



Child Protection Policy and Procedures

Anfield fully recognises its responsibilities for child protection. This school policy is based on and in accordance with the 'Keeping Children Safe in Education' Statutory Guidance DfE May 2024, the Protecting Children from Maltreatment Procedural Guide for Multi-disciplinary Co-operation, 2020, the Social Welfare Department HK (2020) and the HK Committee on Children's Rights Safeguarding Policy 2022. For the purposes of this policy, child protection is defined as; "Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of their right to safe and effective care; taking action to enable all children to have the best outcomes."

PRINCIPLES

- A. Our policy applies to all staff and volunteers working in the School. There are six main elements to our policy:
- i. Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children as outlined in this Policy.
 - ii. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
 - iii. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
 - iv. Supporting pupils who have been abused in accordance with their agreed child protection plan.
 - v. Establishing a safe environment in which children can learn and develop.
 - vi. Ensuring we always act in the best interests of the child.
- B. We recognise that some children and young people today are victims of neglect and/or physical, sexual and emotional abuse and that the staff of the School, by virtue of their day to day contact with, and knowledge of, the children in their care, are well placed to identify such abuse and offer support to children in need. **(Appendix 1)**. The School will therefore:
- i. Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
 - ii. Ensure children know that there are adults in the School whom they can approach if they are worried.

- iii. In the Primary, include opportunities in the PSHCE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
 - iv. Identify children who may benefit from early help (**Appendix 2**).
- C. Anfield is an Associate Member of the Hong Kong Committee on Children Rights and we fully support the U.N. Convention on the Rights of the Child. Child Protection concerns affect children from all backgrounds and all members of staff should have an understanding of the main issues, and recognise the importance of vigilance.

Safeguarding and promoting the welfare of children is everyone's responsibility and is defined for the purposes of this guidance as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

SPECIFIC SAFEGUARDING ISSUES

Staff must be aware of specific safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger (**Appendix 3**).

PEER ON PEER ABUSE

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals (**Appendix 4**).

SAFER RECRUITMENT (see Recruitment and Selection Policy)

Our recruitment procedures help deter, reject or identify people who might abuse children and include:

- criminal record checks and barred list checks (enhanced Disclosure and Barring Service - DBS - for overseas staff, HK Sexual Conviction Records for local staff)
- complete information about the person's previous employment history
- references (including those from most recent employers and reasons for leaving)
- information gathered at interview
- verification of professional qualifications
- verification of identity
- verification of the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role

- verification of the person's right to work in Hong Kong
- careful consideration of past disciplinary action or allegations

HR holds a central record of all recruitment checks. Any volunteers/visitors/contractors on the site will be supervised at all times and will wear a visitor badge for easy identification.

THE ROLE OF THE DESIGNATED PERSONNEL FOR CHILD PROTECTION (DSL)

The designated persons will ensure that they are fully conversant with the Child Protection Policy and procedures and will co-ordinate action within School to ensure that all staff are aware of their responsibilities in relation to child protection and Social Welfare Department publication 'Protecting Children from Maltreatment Procedural Guide for Multi-disciplinary Co-operation revised 2020'.

- i. The School Supervisor and Heads of School are responsible for referring individual cases of suspected abuse to the Social Welfare Department, and for liaising with the Social Welfare Department and other agencies on these and other general issues relating to child protection.
- ii. They have the responsibility for ensuring that all staff are trained as necessary on all aspects of child protection within School and act as a point of reference on child protection issues for the staff. The DSLs will also receive specific training regarding the DSL role.
- iii. They will ensure that the School is represented at any relevant Child Protection Conference or, failing that, that a report is submitted to the conference from the School.
- iv. They will also ensure that any recommendations made by the conference which involve School staff are carried out as agreed by the conference.
- v. Should the alleged perpetrator of abuse be a member of staff, the Head of School will consult the School Supervisor. All actions taken will be in line with the 'Protecting Children from Maltreatment Procedural Guide for Multi-disciplinary Co-operation revised 2020' – chapter 13
- vi. They should always be available for staff in the school to discuss any safeguarding concerns.

