safeguarding, wellbeing and protection of children.

Advise the AB Board on safeguarding, wellbeing, and child protection matters.

Participate in all Board decisions on safeguarding, wellbeing and child protection in compliance with the policy and that no such decision will be taken by the Board without reference to the Heads of College.

Ensure that the Pastoral Leadership Team have all the necessary safeguarding policies in place.

Act as a point of contact with the Pastoral Leadership Team, who will inform the Safeguarding DDSLs of any new child protection cases and share the child protection overview log and chronology sheets securely as required.

Meet bi-weekly with the Safeguarding Committee to review Child Protection files, wellbeing concerns, records of staff training and any other key issues arising including possible trends.

Deal with any safeguarding complaints that arise.

Safeguarding Team

The DSL has responsibility for implementing child protection in all areas of School life and works closely with all staff, both teaching faculty and facilities. All staff participate in Child Protection & Safeguarding Induction and ongoing training and adults who work in any capacity at the School are expected to act professionally and have knowledge of safeguarding procedures. Guidelines state that it is the responsibility of the DSL is to ensure that:

- The student is reassured and supported at all stages.
- All concerned parties are informed of subsequent decisions and action.

To ensure this happens at Fettes College Guangzhou, Designated Safeguarding Leads will:

Be the first point of access for any Child Protection issues and take action as required.

Keep up to date with legislation, policy and practice, relevant to the protection of children.

Attend training at least every year:

Contribute to the review and update of the School's Child Protection Policy and issue staff with the *Keeping Everyone Safe* pamphlet.

Liaise with the Heads of Pastoral Care and the Pastoral Leadership Team on any Child Protection issues.

Ensure appropriate records are kept and stored securely. Past Child Protection and Wellbeing records received via CPOMs

Brief all teaching and support staff on Child Protection matters annually, including briefing all new staff as part of their induction.

Maintain Child Protection awareness with all involved in the School's pastoral care.

Safeguarding Guidelines

Where a child is thought to be at risk of significant harm, the primary concern will be for their safety and staff should contact the DSL in the first instance.

If you are in any doubt, you should always pass it on.

Where there are serious concerns about a child's safety, current Child Protection procedures will still be followed. **(Please refer to Child Protection Policy in this instance.)** The DSL will take the lead in investigating the issues and safeguarding the child and may contact the police and/or other support services. They will also contact the Head of School division to discuss the ongoing wellbeing needs of the child, and whether a Child's Plan is in place, or needs to be considered to coordinate any ongoing support.

In some cases, other professionals may contact the DSL about a wellbeing concern and in their professional judgement they may consider it to be a potential Child Protection issue. They should then immediately follow Child Protection procedures.

All staff are required to take part in regular professional learning so that they are confident in responding to any Child Protection or Safeguarding issue, including counter-bullying, e-safeguarding, child sexual exploitation and extremism.

Getting It Right for Every Child (GIRFEC)

These guidelines are set in the framework of *Getting it Right for Every Child* (GIRFEC).

As children progress through life some will have their needs adequately met, some will have temporary difficulties, and some may live with longer term challenges and complex issues. Sometimes they and their families need extra support. GIRFEC ensures that those providing such support put the child and family at the centre of their considerations. GIRFEC is underpinned by common values and principles which apply across all aspects of working with children. These are:

- promoting the wellbeing of individual children: this is based on understanding how children develop in their families and communities and addressing their needs at the earliest possible time;
- keeping children safe: emotional and physical safety is fundamental and is wider than child protection;
- putting the child at the centre: children should have their views listened to and they should be involved in decisions which affect them;
- taking a whole child approach: recognising that what is going on in one part of a child's life can affect many other areas of his or her life;
- building on strengths and promoting resilience: using a child's existing networks and support where possible;
- promoting opportunities and valuing diversity: children should feel valued in all circumstances and practitioners should create opportunities to celebrate diversity;
- providing additional help which is appropriate, proportionate and timely, providing help

- as early as possible and considering short and long-term needs;
- working in partnership with families: supporting wherever possible those who know the child well, know what they need, what works well for them and what may not be helpful;
- supporting informed choice: supporting children and families in understanding what help is possible and what their choices are;
- respecting confidentiality and sharing information: seeking agreement to share information that is relevant and proportionate while safeguarding children's right to confidentiality;
- promoting the same values across all working relationships: recognising that respect, patience, honesty, reliability, resilience and integrity are qualities valued by children, their families and colleagues;
- making the most of bringing together each worker's expertise: respecting the contribution of others and co-operating with them, recognising that sharing responsibility does not mean acting beyond a worker's competence or responsibilities;
- co-ordinating help: recognising that children and their families need practitioners to work together, when appropriate, to promote the best possible help;
- building a competent workforce to promote children's wellbeing who are committed to contributing to individual learning and development and improvement of inter-professional practice.

What is a Wellbeing Concern?

Staff may express a concern about anything that affects or has the possibility of affecting the wellbeing, happiness or potential of the child. It may relate to a single event or observation, a series of events, or an attribute of the child or someone associated with them. Normally this concern will be shared as soon as possible with the Home Room Tutor, Houseparent and a Wellbeing Concern record will be completed and stored on the Behaviour Manager on CPOMS and the DSL will be informed. The wellbeing of all pupils should be assessed using the Wellbeing indicators shown on the GIRFEC wheel and it is our aim that all our policies and our Well-Being and Character Education programme reflect the values summarised by the wheel.

The **five questions** that should be asked with reference to a concern are:

1. What is getting in the way of this child's wellbeing?
2. Do I have all the information I need to help this child?
3. What can I do now to help this child?
4. What can the school do to help this child?
5. What additional help, if any, may be needed from others?

Wellbeing Wheel

The approach uses eight areas to describe wellbeing in which children and young people need to progress in order to do well now and in the future. These eight areas are set in the context of the 'four capacities', which aim to enable every child to be a successful learner, a confident individual, a responsible citizen and an effective contributor. Under GIRFEC every child has a right to be:

Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included

In the first instance, these indicators allow the person with the concern to highlight the area(s)

of a child's life which is being affected. When filling out the first part of the Wellbeing Concern Form the area(s) in question should be identified. By highlighting the area(s) it allows for a more targeted action plan when dealing with the child's issue.

The My World Triangle

Many factors shape children's development throughout childhood. Some factors are inherent such as ability or temperament whilst others are external such as family influences, or social, economic and environmental factors. Race and culture will be important in shaping children's views about the world in which they live. Good attachments to significant adults can be a protective factor throughout life. Traumatic events and experiences, such as illness, early separation from parents or carers, or abuse or neglect can lead to disruption or delay in a child's growth or development and affect their wellbeing. Later experiences can either reduce or increase the effect of early damaging experiences. Based on evidence from research, the My World Triangle provides a mental map that helps practitioners, children and families explore what is happening in a child's whole world and the likely impact on their wellbeing and development.

The **My World Triangle** serves as a starting point for considering what risks may be present in a child's life. The Triangle focuses on three dimensions of a child's world: the child themselves, their family, and the wider environment. The Triangle is a useful tool to help focus attention on areas where there may be risk of significant harm or in assessing the factors that have caused the concerns to arise.

The Resilience Matrix

The next step is to look at how those factors impact the individual child. The Resilience Matrix provides a framework for weighing up particular risks against protective factors for the individual child. The concept of resilience is fundamental to children's wellbeing. A resilience-based approach builds on the strengths in the child's whole world, drawing on what the family, community and universal services can offer. The Resilience/Vulnerability Matrix bringing together the two dimensions of vulnerability and resilience, and adversity and protective environment, provides a framework to help analysis of the strengths and pressures in the child's world. The two dimensions interact and strengthening protective factors in the environment will help to boost a child's resilience. The factors may also highlight areas of risk that need more comprehensive or specialist assessment and analysis.

