

	Education Policy Document	Effective Date:
	ESF Child Protection & Safeguarding Policy	August 2020

Title : **ESF CHILD PROTECTION AND SAFEGUARDING POLICY**

Status : ***Revision of original policy***

Approval Date : **August 2020**

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REVISION STATUS TABLE

Revision Number	Effective Date	Summary of Revision	Reviewed		Approved	
			By	Date	By	Date
A	Original effective date	For review by SMT	Andrew Sortwell	June 22, 2009	SMT	June 22, 2009
B	August 1, 2015	Reworking and updating of original policy	Jonathan Straker	April / May 2015	SMT	June 2015
C 1.3	August 2018	Reworking and updating of original policy; addition of Child Protection Code of Conduct	Tim Conroy-Stocker	June 2018	SMT	Aug 2018
D 1.4	August 2020	Policy refresh and addition of online learning guidelines	Hodson / Caldwell	Aug 2020	SMT	Aug 2020

POLICY DOCUMENT BI-ANNUAL REVIEW

This Policy document is subject to a regular bi-annual review by ESF to ensure its continuing suitability, adequacy and effectiveness. Areas subject to review include, but are not limited to, follow-up action from previous reviews, policy conformity, review of complaints, status of corrective and preventive actions, and improvements. ESF reserves the right to amend this Policy by notice following such review.

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1. PURPOSE

We believe that it is every child's right to learn and live in conditions which protect them from harm, and that promote the optimum development of their intellectual, physical, emotional and social wellbeing. Everyone in the English Schools Foundation community has a responsibility to have a good working understanding of child protection procedures.

Issues relating to child protection are important in all international contexts, irrespective of social and cultural backgrounds. All schools need to be confident and competent to responding to child protection and safeguarding matters in both proactive and reactive ways.

There needs to be sensitive recognition that we live in a multi-cultural community that has a variety of parenting practices. When there are concerns about a child or student, in line with ESF's vision, mission and values it is essential that the school/kindergarten follows agreed procedures and works with other agencies as necessary to provide what is best for the child or student.

Child Protection and safeguarding are complex areas that evoke strong feelings in those involved. Clarity of guidelines and procedures outlined in this policy provide an ethical and practical framework for the appropriate and effective response in each case. They also reinforce adherence to the laws of Hong Kong and the guidance of the Social Welfare Department.

2. SCOPE

This policy applies to all situations within ESF where adults work directly with students:

- Primary Schools
- Secondary Schools
- Private Independent Schools
- Kindergartens
- Special schools
- ESF Language and Learning Centre
- ESF Sports
- ESL services

To ensure the protection of ESF students this policy addresses all forms of child abuse: neglect, physical abuse, sexual abuse and psychological abuse.

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3. DEFINITIONS / ABBREVIATIONS

ACA	Against Child Abuse
ESF	the English Schools Foundation
ESL	ESF Educational Services Limited
SWD	Social Welfare Department of the Hong Kong Government
SWO	Social Welfare Officer of the SWD
FCPSU	Family and Child Protection Services Unit of the SWD
CAIU	Child Abuse Investigation Unit
CPSIT	Child Protection Special Investigation Team
CPO	Child Protection Officer (a member of school/kindergarten teaching staff with this role designation)
Principal	Principal of an ESF school/kindergarten or ESL school/kindergarten or kindergarten
Staff Member	Any employee of ESF and/or ESL
Director HR	Director Human Resources of ESF
Director of Education	Director of Education of ESF
Student Support Officer	Student Support Officer of ESF
HOS	Head of Section in an ESF school/kindergarten
HOY	Head of Year in an ESF school/kindergarten

4. RESPONSIBILITIES

4.1 Principals

Principals are responsible for ensuring that a Child Protection Officer is appointed who has access to appropriate training and support and the capacity to fulfil the requirements of the role. There should always be due consideration to having a child protection officer 'in training' to provide a continuity of practice in the event of staff turnover.

Principals act as a de facto second Child Protection Officer, providing an alternative route for reporting and acting as a support and sounding board to the appointed Child Protection Officer. If the Principal wishes to carry the main responsibility for child protection in the school/kindergarten, he/she must ensure that a second member of staff is appointed to support them and act as an alternative route for reporting.

Principals are responsible for ensuring that the procedures outlined in this policy are followed appropriately and fairly in the interests of each student and with due regard to the Hong Kong legal framework and SWD guidelines and procedures (see Appendix 1).

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4.2 Child Protection Officer

The Child Protection Officer, working with the Principal, coordinates the implementation of the policy, manages any child protection concerns arising, and any liaison with the statutory agencies and coordinates training for all school staff (see Appendix II).

4.3 Staff Members

All staff must be aware of and implement the policy. Staff have a responsibility to pass on information in cases of abuse or suspicions of abuse. New staff need to be made aware of current procedures and policy through induction and staff training. Being informed enables staff to understand their responsibilities towards child protection.