DESIGNATED PERSONNEL FOR CHILD PROTECTION (DSL)

Angela Lee	(School Supervisor)
Elise Rees	(Executive Headteacher)
Monica Dolan	(Head of School, Anfield School)
Rebecca Vicars	(Deputy Headteacher, Anfield School)
Lee Chetwyn-Horan	(Head of School, St. Bosco Koon Ying School)
Vicki Huckstep	(Class Teacher, St. Bosco Koon Ying School)
Sally Newman	(Head of School, Anfield International Kindergarten – KT Campus)
Brogan Fraser-Standaloft	(Deputy Headteacher, KT Campus & Whampoa Campus)
Vickie Russell	(Head of School, Anfield International Kindergarten & Nursery – Whampoa Campus)
Naomi Wicki	(Inclusion Coordinator, Kowloon Tong & Whampoa Campus)

PROCEDURES

You may suspect a case of abuse from a variety of sources:

- a pupil discloses to you personally
- from behaviour of, or marks on, the pupil (e.g. bruises, welts, lacerations, abrasions)
- indications through schoolwork
- a pupil informs you that he/she knows or suspects that another pupil is being abused
- another third party informs you that he/she knows or suspects that a pupil is being abused

DISCLOSURE

If a pupil starts to disclose, the following procedures are essential:

- **REASSURE** the pupil that she/he is right to tell and is not to blame
- **CONFIDENTIALITY: DO NOT** promise confidentiality, explain that you have to make sure that the pupil is safe and may need to ask other adults to help you to do this
- **IT IS CRUCIAL THAT YOU DO NOT QUESTION THE PUPIL.** Let the pupil tell you what she or he wants to and no more. The pupil may have to disclose to a specialist later and too much detail may interfere with later investigations.
- **LISTEN CAREFULLY** and repeat the pupil's words. When the pupil has finished, make sure that she/he feels secure; explain what you are going to do next.
- **FOLLOW UP BY** making arrangements with the pupil to speak to them later. They have chosen you as an adult they can trust
- **REPORT:** make notes, including the date and time of the interview and sign them. It is important to record as much as you can remember using the pupil's own words. Write facts and information only, taking care to avoid opinion.
- **DO NOT ATTEMPT ANY EXAMINATION** or remove a pupil's clothes to look further at an injury. Under no circumstances should photographs be taken of a pupil's injury. The pupil should only be examined by an appropriate doctor. If a pupil wants to show his or her injuries, make sure that there is a witness and that ideally both staff are the same sex as the pupil.
- **WITHOUT DELAY** complete a record of concern (**using MyConcern**), attaching any handwritten notes to the file and notify your Head of School or Designated Safeguarding Lead (DSL). The Officer of the Social Welfare Department and the Education Bureau will then be contacted, where appropriate, in accordance with the Child Protection Procedures by the Social Welfare Department. **It is against the law not to report a case of child abuse to the statutory agencies.**
- **INFORMING PARENTS:** Before a referral of a child is made to the Social Welfare Department or to the Police or to the Education Bureau the agreement of the child's parents should be obtained in writing, providing this will not place the child at an increased risk of harm. Advice on this may be sought from the external Child Protection agencies (**Appendix 6**). Parents are entitled to see their child's CP record, unless to do so would affect the child's health wellbeing or that of another person. The request should be done in writing.

ALLEGATIONS AGAINST STAFF (see Managing Allegations Protocol)

Members of staff should be aware of the conduct of adults within the school environment and if they have any concerns, these must be reported immediately. An allegation should be made if a teacher, other member of staff or volunteer 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

If a pupil makes an allegation against a member of staff, the member of staff receiving the allegation must immediately inform the Head of School.

If the allegation made to a member of staff concerns a DSL who is not the Head of School, the person receiving the allegation will immediately inform the Head of School without notifying the DSL first.

If the allegation made to a member of staff concerns the Head of School, the person receiving the allegation will immediately inform a DSL (who is not the Head of School) who will contact the School Supervisor.

The School will report, within one month, to the Education Bureau and/or DBS (UK) any person whose services are no longer used because he or she is considered unsuitable to work with children.

RECORD KEEPING

- i. Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make notes as soon as possible (e.g. within the hour), writing down as exactly as possible, what was said or seen and putting the scene into context, time and location. Dates and times should be recorded as accurately as possible, together with a note of when the record was made. These must be recorded on **MyConcern**.
- ii. All hand-written notes will be kept, and should be attached to the MyConcern record.
- iii. All records of a Child Protection nature will be logged on MyConcern. Access to these records is on a 'need to know' basis and decisions about access will be made by the Head of School or the School Supervisor.
- iv. When a child who is on the Child Protection Register leaves the School, the Head of School will inform the new School immediately and transfer of any confidential information the School may hold. If transferring outside of MyConcern – the records should be downloaded, printed and sent recorded mail. A signature must be obtained on receipt of the information. When children join the school, we ensure their previous school is contacted to transfer any child protection file as soon as possible. If the new school uses MyConcern these can be transferred securely through the system.