This step marks the start of the process of 'unpacking' the individual child's circumstances and exploring their potential impact. The child's circumstances can be plotted on each of the two continuums, allowing the practitioner to see where the impact of these circumstances places them with the matrix and, therefore, how at risk they are:

- Resilience within a protective environment (low risk)
- Resilience within adverse circumstances (medium risk)
- Vulnerable within a protective environment (medium risk)
- Vulnerable within adverse circumstances (high risk)

Safeguarding in a Boarding School

As a boarding school, staff at Fettes College Guangzhou (FCG) have a particular responsibility to ensure that the children in their care are not harmed. The staff at FCG have the responsibility to safeguard and promote the welfare of children resident in FCG. Children living away from home for significant periods of time are often more vulnerable in a variety of ways:

- separation from family may result in a readiness to form close emotional attachments to peers and other adults;
- emotional or academic stress can result in young people developing self-harming behaviours including substance misuse and eating disorders;
- close and sustained contact with peers may result in their succumbing to peer pressure, becoming the victim of bullying, including cyberbullying or themselves indulging in bullying; peer to peer abuse.
- the balance between supervising free time and promoting young people's independence may result in young people becoming involved in potentially risky activities in their leisure time, without the risks having been fully assessed.

Such vulnerability can result in children becoming the victims of abuse by themselves, by their peers or by adults, known and unknown to them. As part of our induction packs for pupils, we therefore provide clear information on sources of support for pupils. As well as including the Child Protection Co-ordinator and other school-based contacts, these include:

- the contact number/access to staff members who can support;
- where they can seek help for cyberbullying or any concerns regarding E-safety;
- a copy of the school's complaints procedure;
- where relevant to the pupil's age and understanding, a copy of the school's student confidentiality guidance;
- Their parents also have access to the contact details of the school's Child Protection Co-ordinator should they have concerns about their child/a boarder's welfare.
- Posters of the Safeguarding Team are displayed around the school in public areas

It is important that:

- pupils are enabled effectively to sustain family contacts through a range of methods including E-technology, thus reducing feelings of isolation; phone time in the evenings; etc .
- accommodation arrangements, including toilets, showers, and sleeping facilities have regard for pupils' rights to dignity, privacy and personal space;
- staff have in place good formal and informal methods of monitoring the wellbeing of the pupils in their care. These should include an adequate supervision ratio, regular individual and group meetings and informal observation at mealtimes and in free time;
- the boarding houses have in place good monitoring procedures for pupils' eating and sleeping patterns to assist early identification of such difficulties as eating disorders or substance misuse;
- a policy is in place to regulate the access pupils have to mobile technology overnight;
- where pupils leave the site in their free time, there are robust procedures in place to know the whereabouts of the pupils, the activities involved, who they are meeting and the expected time of return.
- activities with a strong group ethos, such as sports teams, do not make pupils feel excluded;
- staff have an understanding of the needs of overseas pupils.

Responding to a Safeguarding Concern

The Staff with responsibility for Safeguarding are:

Whole College and Primary School–

Richard Palmer Designated Safeguarding Lead

Secondary School –

Vivi Wang Deputy Designated Safeguarding Lead

EY –

Katelyn Wu Deputy Designated Safeguarding Lead

What to do when a student wants to tell you about something that has happened. 'ALGEE':

Assess for risk– if you think that a child is at serious risk contact the DSL immediately.

Listen nonjudgmentally (do not promise confidentiality)

Give reassurance and information – ask 'open' questions – 'tell me what has happened,' and avoid leading questions

Encourage appropriate professional help – do not take it upon yourself to investigate what the student has told you.

Encourage self-help and other support strategies (with guidance from the appropriate members of staff).

Record The Concern on CPOMs

However, where a child is thought to be at risk of significant harm, the primary concern will be for their safety and staff should contact the DSL in the first instance.

If you are in any doubt, you should always pass it on. Consult the Child Protection Policy and **RECORD**

CPOMS complete and incident report – see appendix for guidance on using CPOMS as possible, quoting the child's words as far as possible.

Responding to a Wellbeing Concern

Once a wellbeing concern has been raised the Head of Pastoral Care for that division will meet with key pastoral staff to assess what additional support the child may require within the School and agree action points. HRT / HP will monitor the situation and liaise with pupils, parents and staff. Any significant events or decisions made will be recorded on CPOMs.

The pastoral team will review the wellbeing of the child regularly and access any additional support which is required. If the situation escalates or there is a significant wellbeing concern, then the Head of Pastoral Care may decide to initiate a Student Support Plan.

Student Support Plan

The Student Support Plan will be used to coordinate the support provided within Fettes College Guangzhou. This enables us to monitor and support the student while using our medical centre or school counsellor and helps us to record progress and to keep detailed records of concerns and actions.

The DSL and the Pastoral Lead will meet with the child and their family to discuss any wellbeing concerns, agree an action plan and a review date. Children and their parents will be asked to contribute their views to the student support plan and have access to its contents.

The child's progress will then be closely monitored and reviewed with the involvement of children and their parents. If the child is deemed to be at risk, the pastoral team should make a decision as to whether targeted intervention and the use of outside agencies would be necessary to meet the wellbeing needs of the child and initiate a Child's Plan. The response should be proportionate and reasonable.

Information Sharing

Information can be shared even if it breaches a duty of confidentiality but the professional sharing the information should take the child's views into account and share confidential information only where it is necessary to support, promote and safeguard the wellbeing of the child.

Of course, where professionals are concerned that the child may be at risk of significant harm, they must use the Child Protection Procedures to share information.

As a general principle, children and their families have a right to know when information about them is being shared and children have a right to express their views and have them taken into account. However, where agencies (if any are involved) are acting in fulfilment of their statutory duties, it is not necessary or appropriate to seek consent. The best interests of the child are of central importance when making decisions to lawfully share information with, or about, them. At all times, information shared should be relevant, necessary and proportionate to the circumstances of the child, and limited to those who need to know. When information is shared, a record should be made of when it was shared, with whom, for what purpose, in what form and whether it was disclosed with, or without, informed consent. Similarly, any decision not to share information and the rationale should also be recorded.

Staff need to be aware that:

- Any personal or confidential student information may be shared with the relevant pastoral staff internally, but you must be able to justify why you are sharing this information.
- You should only access personal student information when appropriate.
- Personal and confidential information should only be retained for five years after the child has left and consent would normally be sought if this information is passed on externally.
- Any personal student information should be stored securely on the school ICT network and only relevant members of staff will have access to this information.
- All staff should have read our GDPR policy guidelines and should understand their responsibilities with regards to recording, storing and sharing information.

CHILD PROTECTION POLICY

Where a child is thought to be at risk of significant harm, the primary concern will be for their safety and staff should contact the Designated Safeguarding Lead, or Deputy Child Protection Officers in the first instance. If in doubt, please refer to the Designated Safeguarding Leads; **if in doubt, pass it on.**

The Designated Safeguarding Lead must consider the immediate needs of a child once a concern about their possible safety is raised, considering the following questions:

Is the child at immediate risk?

What is placing this child at immediate risk?

What needs to happen to remove this risk now?

The staff of a school have an important part to play in the sensitive and delicate work of dealing with known or suspected cases of abuse. But in addition to that they have a role of very

particular importance in the identification of the signs of abuse. There are opportunities within the context of school life for observing symptoms which could otherwise well pass unnoticed. However, for advantage to be taken of these opportunities there is a need for some knowledge of those symptoms and an awareness of the action which requires to be taken when they are identified.

In a boarding school we have a particular responsibility to ensure that the children in our care are safe and secure. All staff must be familiar with the content of these guidelines.

Signs of Possible Child Abuse: The Four Categories of Significant Harm:

- **Neglect** - Failure to meet a child's basic/psychological needs, including food, shelter, clothing, emotional support, medical care and protective environment safe from physical harm.
- **Physical Abuse** – This includes hitting or shaking a child or grabbing a child by an article of clothing.
- **Sexual Abuse** - This includes physical contact, making children look at pornography, grooming or encouraging children to behave in sexually inappropriate ways.
- **Emotional Abuse** – Persistent ill-treatment of a child, which may involve conveying that the child is worthless, unloved, or inadequate. It may also involve the imposition of inappropriate expectations.

It is important to remember that lists such as the one below are neither definitive nor exhaustive. The information must be used in the context of the child's whole situation and in combination with a range of other information related to the child and his/her circumstances. Account will be taken of any relevant cultural differences in communication and context when dealing with Child Protection matters.

Children with Additional Support Needs can be especially vulnerable. Disabled and deaf children are three times more likely to be abused than their peers. These children can face additional barriers when recognising abuse and neglect including:

assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

being more prone to peer group isolation than other children;

the potential for being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

These are general indicators that the child may be troubled but not necessarily about abuse. The child may have some of these problems or none at all. It is the combination, frequency and duration of signs that will alert you to a problem. Try to notice all changes in usual behaviour. There can be an overlap between all the different forms of child abuse, and all or several can co-exist. When considering the possibility of non-accidental injury, it is important to remember that the injuries may have occurred for other reasons e.g., genuine accidents or medical disorders.