All staff members shall read and adopt the ESF policy as noted in section 4.5 below in relation to online learning for students.

Schools should maintain a detailed oversight of when and to whom child protection training has been delivered with a refresher training delivered at the minimum every 2 years. In addition, schools need to make sure that all people using the site are made aware of their safeguarding/child protection responsibilities.

The role of staff is not to diagnose suspected abuse but to observe that something may be wrong, ask about it, listen, be available, make time to talk, and report on to the CPO if necessary.

4.4 Volunteers and visitors

All parent helpers, associates, interns, consultants, guests and visitors should be made aware of the school/kindergarten's approach to safeguarding and child protection. This guidance can be provided in a variety of forms including but not exclusively:

- Handouts on sign in
- posters
- information on the back of lanyards
- copies of the child protection policy

The school should decide on the method contingent with the situation and individual

4.5 ESF

The use of technology and online video conferencing platforms to deliver quality learning experiences for our students is a critical element of our teaching approaches. This mode of learning presents additional risks to student wellbeing and safety that ESF manages through this policy document and its appendices, procedures and guidelines.

All staff members shall ensure that professional approaches to student safeguarding and student wellbeing are equally applied to online learning engagements. ESF policy and guidelines are being rapidly developed. Initial guidance is provided for use at Appendix VIII attached to this policy.

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5. PROCEDURE

5.1 ESF Policy

5.1.1 General Background

The aim of a policy for child protection and safeguarding is for all children within our care to be safe and well. It also enables staff to feel more confident and clear about the part they play in the protection of children. The policy also helps ESF and ESL support the rights of all children to be protected, rather than just responding to specific cases of abuse.

Child Rights can be broadly grouped as follows:

- **provision**, i.e. the right to possess, receive or have access to certain resources to services;
- **protection**, i.e. the right to be shielded from harmful acts or practices;
- **participation**, i.e. the right to be heard on decisions affecting his or her life.

More specifically, children are entitled to food, shelter, care, love, self-esteem, and the chance to maximise their potential.

Legislation in Hong Kong and around the world focuses our attention on the responsibility of all adults to uphold the rights of children and to work together to protect them and promote their welfare as the paramount consideration. Hong Kong, through China, is bound by the UN Convention on the Rights of the Child (see Appendix I).

A commitment to these rights by all those connected with the ESF and ESL community, such as school/kindergarten council members, principals, staff, education officers, teaching staff, coaches non-teaching staff, parents and other carers such as domestic helpers, is essential.

5.1.2 The School's Implementation of this Policy

There must be good communication and co-ordination within each school for a child protection policy to be effective. Staff need to be aware of what constitutes abuse and be familiar with procedures and guidelines.

The school is part of a wider system involving other agencies such as the Social Welfare Department, doctors and police, so close and positive liaison is essential and should be based on trust and understanding of each other's roles. The school is not isolated nor should it place itself in a position of isolation. Understanding and communication between agencies, problematic as it can be at times, is crucial for satisfactory child protection practice to be achieved.

Child protection is a complex issue but there are five key areas to be considered:

- Monitoring concerns/suspicion

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- Dealing with clear indications of possible abuse
- Coping with known victims
- Dealing with parents and community
- Curriculum development*

**particularly in the area of student agency/ autonomy, and Relationships and sexuality policy*

5.1.3 Core Statements

The implementation of the Hong Kong provisions as identified in the SWD document entitled ‘Protecting Children from Maltreatment – Procedural Guide for Multi-disciplinary Co-operation’ (see Appendix I for details) has further focused attention on the responsibility of all adults to uphold the rights of children and to work together to protect them and promote their welfare in every way. Our schools fully accept this responsibility.

These principles have implications, in particular for those who have regular contact with children in their professional lives.

All staff in ESF and ESL are required to meet these responsibilities. This will be achieved through policies on behavior, equal opportunities, dealing with bullying and a curriculum for that supports the protection and safeguarding of children.

Where there are concerns about a child it is essential that Colleagues follow the agreed procedures and work together with other agencies as necessary to provide for the child’s needs.

The Child Protection Officer has special responsibility for co-ordinating all matters regarding child protection.

5.2 Recognising Child Abuse

5.2.1 Definition of Child abuse

Child abuse is broadly defined as any act of commission or omission that endangers or impairs the physical or psychological health and development of an individual under the age of 18. It is committed by individuals, singly or collectively, who by their characteristics (e.g. age, status, knowledge, organizational form) are in a position of differential power that renders a child vulnerable.

Such acts are not viewed as limited to a child-parent/guardian situation but include anyone who is entrusted with the care and control of a child e.g. child-minders, relatives, teachers, etc. Abuse may also be perpetrated by someone who is not known to the child.

