



CANADIAN INTERNATIONAL SCHOOL KUNSHAN
555 Chuanshi Road, Kunshan,
Jiangsu Province, China, 215300

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Child Protection

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Child Protection at CISK

CISK 未成年学生保护政策

Table of Contents

1. Ethos statement

2. Introduction

3. Key roles and responsibilities

4. Training

5. Code of Conduct

Appendix A – Recognising concerns – signs and indicators of abuse

Appendix B – Specific safeguarding issues

Appendix C – Children potentially at greater risk of harm

Appendix D – Opportunities to teach safeguarding

Appendix E – Online safety

1. Ethos statement

We at Canadian International School Kunshan (CISK) recognise the moral and legal responsibility placed on all staff to safeguard and promote the welfare of all children. We aim to provide a safe and welcoming environment in which children can learn, underpinned by a culture of openness where both children and adults feel secure, are able to raise concerns and believe they are being listened to, and that appropriate action will be taken to keep them safe.

2. Introduction

This policy will be reviewed annually, as a minimum, and will be made available publicly via the school website.

Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.



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This policy is for all staff, parents, governors, volunteers, supply staff and contractors and the wider school community. It forms part of the child protection and safeguarding arrangements for our school and is one of a suite of policies and procedures which encompass the safeguarding responsibilities of the school

The aims of this policy are to:

- Provide staff with a framework to promote and safeguard the wellbeing of children and young people, and ensure that all staff understand and meet their statutory responsibilities;
- Ensure consistent good practice across the school.

The school board expects that all staff will know and understand this child protection and safeguarding policy and their responsibility to implement it. Course co-ordinators will ensure that they and senior leaders have read and understood this document. They will also ensure that arrangements are in place for all staff members to receive appropriate safeguarding and child protection training.

Compliance with the policy will be monitored by the Headteacher, and designated safeguarding lead(s) (DSLs).

3. Key Roles and Responsibilities

School principals

School principals have a strategic leadership responsibility for the school's safeguarding arrangements and must ensure that they comply with their duties under legislation. School principals have a responsibility to make sure that there are appropriate policies and procedures in place, in order for appropriate action to be taken in a timely manner to safeguard and promote children and young people's welfare.

School principals will ensure they facilitate a whole-school approach to safeguarding. This means involving everyone in the school and ensuring safeguarding and child-protection are at the forefront and underpin all relevant aspects of process and policy development.

School principals will ensure that where there is a safeguarding concern, they will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems will be in place that are well promoted, easily understood and easily accessible for children to confidently report any form of abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

School principals will ensure that, as a minimum, the following policies are in place to enable appropriate action to be taken to safeguard and promote the welfare of children and young people as appropriate:



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- child-on-child abuse
- online safety,
- behaviour, including measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- special educational needs and disability
- supporting pupils in school with medical conditions
- staff code of conduct/behaviour policy (which should also include the procedures that will be followed to address low-level concerns and allegations made against staff, and
- acceptable use of IT, including the use of mobile devices and communications, including
- the use of social media.)
- procedures for responding to children who go missing from education, particularly on
- repeat occasions.
- safer recruitment

Designated Safeguarding Lead (DSL)

The DSL will take lead responsibility for safeguarding and child protection (including online safety). This will be made explicit in the role-holder's job description.

The DSL will have the appropriate status, authority, time, funding, training, resources and support they need to carry out the duties of the post effectively.

During term time, the DSL and/or an alternate should always be available during school hours for staff to discuss any safeguarding concerns. The DSL will make arrangements for adequate and appropriate cover arrangements for any out of hours/out of term time activities.

The DSL will undergo training to provide them with the knowledge and skills to carry out the role. This training will be updated every two years.

The DSL will liaise with the headteacher to inform them of issues.

Head Of School

The Head Of School will ensure that the policies and procedures adopted by the governing body are fully implemented and that sufficient resources, time and training are provided to enable staff members to discharge their safeguarding responsibilities and contribute effectively to a whole school approach to safeguarding.

The Head Of School will be responsible for ensuring a culture of safety and ongoing vigilance that fosters the belief that 'it could happen here'.

All staff

All staff have a responsibility to provide a safe environment in which children can learn. All staff working directly with children must read and ensure they understand the Child Protection Policy.



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All staff must ensure they are familiar with the systems within school which support safeguarding, including the child protection and safeguarding policy, the code of conduct/staff behaviour policy, the behaviour policy, the safeguarding response to children who go missing from education, and the role of the DSL (including the identity of the DSL and any deputies). These will be explained to all staff on induction.

All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. All staff should maintain a belief that 'it could happen here' where safeguarding is concerned and if staff have any concerns about a child's welfare, they must act on them immediately.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

All staff should know what to do if a child tells them he/she is being abused, neglected or exploited, and/or is otherwise at risk of involvement in criminal activity, such as knife crime, fraud, or drug dealing.

All staff should be aware of the early help process and understand their role within it. This includes providing support as soon as a problem emerges, liaising with the DSL, and sharing information with other professionals in order to support early identification and assessment, focusing on providing interventions to avoid escalation of worries and needs. In some cases, staff may be asked to act as the lead professional in undertaking an early help assessment.

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (SEN)
- has a mental health need
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues or domestic abuse
- is misusing alcohol and other drugs themselves
- has returned home to their family from care
- is a privately fostered child
- is persistently absent from education, including absences for part of the school day



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Knowing what to look out for is vital to the early identification of abuse and neglect and specific safeguarding issues such as child criminal exploitation and child sexual exploitation. If staff are unsure, they should always speak to the DSL (or deputy). If in exceptional circumstances the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from children's social care. In these circumstances, any action taken should be shared with the DSL as soon as is practically possible.

Role:	Name and contact details:
Designated Safeguarding Lead (DSL)	Mike Cormack, mike.cormack@ciskunshan.org
Alternate DSLs	
School online safety lead	Karl Anthony Holloway holloway.anthony@ciskunshan.org
School Counsellor	Yana Vasilyeva, yana.vasilyeva@ciskunshan.org
Special Education Needs Counsellor	
Primary Principal	Meredith Li, meredith.li@ciskunshan.org
Secondary Principal	Brice Bomo, brice.bomo@ciskunshan.org

4. Training

School principals will ensure that all staff receive appropriate safeguarding and child protection training (including online safety) which is regularly updated. In addition, all staff members will receive regular safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and up to date knowledge of emerging and evolving safeguarding issues to safeguard children effectively.

All new staff members will undergo safeguarding and child protection training at induction. This will include training on the school's safeguarding and child protection policy, online safety, the code of conduct/staff behaviour policy, the behaviour policy, the safeguarding response to children who go missing from education, and the role of the designated safeguarding lead. Copies of the school's policies and procedures will be provided to new staff at induction.

School principals will ensure that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

School principals will ensure that an accurate record of safeguarding training undertaken by all staff is maintained and updated regularly.

The DSL will also oversee the Code of Conduct which set outs the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment, and require teachers to have a clear understanding of the needs of all pupils.



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5. Code of Conduct

Code of Conduct 行为守则

This Code of Conduct applies to all CISK teachers and staff. We must, at all times, be aware of the responsibilities that accompany our work here at CISK.

该行为守则适用于全体 CISK 教职工。我们必须时刻意识到在 CISK 工作时肩负的责任。

1. All adult members of our community should be aware of our own and other persons' vulnerability, especially when working alone with children, and be particularly aware that we are responsible for maintaining physical, emotional and/or sexual boundaries in such interactions. We must avoid any covert or overt sexual behaviors with those for whom we have responsibility. This includes speech or gestures as well as physical contact that exploits, abuses, or harasses.

我们社区的所有成年成员都应该意识到我们自己和他人的脆弱性，尤其是在与未成年学生独处时。我们应特别意识到我们有责任在这种互动中保持身体、情感和/或性别的界限。我们必须避免与那些我们负有责任的人发生任何隐蔽或公开的性行为。这包括言论、手势和利用、虐待或骚扰的肢体接触。

2. Adults must show prudent discretion before touching a child, and be aware of how physical touch may be perceived or received, or whether it is appropriate.

在接触未成年学生之前，成年人必须谨慎地判断，并考虑这肢体接触会如何被感知或接受，或是否合适。

3. CISK staff are prohibited at all times from physically disciplining a child.

任何时候 CISK 员工都禁止体罚未成年学生。

4. Physical contact with children should never occur in any way that could be interpreted or misinterpreted as sexual in nature.

与未成年学生的肢体接触不应该以任何可能被自然解读或误解为性行为的方式发生。

5. One-on-one meetings with a child are best held in a public area, where the interactions can be observed. Rooms should have glass panels and if not the door should be open during all one-on-one meetings. In addition, ideally, another staff member should be notified of the time and place of the one-to-one meeting.

与未成年学生进行的一对一谈话最好在公共区域进行，这样谈话过程可以被他人看到。一对一谈话时，应当选择有玻璃墙面的房间，如果没有，应该打开门。此外，最好将一对一谈话的时间和地点告知另一名工作人员。

6. Employees must refrain from the use of tobacco products, alcohol and drugs when working with children, and nor may they be under the influence of any of these substances at such times.

当未成年学生在场时，不得使用烟草产品、酒精和违禁药物，并且在此期间不得受到任何这些物质的影响。



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7. Adults should never give children drugs, cigarettes, inappropriate images or reading material deemed inappropriate by the school.
成年人不能向未成年学生提供毒品、香烟、不合适的图片或校方认为不合适的阅读材料。
8. An employee should not accept gifts from children or family members that are excessive and might be interpreted or misinterpreted as a bribe. The formal disclosure of gifts that are considered excessive should be made to either an employee's line manager and/or Principal.
员工不能接受来自未成年学生或其家庭成员的贵重和可能被解读或误解为贿赂性质的礼物。对于贵重的礼物，员工应向其直属领导和/或校长正式报告。
9. All employees must participate fully in all training sessions (including in-person and online sessions) which are classified by CISK as mandatory, and shall complete such sessions prior to the deadline set by the school.
所有员工必须积极参加被 CISK 归类为强制的所有相关培训课程(包括现场培训和在线培训)，并在校方规定的截止日期前完成培训。

All CISK teachers and staff, in any contact with children, must:

所有 CISK 教职工，在任何与未成年学生的接触中，必须：

- Be quick to identify situations that may place a child at risk and know how to deal with such situations.
迅速识别可能使未成年学生处于危险处境的情况，并知道如何处理这种情况。
- Report any concerns, suspicions or certainties about possible abuse or maltreatment of a child.
报告任何可能存在虐待或苛待未成年学生的担忧、怀疑或确实情况。
- Organize work and the workplace in such a way as to minimize any risks.
以风险最小化的方式安排教学工作和场所。
- Always be as visible as possible to other adults when working with children.
与未成年学生的互动要尽可能让其他成年人看到。
- Maintain the highest personal and professional profile.
时刻展现最好的个人素养和职业修养。
- Respect children's rights and treat them with fairness, honesty, dignity and respect.
尊重未成年学生的权利，公正、真诚、有尊严地对待未成年人，并且尊重他们。
- Refrain from the use of any language that trivializes reference to safeguarding and the protection of children.
在谈论保障、保护未成年人的话题时，避免使用轻描淡写的语



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Staff at CISK, in contact with children, must never:

所有 CISK 教职工，在任何与未成年学生的接触中，决不能：

- Hit, physically assault, physically or psychologically abuse any child.
殴打、人身攻击、肢体或心理虐待任何未成年学生。
- Act in ways towards children that may have a negative effect of their physical, psychological, social, or relational development.
对未成年学生实施可能会对他们的身体、心理、社交或人际关系发展产生负面影响的行为。
- Act in ways that set a negative example for any children present.
实施对在场未成年学生树立负面榜样的行为。
- Engage in sexual activity or have sexual relations with any child at the school, regardless of the student's age and the definition of legal consent in China.
与校内任何未成年学生发生性行为或性关系，不论其年龄及中国法律对同意的界定。
- Have relations with a child that in any way constitutes exploitation, maltreatment or abuse.
与未成年学生发生任何构成剥削、虐待或苛待的关系。
- Acts in ways that may be abusive or put a child at risk of exploitation, maltreatment or abuse.
实施可能属于虐待或使儿童处于剥削、虐待或苛待风险中的行为。
- Use language, make suggestions or offer advice that is inappropriate, offensive or abusive.
以不恰当、冒犯或辱骂的形式使用语言、提出建议或意见。
- Behave in a manner that is inappropriate or sexually provocative.
举止不当或做出有性挑逗意味的行为。
- Establish or engage in continuous personal contact with school children using online communication including but not limited to emails, chats and social networks excepting those professional online tools and environments that are sanctioned by the employer and used in the course of the student's education and welfare.
通过在线交流（包括但不限于电子邮件、聊天和社交网络）与校内未成年学生建立或保持持续的私下交往。校方认可的出于学生教育和福祉目的而使用的专业在线工具和情况除外。
- Sleep in the same bed as a child with whom they are working.
与其所教的未成年学生同塌而眠。
- Do things for children of a personal nature that they can do for themselves.
出于个人意图帮未成年学生做他们自己力所能及的事情。
- Give money or goods or other benefits to a child without the knowledge of their senior manager.
在上级领导不知情的情况下给孩子钱、物品或其他好处。
- Offer transport in their car or on their e-bike to a student without express parental/management permission except in the case of an emergency.
在没有征得家长/领导许可的情况下用私家车或电动车载学生，除非有紧急情况。

- **Condone or participate in behavior by children that is illegal, abusive or endangers their safety.**
纵容或参与未成年学生违法、虐待或危及其安全的行为。
- **Act in ways intended to shame, humiliate, belittle or degrade children, or otherwise perpetrate any form of emotional abuse.**
实施故意羞辱、戏谑、贬低或诋毁未成年学生的行为，或以其他方式进行任何形式的情感虐待。
- **Discriminate against, show differential treatment towards or favor particular children to the exclusion of others.**
歧视，对特定的孩子表现出区别对待或偏爱而排斥其他的孩子。

This list is neither exhaustive nor exclusive. The basic principle is that staff at CISK must avoid behaviors and situations that may be inappropriate or potentially abusive towards children.

这个列表既不是详尽无遗的，也不是排他的。基本原则是，CISK 教职工必须避免可能不恰当或可能虐待儿童的行为和情况。

CODE OF CONDUCT DECLARATION

行为守则声明

I, _____, acknowledge that I have read and understand the CISK Code of Conduct as part of the Safeguarding Framework of the school, and promise to strictly follow the rules and guidelines in this Code as a condition of my providing services to the students and staff of CISK. I further acknowledge that I am aware of my status as a mandated reporter, that I understand my responsibilities in this role, and that I will act accordingly.

我, _____, 确认已阅读并理解作为学校未成年学生保护框架体系一部分的 CISK 行为守则。作为一名 CISK 员工以及对提供服务的一部分, 我承诺我将严格遵守本守则的规定和指南。进一步地, 我知悉我有义务报告, 我理解我应尽的责任, 我会相应规范自己的行为。

In addition, I will:

额外地, 我将:

- Co-operate fully in any investigation into the abuse of a child or children.

积极配合任何有关未成年学生(们)虐待情况的调查。

- Respect and maintain the confidentiality of all parties involved in any investigation to the greatest possible degree.

最大程度地尊重并维护任何调查有关方的保密性。

- Not take any action or communicate with any parties associated with any investigation without the explicit permission of a supervisor at the level of Principal or above.

未经校长或更高级别主管的明确许可, 不得与任何调查有关方采取任何行动或沟通。

My signature confirms that I have read this Code of Conduct and that, as a person working with children, I agree to follow these standards.

我签字确认我已阅读本行为守则并且作为一名未成年学生教育工作者, 我同意遵守相关条例。

I understand that any action inconsistent with this Code of Conduct or failure to take any actions mandated by this Code of Conduct may result in disciplinary actions up to and including removal from CISK.

我理解任何违反或不遵守本守则的行为都可能导致纪律处分, 甚至被 CISK 解雇。

Name: 姓名: _____

Signature: 签字: _____

Date: 日期: _____