Signs Of Abuse

Physical Abuse

Signs of possible Physical Abuse:

- Unexplained injuries

- Inconsistent explanations: The child provides inconsistent or conflicting explanations about how their injuries occurred, or their explanations do not match the severity of the injuries.
- Pattern of injuries: Repeated injuries or a pattern of injuries in different stages of healing, indicating a history of abuse.
- Unusual behavior: The child may exhibit extreme aggression, withdrawal, fearfulness, anxiety, or depression. They may also display signs of low self-esteem, have difficulty trusting others,
- Inappropriate clothing: The child may be dressed inappropriately for the weather, wearing concealing clothing to hide injuries, or wearing more clothing than necessary to cover up marks or bruises.
- Unexplained absence from school or other activities:
- Fear of physical contact: The child may flinch, cower, or display significant distress

Physical Neglect

- Signs of possible physical neglect:
- Constant hunger.
- Poor personal hygiene.
- Constant tiredness.
- Poor state of clothing.
- Frequent lateness and/or unexplained non-attendance at school.
- Untreated medical problems.
- Low self-esteem.
- Poor peer relationship.
- Stealing.

Emotional Abuse

Signs of possible emotional abuse:

- Low self-esteem.
- Continual self-deprecation.
- Sudden speech disorder.
- Significant decline in concentration.
- Socio-emotional immaturity.
- 'Neurotic' behaviour (e.g., rocking, head banging).
- Self-mutilation.
- Compulsive stealing.
- Extremes of passivity or aggression.
- Running away.
- Indiscriminate friendliness.

Sexual Abuse

- Not all children are able to tell parents that they have been assaulted. Changes in behaviour
- may be a signal that something has happened. It is important to remember that in sexual
- assault there may well be no physical or behavioural signs.

- Signs of possible sexual abuse:

Behavioural

- Lack of trust in adults or over-familiarity with adults.
- Fear of a particular individual.
- Social isolation - withdrawal or introversion.
- Running away from home.
- Girls taking over the mothering role.
- Reluctance or refusal to participate in physical activity or to change clothes for activities.
- Low self-esteem.
- Drug, alcohol or solvent abuse.
- Display of sexual knowledge beyond child's years.
- Unusual interest in the genitals of adults or children or animals.
- Expressing affection in an age inappropriate way,
- Sleep disturbance (nightmares, irrational fears, bed wetting, fear of sleeping alone, nightlights)
- Fear of bathrooms, showers, closed doors.
- Abnormal, sexualised drawing.
- Fear of medical examinations.
- Developmental regression.

Poor peer relations.

- Inappropriate or sexually harmful behaviours.
- Compulsive masturbation.
- Stealing.
- Psychosomatic factors, e.g., recurrent abdominal pain or headache.
- Having unexplained/abundance of sums of money and/or possessions.
- Sexual promiscuity.

Physical/Medical

- Sleeplessness, nightmares, fear of the dark.
- Bruises, scratches, bite marks to the thighs or genital areas.
- Itch, soreness, discharge, unexplained bleeding from the rectum, vagina or penis.
- Pain on passing urine or recurrent urinary infection.
- Stained underwear.
- Unusual genital odour.
- Anxiety/depression.
- Eating disorder, e.g., anorexia nervosa or bulimia.
- Discomfort/difficulty in walking or sitting.
- Pregnancy - particularly when reluctant to name father.
- Venereal disease, sexually transmitted diseases.
- Soiling or wetting in children who have been trained.
- Self-mutilation/suicide attempts. Physical Abuse.

Staff Action

If staff suspect a child may have been abused or is at risk of abuse or significant harm, or if a child discloses abuse, or if a third party expresses concerns, staff should:

1. Respond without showing signs of disquiet, anxiety or shock.
2. Listen sympathetically and with care.
3. If necessary, enquire about how an injury was sustained or why a child appears upset by using the 'W' Questions – What happened? Where did it happen? Who did it? When did it happen?
4. Do not interrogate or enter into detailed investigations; rather encourage the child to say what he or she wants to establish the basic facts.
5. Observe carefully the behaviour or demeanour of the child or the person expressing concern.
6. Reassure the child that he/she is not to blame.
7. Do not show disbelief.
8. Do not give a guarantee of confidentiality.
9. Take the allegation seriously.
10. Affirm the child's feelings as expressed (don't tell the child how he/she should feel).
11. Avoid being judgemental about the information given by the child.

Questioning and testing of evidence is not a matter for school staff; this is the responsibility of the police and social work. Such an approach by staff could prejudice later investigations. The role of school staff is to **recognise, respond, report and record (the 4 Rs)**:

1. **Recognise** when the child's behaviour and demeanour is a cause for concern, or they have told you something that suggest that they may be at risk of harm.
2. **Respond** by following the guidance below.
3. **Report** their concerns as quickly as possible and on the same working day to the Child Protection Co-ordinator.
4. **Record** in detail on in an email to CPOMs Signs of physical injury should be described in detail. Any comment by the child concerned, or by an adult who might be the abuser, about how the injury occurred should be recorded, preferably quoting words actually used, as soon as possible after the comment has been made.

Seek Help from the Designated Safeguarding Lead (DSL).

The Designated Safeguarding Lead in consultation with the Head of School division, the Heads of College and the Houseparent will decide whether further steps should be taken. Decisions concerning when parents are informed will be made by the Head of School and Heads of College.

It is the responsibility of the Designated Safeguarding Lead to ensure that:

- The student is reassured and supported at all stages
- All concerned parties are informed of subsequent decisions and actions

Pupils' Child Protection Awareness Training

At the start of each academic year, the Child Protection team visit every vertical boarding house, and talk to the pupils about:

- Who the CP team are and what we do:
- Part of the pastoral team of the school, responsible for pupils' wellbeing
- Will be present if pupils have a disciplinary meeting with either the Head or, to make notes and ensure the process is fair
- Information about who can help

- The roles of different FCG staff
- The school's confidentiality guidelines
- The ICT policy and keeping safe online, including cyber-bullying, exploitation

STAFF GUIDANCE ON INTERACTION WITH PUPILS

Code of Conduct – Safeguarding Aspects

At the beginning of the academic year the Code of Conduct for Staff will be circulated, and all staff are asked to sign this to ensure these guidelines have been read and understood. The following focuses on the aspects of the Code of Conduct that relate to specific Safeguarding Concerns:

Physical Touch

FCG has a standing policy of no physical contact with students.

An exception is made in cases where a member of staff is seeking to prevent harm or injury.

Safe Touch Policies are in place for those activities in school that may require contact.

Outside of these exceptions the Policy remains – no physical contact.

One-To-One Situations

Opportunities for abuse exist in all schools, especially boarding schools, and in one-to-one situations, e.g. tutorials, music lessons, one-to-one tuition, guidance interviews, sick rooms. The simplest advice would be to try, as far as possible, to avoid being alone with a child or young person. However, for some staff this is unrealistic as the context of their job is teaching in one-to-one situations, e.g. Music Instructors. This may also prove difficult, especially in a boarding situation, where it might be seen as beneficial for a child to have some opportunity for one-to-one contact with an adult:

- Always respect a child or young person's right to privacy
- Where one-to-one contact is appropriate, it should be timetabled and, where possible, held with others around or within earshot or view of others.
- Never have the door locked and, wherever possible, maintain a gap/barrier between you and the child.
- Another member of staff should be aware of any meeting and its purpose.
- If possible, doors should have built-in windows.
- Staff must not meet pupils off school premises for personal reasons or invite them to their home under any circumstances.
- Most one-to-one meetings will be straightforward and uneventful. But where the meeting is difficult, fraught, tense, accusatory or the student becomes distressed, the adult must record details and inform a senior manager of the incident.
- If in doubt about a meeting, agree that a colleague will be nearby.
- Excursions out of the school, especially residential stays, can provide opportunities for abuse. Care should be taken to ensure that there are sufficient adults to provide proper supervision and that appropriate risk assessment(s) have been carried out.

