



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 Designated Safeguarding Lead, or in their absence, to the Principal, Ben Keeling.

11th November 2024

Given the nature of this responsibility, it is important to recognise that observance of a failure to report in the expected way could lead to the raising of a concern related to the attitude or actions of a colleague via the Speak Out (F11) policy.

Introduction

Shrewsbury International School Hong Kong highlights Care and Compassion as a core value within Guiding Statements that also describe a 'student centred' and 'holistic' approach, 'inspired by the very best of British education'. An unwavering commitment to the wellbeing of every child in our care is also embedded deep within a Motto that connects all Shrewsbury schools: *intus si recte ne labora* - if the heart is right, all will be well.

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), Keeping Children Safe in Education 2024 (UK), Working Together to Safeguard Children 2023 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 and their role within it. A child-friendly version of this policy is available under the title 'Keeping Children Safe' (Appendix D).

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

Key Terms

'Child Protection' is the part of the safeguarding process that details how to protect young people identified as either suffering, or likely to suffer, harm as a result of physical, sexual, emotional abuse, neglect or exploitation.

'Safeguarding' is the action or series of actions taken to promote the welfare of children and protect them from harm to their health and development.

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

'儿童保护' 是指对保护正在或有潜在可能受到身体、性、情绪虐待或忽视而遭受或可能遭受重大伤害的学生的保护过程。

'安全保障' 是指为了保护儿童的权益并保证其身心健康和发展而采取的行动或一系列措施。

本政策提及的'员工', 包括但不限于全体在校工作、代表学校工作的合同雇员、临时雇员和长期雇员。

Aim and Purpose

This policy is designed to create a culture within The School which helps students to feel safe and talk freely, on the understanding that they will be listened to and their voice valued.

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

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

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 the safety, equality and protection of all children to students, parents, staff and visitors.

Safeguarding Principles

While Shrewsbury International School Hong Kong provides a nurturing and stimulating environment and promotes the social, physical, psychological and moral development of each individual student, Members of Staff are always expected to adopt the approach that 'it could happen here'.

In order to best safeguard students, The School will:

1. Always view the interests of the child as the first and paramount consideration;
2. Proactively promote the welfare of children;
3. Provide information and guidance relating to the act of safeguarding students to all members of our community;
4. Ensure that all members of the school community are encouraged to 'speak out' in the knowledge that they will be listened to;
5. Actively monitor students thought to be at risk, keeping careful and confidential records of concerns raised and actions undertaken;
6. Inform students of their right to be protected from abuse of all types including online, how they can keep themselves safe;
7. Ensure that students understand how to find support should they ever need it;
8. Implement safer recruitment practices;
9. Review policies as often as is required.

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

Recognising and Reporting Concerns

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, it is important to remember that abuse is more often observed over an extended period of time. It is for this reason that Members of Staff are expected to record all and any arising concerns, no matter how small. Members of Staff need to be particularly alert to the risks posed to children during term breaks, weekends and periods of school suspension. More detailed guidance regarding the signs and symptoms of abuse, including specific information pertaining to radicalisation, female genital mutilation and sexting, can be found within Appendix C.

In the case that a student volunteers sensitive information the receiving adult should listen, respond to confirm their understanding and reassure, record and report. 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. Aside from the Safeguarding Team, Members of Staff should not investigate safeguarding concerns. No one should attempt to draw conclusions. More detail on the procedure in the event of a disclosure can be found in Appendix A.

All concerns regarding a child's welfare should be referred to the Designated or Deputy Designated Safeguarding Leads, or in their absence, to the Principal, ideally through direct submission via our digital Online Child Protection Management System (CPOMS). Concerns can also be expressed in person or in writing via Confidential Concern Form, a copy of which can be found in Appendix B.

全体教职员工均有主动观察和报告学生是否有可能遭受潜在身体、性和情绪忽视或虐待的责任和义务。

造成严重影响的创伤事件一般是由长时间的侵害造成的。因此，全体教职员工均需及时发现并记录任何会潜在对学生造成危害的事件，无论事件大小。全体教职员工需要重点关注在假期、周末和学校停课期间可能发生的侵害事件。更多有关激进信息、女性生殖器切割(FGM)、色情信息等虐待危害迹象的指导，请参阅附录C。

如若学生主动自愿提供敏感信息，教职员工需要认真聆听，给予理解并安抚，作出回应，并及时记录和汇报。教职员工不应向任何学生或成人承诺保证其隐私信息的完全匿名化，应确保隐私信息仅向儿童监护主管公开。调查并得出关于学生保护措施结论应由学校的儿童监护团队负责，任何其他教职员工不应擅自调查或对事件下定论。更多关于事件信息公开流程的细节，请参阅附录A。

任何有关儿童保护的问题反馈均应向指定的儿童监护主管或儿童监护副主管通过在线儿童保护管理系统(CPOMS)直接提交。在以上人员缺席的情况下，请将相关信息汇报给校长。此外，反馈信息也可以通过面对面交谈或者填写学生安全匿名反馈表的形式进行汇报。学生安全匿名反馈表请参阅附录B。

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. At the point of disclosure, it should be reiterated 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.