PARENTAL INVOLVEMENT

- i. Anfield is committed to helping parents understand its responsibility for the welfare of all students.
- ii. In the case of withdrawal, parents are obliged to inform the school of their child's next school. For safeguarding reasons, any child protection or other relevant information can then be transferred confidentially to the new setting.

WHISTLEBLOWING (see Whistleblowing Policy)

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If the member of staff reporting suspicions remains unsatisfied by a decision not to act by the Head of School, he or she may report concerns directly to the School Supervisor.

TRAINING

Anfield is committed to ensuring that high standards of safety and awareness are maintained at all times. In the event that any deficiencies or weakness in child protection arrangements are identified the school will remedy without delay. Such arrangements have regard to any guidance used by the Social Welfare Department.

Training is given by the Head of School at the beginning of every year to all members of staff to enhance their knowledge and awareness of child protection issues. All new staff receive induction CP training and information upon commencement of their role. In addition, all staff members undertake annual CP online training certified by either the NSPCC or Educare.

The following documents are available from the Head of School for staff and also on the shared drive:

- **'Keeping Children Safe in Education'** Statutory Guidance DfE May 2024
- Protecting Children from Maltreatment Procedural Guide for Multi-disciplinary Co-operation, 2020, the Social Welfare Department HK (2020)
- HK Committee on Children's Rights Safeguarding Policy 2022

SUPPORT FOR CHILDREN/STAFF/FAMILIES

- i. We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The
- ii. School may be the only stable, secure and predictable element in the lives of children at risk. When at School their behaviour may be challenging and defiant or they may be withdrawn. The School will endeavour to support the pupil through the content of the curriculum. Staff may use different elements of the School's curriculum to raise students' awareness and build confidence so that they have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.

- iii. Where there is a safeguarding concern, School leaders ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback. Ultimately, all systems and processes operate with the **best** interests of the child at their heart.
 - iv. Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:
 - 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 children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
 - communication barriers and difficulties in overcoming these barriers.
 - v. There are many links between this policy and other policy documents and curriculum guidelines produced by the School. In particular there are links with:
 - Managing Allegations of Child Abuse by Educators and Other Adults Policy
 - Behaviour Policy and Anti-Bullying Policy
 - PSHCE Policy
 - Internet Policy, E-Safety Policy and Social Networking Policy
 - Equal Opportunities Policy
 - Whistle Blowing Policy
 - vi. The School ethos promotes a positive, supportive and secure environment, and gives pupils a sense of being valued.
 - vii. The School behaviour policy is aimed at supporting vulnerable pupils in the School. The School will ensure that the pupil knows that some behaviour is unacceptable, but that they are valued and not to be blamed for any abuse which has occurred.
 - viii. The designated persons will make themselves available to discuss individual children or situations with concerned members of staff:
 - The staff will offer support where possible to the family of a child or children involved in a child protection investigation within the time and expertise constraints of their role.
- There are limits of confidentiality on all members of staff and it is the welfare of the child that is paramount.
- ix. Staff should never divulge home or mobile telephone numbers or home email addresses to pupils unless at the discretion of the Head of School.

THE USE OF REASONABLE FORCE (see Physical Intervention Policy)

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff members that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

The adoption of a 'no contact' policy can leave staff unable to fully support and protect their pupils and students. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

ONLINE SAFETY (see e-Safety Policy)

The use of technology has become a significant component of many safeguarding issues. For child sexual exploitation, radicalisation and sexual predation, technology often provides the platform that facilitates harm. An effective approach to online safety empowers us to protect and educate the whole school community in our use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate (**Appendix 7**).

INTIMATE CARE (see Intimate Care Policy)

It is our intention to develop independence in each child, but there will be occasions when help is required. Our Intimate Care policy has been developed to safeguard children and staff. The principles and procedures apply to everyone involved in the intimate care of children. Children are generally more vulnerable than adults, and staff involved with any aspect of pastoral care need to be sensitive to their individual needs.