Physical Intervention and Restraint

'Reasonable in the circumstances' means using no more force than is needed. Control means either passive physical contact, such as standing between pupils or blocking a

pupil's path, or active physical contact such as leading a student by the arm out of a classroom. Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. · Where possible, another member of staff should be summoned to witness and give support. As soon as the child is under control, staff should cease any physical contact. **All incidents of physical intervention or restraint should be logged, dated and signed in a log kept for that purpose.**

Verbal Remarks

- Positive relationships between staff and children often involve warmth and humour but staff should be aware that there can be a narrow line between remarks which an adult perceives as fair and humorous, but which can be hurtful and embarrassing to a child.
- Salacious or demeaning remarks should never be made to or in the presence of children and young people. Remarks about a child's physical characteristics or development, or suggestive or derogatory comments could fall into this category.
- Staff should avoid making unfavourable comparisons to a child and 'picking on' particular children.
- Staff should encourage pupils to feel comfortable and sufficiently cared for to point out to them any attitudes or behaviours which they do not like.

Communication Via E-Technology And Social Media

- Any communication including electronic communication with pupils should be in line with school policy, for educational purposes and approved by the senior management of the school.
- WeChat is expressly banned between staff and students.
- There are acceptable route for communication through CPOMS and Email. These are the only acceptable means of communication.
- A teacher should not share, loan or give a FCG issued staff device to a student as this could result in a significant confidentiality breach. It is also highly recommended that teachers should not share personal devices with students unless in emergency and carefully supervised situations.

Climate Of Openness And 'Whistle Blowing'

- In working with children and young people, it is possible for staff, through ill-considered actions, to lay themselves open to allegations of abuse. Their best protection is to

encourage a climate of openness within the classroom and school community, where pupils feel confident to point out aspects of behaviour they do not like.

- If another member of staff is seen to behave inappropriately with a child, do not ignore it but share it with the Designated Safeguarding Lead.
- If the concern is about the DSL it should be reported to the Heads of College and if it is about the HoC it should be reported to the Chair of the Board of Governors.
- Staff who report suspected abuse will be supported by the School.
- From time to time, personal circumstances arise which can adversely affect professional relationships (e.g. bereavement, health or relationship breakdown). Should this be the case, staff are encouraged to seek help and support from a member of the Senior Management team, or HR.

School Trips

The Heads of School divisions and Head of Boarding will oversee the planning of all school trips including safeguarding and child protection arrangements. A member of the staff taking the group is responsible for safeguarding and child protection and consults the relevant Head of Pastoral Care before departure.

For any school trip where we assist in organising host families for pupils, procedures must be in place to ensure appropriate checks are undertaken and clear guidance is provided to the host families to support them and to ensure that the care and welfare of the child or young person is protected.

[*Add in Risk Assessment Procedure – add to appendix](#)

Volunteering Placements and Community Service

Where volunteering placements are being arranged for pupils, or where pupils themselves have arranged the placements, staff responsible should satisfy themselves that, if appropriate, the Child Protection Policy of the organisation affords adequate protection for the pupil.

Mentoring and ‘Buddying’ by Pupils

Where there are activities and opportunities in school where older pupils support younger pupils or where pupils provide peer support or where bullying is being discussed within a group of young people as part of the Wellness and Character Education programme, pupils should be trained appropriately and aware of the limits of their role in helping other pupils and know how and when to seek help from a member of staff.

Use Of Photographs and Videos Of Pupils

Staff should take all reasonable steps to safeguard pupils when they are being photographed and/or videoed. All parents have been offered an opt out of images of their children being used and Admissions will circulate names of those pupils who may not be photographed each academic year. Photos and videos can be used to provide opportunities to celebrate school activities, pupils’ achievements and for specific educational purposes. Common sense is required when implementing this guidance. All decisions should reflect the best interests of the pupil.

Whenever possible, school equipment should be used for taking photographs/filming.

- No photographs or video footage should ever be permitted in areas of personal privacy by staff or pupils. e.g. changing rooms, bathrooms and sleeping quarters.
- If using an external agency, ensure the photographer has been appropriately checked and

is accompanied by a member of school staff at all times.

- All images and videos of pupils taken for educational purposes belong to the school and should be stored appropriately. Staff should delete such photographs from personal devices once transferred to the school network within a reasonable time frame and in accordance with the Data Protection Guidelines.

All pupils have been offered an opt-out of images of them being used and names of those pupils who may not be photographed are circulated each academic year.

The school's [Data Protection Policy](#) and good practice must be followed at all times.

12. CPOMS Recording an Incident Guidance and Support:

To record an Incident on CPOMS

From your CPOMS Dashboard select Incident:

Then complete the form with the name of the student involved and a description of the incident. Select the categories you feel best fit the incident.

Once you have selected the categories you will be given a range of sub categories to choose from- you DO NOT HAVE TO CHOOSE a sub category if you do not feel it fits with the incident.

If there are other students involved (witnesses etc) added them in the section marked Linked Students.

If appropriate you can use the body map to indicate where on the body an injury was noted:

You can then assign this incident to a members of staff

If you wish to upload relevant files – statements / photos etc you can do that here.

You can then alert other staff you feel need to inform of this incident

Once you have completed the form select Submit Incident

CPOMS Support:

DSL: richard.palmer@fettes.cn

IT Support: johnny.yang@fettes.cn

CPOMS Support: support@cpoms.co.uk

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安全保护政策

广州市斐特思学校致力于确保所有学生和教职员生活在一个安全的环境中。安全保护是我们一切工作的核心，也是学校精神的组成部分。在广州斐特思，所有教职员都有责任积极促进所有学生的健康发展。学生能够感受到，他们可以放心地向老师提出任何问题和疑虑，因为他们知道自己会得到尊重、倾听并采取适当的行动。为此，所有教职员，无论是教学人员还是辅助人员，都要接受培训，以掌握保障和儿童保护程序方面的知识。

学校目标

广州斐特思的目标是培养个体，同时以强烈的家庭价值观为核心，建立一个快乐、有序、关爱的社区。

为此，我们将竭尽全力确保我们的学生：

- 在寄宿环境中接受最高质量的教育。
- 感到安全，有价值感、自我认同感，对他人的需要体贴周到，有担当。
- 培养他们的自信、正直、情绪稳定、忠诚、礼貌和幽默、领导能力和团队合作能力。
- 树立社区和服务意识，培养清晰的是非观，为走出学校以后的生活做好准备。
- 不论性别、性向、种族或宗教，均享有平等的机会。
- 鼓励他们在所做的每一件事情上都能勇于挑战自我。

学校总校长是监督学校各方面的安全保护工作的总负责人，指定人文关怀主任 Richard Palmer 先生为安全保护负责人（DSL），在指定安全保护领导团队副组长的支持下负责学院的安全保护工作。

广州斐特思安全保障小组：

指定安全保护负责人（DSL）：Richard Palmer

安全保护团队副组长：吴丽钦、王玉甜

员工培训

安全保护小组的所有成员都应完成三级或三级以上的保障培训。

所有教职员每年都要完成两次有关安全保护的培训，并遵守安全保护程序。此外，每年还对这些程序进行审查，并向所有教职员发布有关保护的指导原则。学年开始时，学校会发布《教职员行为准则》，并由教职员签署。

招聘程序严格审核成年人是否适合从事儿童工作。我们的安全招聘政策反映了最佳做法，并且每年更新。

定义

在本政策中，“教职员”是指在广州斐特思工作的所有成年人，包括所有教师、职能部门工作人员、校领导和顾问委员会成员。

本政策所指的儿童是指我们所照管的所有青少年，无论其年龄大小。

保护是一个整体过程，旨在确保儿童免受虐待和忽视，防止他们的健康和发展受到损害，并确保他们在能够获得最佳机会并在顺利的环境中成长。有效的保障措施对于确保我们的学生茁壮成长至关重要。

幸福是一个通用术语，用来描述美好生活的基本重要方面。GIRFEC Wellbeing Wheel 概括了这些方面：安全（safe）、健康（Healthy）、成就（Achieving）、培养（Nurtured）、活跃（Active）、尊重（Respected）、负责（Responsible）和包容（SHANAARI）。所有与我们学生有关的问题都要考虑到这一点。

儿童保护指需要保护儿童免受虐待或忽视。在需要保护的情况下，不允许虐待或遭受忽视的情况发生，而是要通过风险评估确定虐待和忽视造成重大伤害的可能性或风险。

伤害/重大伤害指虐待或损害儿童的健康或发展。在这里，“发展”可以指身体、智力、情感、社交或行为方面的发展，“健康”可以指身体或精神健康。儿童保护与重大伤害风险密切相关--儿童所遭受或可能遭受的伤害是否“重大”，要通过将儿童的健康和发展情况与对类似儿童的合理预期进行比较来确定。