In determining whether a case should be defined as a child abuse case, the Child Protection Officer, in consultation with the Principal as appropriate, should make assessment based on individual case merits, taking into consideration various factors (e.g. the child’s age, the act, the consequences of the act on the child, etc.) and not only focusing on the frequency and nature of the incident that has occurred.

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There are four main areas of child abuse: neglect, physical abuse, sexual abuse and psychological abuse. It should be recognised that signs of abuse may also be a symptom of another problem. The following definitions are taken from SWD guide pamphlet (see Appendix 1).

5.2.2 Neglect

Neglect is a severe or repeated pattern of lack of attention to a child's basic needs that endangers or impairs the child's health or development. Neglect may be:

- Physical (e.g. failure to provide necessary food, clothing or shelter, failure to prevent physical injury or suffering, lack of appropriate supervision or left unattended)
- Medical (e.g. failure to provide necessary medical or mental health treatment)
- Educational (e.g. failure to provide education or ignoring educational needs arising from a child's disability)
- Emotional (e.g. ignoring a child's emotional needs or failure to provide psychological care)

5.2.3 Physical abuse

Physical abuse is a physical injury or physical suffering to a child (including non-accidental use of force, deliberate poisoning, suffocation, burning, Munchausen's Syndrome by Proxy, etc.), where the injury has been inflicted non-accidentally.

5.2.4 Sexual abuse

Sexual abuse is the involvement of a child in sexual activity (e.g. rape, oral sex) which is unlawful, or to which a child is unable to give informed consent. This includes direct or indirect sexual exploitation and abuse of a child (e.g. production of pornographic material). It may take place within the home or outside the home.

It may be committed by parents, carers, other adults or children singly or acting in an organised way. The abuser may make use of rewards or other means to attract the child. It may be committed by individuals either known or strangers to the child. (Child sexual abuse is different from casual sexual relationship that does not include any sexual exploitation, e.g. between a boy and a girl, though the boy can be liable for offences like indecent assault or unlawful sexual intercourse with an under-aged girl.)

5.2.5 Psychological abuse

Psychological abuse is the repeated pattern of behaviour and attitudes towards a child or extreme incident that endangers or impairs the child's emotional or intellectual development. Examples include acts of spurning, terrorizing, isolating, exploiting/corrupting, denying emotional responsiveness, conveying to a child that he/she is worthless, flawed, unwanted or unloved. Such act damages immediately or ultimately the behavioural, cognitive, affective, or physical functioning of the child.

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5.3 Proactive management of Child Protection and Safeguarding in ESF and ESL

5.3.1 Training

All ESF and ESL staff should have regular training regarding child protection and safeguarding, ensuring all staff are aware of responsibilities, procedures and referral routes.

5.3.2 Curriculum

Schools/ kindergartens should ensure that content and activities supporting safeguarding (such as Digital literacy and intelligent disobedience, relationships and sexuality education) are embedded in the curriculum, giving students relevant and timely opportunities to learn about key issues/ concepts and develop skills supporting safeguarding.

5.3.3 Annual declaration

Each member of staff should complete the **Annual ESF Child Protection Declaration** and the **ESF Staff Code of Conduct for Child Protection and the Safeguarding of Students** before the end of August each year.

5.4 Reactive management of Child Protection and Safeguarding in ESL

The management of a Child Protection issue will be dependent on the needs of the case. A procedural flowchart is included in Appendix III, which outlines the various events and actions that may occur in managing a case, and shows the relationship between them and the sequence in which they may occur.

This sequence of events and actions includes the following, each of which is detailed below:

- Disclosure
 - Recording
 - Reporting
 - Response coordination by the Child Protection Officer
 - Case conference
 - Determining measures to ensure ethical approaches to confidentiality
 - Monitoring
 - Working with parents / guardians
 - Referral / involvement of other agencies
 - Ongoing support for victims and others

5.4.1 Disclosure

Identification of child abuse or suspected child abuse may occur through observations and/or a conversation between a staff member and a student or group of students. Where this occurs, it is important for the member of staff to follow the guidance laid out in Appendix VI for how to conduct a disclosure conversation, remembering in particular:

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- To remain calm and reassuring; disclosing to an adult is often an incredibly difficult thing for a child to do
- To refrain from promising confidentiality
- To ask open-ended questions and encourage the student to talk, rather than asking closed or leading questions
- To avoid passing judgment on anything being described to them
- To take every disclosure seriously

5.4.2 Recording

Details of any indicators of possible child abuse observed by a member of staff, whether through observation, disclosure or some other means, must be recorded as soon as possible after an indicator has been observed.