Intimate care can be defined as any care which involves washing, touching or carrying out a procedure to intimate personal areas which most people usually carry out themselves but some pupils are unable to do because of their young age, physical difficulties or other special needs. Examples include care associated with continence and menstrual management, as well as more ordinary tasks such as help with washing, feeding, oral care, toileting, dressing, first aid or medical assistance. It also includes supervision of pupils involved in intimate self-care.

REVIEW

The Child Protection Policy is submitted annually, or following any significant changes, to the School Board for review and approval. The School Board will ensure that any faults are rectified by the Head of School and the School Supervisor following the review.

This policy was approved by:

School Supervisor: Ms. Angela Lee

Signed: _____



School Supervisor

Date:

August 2025!



Policy to be reviewed: **August 2026**

WHAT IS CHILD ABUSE?

Child abuse happens when a person harms a child. It can be physical, sexual or emotional, but can also involve neglect.

Children may be abused by:

- family members
- friends
- people working or volunteering in organisational or community settings
- people they know
- strangers.

General Signs of Abuse

Children experiencing abuse often experience more than one type of abuse over a period of time.

Children who experience abuse may be afraid to tell anybody about the abuse. They may struggle with feelings of guilt, shame or confusion – particularly if the abuser is a parent, caregiver or other close family member or friend.

Many of the signs that a child is being abused are the same regardless of the type of abuse. Anyone working with children or young people needs to be able to recognise the signs. These include a child:

- being afraid of particular places or making excuses to avoid particular people
- knowing about or being involved in 'adult issues' which are inappropriate for their age or stage of development, for example alcohol, drugs and/or sexual behaviour
- having angry outbursts or behaving aggressively towards others
- becoming withdrawn or appearing anxious, clingy or depressed
- self-harming or having thoughts about suicide
- showing changes in eating habits or developing eating disorders
- regularly experiencing nightmares or sleep problems
- regularly wetting the bed or soiling their clothes
- running away or regularly going missing from home or care
- not receiving adequate medical attention after injuries.

These signs do not necessarily mean that a child is being abused. There may well be other reasons for changes in a child's behaviour such as a bereavement or relationship problems between parents or carers. If you have any concerns about a child's wellbeing, you should report them following your organisation's safeguarding and child protection procedures.

Physical Abuse

What is Physical Abuse?

Physical abuse happens when a child is deliberately hurt, causing physical harm. It can involve hitting, kicking, shaking, throwing, poisoning, burning or suffocating.

It's also physical abuse if a parent or carer makes up or causes the symptoms of illness in children. For example, they may give them medicine they don't need, making them unwell. This is known as fabricated or induced illness (FII).

Spotting the Signs of Physical Abuse

All children have trips, falls and accidents which may cause cuts, bumps and bruises. These injuries tend to affect bony areas of their body such as elbows, knees and shins and are not usually a cause for concern.

Injuries that are more likely to indicate physical abuse include:

Bruising

- bruises on babies who are not yet crawling or walking
- bruises on the cheeks, ears, palms, arms and feet
- bruises on the back, buttocks, tummy, hips and backs of legs
- multiple bruises in clusters, usually on the upper arms or outer thighs
- bruising which looks like it has been caused by fingers, a hand or an object, like a belt or shoe
- large oval-shaped bite marks.

Burns or scalds

- any burns which have a clear shape of an object, for example cigarette burns
- burns to the backs of hands, feet, legs, genitals or buttocks.

Other signs of physical abuse include multiple injuries (such as bruising, fractures) inflicted at different times.

If a child is frequently injured, and if the bruises or injuries are unexplained or the explanation doesn't match the injury, this should be investigated. It's also concerning if there is a delay in seeking medical help for a child who has been injured.

EARLY HELP

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

- is disabled and has specific additional needs
- has special educational needs
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is a young carer
- 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 modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is misusing drugs or alcohol themselves

SPECIFIC SAFEGUARDING ISSUES

Children and the Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children.

Children Missing from Education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be vigilant with regard to student attendance.

Children with Family Members in Prison

Many thousands of children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power 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 or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;

- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Child Criminal Exploitation: County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic Abuse

Domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

In most cases school staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis.

So-called 'Honour-based' Violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. If staff members have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead.

FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is a form of child abuse with long-lasting harmful consequences. Staff should report when they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. It will be rare for teachers to see visual evidence, and they should **not** be examining students.

Forced Marriage

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools play an important role in safeguarding children from forced marriage.