风险指在儿童生活中存在各种因素的情况下出现特定结果的可能性。对重大风险的评估是决定是否需要保护儿童的关键。

教牧团队指为儿童提供支持的团队，通常包括舍监或助理舍监、教牧负责人，也可能包括医疗中心的一名工作人员。

学生支持计划指在有证据表明学校需要额外支持以满足儿童福利需求的情况下，为儿童制定的行动计划。该计划由安全保护负责人（DSL）与教牧小组成员协商后发起。

儿童计划指在有证据表明需要从校外采取一项或多项有针对性的干预措施来满足儿童的福利需求时，为儿童制定的单独行动计划。即使该儿童涉及多个程序，该计划通过单独的会议结构进行管理和审查，由安全保护负责人（DSL）发起。

儿童保护计划是一项多机构计划（学校将向家长提供一份清单，其中包含学校与陆港两地的外部机构合作的建议），适用于被认为面临重大伤害风险的儿童。该计划将纳入“儿童计划”，并由安全保护负责人（DSL）发起。

额外支持指根据儿童的个人情况提供额外的或有针对性的支持。这种支持通常（但不限于）由在学校接受过额外培训和具备专业知识的工作人员提供。

针对性干预指当学校提供的一般服务无法满足或完全满足儿童的需要，而提供的针对性服务。

保护责任

安全保护工作负责人需满足以下条件：

- 接受过适当的培训；
- 实时了解与儿童保障、福利和保护相关的最新立法、政策和做法；
- 就保障、福利和儿童保护事宜向 AB 委员会提供建议；
- 根据政策参与董事会有关保障、福利和儿童保护的所有决策，董事会在未征求学院负责人意见的情况下不得做出任何此类决定；
- 确保教牧领导小组制定所有必要的保障政策；

- 作为与教牧领导小组的联络点，教牧领导小组将向保障事务副校级领导通报任何新的儿童保护案件，并根据需要安全地共享儿童保护概述日志和年表；
- 每两周与保障委员会召开一次会议，审查儿童保护档案、成长问题、教职员培训记录和其他重要问题，包括可能的趋势；
- 处理出现的任何保障投诉。

保障小组

安全保护负责人（DSL）是学校的儿童保护顾问，负责在学校生活的各个领域实施儿童保护，并与所有教职员（包括教学人员和设施人员）密切合作。所有教职员都要参加儿童保护和安全保障入职培训和持续培训，在学校担任任何职务的成年人都要以专业的方式行事，并了解安全保障程序。

指导原则规定，指定安全保护负责人应确保：

- 学生在各个阶段都能得到保证和支持。
- 所有相关方都能获知后续决定和行动。

为确保在广州斐特思做到这一点，指定的安全保护负责人将：

- 作为处理任何儿童保护问题的第一联系人，并根据需要采取行动；
- 及时了解与保护儿童相关的法律、政策和实践；
- 至少每年参加一次培训；
- 协助审查和更新学校的儿童保护政策，并向员工发放《确保每个人的安全》小册子；
- 就任何儿童保护问题与教牧关怀负责人和教牧领导小组联系。
- 确保妥善保存和安全存储记录。通过CPOM收到的过往儿童保护和福利记录会妥善保存。一些个人或近期的儿童保护记录的纸质副本存放在上锁的文件柜中，由负责人保管；
- 每年向所有教学和辅助人员介绍儿童保护事宜，包括作为入职培训的一部分向所有新员工介绍；
- 培养所有参与学校教育工作人员的人员的儿童保护意识。

保障指南

如果认为某个儿童存在受到重大伤害的风险，首要关注的是他们的安全，教职员应第一时间联系教牧部主任。

如果您有任何疑问，应随时转告。

如果对儿童的安全存在严重担忧，仍应遵循现行的儿童保护程序。（在这种情况下，请参阅“儿童保护政策”）。安全保护负责人（DSL）将牵头调查问题，保护儿童的安全，并可能联系警方或其他支持服务机构。他们还将联系学校分部负责人，讨论儿童的持续福利需求，以及是否已制定或需要考虑制定儿童计划，以协调任何持续支持。

在某些情况下，其他专业人员可能会就某一健康发展问题与安全保护负责人（DSL）联系，根据他们的专业判断，他们可能会认为这是一个潜在的儿童保护问题。这时，他们应立即遵循儿童保护程序。

所有教职员工都必须参加定期的专业学习，以便他们有信心应对任何儿童保护或保障问题，包括反欺凌、电子保障、儿童性安全和极端主义。

正确对待每一个儿童 (GIRFEC)

这些指导原则是在“正确对待每一个儿童”（GIRFEC）的框架内制定的。

在儿童的成长过程中，有些儿童的需求会得到充分满足，有些儿童会遇到暂时的困难，还有些儿童可能会面临长期的挑战和复杂的问题。有时，他们及其家庭需要额外的支持。GIRFEC 确保提供此类支持的人员以儿童和家庭为考虑中心。GIRFEC 以适用于儿童工作各个方面的共同价值观和原则为基础。这些价值观和原则是：

- 促进每个儿童的健康成长：这是基于了解儿童在家庭和社区中的发展情况，并尽早满足他们的需求；
- 保护儿童安全：情感和身体安全是基础，其范围比儿童保护更广；
- 以儿童为中心：应听取儿童的意见，让他们参与对其有影响的决策；
- 采取面向全体儿童的方法：认识到儿童生活中的某个方面发生的事情会影响到他或她生活中的许多其他方面；
- 发挥优势，提高适应能力：尽可能利用儿童现有的网络和支持；
- 促进机会和重视多样性：儿童在任何情况下都应感到自己是有价值的，从业人员应创造机会来弘扬多样性；
- 提供适当、适度 and 及时的额外帮助，尽早提供帮助，并考虑短期和长期需求；
- 与家庭合作：尽可能对熟悉儿童状况的家庭给予支持，知道他们需要什么，什么对他们有效和无用。
- 支持知情选择：支持儿童和家庭了解什么是可能的帮助以及他们的选择；
- 尊重保密性及信息共享：在保障儿童保密权的同时，寻求同意共享相关且适度的信息；
- 在工作关系中倡导相同的价值观：认识到尊重、耐心、诚实、可靠、坚韧和正直是儿童、其家人和同事所珍视的品质；
- 充分发挥每个工作人员的专长：尊重他人的贡献并与他们合作，认识到分担责任并不意味着超出工作人员的能力或职责；
- 互帮互助：认识到儿童及其家庭需要工作者在适当的时候共同合作，以促进尽可能最好的帮助；
- 建设一支有能力的工作队伍，以促进儿童的健康发展，他们致力于促进个人学习和发展，并改善跨专业实践。

什么是“成长关注”？

工作人员可以对影响或可能影响儿童成长、幸福或潜能任何事情表示关切。这可能与单个事件或观察到的情况有关，也可能与一系列事件有关，还可能与孩子或与孩子有关的人的某项特质有关。通常情况下，我们会尽快与家庭教师和舍监沟通，并

填写一份“学生成长关注”记录，将其保存在 CPOMS 上的“行为管理器”中，同时通知教牧主任。我们的目标是，我们的所有政策和我们的“幸福与品德教育计划”都能反映出“幸福与品德教育计划”所概括的价值观。

针对所关注的问题，应提出以下五个问题：

- 1.是什么阻碍了孩子的成长？
- 2.我是否掌握了帮助这个孩子所需的所有信息？
- 3.我现在能做些什么来帮助这个孩子？
- 4.学校可以做些什么来帮助这个孩子？
- 5.如有需要，还需要其他人提供哪些帮助？

成长轮

该方法用八个方面来描述儿童和青少年的成长，他们需要在这八个方面取得进步，以便在现在和将来都能做得很好。这八个方面以“四种能力”为背景，旨在使每个儿童成为成功的学习者、自信的个人、负责任的公民和有效的贡献者。根据 GIRFEC，每个儿童都有权做到：

安全、健康、有成就、有教养、活跃、受尊重、负责、被包容

在第一种情况下，这些指标允许关注者强调儿童生活中受到影响的领域。在填写“关注学生成长”表格的第一部分时，应确定所涉及的领域。通过突出该领域，可以在处理儿童问题时制定更有针对性的行动计划。

我的世界三角

影响儿童童年发展的因素很多。有些因素是与生俱来的，如能力或气质；而有些因素则是外在的，如家庭影响或社会、经济和环境因素。种族和文化对塑造儿童对其生活世界的看法非常重要。与重要的成年人建立良好的依恋关系可以成为儿童一生的保护因素。创伤性事件和经历，如疾病、过早与父母或照顾者分离、虐待或忽视，会导致儿童的成长或发展中断或延迟，并影响他们的福祉。后来的经历会减轻或加重早期伤害性经历的影响。基于研究证据，“我的世界三角”提供了一个心理地图，帮助从业人员、儿童和家庭探索儿童的整个世界正在发生什么，以及对他们的幸福和发展可能产生的影响。

“我的世界三角”基于考虑儿童生活中可能存在哪些风险的出发点。三角形着重于儿童世界的三个方面：儿童自身、家庭和更广泛的环境。三角形是一个有用的工具，有助于将注意力集中在可能存在重大伤害风险的领域，或评估引起关注的因素。

复原力矩阵

下一步是研究这些因素对儿童个人的影响。复原力矩阵提供了一个框架，用于权衡特定风险与儿童个人的保护因素。复原力的概念是儿童成长的基础，以抗逆力为基础的方法以儿童整个世界的优势为基本，利用家庭、社区和普遍服务所能提供的一切。复原力/脆弱性矩阵将脆弱性和复原力、逆境和保护性环境这两个方面结合在一

起，为分析儿童世界的优势和压力提供了一个框架。这两个维度相互作用，加强环境中的保护性因素将有助于提高儿童的复原力。这些因素也可能凸显出需要更全面或更专业评估和分析的风险领域。

这一步标志着“解读”儿童个人情况并开始探索其潜在影响的过程。可以将儿童的情况分别绘制在两个连续体上，让实践者了解这些情况的影响在矩阵中的位置，从而了解他们的风险程度：

在保护性环境中的适应能力（低风险）

在不利环境中的复原能力（中风险）

在保护性环境中的脆弱性（中风险）

在不利环境中易受伤害（高风险）

寄宿学校的安全保障

作为一所寄宿学校，广州斐特思的教职员工有特别的责任确保他们所照管的儿童不受伤害，并有责任保护和促进在校儿童的成长。长期离家生活的儿童往往在各方面更容易受到伤害：

- 与家人分离可能会导致儿童在情感上与同龄人和其他成年人形成亲密的依恋关系；
- 情绪或学业压力可能导致青少年产生自我伤害行为，包括药物滥用和饮食失调；
- 与同龄人的密切和持续接触可能导致他们屈从于同龄人的压力，成为欺凌行为（包括网络欺凌）的受害者，或自己沉溺于欺凌行为，甚至存在同龄人之间的虐待；
- 在监管自由时间和促进青少年独立之间的平衡可能会导致青少年在闲暇时间参与有潜在风险的活动，而没有对风险进行充分的评估。

这种脆弱性可能导致儿童成为自己、同龄人或成年人（认识的或不认识的）虐待行为的受害者。因此，作为学生入校档案的一部分，我们为学生提供了关于支持来源的明确信息。除了包括儿童保护协调员和其他校内联系人之外，这些来源还包括：

- 可以提供支持的教职员工的联系电话/渠道；
- 可以就网络欺凌或任何有关电子安全的问题寻求帮助；
- 学校投诉程序的副本；
- 与学生年龄和理解能力相关的学校学生保密指南；
- 如果家长对其子女/寄宿生的健康发展有疑虑，还可以获得学校儿童保护协调员的详细联系信息；
- 学校的公共区域张贴着安全保护小组的海报。

重要的是：

- 学生能够通过一系列方法有效地与家人保持联系，包括电子技术，从而减少孤独感、夜间通话时间等。
- 住宿安排，包括厕所、淋浴和睡眠设施，要考虑到学生的尊严、隐私和个人空间；

- 教职员有良好的正式和非正式方法来监控所照管学生的健康。这些方法应包括适当的监管比例、定期的个人和小组会议，以及在用餐时间和空闲时间的非正式观察；
- 寄宿学校对学生的饮食和睡眠模式有良好的监控程序，以帮助及早发现饮食失调或药物滥用等问题；
- 制定专项政策，对学生通宵使用移动技术进行管理；
- 学生在课余时间离开学校时，学校依据制定严格的程序，以了解学生的去向、参与活动、与谁会面以及预计返回的时间；
- 举行具有强烈集体精神的活动，如运动队，不会让学生感到被排斥；
- 了解海外学生的需求。

应对保障关注问题

负责保障事务的教职员如下：

全校和小学部：Richard Palmer 人文关怀主任兼指定的安全保护负责人

中学部：王玉甜

幼儿园：吴丽钦

当学生想告诉你发生的事情时该怎么办？ALGEE"：

评估风险：如果您认为孩子面临严重风险，请立即联系安全保护负责人（DSL）；

倾听：不加评判地倾听（不要承诺保密）；

提供：保证和信息——提出“开放式”问题，例如“告诉我发生了什么”，避免引导性问题；

鼓励：适当的专业帮助，不要自己去调查学生告诉你的事情；

激励：自助和其他支持策略（在相关工作人员的指导下）。

填写 "学生成长关注" 表，并将关注事项转达给人力资源小组和宿舍工作人员以及教牧关怀负责人。

但是，如果认为儿童有受到重大伤害的风险，则应首先关注他们的安全，工作人员应第一时间联系。

如果您有任何疑问，请随时转告。查阅《儿童保护政策》并记录

尽快填写 "学生成长关注表"（通过 wellbeing@fettes.cn），尽可能引用儿童的话。

应对健康发展问题

一旦出现令人担忧的健康问题，该学部的安全保护负责人（DSL）应与主要的教职员工会面，评估该儿童在学校内可能需要的额外支持，并商定行动要点。HRT / HP 将对情况进行监控，并与学生、家长和教职员保持联系。任何重大事件或做出的决定都将通过电子邮件 CPOM 进行记录和安全存储。

教务组将定期检查学生的健康状况，并提供所需的额外支持。如果情况升级或存在重大的健康问题，那么安全保护负责人（DSL）可能会决定启动“学生支持计划”。

学生支持计划

学生支持计划用于协调广州斐特思提供的支持。这使我们能够在学生使用我们的医疗中心或学校辅导员时对其进行监督和支持，并帮助我们记录学生的进展情况，详细记录所关注的问题和采取的行动。

安全保护负责人（DSL）和教务负责人将与学生及其家人会面，讨论任何健康问题，商定行动计划和复查日期。儿童及其家长对学生支持计划发表意见，并有机会查看计划内容。

下一步，在儿童及其家长的参与下，密切监督和审查儿童的进步情况。如果儿童被认为处于危险之中，教务小组应决定是否有必要采取有针对性的干预措施和利用外部机构来满足儿童的福利需求，并启动儿童计划。应对措施应适度合理。

信息共享

即使违反了保密义务，也可以共享信息，但共享信息的专业人员应考虑儿童的意见，只有在支持、促进和保障儿童健康所必需的情况下，才共享保密信息。

当然，如果专业人员担心儿童可能面临重大伤害的风险，他们必须采取儿童保护程序来共享信息。

作为一般原则，儿童及其家人有权知道有关他们的信息何时被共享，儿童有权表达自己的意见并得到考虑。但是，如果相关机构（如果有的话）是在履行其法定职责，则没有必要也不适宜征求儿童的同意。在决定是否合法分享与儿童有关的信息时，儿童的最大利益至关重要。在任何时候，共享的信息都应儿童的情况相关、必要且相称，并仅限于需要知道的人。在共享信息时，应记录信息的共享时间、共享对象、共享目的、共享形式，以及信息的披露是否经过知情同意。同样，任何不共享信息的决定及其理由也应记录在案。

教职员工必须认识到：

- 任何学生的个人或保密信息可以在内部与相关的教务人员共享，但您必须说明共享这些信息的原因。
- 只有在适当的时候，您才可以查阅学生个人信息。
- 个人信息和保密信息在学生离开学校后至多保留五年，如果要将这些信息传递给外部，通常需要征得同意。
- 任何学生个人信息都应安全地存储在学校的信息和通信技术网络中，只有相关的教职员工才能接触到这些信息。
- 所有教职员工都应阅读我们的 GDPR 政策指南，并了解自己在记录、存储和共享信息方面的责任。

儿童保护政策

如果认为某个儿童有受到重大伤害的风险，首要关注的是他们的安全，教职员工应第一时间联系儿童安全保护制定负责人或安全保护小组成员。如有疑问，请向指定负责人咨询；如有疑问，请转告相关人员。

一旦对儿童可能的安全出行担忧，指定负责人必须考虑儿童的即时需要，并考虑以下问题：

- 儿童是否面临直接风险？
- 是什么导致该儿童面临直接风险？

- 现在需要采取什么措施来消除这种风险？

在处理已知或可疑的欺凌案件这一敏感而棘手的工作中，学校的教职员工扮演着重要的角色。但除此之外，他们在识别欺凌迹象方面也起着特别重要的作用。在学校生活中有机会观察到一些现象，否则这些迹象很可能被忽视。然而，要利用这些机会，就需要对相关现象有一定了解，并意识到在发现这些现象时需要采取的行动。

在寄宿学校，我们有特殊的责任来确保我们所照顾的孩子们的安全。所有教职员工都必须熟悉本指南的内容。

可能欺凌或虐待儿童的迹象——四类重大伤害：

- **忽视——**
未能满足儿童的基本/心理需求，包括食物、住所、衣物、情感支持、医疗护理和免受身体伤害的保护性环境。
- **身体虐待——**包括殴打或摇晃儿童，或抓住儿童的衣服。
- **性虐待——**
包括身体接触、让儿童观看色情制品、诱导或怂恿儿童做出不恰当的性行为。
- **情感霸凌——**
持续霸凌儿童，可能会让儿童觉得自己没有价值、不被爱或不够好。也可能包括强加不恰当的期望。

请务必知晓，列出的清单既不是确定的，也不是详尽无遗的。必须根据儿童的整体情况，并结合与儿童及其环境相关的一系列其他信息进行参考。在处理儿童保护问题时，应考虑到沟通和背景方面的任何相关文化差异。

有额外支持需求的儿童尤其容易受到伤害。残疾儿童和聋哑儿童遭受欺凌的可能性是同龄儿童的三倍。这些儿童在识别虐待和忽视时可能面临更多障碍，其中包括：

- 在没有进一步探究的情况下，假定行为、情绪和受伤等可能存在欺凌的迹象与儿童的残疾有关；
- 比其他儿童更容易被同龄群体孤立；
- 有可能受到欺凌等行为的过度影响，但没有任何外在表现。

这些都是儿童可能有问题的常见迹象，但不一定与虐待有关。儿童可能有其中一些问题，也可能完全没有。这些迹象的组合、频率和持续时间会让您警觉到问题的存在。请尽量注意平时行为的所有变化。

所有不同形式的虐待儿童行为之间可能存在重叠，所有或几种虐待儿童行为可能同时存在。在考虑非意外伤害的可能性时，重要的是要记住伤害可能是由于其他原因造成的，如真正的意外或疾病。

虐待迹象

身体虐待，可能存在身体虐待的迹象：

- 无法解释的伤害；
- 解释不一致：孩子对受伤原因的解释不一致或相互矛盾，或者他们的解释与受伤的严重程度不符；
- 受伤模式：反复受伤或受伤模式处于不同的愈合阶段，表明有虐待史：

- 异常行为：孩子可能表现出极端的攻击性、退缩、恐惧、焦虑或抑郁，还可能表现出自卑，难以信任他人；
- 衣着不当：孩子可能穿着与天气不相称的衣服，穿着隐蔽的衣服来掩盖伤痕，或穿着超过必要的衣服来掩盖伤痕或瘀伤；
- 无故缺席学校或其他活动；
- 害怕身体接触：孩子可能会退缩、畏缩或表现出明显的不安。

身体忽视，可能存在身体忽视的迹象：

- 持续饥饿；
- 个人卫生差；
- 持续疲倦；
- 衣冠不整；
- 经常迟到或无故不上学。
- 未经治疗的医疗问题；
- 低自尊心；
- 不良的同伴关系；
- 偷窃。

情感霸凌，可能存在情感霸凌的迹象：

- 自卑；
- 持续自我贬低；
- 突然出现语言障碍；
- 注意力明显下降；
- 社会情感不成熟；
- “神经质”行为（如摇晃、敲打头部）；
- 自残；
- 强迫性偷窃；
- 极端被动或攻击行为；
- 逃避；
- 滥交。

性虐待，并非所有儿童都会告诉父母他们受到了侵犯。行为上的变化可能是发生了一些事情的信号。重要的是要记住，在性侵犯中很可能没有身体或行为上的迹象。

可能发生性虐待的迹象：

行为方面：

- 对成人缺乏信任或对成人过于熟悉；
- 害怕某个特定的人；
- 社会隔离——退缩或内向；
- 离家出走；
- 女孩取代母亲的角色；
- 不愿或拒绝参加体育活动或为活动换衣服；
- 低自尊心；
- 滥用药物、酒精或溶剂；

- 显示超出儿童年龄的性知识；
- 对成人、儿童或动物的生殖器产生异常兴趣；
- 以与年龄不符的方式表达爱意；
- 睡眠障碍（噩梦、无理恐惧、尿床、害怕独睡、夜灯）；
- 害怕浴室、淋浴和紧闭的房门；
- 异常的性化绘画；
- 害怕医疗检查；
- 发育倒退；
- 不良的同伴关系；
- 不恰当的行为或性有害行为；
- 强迫性手淫；
- 偷窃；
- 生理不适，如反复腹痛或头痛。
- 拥有不明原因的大量的金钱或财产‘
- 性乱。

身体/医疗方面：

- 失眠、做噩梦、怕黑；
- 大腿或生殖器部位出现瘀伤、抓痕、咬痕；
- 瘙痒、疼痛、分泌物、直肠、阴道或阴茎不明原因出血；
- 排尿疼痛或反复泌尿感染；
- 内裤沾污；
- 异常的生殖器异味；
- 焦虑/抑郁；
- 饮食失调，如神经性厌食症或贪食症；
- 行走或坐立时感到不适/困难；
- 怀孕，尤其是不愿说出父亲的名字；
- 性病、性传播疾病；
- 训练有素的儿童弄脏或弄湿衣服；
- 自残/自杀未遂，虐待身体；

教职工行动措施

如果工作人员怀疑儿童可能受到虐待或面临虐待或重大伤害的风险，或者如果儿童披露了虐待行为，或者如果第三方表达了担忧，工作人员应：

1. 做出反应，不要表现出不安、焦虑或震惊。
2. 以同情的态度认真倾听。
3. 如有必要，使用 "W" 问题询问受伤的原因或孩子出现不安的原因——发生了什么？在哪里发生的？谁干的？何时发生的？
4. 不要盘问或进行详细调查；而是鼓励孩子说出他或她想说的话，以确定基本事实。
5. 仔细观察孩子或表示关切的人的行为或举止。
6. 让孩子放心，他/她不是罪魁祸首。

7. 不要表现出不相信。
8. 不要保证保密。
9. 认真对待指控。
10. 肯定儿童所表达的感受（不要告诉儿童他/她应该如何感受）。
11. 避免对儿童提供的信息妄加评论。

询问和检验证据不是学校教职员的事情；这是警方和社会工作的责任。教职员工的这种做法可能会影响日后的调查。学校工作人员的职责是**识别、回应、报告和记录（4R）**：

1. **识别**——当孩子的行为和举止令人担忧，或者他们告诉你的事情表明他们可能有受到伤害的风险时，要意识到这一点。
2. **回应**——按照以下指导做出反应。
3. **报告**——在同一天工作日内尽快向儿童保护协调员报告他们的担忧。
4. **记录**——在发送至 CPOM 的电子邮件中详细记录身体受伤的迹象。相关儿童或可能是施虐者的成年人对伤害发生方式的任何评论都应记录在案，最好在评论发表后尽快引用实际使用的词语。