5.4.3 What to Record

Consideration should be given to any or all of the following:-

1. **Patterns of attendance:** Unexplained absences or those that follow a pattern.
2. **Nature and quantity of contact with parents/domestic Helpers**
3. **Nature and quantity of contact with school staff:** Nurses, EA, frequently seeking out attention and/or reassurance
4. **Body language and behaviour:** Changing behaviour associated with a particular time or day; marked changes in behaviour or attitude over time; eating disorders or changes in eating patterns, complaints about feeling unwell, difficulties in walking or sitting; sexualised behaviour, symptoms of drug/solvent abuse. Mood (and changes in this) reactions to adults coming to collect the child.
5. **Language:** Either explicit or ambiguous.
6. **Play:** Acting out abuse in play situations or drama; exhibiting extreme aggression or withdrawal, change in play
7. **Drawing and writing (including online):** Pictures or people with detailed genitalia; suspicious incidents in diaries or news; detailed stories of abuse in “imaginative” writing.
8. **Medicals and PE:** Reluctance to undress; bruising; torn clothing; bloodstains; smell of semen.
9. **Indications or neglect:** Inappropriate clothing; poor personal hygiene; strong attention or affection seeking; underweight or small for age.
10. **Injuries to the child:** Bruises; lacerations and weals; burns and scalds; injuries or medical problems that do not receive medical attention.

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11. **Relationships (including online): Inappropriate dialogue, conversation or contacts**
12. **Record any special needs of the child.**

This list is by no means exhaustive, and what is appropriate to record will vary in each individual case, and according to the age and maturity of the child.

5.4.4 How to Record

The Child Protection Report form (Appendix IV) should be used to record concerns.

1. **The record must only contain facts.** These records may be open to disclosure to parents and legal representatives and it is therefore essential that they only contain factual material. It is important not to interpret what is seen or heard, simply to record. This will also help to reduce teachers' natural concerns about committing such sensitive matters to paper.
2. **Day, date, time and place should be included.** This will make it possible to discern any patterns of behaviour more easily.
3. **Background Information** should be included in order to put the incident in context. The events leading up to and surrounding an incident can be as important as the incident itself. Examples of such relevant information would include such things as details of the setting, triggering factors, and details of school routine that might have a bearing on the observed behaviour.
4. **Any record of the child's words should be verbatim** and not the teacher's interpretation of the child's words. This would include the child's words for the parts of the body, rather than the adult ones that the teacher would use. Where a teacher tries to clarify what a child is trying to say, the record should include details of the teacher's questions. It may be appropriate to have photographic evidence of some specific injuries.

5.4.5 In-school Case Conference

Unless action is already being taken and/or the case has already been referred to an external agency, where a report of a Child Protection issue has been determined by the Child Protection Officer to be the basis for a valid suspicion of abuse and/or neglect, the Child Protection Officer should, as soon as possible and no later than 10 working days from the date of the first report, convene a case conference of relevant colleagues to discuss the case.

The conference may include:

- Child Protection Officer*
- Principal
- School Counsellor and/or Social Worker

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- Tutor
- School Health Professional
- Head of Section*
- Head of Year or equivalent*

* indicates staff members who are always included

At the case conference, future actions for the management of the case will be identified, around a framework of three options:

- Monitoring
- Involving parents
- Referral / involvement of other agencies

The outcomes of the conference will be minuted and added to the Child Protection Folder under the name of the child in question.

After the initial case conference, the Child Protection Officer will determine whether / when future case conferences will be convened to manage the case on an ongoing basis. Generally speaking, further case conferences should be convened when:

- a period of monitoring has come to an end and the monitoring system in use needs to be reviewed;
- significant new information has come to light or the situation has changed in some way;
- a further decision on the progress of the case is necessary, e.g. a particular course of action has proved ineffective and a rethink is needed.

5.4.6 Determining measures to ensure confidentiality

In a suspected case of child protection, all communication must be treated with confidentiality. Sensitive information is only to be shared with the group monitoring the case, on a 'need to know' basis. It will rarely be appropriate for all staff to be made fully aware of the details of the case.

All records relating to the management of the case must be kept solely in the Child Protection Folder. Access to the folder must be restricted to the Child Protection Officer and the School Principal. On no account must any Child Protection records be kept with the child's general records.

If a child moves from one ESF school to another (including as part of transition between phases), any records stored in the Child Protection Folder should be transferred securely to the new school/kindergarten. When this is a phase transfer there should be a meeting between the giving and receiving CPOs. At this meeting:

- The Child Protection Officer from the current school/ kindergarten should communicate any relevant case information to the Child Protection Officer in the receiving school.
- any records stored in the Child Protection Folder should be transferred securely to the new school/kindergarten.

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- A note should be kept by both CPOs relating to which files have been transferred and which cases discussed. These notes should be kept securely with child protection records

If any request is made from outside the ESF for information which would potentially involve sharing the contents of a Child Protection file, the Child Protection Officer should act in accordance with the ESF Personal Data Handling Policy and should liaise with the Student Welfare Advisor as appropriate in doing so.

5.4.7 Monitoring and Recording Concerns

One possible action to be taken in response to a report of a Child Protection issue is the adoption of a monitoring system.

5.4.7.1 The purpose of monitoring

The purpose of a formalised framework for monitoring suspected cases of child abuse is to:

- clarify the nature and extent of the concerns
- provide a clear record of the facts which contribute to the development of concerns
- help to identify patterns of behaviour
- provide a means of reducing staff concerns
- enable subsequent referrals to Social Welfare Department to be made clearly and professionally

5.4.7.2 Key components of a monitoring system

The key components of a monitoring system can be represented by the following questions:

1. Who is being asked to monitor the child?
2. For what specified period are they doing this monitoring?
3. What indicators are they looking out for? (See Appendix V)
4. What should they do if they witness one or more of these indicators?

All of the staff involved in a monitoring system should be aware of how the system operates and when it will be used.

Ongoing monitoring means that a detailed understanding can be built up over time of the child's situation. Individual observations may not seem to indicate much by themselves but, when combined with other observations gathered over time, can form a significant 'bigger picture' of the child.

It is likely that the school will most often use a monitoring system as a means of information gathering prior to the involvement of the FCPSU, or as a means for the school to manage the case itself. However, the school may also be asked to monitor, or to continue to monitor, a child either as part of an ongoing investigation by the FCPSU / other official agencies or when an investigation has taken place and there are still concerns about a child.

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5.4.8 Working with parents/guardians

Parents and children will feel more confident about the school's ability to deal with the problems if they know that a constructive policy is operating within the school. Good liaison with parents will ensure that they understand the role and duties of school staff in promoting child protection.

5.4.9 Referral / involvement of other agencies

The Social Work Officer at the Family and Child Protective Services Unit (FCPSU) of the SWD will provide advice, including for cases where there are doubts as to whether to make a formal report or not, during office hours. For reports on suspected child abuse cases received after office hours, the SWD Outreaching Team (after office hours) through contact by the SWD hotline should respond to the report.

5.4.9.1 Referral to FCPSU

1. In cases of **suspected child sexual abuse or serious physical abuse** a referral should be made directly to the FCPSU who will work with the Child Protection Special Investigation Team (see the Social Welfare Department's "Procedural Guide for Multi-disciplinary Co-operation" 2020 Revision).
2. In referring to FCPSU the Child Protection Officer may be asked to provide the following information to hand.
 - a. The immediate cause for concern and any immediate danger
 - b. The child's full name, date of birth, address, I.D. number and special needs of the child
 - c. The child's whereabouts
 - d. Name and HKID No. of parents/carers and details of other members of the household e.g. siblings.
 - e. Name of the family doctor
 - f. Name of school
 - g. Name, post and phone number of contact person
 - h. Name of other witnesses and other agencies
 - i. Any other relevant information you may have
3. It is important to remember that submitted documentation may form part of the evidence should a case develop into court proceedings.
4. It may be helpful to explain to the duty officer what expectations there are of the Team, e.g. that they will ring back within a certain time span, keep you informed, etc.
5. A copy of the referral information should also be sent to the Student Support Officer.

Do not contact the parents at this stage. Agree with the FCPSU how this will be handled and by whom. **Confidentiality** in these matters must be considered at all times. It may be important to avoid the risk of an abuser being alerted prematurely before the child is adequately protected or when police evidence could be destroyed.

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5.4.10 Ongoing support for victims and others

ESF schools are committed to supporting any student who has had traumatic experiences. There can be high levels of anxiety for those involved with supporting known victims of abuse. Staff often underestimate their abilities in this field and negate their skills and experience because of the emotional impact of child abuse.

5.4.10.1 Care for students

Children and young people who experience abuse may have a change in behaviour, which can be difficult to manage. Being caring, consistent and attentive will be a support. It is essential staff continue to work as part of a team in order to provide consistent and appropriate care. Staff should monitor behaviour change for signs of post-traumatic stress and make decisions about whether the student needs access to further support, such as counselling.

5.4.10.2 Communication

Clear communication between staff and family and other agencies will help in understanding the child's situation and lead to developing strategies to support the child and promote positive behavior.

5.4.10.3 Care for staff

Consideration needs to be given to the impact on those involved with a case of child protection. Schools should ensure a system of support is available for all members of staff. ESF commits to supporting staff, and also providing a support network for Child Protection Officers. Staff can be supported in this area through the ESF Open Door service if necessary.

6. COMPLIANCE

Child Protection is the responsibility of **all adults** in the ESF and ESL communities

A central obligation of the policy is adherence to SWD guidelines. Where these guidelines indicate that a case should be referred to the FCPSU, the Child Protection Officer or Principal/ senior manager must do so without delay and must not deal with such cases in isolation.

Any matters concerning the implementation of this Policy in a particular school/organisation should be raised with the Child Protection Officer or Principal. Any matters concerning non-compliance should be raised with the Head of Student Support, ESF Centre.

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APPENDIX I Further Reference

UN Convention on the rights of the child, November 1989. Available at:
<http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

Protecting Children from Maltreatment – Procedural Guide for Multi-disciplinary Co-operation, Revised 2020 (Updated March 2020); Social Welfare Department. Available online at:
https://www.swd.gov.hk/en/index/site_pubsvc/page_family/sub_fcwprocedure/id_1447/

Child Abuse...It Matters to You, August 2008; Social Welfare Department. Available at:
<http://www.swd.gov.hk/vs/doc/publicity/Child%20Abuse%20It%20Matters%20You.pdf>

Relevant Ordinances related to child protection and child abuse include (list taken from **Protecting Children from Maltreatment – Procedural Guide for Multi-disciplinary Co-operation**, p99/100 The procedural guide details how each applies):

- Protection of Children and Juveniles Ordinance, Cap 213
- Evidence Ordinance, Cap 8
- Employment Ordinance, Cap 57 (Employment of Children Regulations Cap57B, Employment of Young Persons Regulations Cap 57C)
- Domestic and Cohabitation Relationships Violence Ordinance
- Criminal Procedure Ordinance, Cap 221
- Live Television Link and Video Recorded Evidence, Cap 221
- Education Ordinance, Cap 279
- Adoption Ordinance, Cap 290
- Child Abduction and Custody Ordinance, Cap 512

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APPENDIX II

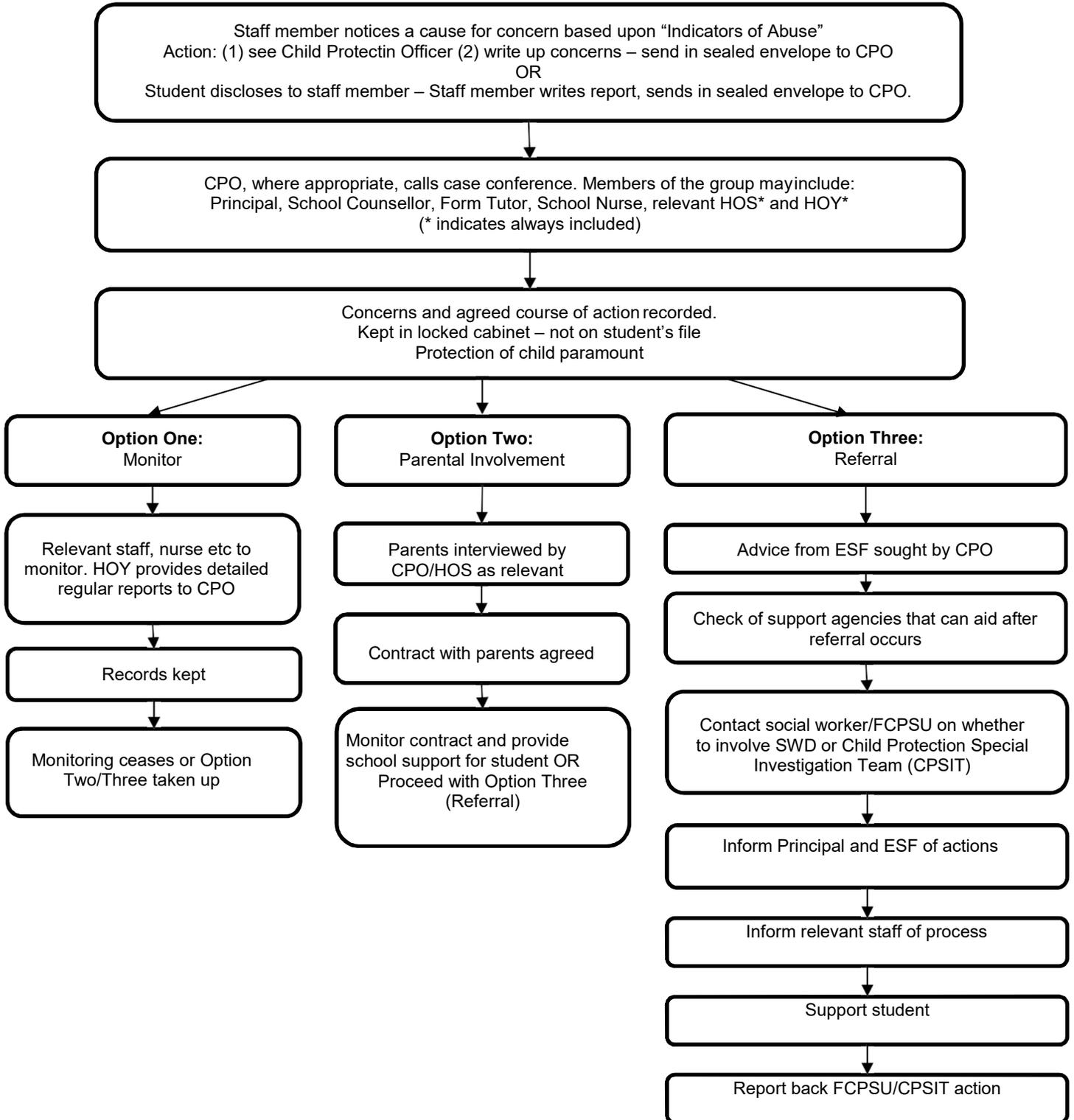
Role of the Child Protection Officer

1. To refer cases to the Family and Child Protective Services Unit (FCPSU) of the SWD, where appropriate, after consultation with the Principal and the person who raised the concern.
2. To be a point of contact and support for staff in cases of suspicion or disclosure.
3. To familiarise themselves with the ESF Procedures.
4. To co-ordinate information and develop communication between the school and other agencies.
5. To ensure that there is support within the school for children who have been abused.
6. To keep up to date with relevant information, legislation and developments regarding child protection.
7. To ensure that the issue of child protection is given due emphasis.
8. To co-ordinate aspects of personal safety curriculum development.
9. To contact Student Support Officer ESF, if in doubt about procedure.

Child Protection Officers should be the focal point in the school for all staff. However, this should not mean that they carry the total responsibility and recognition should be given of their possible need for practical and emotional support.

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Appendix III Procedural Flowchart



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Appendix IV Child Protection Report Form

This report should be completed IMMEDIATELY following any incident that raises any concern about possible child abuse. It should be completed by any member of staff who has reason to be suspicious about or concerned about the wellbeing of a child. Care must be taken to report this information accurately and confidentially. A hard copy of this information should be given to the Child Protection Officer. This document will need to be signed by all parties involved.

Name of person completing report:

Position in relation to the student (i.e. teacher, tutor, counsellor):.....

Student involved:

Tutor Group/ Class:

Date: Day of the week:

Time:

Adults/students present:

DETAILS OF CONCERN

A record is needed of exactly what the concern is (it is very important that you do not embellish details), what you saw or heard including actually site of injury (eg upper right arm, size/colour of bruising etc) or an exact record - as far as possible - of anything said to you by the child.

Record any relevant comments made by yourself.

Avoid asking any more questions than are necessary to clarify any uncertainties. Please attach your statement and any information necessary. This might consist of:-

- an email trail
- other staff statements
- notes of concern

Signed:

Reported to Child Protection Officer at(time) on..... (date)

Action taken/No further action

.....

Signed(Child Protection Officer)

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Report

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APPENDIX V Checklist for identifying possible child abuse

The presence of any one or a combination of these indicators is not in itself any proof of child abuse. However, the presence of these indicators should alert us to the possibility of child abuse.

Signs or symptoms which **may** possibly indicate **neglect**:

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Consistently poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection demanding or attention seeking behavior
- Untreated illnesses/injuries
- Severe rash or skin diseases
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, e.g. growth, weight
- Failure to develop intellectually or socially

Signs or symptoms which **may** indicate **physical abuse**:

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand and nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations, abrasions, weals
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying

Signs or symptoms which **may** indicate **psychological (emotional) abuse**:

- Over-reaction to mistakes, continual self-deprecation
- Delayed physical/mental/emotional development
- Sudden speech disorders, elective mutism/deafness
- Inappropriate emotional responses, fantasies
- Disruptive behaviour or conduct problems
- Marked deterioration in academic performance
- Rocking, banging head, regression
- Self-mutilation, drug or solvent abuse
- Suicidal thoughts
- Fear of parents being contacted

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- Running away, compulsive stealing
- Masturbation
- Appetite disorders – anorexia, bulimia
- Soiling, smearing faeces, enuresis

Signs or symptoms which **may** indicate **sexual abuse**:

- Sexually explicit play or behaviour or age inappropriate behaviour
- Anal or vaginal discharge, soreness or scratching
- Truancy, lateness, reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate, elective mute
- Thrush or other infections
- Persistent complaints of stomach disorders or pains
- Eating disorders, e.g. anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour
- Enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Excessive reaction to being touched
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises, scratches, etc., in genital area
- Lack of trust in a familiar or particular adult

*Child abuse cases are applicable to children and juveniles **under the age of 18.***

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APPENDIX VI Staff Guide to Dealing with Reports of Abuse

When a child is telling you about a case of abuse, *it is important that you should remember to:*

- (1) Stay calm.
- (2) Reassure the child - tell them they are doing the right thing and that you are pleased they are confiding in an adult. Praise them for having the courage to come forward.
- (3) Tell the child that the information they are giving you will be taken seriously and looked into by school and outside agencies if necessary.
- (4) Explain to the child that it is necessary, in order to help them, that you will have to tell certain other parties but assure them that this will not be general knowledge within the school community.
- (5) Tell the child whom you will be confiding to next and why. Assure them that (in the case of abuse by a parent) their parents will not be informed until there has been discussion.
- (6) Show that you believe the child and ensure that you tell them this
- (7) Tell them that it is not their fault.
- (8) Encourage the child to talk - listen to them rather than ask leading questions.
- (9) Check that you have a full understanding of what the child has told you before the end of the discussion.
- (10) Be aware that the child may retract all that they have told you either in the initial interview or later - it is important that you still report it.
- (11) Find out if the child has told anyone else, either in or outside of school, this information.
- (12) Make a detailed report on the relevant sheet of all the information, use the child's language, and pass to the Child Protection Officer/Principal immediately. Include questions asked but do not include own opinion or comments. It is important that this is recorded in as much detail as possible so that the child does not have to repeat the details of abuse unnecessarily.

When a child is telling you about a case of abuse, *it is important that you **refrain** from:*

- *Transmitting anger, shock or embarrassment.*
- *Promising confidentiality. Assure the child that you will make every attempt to help them but let them know that you may have to tell other people about the incidents in order to help (Note (12) above.*
- *Asking leading questions or pressing for information.*
- *Telling the child that what has happened to them is "dirty, naughty or bad" in any way, though reference might be made to the teacher's role in helping it to be stopped.*
- *Commenting on the offender and their morality - it may be someone the child loves.*
- *Talking to anyone but the Child Protection Officer/Principal about what the child has told you.*
- *Acting without the knowledge and agreement of the Child Protection Officer/Principal.*

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APPENDIX VII Family and Child Protective Services Units of the Social Welfare Department (as at August 2020)

Region	Service Boundary	Office Tel No.
Hong Kong Island	Central, Western, Southern and Islands	2835 2733
	Eastern and Wanchai,	2231 5859
Kowloon East	Wong Tai Sin and Sai Kung	3188 3563
	Kwun Tong	3586 3741
Kowloon West	Kowloon City and Yau Tsim Mong	3583 3254
	Sham Shui Po	2247 5373
New Territories (North)	Tai Po and North	3183 9323
	Tuen Mun	2618 5710
	Yuen Long	2445 4224
New Territories (South)	Shatin	2158 6680
	Tsuen Wan and Kwai Tsing	2940 7350

HOTLINES:

Social Welfare Department	2343 2255
Family Crisis Support Centre	18288
CEASE Crisis Centre 24-hour Hotline	18281
Against Child Abuse	2755 1122
End Child Sexual Abuse Foundation	2889 9933
Equal Opportunities Commission (DDO)	2511 8211

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APPENDIX VIII

Safeguarding Protocols for Online Learning/ Distance Learning

All staff members need to be aware of child safeguarding in the online context. While each school will have guidelines unique to its own setting and technological environment, the following shall be observed across ESF:

VIDEO CONFERENCING

All staff members should ensure that anything in the camera line of view is appropriate for a professional teaching and learning situation. This could include a plain wall or virtual background.

ONE TO ONE

1. When speaking with a student one to one, staff shall adopt appropriate online safeguarding and wellbeing protocols to ensure the safety and wellbeing of the student, given that there may be no other adults present.
2. It is important to ensure that students are comfortable with this situation before starting a conversation. It is advisable to offer them the opportunity to have another adult present (parent or teacher) if they so wish.
3. It is also prudent to inform parents and/or a line manager that a one to one conversation is taking place, preferably beforehand but otherwise as soon as possible thereafter.
4. If such conversations form a regular part of the individualised teaching and learning and/or guidance processes, an advance email to parents is advised. Equally, this should be communicated through centralised planning and records within the school.

ADMISSIONS

1. If conducting an online admissions interview, two members of staff shall be present at all times.
2. In some cases (and if the above cannot be arranged) it may be appropriate to invite a parent to remain in the room with the student. The parent should be in the line of view of the staff member conducting the assessment. They should not be next to the student; nor should they participate unless invited to do so.

RECORDING

1. If audio and/or visual recordings of students are made during lessons, it is prudent to seek the permission of those students, and their parents, beforehand.
2. Equally, if a teacher then wishes to share these recordings with other students in the school, the permission of the students and their parents should be sought.

SAFE USE OF ZOOM

1. When using Zoom, or other school authorised video conferencing platforms, teachers shall adopt security guidelines provided by their school's ICT Lead.
2. Any concerns should be reported immediately to the ICT lead and to the Child Protection Officer.