Preventing Radicalisation and Terrorism

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a school's safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation.

Schools have a duty to prevent young people from being drawn into terrorism and challenge extremist ideas that support or are shared by terrorist groups - are the students likely to be exposed to terrorist ideology, including extremist ideas, beyond the school gates? "Prevent" advice published by HM Government (UK) June 2011 can be found at

https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&sqi=2&ved=0CCEQFjAA&url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fuploads%2Fsystem%2Fuploads%2Fattachm ent_data%2Ffile%2F97976%2Fprevent-strategy-review.pdf&ei=IW r0VMP6BsbhaKnhgpAM&usg=AFQjCNGBhIFsaVa4SEE7xSSSdE8a1hxGQ&sig2=7wnZ-UP_9HNcalODVdqPng&bvm=bv.87269000,d.d2s&cad=rja

PEER ON PEER ABUSE

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Sexual Violence and Sexual Harassment between Children

Context

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is Consent?

Consent is about having the freedom and capacity to choose. **As a minor, a child is unable to give informed consent.** Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. It is important staff understand consent. This will be especially important if a child is reporting they have been raped.

Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

The Response to a Report of Sexual Violence or Sexual Harassment

The initial response to a report from a child is important. It is essential that all victims are reassured 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 sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff members have a concern about a child or a child makes a report to them, they should follow reporting procedures. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead. Referrals will be made to Social Welfare and the Police.

EXTERNAL CHILD PROTECTION AGENCY CONTACT NUMBERS

Government	Social Welfare Department 社會福利署 (handling of all forms of suspected child abuse/neglect cases, spouse battering and family violence) <i>Note: The hotline service will be transferred to NGO: Tung Wah Group of Hospitals after 5:00pm from Mon-Fri & after 12:00noon on Sat.</i>	Hotline: 2343 2255 Monday – Saturday: 9:00am – 10:00pm
NGO	Against Child Abuse 防止虐待兒童會 (handling of all forms of suspected child abuse/neglect and violence cases)	Hotline: 2755 1122 Monday – Friday: 9:00am – 1:00pm & 2:00pm – 5:00pm Saturday: 9:00am – 1:00pm
NGO	End Child Sexual Abuse Foundation 護苗基金 (provide immediate advice, counselling and referral to victims, abusers and their families) <i>Note: They will not investigate suspected cases</i>	Hotline: 2889 9933 Monday – Friday: 10:00am – 6:00pm
NGO	Caritas Family Crisis Support Centre 明愛向晴軒 (provide services in helping people under extreme stress or facing crisis to manage their emotions and seek positive solution to family problems, including domestic violence, can provide short-term accommodation in case necessary)	Hotline: 18288 24-hour and round the year
NGO	TWGH Cease Crisis Centre 東華三院芷若園 (provides crisis intervention on sexual violence, domestic violence and other family crisis, can provide short-term accommodation in case necessary)	Hotline: 18281 24-hour and round the year
NGO	The Samaritans 24 Hour Multi-Lingual Suicide Prevention Services 撒瑪利亞會 <i>Note: It provides services and support to <u>multi-nationals</u> with suicidal thoughts.</i>	Hotline: 2896 0000 24-hour and round the year
NGO	The Samaritan Befrienders Hong Kong 香港撒瑪利亞防止自殺會 <i>Note: It provides services and support to <u>locals</u> with suicidal thoughts.</i>	Hotline: 2389 2222 24-hour and round the year

NGO	Suicide Prevention Services 生命熱線 <i>Note: It provides services and support to <u>locals</u> with suicidal thoughts.</i>	Hotline: 2382 0000 24-hour and round the year
NGO	Mother's Choice 母親的抉擇 (provides counseling, support and hostel for pregnant girls, as well as baby care and adoption services)	Pregnant Girls Services Hotline: 2868 2022 24-hour and round the year (9:00am – 5:30pm will have social worker/counselor to answer enquiries immediately)
NGO	St John's Counselling Service 聖約翰輔導服務 (provides counselling service for children, teens, adults and organisations of multi-nationals on any kind of problems; an affordable counselling fee will be charged)	Counselling inquiry: 2525 7207 / 2525 7208 (Counselling appointment shall be made but it can be arranged at day/afternoon/night or during weekend)

ONLINE SAFETY

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- Content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- Contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Education

Resources that could support schools include:

- UKCCIS has recently published its Education for a connected world framework. Online safety is a whole school issue. The framework aims to support the development of the curriculum and is of particular relevance to PSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond and to be central to a whole school or college approach to safeguarding and online safety. It covers early years through to age 18.
- The PSHE Association provides guidance to schools on developing their PSHE curriculum – www.pshe-association.org.uk
- Parent Zone and Google have developed Be Internet Legends a free internet safety curriculum with PSHCE accredited lesson plans and teaching resources for Key Stage 2 pupils.
- National Online Safety UK resources nationalonlinesafety.com – provides resource for students, staff and parents.

Filters and Monitoring

The Board should do all that they reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, governing bodies should ensure their school has appropriate filters and monitoring systems in place.

Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.

The appropriateness of any filters and monitoring systems are a matter for individual schools. The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like:

Guidance on e-security is available from the National Education Network.

Whilst filtering and monitoring is an important part of the online safety picture for schools and colleges to consider, it is only one part. The Board should consider a whole school approach to online safety. Whilst it is essential that governing bodies ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

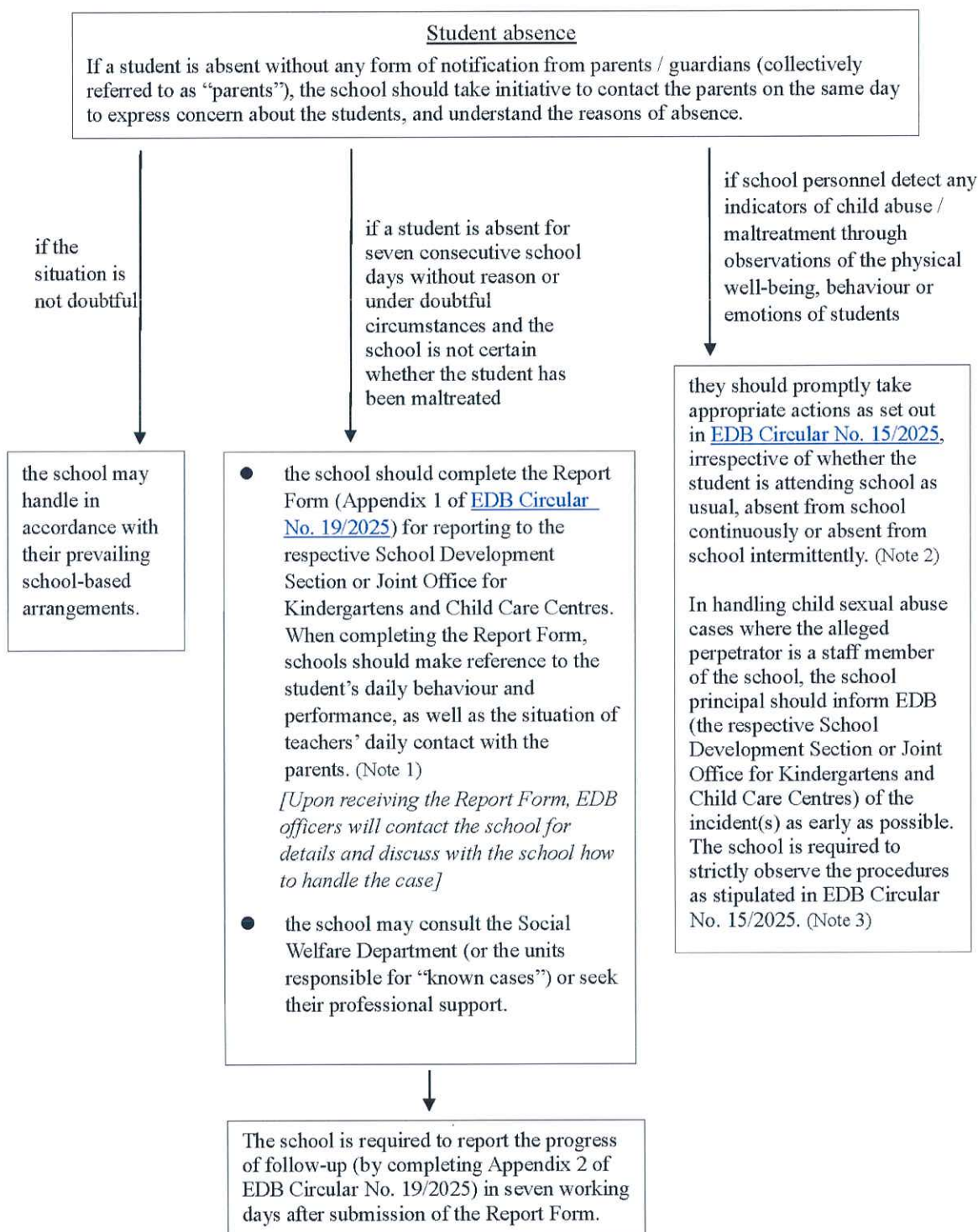
Reviewing online safety

Technology in this area evolves and changes rapidly. A free online safety self-review tool for schools can be found via the 360 safe website.

Staff Training

The School Board should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including online safety, that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Procedures of reporting mechanism for student absentees in KG



Note 1: Please refer to paragraph 1 of Section 3.2.2 of the [Kindergarten Administration Guide](#)

Note 2: Please refer to paragraph 3-6 of Section 3.2.2 of the [Kindergarten Administration Guide](#)

Note 3: Please refer to paragraph 6 of Section 3.2.2 of the [Kindergarten Administration Guide](#)

To: Education Bureau (EDB) (Fax no.: _____)

[Attn : Joint Office for Kindergartens and Child Care Centres (Joint Office) /

_____ District School Development Section]

[Note: As this document contains personal data, please contact the staff of respective School Development Section / Joint Office in advance before sending the Report Form by fax.]

Report Form of Student Absentee in Kindergarten

School Name: _____

Name of student:	_____	Class:	_____
Date of birth:	____/____/____(dd/mm/yyyy)	Gender:	(boy/girl)
Period of absence:	from ____/____/____ to ____/____/____ (day/month/year) (a total of ____ school days)		
Any siblings attending the same school (or same organisation if known):	(please specify if yes)		
Reasons for absence given by parents/guardians	_____		

As far as the school understands, the student and/or the family is currently not receiving case service from Social Welfare Department (SWD) or service unit of non-governmental-organisation (NGO) (see Note 1)

Areas in doubt or areas of concern (Note 2): (please put a ✓ in the appropriate box(es), and/or specify)	Action taken by school: (please put a ✓ in the appropriate box(es), and/or specify)
☐ parent has NOT notified the school about the student's leave Concern about: ☐ student's body ☐ student's behaviour ☐ student's emotion ☐ parent's behaviour ☐ parent's attitude/emotion ☐ student's interaction with parent ☐ home environment (please specify the observations) _____	☐ unable to reach the parent/ contact person(s) assigned by the parent ☐ has reached the parent /contact person(s), but their responses are unusual (Please specify: _____) ☐ has sent the student for medical examination /treatment ☐ has consulted SWD/NGO (Service unit & contact point: _____) for professional support ☐ has reported to the Police ☐ Others : _____

Note 1: If the student is a known case currently handled by Family and Child Protective Services Unit of Social Welfare Department (SWD) or Integrated Family Services Centre / Integrated Services Centre under SWD or NGO (e.g. bearing a case number under SWD/NGO and is followed up by designated professionals), it is not necessary to report the absence to EDB.

Note 2: Please refer to Chapter 4 on "Symptoms of Abused Child" in the "Protecting Children from Maltreatment – Procedural Guide for Multi-disciplinary Co-operation" drawn up by the SWD and different relevant professionals.



Signature of Principal : _____

Name of Principal : _____

Telephone Number : _____

Date : _____

To: Education Bureau (Fax no.: _____)
 [Attn : Joint Office for Kindergartens and Child Care Centres (Joint Office) /
 _____ District School Development Section]

Follow-up to
the Reported Case of Student Absentee in Kindergarten

Subsequent to our reporting of the absence of _____ (name of student) of
 _____ (class) of _____ (name of school) without reason or under
 doubtful circumstances to the Education Bureau on (Date) _____:

I would like to report our school's follow-up to the absentee case as follows:

- ☐ The case has been followed up by Integrated Family Services Centre / Integrated Services Centre / Family and Child Protective Services Unit* of the Social Welfare Department/(for non-government-organisation, please provide the name:_____)
- ☐ The Social Welfare Department has given advice, and our school will continue to follow up.
- ☐ The student has already resumed schooling, nothing unusual is found.
- ☐ Others (please specify)

(*Please delete as appropriate)



Signature of Principal :

Name of Principal :

Phone Number :

Date :