The Personal Data (Privacy) Ordinance (Cap 486) prohibits the use of personal data for any new purpose which is not related to the original purpose when collecting the data, unless with the data subject's consent. In circumstances relating to child protection however, obtaining consent may not be possible or be in the best interests of the child, where the 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 must 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 securely. In the event that concerns are hand written or word processed, documents will be securely stored as soon as they have been transferred to CPOMS.

Roles and Responsibilities

Members of Staff are responsible for:

1. Observing students and reporting concern;
 - 1.1. Every Member of Staff must be aware of the possibilities, types and signs of child abuse and exploitation;
 - 1.2. Any Member of Staff that 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, must report to 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 Designated 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 proactively ensure that child protection and safeguarding remain a constant and active consideration at every level of school planning including policy;
 - 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 support the timely reporting of relevant information to the Board of Governors;
 - 1.5. They populate meeting agendas so as to reinforce expectations;
 - 1.6. 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 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 Hong Kong, the Designated and Deputy Designated Safeguarding Leads send confidential records held 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 Designated Safeguarding Lead will assess and evaluate the concern held, assign a series of tracking tags and categorise it depending upon the level of engagement required to support a given action or response:
 - 3.1.1. Level 5: Safeguarding Team Supported Action;
 - 3.1.2. Level 4: Safeguarding Team Directed Action;
 - 3.1.3. Level 3: Safeguarding Team Led Action;
 - 3.1.4. Level 2: Principal Directed Action;
 - 3.1.5. Level 1: External Directed Action.
 - 3.2. They provide advice and support to those that have raised concern and may be supporting a student whose safety and welfare are at risk;
 - 3.3. They manage a live caseload through the initiation of Team Around the Child (TAC) meetings and the creation and implementation of support plans;
 - 3.4. They work with parents to limit the risks posed to children;
 - 3.5. They direct the utilisation of external support agencies.

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), Federation of British International Schools in Asia and the relevant embassy of a Member of Staff who has harmed or may pose a risk to a student.
7. Reporting to the Board of Governors on the implementation of this policy.

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 Board of Governors is responsible for:

1. Reviewing this policy periodically and advising The School on its content and application;
2. Engaging with termly Child Protection and Safeguarding reports from the Principal.

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, is 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;
4. Maintaining the Single Central Record.

The Admissions Team is 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 Designated 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 Designated Safeguarding Leads to track and report Child Protection and Safeguarding concerns.

The Digital Citizenship 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 including the dissemination of the student Acceptable Use Agreement held within the Digital Citizenship policy (D6);
2. Informing parents of ways in which they can minimise these risks at home, including through the delivery of a webinar centred upon the Parental Acceptable Use Agreement;
3. Devise and facilitate Digital Citizenship 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 oversees 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 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. If the allegation made relates to the behaviour or conduct of the Principal, members of staff are encouraged to engage the School Supervisor directly.

Investigation of any allegation made will be undertaken in reference to the Code of Conduct (F12) and Disciplinary (F3) policy.

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.

Digital Citizenship

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.

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
- C7: Digital Citizenship
- E2: Anti-Bullying
- E7: Educational Visits
- E10: Suicide Prevention
- E15: Student Well-being
- F2: Recruitment
- F3: Disciplinary
- F8: Data Protection
- F11: Speak Out
- F12: Staff Code of Conduct
- F17: Termination of Employment
- H5: Equal Opportunities

The successful implementation of this policy supports the wider assessment of our achievement in relation to our Guiding Statements (A1), with safeguarding records identified as a key performance indicator.

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Appendix A: Procedure in the Event of a Disclosure

1. Respond to 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. Reassure the child 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) or via the online management system (CPOMS).

Use the questions on the form to guide your report.

4. Report in person digitally via the Child Protection Online Management System or 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:	