向指定安全保护负责人（DSL）寻求帮助

指定安全保护负责人在与学校分部负责人、学院负责人和舍监协商后，将决定是否应采取进一步措施。由学校领导和学部领导决定何时通知家长。

指定安全保护负责人有责任确保：

- 学生在各个阶段都能得到安抚和支持；
- 将后续决定和行动告知所有相关方。

学生儿童保护意识培训

每学年开学时，儿童保护小组都会访问每间寄宿宿舍，并向学生们介绍以下内容：

- 儿童保护小组是谁，我们做什么：
 - o 学校教务团队的一部分，负责学生的福利；
 - o 如果学生与校长或班主任召开纪律会议，我们会在场做记录，并确保过程公正。
- 关于谁能提供帮助的信息：
 - o FCG 不同工作人员的职责
- 学校的保密准则：
 - o 信息和通信技术政策以及保持网络安全，包括网络欺凌和剥削。

教职工与学生互动指南

行为守则——安全保护方面

每学年开始，学校分发《教职员行为准则》，并要求所有教职员在准则上签字，以确保阅读并理解该准则。下面重点介绍《行为准则》中与具体的“保障关注”的有关方面：

身体接触

广州斐特思有一项不与学生发生身体接触的长期政策；但在教职员试图防止伤害或损伤的情况下例外；

安全接触政策适用于学校中可能需要接触的活动；
除这些例外情况外，仍然禁止身体接触；

一对一情况

在所有学部，尤其是寄宿部，以及在一对一的情况下，如辅导班、音乐课、一对一补习、辅导面试、医疗等，都存在虐待的可能性。最简单的建议就是尽可能避免与儿童或青少年单独相处。然而，对某些工作人员来说，这是不现实的，因为他们的工作是一对一教学，如音乐教师。特别是在寄宿情况下，这也可能是困难的，因为在寄宿情况下，孩子有机会与成人进行一对一的接触会也可能是有益的：

- 始终尊重儿童和青少年的隐私权；
- 在一对一接触合适的情况下，应安排好时间，并在可能的情况下，与周围的其他人或在其他人的耳边或视线范围内进行接触；
- 切勿将门反锁，并尽可能在您和孩子之间留出空隙/障碍物；
- 另一位工作人员应了解任何会面及其目的；
- 如果可能，门上应安装内置窗户；
- 教师在任何情况下都不得因个人原因在校外会见学生或邀请学生到家中做客；
- 大多数一对一的会面应是简单而顺利的。但是，如果会面出现困难、紧张、指责或学生感到痛苦的情况，成人必须记录详情并将事件通知上级管理人员。
- 如果对会面有疑问，应让同事在一旁待命。
- 校外活动，尤其对于寄宿生来说，可能为虐待行为提供可乘之机。应注意确保有足够的成人提供适当的监督，并已进行适当的风险评估。

行为干预和约束

- **“在当时情况下合理”是指不使用超出需要的武力。控制是指被动的身体接触，如站在学生中间或挡住学生的去路；或主动的身体接触，如牵着学生的胳膊带出教室。约束是指对学生进行身体牵制或使其受到控制。通常在比较极端的情况下使用，例如两名学生打架，在没有身体干预的情况下无法分开。是否进行人身干预由相关教职员工根据专业判断决定，并应始终视具体情况而定。**
- “合理约束”一词涵盖了大多数教师在其职业生涯的某个阶段与学生发生一定程度身体接触时所使用的各种行动。这包括从用手臂将学生引向安全地带，到更极端的情况，如制止打斗或需要约束学生以防止暴力或伤害。
- 学校教职员工应始终尽量避免采取可能造成危害的行动，但在极端情况下，不一定总能避免伤害学生。在可能的情况下，应召集另一名教职员工见证并给予支持。一旦孩子受到控制，工作人员应立即停止任何身体接触。**所有行为干预或约束事件都应记录在案，注明日期并签字。**

口头评论

- 工作人员与儿童之间的积极关系往往包含温情和欢笑，但工作人员应该意识到，成人认为公平和幽默的言辞，对儿童来说可能是伤害和尴尬，这两者之间可能只有一线之隔。

- 绝不能对儿童和青少年或当着他们的面说尖酸刻薄或贬低他们的话。对儿童身体特征或发育的评论，或暗示性或贬损性的评论都属于此类。
- 教职员工应避免与儿童进行不利的比较或“挑剔”特定儿童。
- 教职员工应鼓励学生感到自在和受到充分关爱，向老师指出他们不喜欢的态度或行为。

通过电子技术和社交媒体进行交流

- 任何与学生的交流，包括线上交流，都应符合学校政策，以教育为目的，并经学校高级管理层批准。
- 命令禁止教职员工与学生之间使用微信。
- 通过 CPOMS
和电子邮件进行交流是可接受的途径。这些是唯一可接受的通讯方式。
- 教师不得与学生共用、借用或向学生提供学校配发的员工设备，因为这可能导致严重的泄密事件。此外，强烈建议教师不要与学生共用个人设备，紧急并在严格监督下的情况除外。

公开和“举报”的氛围

- □在与儿童和青少年一起工作时，教职员工有可能会因考虑不周而被指控不当行为。对他们最好的保护就是在教室和学校社区内鼓励开放的氛围，让学生有信心指出他们不喜欢的行为；
- 如果看到其他教职员工对儿童有不当行为，不要置之不理，而应向指定的保护领导报告；
- 如果所关注的问题与安全保护负责人（DSL）有关，则应报告给学院院长；如果与安全保护负责人（DSL）有关，则应报告给理事会主席；
- 举报涉嫌虐待行为的教职员工将得到学校的支持；
- 不时出现的个人情况会对职业关系产生不利影响（如丧亲之痛、健康或关系破裂），在这种情况下，我们鼓励员工向上级管理团队或人力资源部寻求帮助和支持。

学校旅行

学校各部门主任和寄宿部主任负责监督所有学校旅行的计划，包括安全保障和儿童保护安排。带队的一名教职员工负责安全和儿童保护工作，并在出发前咨询相关的教牧主任。

对于我们协助组织学生寄宿家庭的任何学校旅行，必须制定程序，确保进行适当的检查，并向寄宿家庭提供明确的指导，以支持他们，并确保儿童或青少年的护理和福利得到保护。

*添加风险评估程序到附录中

志愿服务和社区服务

在学生安排志愿服务或由学生自己安排志愿服务的情况下，负责人员应确保该组织的儿童保护政策能够为学生提供足够的保护。

学生的指导和“伙伴”

如果学校有高年级学生帮助低年级学生的活动和机会，或提供同伴支持，亦或在青少年群体中讨论欺凌问题，作为“健康与品德教育”计划的一部分，则学生应接受适当的培训，了解自己在帮助其他学生时的角色限制，并知道如何以及何时向教职员工寻求帮助。

学生照片和视频的使用

当学生被拍照或录像时，教职员工应采取一切合理措施保护学生的安全。所有家长都可以选择不使用其子女的照片，招生部门每学年都会公布不允许拍照的学生名单。照片和视频可用于庆祝学校活动、学生成就以及特定的教育目的。在执行本指南时，必须具备常识。所有决定都应反映学生的最佳利益。

- 在可能的情况下，应使用学校设备拍照/摄像。
- 在涉及教职员工或学生个人隐私的地方（如更衣室、浴室和寝室）不得拍照或摄像。
- 如果使用外部机构，应确保摄影师经过适当的检查，并始终有一名学校工作人员陪同。
- 所有出于教育目的而拍摄的学生图像和视频均归学校所有，并应妥善保存。照片一旦传输到学校网络，教职员工应在合理的时间内根据《数据保护指南》删除个人设备上的此类照片。

每位学生都有权选择不使用他们的照片，每学年都会分发不被拍照的学生名单。

在任何时候都必须遵守学校的数据保护政策和行为规范。

12. CPOMS 平台使用指南

录入事故/事件

在 CPOMs 主界面选择时间：

然后在表格中填写涉事学生的姓名和事件描述。选择您认为最适合该事件的类别。

选定类别后，您将获得一系列子类别供您选择——如果您认为某个子类别与事件不符，则不必选择。

如果还涉及其他学生（证人等），请将他们添加到标记为 "关联学生 "的部分。

如果合适的话，您可以使用人体图来标出受伤部位：

然后，您可以将此事件分配给一名工作人员。

如果您希望上传相关文件——声明/照片等，可以在此处上传。

然后，您可以提醒您认为有必要通知的其他员工此事件。

填写完毕后，选择 "提交事件"。

CPOMs 支持：

DSL: richard.palmer@fettes.cn

IT 支持: johnny.yang@fettes.cn

CPOMs 支持: support@cpoms.co.uk