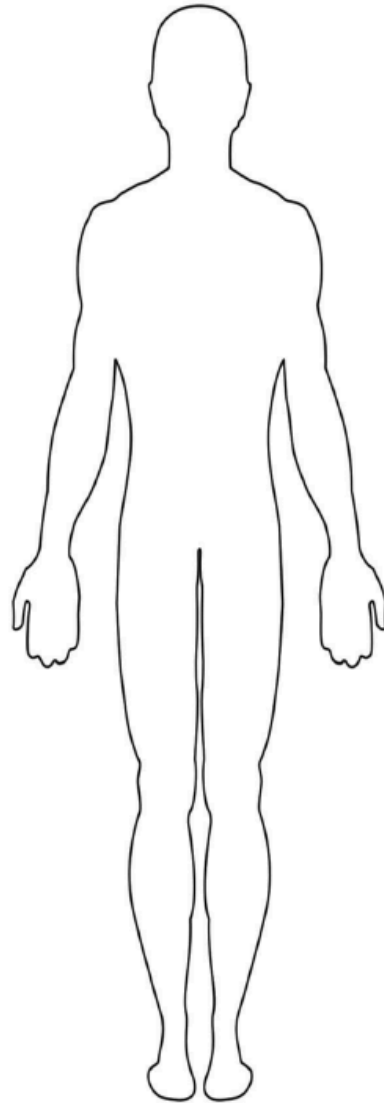
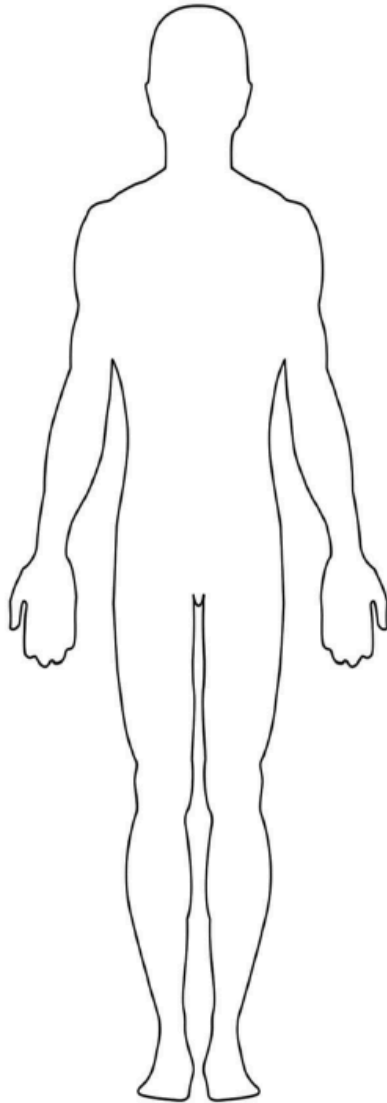
Student's first name:		Gender:	
Student's last name:		Class:	

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

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

FRONT

BACK



Actions taken:

DSL Signature:

Time and date received:

Appendix C: Recognising and Responding to Suspected 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 role play, use sexualised language 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 defined as:

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.

Affluent neglect refers to neglect that is experienced by children raised within wealthy families. It may involve a parent working long hours leaving a child's emotional needs unfulfilled, lavish gift giving as a substitute for parents being present or excessive pressure placed on a child to perform and succeed.

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, evidence of sexually transmitted diseases or poor skin condition;
- Semen or blood stained clothing;
- Difficulties sitting or standing;

- Unexplained injuries, marks 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;
- Repetitive compulsion;
- 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;
- Stealing of objects or food;
- Refusal to undress for PE and wearing clothes to cover injuries, even in hot weather;
- Concealment of injuries or marks;
- Fear of medical help, physical contact or examination;
- Keenness to exit a space;
- 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;
- Self-destructive behaviours;
- Seeking frequent 1:1 adult attention;

- Being isolated or withdrawn;
- Inability to concentrate;
- Graphic nightmares;
- Inappropriate drawings or conversations;
- Unexplained change in appetite;
- Physical behaviours towards others;
- Self-harm;
- Suicide ideation or attempt;
- Faecal smearing or urinating;
- Secrecy;
- Repeated or extended absence.

Attendance

Poor or irregular attendance at school can also be observed to be an indicator of concern, particularly when absences are not properly justified or explained.

Child on Child Abuse

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

1. Bullying (including cyber, prejudice-based and discriminatory bullying);
2. Physical abuse (including hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm);
3. Threatening or encouragement of physical abuse;
4. Sexual violence (including sexual assault);
5. Sexual harassment (including sexual comments, remarks, jokes);
6. Consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
7. Up-skirting;
8. Initiation or hazing type violence or rituals;
9. Encouraging a child to engage in sexual activity.

Staff should be clear as to the school policy and procedure with regards to child on child 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. Child on child abuse should never be tolerated and is not 'banter' or 'part of growing up'.

Details of how to respond to instances of child-on-child abuse can be found [here](#).

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.

Child Mental Health

Mental health concerns can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only trained professionals should attempt to make a mental health related diagnosis, however staff are well placed to observe children on a day-to-day basis and identify behaviour that might suggest a child is either experiencing mental health challenges or may be at risk of developing them.

Domestic Abuse

Domestic abuse is any single incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse within the family. The abuse can encompass, but is not limited to psychological, physical, sexual, financial or emotional harm.

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 Designated 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.

Honour-based abuse can also take the form of forced child marriage, breast ironing, domestic abuse and being held against their will.

Sexting

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

Appendix D: Keeping Children Safe

Introduction

Shrewsbury International School Hong Kong 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 \(DfE, 2024\)](#)

[Working Together to Safeguard Children \(DfE, 2023\)](#)

[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 the 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: