**儿童保护政策**

**介绍**

虐待和忽视儿童是全世界关注的问题，是对儿童人权的侵犯，这对他们的学业、身体和情感发展造成障碍。教育工作者有机会观察和与儿童互动，并处于优势来识别需要帮助和保护受虐待和忽视的儿童。中芯国际学校力求为所有学生提供一个安全的地方。我们的目标是建立和维护一个积极主动的环境，通过两种方式保护儿童：1) 防止虐待儿童；2)尽早发现，制定干预计划，并将其报告给有关当局。

中芯学校采用了以下全面的儿童保护计划，每年都会向所有员工、家长/监护人以及新员工/志愿者申请者传达该计划。我们的策略是确保中芯国际学校的所有人员（有偿员工，学术和非学术的志愿者）、学生和家长/监护人了解虐待和忽视儿童的问题。这包括了解以下内容：

* 虐待儿童的迹象和症状；
* 国家和地方报告程序；
* 授权报告人的职责，包括如何、何时以及向谁报告。

最后，如果怀疑、观察到虐待儿童现象，或中芯学校社区的任何成员发现虐待行为，此人要拥有必要的知识、信息和资源，以确保儿童安全，及时有效地传达情况，并及时将怀疑或虐待事件报告给有关当局。

儿童保护计划定义了各种形式的虐待，并概述了学校对以下方面的要求：

• 强制报告人和报告程序，

• 筛选和选择员工、教职员工和志愿者，

• 维持一个儿童权益保护团队，

• 为教职员工和学生提供预防儿童性虐待的培训和教育，

• 制定成人儿童互动的行为准则，

•为有需要的家庭提供后续护理和服务计划。

**虐待和忽视的定义**

*世界卫生组织 (http://www.who.int/topics/child\_abuse/en/) 提供了以下定义：*

*受虐儿童，有时也称为虐待和忽视儿童，包括对儿童健康造成实际或潜在伤害的一切形式的身体和情感虐待、性虐待、忽视和剥削，发展或尊严。在这个广泛的定义中，可以区分为五钟类型——*

* *身体虐待*
* *性虐待;*
* *疏忽和疏忽对待；*
* *情感虐待；*
* *剥削。*

一个人可能主动造成伤害（有意或通过有意/无意的疏忽）或未能采取防御措施给儿童带来虐待。儿童可能在家庭或机构（例如学校）或社区环境中受到虐待，通常是他们认识的人，或者更罕见的是陌生人。研究表明，大多数虐待儿童都是由孩子认识、尊重或信任的人实施的（非洲国际学校协会，2014 年）。通常儿童可能同时遭受多种形式的虐待，使问题进一步复杂化。

**以下信息摘自 AISA 儿童保护手册 (2014)**

为了提高 AISA 社区的意识，本手册重点关注四种主要的滥用类别并提供有关每种类型相关的身体和行为体征的基本信息。

身体虐待 身体虐待可能包括击打、拳打、摇晃、投掷、使中毒、咬伤、燃烧或烫伤、溺水、窒息或以其他方式故意对儿童造成身体伤害。 （这些症状也可能表明对自己的伤害，例如刀切和自杀意念）。身体虐待的迹象可能包括：

* 瘀伤、烧伤、扭伤、脱臼、咬伤、割伤
* 不合理的借口来解释创伤
* 受伤没有得到及时医疗照顾
* 在不会跌倒的地方、没有危险游戏的地方造成身体伤害。
* 反复尿路感染或不明原因的胃痛
* 拒绝讨论伤害
* 拒绝身体接触
* 胳膊和腿在炎热的天气里保持覆盖
* 害怕回家或联系父母
* 表现出对成年人的警惕或不信任
* 自毁倾向
* 对他人有攻击性
* 非常被动甚至顺从
* 长期逃避

情绪虐待 情感虐待是对儿童的持续情感虐待，从而对儿童的情感发展造成严重和不利的影响。它可能包括： 向孩子传达他们一文不值或不被爱的信息；向孩子传达他们仅在满足另一个人的需要时，才是有价值的；强加于儿童年龄/发育不适当的期望；导致孩子经常感到害怕；或剥削或腐败儿童。某些情感虐待涉及对儿童的所有类型的虐待，尽管它也可能单独发生。情绪虐待的迹象可能包括：

* 身体、心理和情感发育迟缓
* 极度焦虑
* 表现出言语迟缓或突然言语障碍
* 害怕新情况
* 自卑
* 对痛苦情况的不当情绪反应
* 极端的被动或侵略
* 滥用药物或酒精
* 长期逃避
* 强迫性偷窃
* 强迫症或恐惧症
* 突然的学业表现不佳或注意力不集中
* 寻求注意力的行为
* 持续疲倦
* 撒谎

性虐待 性虐待包括强迫或引诱儿童参与性活动，无论儿童是否意识到正在发生。这些活动可能涉及身体接触，包括插入（即性交）或非插入行为。性虐待包括非接触性活动，例如让儿童参与制作或观看色情材料或鼓励儿童以不恰当的方式行事。性虐待的迹象可能包括：

* 生殖器部位疼痛或刺激
* 阴道或阴茎分泌物
* 排尿困难
* 感染、出血
* 性传播疾病 (STDs)
* 害怕人或地方
* 侵犯
* 退行性行为、尿床或陌生人焦虑
* 过度手淫
* 性挑逗
* 走路或坐着时胃痛或不适
* 异常安静和孤僻或异常咄咄逼人
* 患有似乎无法用医学解释的身体疾病
* 表现出对特定成年人的恐惧或不信任
* 提到受到成年人的特别关注或与成年人或年轻人建立新的“秘密”友谊
* 拒绝上学或日常社交活动
* 年龄不当的性行为或语言

忽视 忽视是指持续未能满足儿童的基本生理或生理需求，可能导致儿童健康或发育的严重损害。一些忽视指标可能包括以下内容：

* 无人看管的医疗需求
* 缺乏监督
* 持续饥饿
* 穿着不当
* 不卫生
* 营养不良
* 疲劳或无精打采
* 自毁行为
* 极度孤独
* 极度需要亲情
* 无法成长
* 经常迟到或缺勤
* 自卑
* 不良的社会关系
* 强迫性偷窃
* 滥用药物或酒精

**授权报告人和报告程序**

结合中国法律，中芯学校认为学校所有员工都可以举报虐待或忽视儿童的情况。如果中芯学校的任何员工有合理理由怀疑学生受到任何形式的虐待，他/她应立即向儿童保护官、国际部主任或校董报告。故意不报告可能会导致终止雇佣合同和/或承担法律责任。所有疑似虐待或忽略儿童的事件报告和后续行动将按照本政策中的指导方针进行。

对于被举报涉嫌违法的员工，中芯学校将按照精心设计的程序进行全面调查，将孩子的安全放在首位。

怀疑虐待或忽视儿童的案件可由学校报告给地方当局、被指控的肇事者的雇主、各自在上海/中国的家庭领事馆（如果虐待来自家庭内部）、原籍国儿童保护机构，或其他被认为有必要保护儿童的机构/组织。

以下是中芯学校的儿童保护协议：

* 所有员工都必须在第一次怀疑虐待、忽视或骚扰时向学校的儿童保护官员（由学校咨询办公室指定）或国际部主任或校董报告虐待或忽视儿童的情况
* 如果首先通知儿童保护官员，他/她会立即通知国际部主任或校董。
* 一旦向学校当局提出虐待或忽视儿童的指控（如上所述），学校有义务在收到信息的 24 个工作小时内开始对指控进行正式调查。
* 心理辅导办公室指定一名辅导员担任儿童保护官。儿童保护官（或国际部主任或校董另外指定的主要代表）负责以下事项：
	+ 主导对虐待或忽视指控案件的调查
	+ 确保立即通知父母/监护人，除非这样做会使孩子面临进一步的伤害风险
	+ 一旦提出儿童忽视或虐待的指控，召集儿童保护小组会议（见下文）。该会议应在最初指控提出后的三个工作日内举行
	+ 保留调查的官方记录，包括确保其机密性和妥善保管
	+ 通过提供儿童保护小组指定的后续服务来帮助家庭
* 学校的儿童保护官（或国际部主任或校董的其他指定代表）领导对虐待或忽视指控的调查。该调查首先通过与相关方秘密交谈并获得有关所称事件的书面陈述来进行。这些人可能包括以下人员：学生、学生的老师、家长/监护人等，单独询问这些人中的任何一方不会使学生面临更大的潜在进一步风险或伤害。
* 如果适用并且为了孩子的最大利益，将通知家长/监护人并邀请他们参加会议，讨论学校有所疑虑的问题。
* 对涉嫌虐待或忽视儿童的调查是严格保密的。与调查有关的所有信息和记录均属于学校所有，仅供学校保密使用。只有在适当的法律当局的要求下，这些记录才会提供给外部来源。对这些学校记录的其他非学校来源请求将由学校的国际部主任或校董决定。
* 儿童保护官员或管理员系统地记录所有调查结果，并将其放入儿童的机密文件中，以记录可疑事件
* 如果怀疑儿童似乎有进一步受虐待的风险，儿童保护官将在儿童保护案例管理团队的合作下编制一份正式报告，该报告将合法地翻译成中文。
* 学校的报告将正式提交给当地妇女、儿童和青年事务局的分支机构，他们将根据中国法律确定下一步行动。可能会要求作出最初指控人与当局讨论其指控的性质。学校或其管理人员不负责代替最初提出指控人发言。
* 如果被指控的肇事者是家长/监护人/家庭成员，并且如果家长/监护人/家庭成员没有以保护孩子的最佳利益行事，学校保留联系家长/监护人的雇主、家庭大使馆的权利/领事馆和/或法律机构，授权专业咨询和/或取消他们的学生在中芯学校的注册。
* 如果犯罪嫌疑人是学校员工并且他们的继续工作被认为使儿童面临更大的风险，学校保留以下权利：联系法律当局，联系雇员的大使馆/领事馆，委托专业咨询，将雇员安排学校短期带薪休假、长期带薪停学和/或终止中芯学校的雇佣合同。
* 当指控员工/志愿者犯有虐待或忽视时，预计导致指控的原因会立即停止。
* 学校的儿童保护官将根据需要提供后续服务
* 拒绝接受儿童保护团队的恢复计划（可能包括咨询和外部转介到其他服务提供者）的家长/监护人/学生可能会因学校认为必要的行动而受到强制后果。

**审查工作人员和志愿者**

在中芯学校，我们致力于确保我们的员工（学术和非学术）和外部服务提供者（食品供应商、警卫、巴士供应商等）在与儿童合作之前经过适当和严格的筛选。在中芯国际学校提供就业机会之前，学校的新员工必须经过背景调查程序。员工必须进行来自原籍国和中国的犯罪背景调查（如果他们在申请中芯国际学校的职位之前曾在中国居住，在为中芯国际学校服务期间内，都可能要求员工/志愿者进行犯罪记录和背景调查。学校发现申请人/员工/志愿者提供的信息存在伪造或重大遗漏，可能会导致学校立即取消聘用或志愿者服务的资格或终止其就业或志愿服务。 犯罪记录本身不会自动取消申请人/员工在学校担任职位的资格；相反，犯罪记录的严重程度和与职位的相关性，特别是在与学生合作方面，将根据学校核心招聘管理团队成员的具体情况进行考虑。

中芯学校致力于确保所有外部合同工都提供背景调查和筛选的文件。中芯学校要求所有中芯学校员工/志愿者、外部承包商、供应商和服务提供商进行以下筛选和犯罪背景调查：

* 申请人的书面申请/适用性声明
* 个人面试
* 证件检查
* 推荐人/机构检查
* 犯罪记录和背景调查

**儿童保护培训**

作为员工培训的一部分，所有中芯学校工作人员都必须完成儿童保护培训。在此过程中还将审查本手册的合理性。所有新员工都必须参加此培训；工作人员工作的第二年需要进行后续培训。培训课程有中英文两种版本。

**儿童保护小组和儿童保护专案管理小组**

中芯学校的儿童保护小组包括：

* 儿童保护官
* 指定年级辅导员
* 医护人员
* 各部门负责人
* 德育主任
* 班主任（或其他指定老师）
* 课程/职业发展主任（仅就与课程相关的问题提供服务，但不属于团队的其他部分）
* 对于虐待或忽视儿童的具体指控，儿童保护小组将组建一个儿童保护专案管理小组，该小组应仅包括小学国际部主任、学生事务部主任、班主任、指定的辅导员和儿童保护官员（主持这些会议)

儿童保护小组负责以下事项：

* 确保在全校范围内实施儿童保护措施，其中包括对整个儿童保护政策和程序的年度审查/正式自我检查
	+ 如何调查关于虐待/忽视儿童指控的程序
	+ 一旦指控成立，制定后续计划: 学校对学校、家庭、学生和受影响员工的期待
* 帮助监测和审查针对个体案件具体行动的有效性
* 每年都按照儿童保护政策的规定对所有员工/志愿者进行专业培训,也对家长/监护人进行儿童保护的专业培训
* 每年向家长/监护人发送更新的电子邮件/网站资讯，了解中芯国际学校儿童保护政策
* 作为资源小组, 处理需要儿童保护相关信息的案件（即协助调查疑似虐待和/或儿童忽视的案件，向儿童保护团队或适当的法律机构提供后续服务）。

学校心理咨询部与儿童保护小组合作，监督全校儿童保护内容的课程开发。该课程定义了虐待和儿童忽视，提供了预防和上报的相关措施，并向学生灌输一个整体概念: 即没有孩子应该受到虐待或忽视。有目的的儿童保护指导理念有助于营造一个让学生感到安全和受保护的环境，并鼓励和授权学生向可信赖的成年人报告虐待或忽视的情况，使他们将获得即时全面的支持。课程是针对特定年级的，并在学生的适当年龄水平和发展水平上教授。

当儿童保护案例管理团队被要求开会/采取行动时，他们对虐待或忽视学生的指控的调查可能会得出三种结果。

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| **学校根据儿童保护案例管理团队的调查结果采取的行动** |
| A类由学校辅导员处理的案例： | B类需要外部服务干涉的案例 | C类向外部机构参与调查的案例： |
| * 学生与同龄人的关系
* 在家管教孩子的相关育儿技巧
* 学生家长关系
* 心理健康问题，如抑郁、自卑、悲伤
 | * 心理健康问题，例如抑郁症、精神病、精神分裂、自杀念头
 | 发现严重持续的身体、情绪和性虐待或忽视 |

**成人与儿童; 儿童与儿童之间行为互动准则**

中芯国际学校要求所有员工、志愿者和在中芯国际与儿童一起工作的任何人都表现出负责的态度，始终保持适当的界限和专业精神。所有学校人员都必须阅读并签署行为准则。所有供应商、承包商和第三方服务提供商的员工都应签署相同的行为准则，该准则提供中英文版本。以下指导方针指导成人在中芯国际学校工作时与学生的互动：

* 员工/志愿者将避免他/她单独和孩子相处的情况。这包括不使用他/她的私人车辆单独运送学生。当有必要与孩子私下交谈时，找一个听不见但在他人视线范围内的空间。
* 所有用于教学、学生会议或学生辅导的房间门或墙上都应有透明玻璃，如果没有，则必须将门打开。
* 应尊重儿童在如厕、淋浴和更衣等情况下的隐私。在这些情况下有必要监督儿童时，至少应有两名成人在场，并且仅在儿童需要直接的健康和安全照顾时。同样，员工/志愿者在如厕时也必须通过使用员工指定的浴室或仅使用私人安全隔间来保护自己的个人隐私。
* 学生和教职员工/志愿者将避免接触通常被泳衣覆盖的学生私人区域；乳房、臀部和生殖器/腹股沟。
* 当拥抱合适时，从侧面拥抱肩膀，而不是从正面。
* 与儿童互动时，员工/志愿者不得开性玩笑、发表色情言论、亲吻学生（嘴唇、脸部或身体其他部位）、使用感官按摩、抚摸儿童身体的任何部位，或使用性手势。
* 当作为夜间活动的监护人时，员工/志愿者不会与他们自己的孩子以外的孩子共享宿舍。在情有可原的情况下，例如学生的紧急医疗需求情况下，如果员工需要与学生住在同一个房间，必须提前通知学校的国际部主任或国际部主任，以获得许可。在任何情况下，工作人员都不得与学生共用一张床。
* 绝不允许在我们学校社区中与教职员工/志愿者/学生/家长监护人交谈，透露另一名教职员工/志愿者/学生/家长/监护人或自己的性方面的内容。
* 中芯学校员工/志愿者不得与任何当前的中芯学校在校学生建立浪漫/约会关系（临时、短期或长期）。
* 在中芯学校，体罚从来是不能接受的纪律后果，而且是违反中国法律。
* 如果为了学生自己或他人的安全而有必要对学生进行人身约束，将对这一事件进行书面记录，并会在当天通知学部国际部主任。
* 设定和尊重界限是成年员工/成年志愿者的责任。
* 当儿童试图让成年人做出上述不当行为时，员工/志愿者必须立即拒绝该提议，并将这种情况报告给他/她的直接主管。

**后续关怀和服务**

学校除了有报告涉嫌虐待或忽视儿童的法律义务，学校还有道德和伦理义务帮助我们的家庭提供后续关怀和服务，使他们能够以健康的方式前进。因此，中芯学校提供以下创伤后干预策略，并与家庭密切合作，制定适当的行动计划。因为每一次虐待或忽视的经历都是独一无二的，所以适用于每种情况的干预策略也是独一无二的。请在以下找到学校为有需要的学生和家庭提供的支持类型：

* 在保密和支持的环境中提供初步咨询和指导
* 转介给有执照的心理咨询师、治疗师或心理健康专业人员，以便在学校环境之外继续进行个人或家庭治疗
	+ 学校可能会推荐有执照的心理咨询师、治疗师或心理健康专业人员，但家庭有责任支付此类服务的费用
* 定期与学生/家长监护人与儿童保护官进行检查，以监控干预计划的进度，分享进度反馈，并根据需要修改策略
* 分享资源，例如网站、文章、书籍、支持博客等。
* 后续跟进服务是在规定的时间内指定的，但可能会在儿童保护团队认为必要时延长
* 中芯学校的员工/志愿者为据称受到虐待或忽视的儿童提供专业护理和服务，当需要额外的支持时, 学校心理咨询部门将帮助这些员工/志愿者，让他们在隐私受保护的情况下讨论他们的焦虑和个人反思。

**持续虐待的长远影响**

当虐待发生后，虐待对儿童的影响可能会持续一生。部分受害者所受的虐待是有弹性的，因此受害者能够顽强反抗和生存。许多研究已经确认了长期虐待儿童对终生健康和福祉的影响，特别是当儿童受创伤后没有得到适当的支持帮助。最重要的一点时儿童经常遭受多种形式的虐待并遭受不同程度的伤害。此外，所有形式的虐待都有可能对受害者产生长期影响，并可能影响受害者正常的生活功能。虐待损害了自我价值、自尊，使他们绝望、无助，无法过上正常的生活。长期受虐待儿童对其产生的影响。

* 学习成绩差
* 无法完成任务
* 无法按照计划/能力生活
* 无法照顾自己
* 无法与他人共存、合作或工作
* 缺乏自信，容易上瘾
* 无法表达爱/或接受爱
* 无法照顾家人，健康问题不断
* 容易出现心理健康问题
* 低自尊、抑郁和焦虑
* 创伤后应激障碍（PTSD）
* 依恋困难
* 饮食失调
* 同伴关系不佳，自残行为（例如，企图自杀）

## A-7. Child Protection Policy

*(Updated July 9, 2020)*

SMIC School seeks to be a safe place for all our students. Our goal is to build and maintain a proactive environment that protects children.

### Introduction

Child abuse and neglect are concerns throughout the world and are violations of a child’s human rights that create obstacles to their academic, physical, emotional development. Educators have the opportunity to observe and interact with children over time and are in a unique position to identify children who are in need of help and protection from abuse and neglect. SMIC School seeks to be a safe place for all our students. Our goal is to build and maintain a proactive environment that protects children through 2 means: 1) child abuse prevention and 2) by helping assure its earliest possible detection, creating a plan of intervention, and reporting it to the proper authorities.

SMIC School has adopted the following comprehensive child protection program, which it will communicate annually to all staff, parents/guardians, and new employee/volunteer applicants. Our strategy is to ensure that all SMIC School personnel (paid and volunteer both academic and non-academic positions), students, and parents/guardians understand the issues of child abuse and neglect. This includes knowing the following:

* signs and symptoms of child abuse;
* national, and local reporting procedures; and
* responsibilities of mandated reporters, including how, when, and to whom to make a report.

Ultimately, if child abuse is suspected, observed, or disclosed to any member of the SMIC School community, that person will have the knowledge, information, and resources necessary to ensure that the child is safe, that the situation is communicated promptly and effectively, and that the suspicion or incident is reported to the appropriate authorities.

The child protection program defines various forms of child abuse and outlines the school’s requirements for:

• mandated reporters and procedures for reporting,

• screening and selecting staff, faculty, and volunteers,

• maintaining a child protection team,

• training and educating about child sexual abuse prevention for staff and students,

• a code of conduct that guides interactions between adults and children,

• follow-up care and service plans for families in need.

### Definitions of Abuse & Neglect

The World Health Organization (http://www.who.int/topics/child\_abuse/en/) provides the following definition:

*Child maltreatment, sometimes referred to as child abuse and neglect, includes all forms of physical and emotional ill-treatment, sexual abuse, neglect, and exploitation that results in actual or potential harm to the child’s health,*

*development or dignity. Within this broad definition, five subtypes can be distinguished –*

* *physical abuse;*
* *sexual abuse;*
* *neglect and negligent treatment;*
* *emotional abuse;*
* *and exploitation.*

A person may abuse a child by inflicting harm (intentionally or through intended/unintended negligence), or by failing to act to prevent harm. Children may be abused in a family or in an institutional (e.g. school) or community setting usually by individuals known to them, or more rarely, by a stranger. Studies show that most child abuse is perpetrated by someone the child knows, respects, or trusts (Association of International Schools in Africa, 2014). Often children may experience multiple forms of abuse simultaneously, further complicating the problem.

**The following information is excerpted from the AISA Child Protection Handbook (2014)**

To increase the AISA community’s awareness, this handbook focuses on four main categories of abuse

and provides basic information about the physical and behavioral signs associated with each type.

Physical Abuse. Physical abuse may involve hitting, punching, shaking, throwing, poisoning, biting, burning or scalding, drowning, suffocating, or otherwise causing intentional physical harm to a child. (These symptoms could also indicate harm to self, such as cutting and suicide ideation). Signs of physical abuse could include the following:

* Bruises, burns, sprains, dislocations, bites, cuts
* Improbable excuses are given to explain injuries
* Injuries that have not received medical attention
* Bodily injuries in places that are not normally exposed to falls, rough games, etc.
* Repeated urinary infections or unexplained stomach pains
* Refusal to discuss injuries
* Withdrawal from physical contact
* Arms and legs kept covered in hot weather
* Fear of returning home or of parents being contacted
* Showing wariness or distrust of adults
* Self-destructive tendencies
* Being aggressive towards others
* Being very passive and compliant
* Chronic running away

Emotional Abuse. Emotional abuse is the persistent emotional ill-treatment of a child so as to cause severe and adverse effects on a child’s emotional development. It may involve: conveying to children that they are worthless or unloved; that they are inadequate or valued only insofar as they meet the needs of another person; age/developmentally inappropriate expectations being imposed on children; causing children frequently to feel frightened; or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may also occur alone. Signs of emotional abuse could include the following:

* Physical, mental and emotional development is delayed
* Highly anxious
* Showing delayed speech or sudden speech disorder
* Fear of new situations
* Low self-esteem
* Inappropriate emotional responses to painful situations
* Extremes of passivity or aggression
* Drug or alcohol abuse
* Chronic running away
* Compulsive stealing
* Obsessions or phobias
* Sudden under-achievement or lack of concentration
* Attention-seeking behavior
* Persistent tiredness
* Lying

Sexual Abuse. Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (i.e., intercourse) or non-penetrative acts. Sexual abuse includes non-contact activities, such as involving children in the production or viewing of pornographic material or encouraging children to behave in sexually inappropriate ways. Signs of sexual abuse could include the following:

* Pain or irritation to the genital area
* Vaginal or penile discharge
* Difficulty with urination
* Infection, bleeding
* Sexually transmitted diseases (STDs)
* Fear of people or places
* Aggression
* Regressive behaviors, bed-wetting or stranger anxiety
* Excessive masturbation
* Sexually provocative
* Stomach pains or discomfort walking or sitting
* Being unusually quiet and withdrawn or unusually aggressive
* Suffering from what seems to be physical ailments that can’t be medically explained
* Showing fear or distrust of a particular adult
* Mentioning receiving special attention from an adult or a new “secret” friendship with an adult or young person
* Refusal to continue with school or usual social activities
* Age inappropriate sexualized behavior or language

Neglect. Neglect is the persistent failure to meet a child’s basic physical or physiological needs, likely to result in serious impairment of the child’s health or development. Some indicators of neglect could include the following:

* Medical needs unattended
* Lack of supervision
* Consistent hunger
* Inappropriate dress
* Poor hygiene
* Inadequate nutrition
* Fatigue or listlessness
* Self-destructive behaviors
* Extreme loneliness
* Extreme need for affection
* Failure to grow
* Frequently tardy to or non-attendance at school
* Low self-esteem
* Poor social relationships
* Compulsive stealing
* Drug or alcohol abuse

### Mandated Reporters and Procedures for Reporting

In conjunction with Chinese laws, SMIC School maintains that all school employees are mandated reporters of suspected child abuse or neglect. If any employee of SMIC School has reasonable cause to suspect that a student is being mistreated in any way, he/she is to report the suspicion to the Child Protection Officer, the school Principal, or the Chancellor immediately. Knowingly failing to report these suspicions may result in the termination of the employment contract and/or legal accountability. Reporting and follow-up of all suspected incidents of child abuse or neglect will proceed in accordance with the guidelines in this policy.

In the case of a staff member reported as an alleged offender, SMIC School will conduct a full investigation following a carefully designed course of due process, keeping the safety of the child at the highest priority.

Cases of suspected child abuse or neglect may be reported by the school to the local authorities, the alleged perpetrators’ employer, to the respective family’s consulate in Shanghai/China (if the abuse comes from within the home), the appropriate child protection agency in the home country, or to other agencies/organizations as deemed necessary to protect the child.

The following is the child protection protocol at SMIC School:

* All employees are mandated reporters of child abuse or neglect to the school’s Child Protection Officer (as designated from the School’s counseling office) or a school Principal, or the School’s Chancellor at their first suspicions of abuse, neglect or harassment
* If the Child Protection Officer is notified first, he/she immediately informs the Principal or Chancellor.
* Once an allegation of child abuse or neglect is alleged to school authorities (as outlined above), the school is obligated to begin an official investigation into the allegations with 24 business hours of receiving the information.
* The counseling office designates a counselor to serve as the Child Protection Officer. The Child Protection Officer (or the Principal’s or Chancellor’s otherwise designated lead representative) is responsible for the following:
	+ Leading the investigation into the allegations of abuse or neglect
	+ Ensuring that the parents/guardians are notified immediately, unless doing so would put the child involved at further risk of harm
	+ Calling meetings of the Child Protection Team (see below) once an allegation of child neglect or abuse is made. This meeting should take place no later than three working days following when the initial allegation was made
	+ Keeping the official records of the investigation, including assuring their confidentiality and safekeeping
	+ Helping families through providing follow-up services when designated by the Child Protection Team
* The School’s Child Protection Officer (or the Principal’s or Chancellor’s otherwise designated representative) leads an investigation into the allegations of abuse or neglect. This investigation is conducted first by confidentially speaking to the pertinent parties and obtaining written statements about the alleged incident(s). These people may include the following: the student, the student’s teacher(s), the parents/guardians, etc., as long as questioning any single one of these parties individually will not place the student at greater risk of potential further risk or harm.
* If applicable and in the best interest of the child, parents/guardians will be notified and invited to a meeting to discuss the concerns determined by the school.
* The investigation about alleged child abuse or neglect is strictly confidential. All information and records discovered in relation to the investigation belong to the school and are to be for confidential school use only. Only upon the request of the proper legal authority will these records be provided to an outside source. Other non-school source requests for these school records will be decided upon by the school’s Chancellor or Headmaster.
* All findings are systematically recorded by the Child Protection Officer or administrator and placed in the child’s confidential cumulative file for documentation of the suspected incident
* If suspicion is deemed warranted and/or the child seems to be at risk of further abuse, the Child Protection Officer with the cooperation of the Child Protection Case Management Team will compile an official report that will be legally translated into Chinese.
* The school’s report will be officially filed with the local branch of the Bureau of Women’s, Children and Youth Affairs and they will determine the next steps according to Chinese law. The person making the initial allegation may be called upon to speak with the authorities about the nature of their allegation. The school or its administrators are not responsible for speaking in place of the person making the initial allegation.
* If the alleged perpetrator is the parent/guardian/family member, and if the parent/guardian/family member does not act in the best interest of protecting their child, the school maintains the right to contact the parent’s/guardian’s employer, the family’s embassy(s)/consulate(s) and/or legal authorities, mandate professional counseling and/or revoke enrollment of their student(s) at SMIC School.
* If the suspected perpetrator is a school employee and their continued employment is determined to put children at further risk, the school maintains the right to do the following: contact legal authorities, contact the employee’s embassy/consulate, mandate professional counseling, place an employee on school-mandated short-term leave with pay, long-term suspension with pay, and/or termination of the employment contract at SMIC School.
* When an allegation of abuse or neglect, as allegedly perpetrated by an employee/volunteer is made, it is expected that the cause that has led to the allegation is immediately ceased.
* Follow-up services will be provided by the school’s Child Protection Officer as needed
* Parents/guardians/students who refuse to accept the Child Protection Team’s restorative plan (which may include counseling and external referrals to other service providers) may be subjected to the consequence imposed upon them as a result of action deemed necessary by the school.

### Screening Staff, and Volunteers

At SMIC School, we are committed to making sure that our staff (academic and non-academic) and outside service providers (food vendor, guards, bus vendor, etc.) have been properly and rigorously screened before working with children. Before SMIC School employment can be offered, new school employees must undergo a background check process. Employees must have a criminal background check from their own home country as well as China (if they have lived in China previous to applying for a position with SMIC School. At any point during service to the SMIC School, a criminal history and background check may be required of employees/volunteers. School discovery of falsification or material omissions from the information provided by an applicant/employee/volunteer may result in immediate disqualification from or termination of employment or volunteer service from the school. A criminal record itself does not automatically disqualify applicants/employees from holding a position with the school; rather the severity of the criminal record and relevance to the position, especially in regard to working with students will be considered in a case-by-case basis of members of the School’s core hiring team of administrators.

SMIC School is committed to ensuring that all outside contracted workers have provided documentation of background checks and screenings. SMIC School requires the following screening and criminal background checks from all SMIC School employees/volunteers, and external contractors, vendors, and service providers:

* Written application/statement of suitability from the applicant
* Personal interview
* Credential check
* Reference checks
* Criminal history and background check

### Child Protection Training

All staff members are required to complete training on child protection as part of the orientation

process during which there will also be a review of this handbook. All new staff members are required to take this training; with follow up training required for staff members for every second year of employment. Training sessions are made available in both English and Chinese.

### Child Protection Team & Child Protection Case Management Team

The Child Protection Team at SMIC School consists of:

* Child Protection Officer
* Assigned Grade Level Counselor
* Health Care Worker
* Principal from each division
* Student Affairs Directors
* Homeroom Teacher (or other designated teacher)
* Curriculum/Professional Development Director (only serves regarding issues relating to Curriculum, but is not part of the team otherwise)
* For specific allegations of child abuse or neglect, the Child Protection Team will form a Child Protection Case Management Team which should only include the child’s division’s Principal, Student Affairs Director, homeroom teacher, assigned counselor, and the Child Protection Officer (who chairs these meetings)

The Child Protection Team is responsible for the following:

* ensuring that child protection guidelines are being implemented school-wide, which includes an annual review/formal self-check of the entire Child Protection Policy and Procedures
* creating a plan to address the following situations:
	+ procedures about how to progress when investigating allegations of abuse and neglect
	+ once an allegation has concluded creating a follow-up plan about school expectations for the school, family, student, and affected staff
* helping monitor and review the effectiveness of specific plans of action regarding individual cases
* ensuring/guiding professional development and training for all staff/volunteers and parents/guardians are carried out annually as designated by the Child Protection Policy
* sending out updated email/website communication annually to parents/guardians about the SMIC School Child Protection Policy
* serving as a resource group in working with cases requiring child protection (i.e., assist in investigating suspected cases of abuse and/or neglect, providing follow-up disclosures to the Child Protection Team or appropriate legal authorities).

The Counseling Department, in partnership with the Child Protection Team, oversees the development of the curriculum for school-wide child protection content. This curriculum defines abuse and neglect, provides prevention and reporting strategies, and instills in students an overall understanding that no child deserves to be abused, or neglected. The guiding philosophy of purposeful instruction in child protection helps create a school environment in which students feel safe and protected, and whereby students are encouraged and empowered to report abuse, or neglect to a trusted adult, knowing they will receive immediate and comprehensive support. The curriculum is division specific and is taught at the appropriate age level and developmental level of the students.

When a Child Protection Case Management Team is called to meet/act, there are three possible findings from their investigation into allegations of abuse or neglect of a student.

|  |
| --- |
| **School’s Actions as Result of Findings from the Child Protection Case Management Team** |
| Category ACases will be handled by school counselors: | Category BCases referred to outside service providers/resources | Category CCases reported for investigation to outside resources: |
| * Student relationships with peers
* Parenting skills related to disciplining children at home
* Student-parent relationships
* Mental health issues such as depression, low self-esteem, grieving
 | * Mental health issues such as depression, psychosis, dissociation, suicide ideation
 | Finding indicating severe and ongoing physical, emotional and sexual abuse or neglect |

Code of Conduct that Guides Interactions **between Adults and Children and between Children and Children and Between Adults and Adults**

SMIC School requires that all staff, volunteers, and anyone working with children at SMIC demonstrate responsibility in maintaining appropriate boundaries and professionalism at all times. All school personnel are required to read and sign the Code of Conduct. All vendor, contractor, and service-provider employees are expected to sign the same Code of Conduct, which is provided in both Chinese and English. The following guidelines govern adult interactions with students while carrying out official SMIC functions:

* The employee/volunteer will avoid situations in which he/she is alone with a child. This includes not transporting students alone in his/her private vehicle. When it is necessary to speak privately with a child, find a space out of earshot, but within sight of others.
* All rooms which are used for teaching, student meetings, or counseling of students will have unobstructed clear glass panels in the doors or walls, and if not, then the door must be left open.
* The privacy of children in situations such as toileting, showering, and changing clothes should be respected. When it is necessary to supervise children in these situations, at least two adults should be present and intrude only to the extent that the immediate health and safety needs of the children require. Likewise, employees/volunteers must preserve their own personal privacy when toileting also through using employee designated bathrooms or using a private secure stall only.
* Students and staff/volunteers will avoid touching students’ private areas that are normally covered by swimming suits; breasts, buttocks, and genitals/groin.
* When hugging is appropriate, hug from the side over the shoulders, not from the front.
* When interacting with children, employees/volunteers are not to make sexual jokes, comments of a sexual nature, kiss students (either on the lips, face, or elsewhere on the body), use sensual massage, stroke children on any part of their body, or use sexual gestures.
* When serving as a chaperone on overnight activities, employees/volunteers will not share sleeping quarters with children other than their own personal child(ren). In cases where there are extenuating circumstances, such as a medical emergency of a student, if it is necessary for an employee to stay in the same room with a student, the school’s Principal or Chancellor must be notified in advance in order to request permission. A staff member is never to share a bed with a student under any circumstance.
* Conversations in our school community from and with a staff member / volunteer / student / parent guardian that reveal or speculate about sexual aspects of another staff member / volunteer /student / parent / guardian or self are never permissible.
* SMIC School employees/volunteers may not engage in romantic/dating relationships (casual, short-term, or long-term) with any current SMIC School students.
* Corporal punishment is never an acceptable disciplinary consequence at SMIC School and is against Chinese law to use.
* If it becomes necessary to physically restrain a student for their own or others’ safety, a written record will be made of the incident and the Division principal will be notified the same day.
* It is the adult employee's/adult volunteer’s responsibility to set and respect boundaries.
* When a child attempts to involve an adult in inappropriate behavior as outlined above, the employee/volunteer must immediately reject the overture outright and report that situation to his/her direct supervisor.

### Follow-up Care and Services

Beyond the school’s legal obligation to report suspected child abuse or neglect. Schools have a moral and ethical obligation to assist our families with follow-up care and services that will enable them to move forward in a healthy manner. Therefore, SMIC School offers the following post-traumatic intervention strategies and works closely with families to develop an appropriate plan of action. Because each experience of abuse or neglect is unique, so are the intervention strategies applied to each situation. Below you will find the types of support the school will provide to our students and families in need:

* Preliminary counseling and guidance in a confidential and supportive environment
* Referrals to licensed counselors, therapists, or mental health professionals for continued individual or family therapy outside the school setting
	+ While the school may recommend licensed counselors, therapists, or mental health professionals, it is the family’s responsibility to pay for such services
* Regularly scheduled check-ins with the student/parents-guardians with the Child Protection Officer to monitor the intervention plan progress, to share feedback on progress, and to revise strategies as needed
* Supportive resources such as websites, articles, books, support blogs, etc.
* Follow-up services are designated for the defined period of time but may be extended as deemed necessary by the Child Protection Team
* SMIC School staff/volunteers who have been involved in providing professional care and services to children who have been allegedly abused or neglected may need extra support. The Counseling Department will help these staff/volunteers by allowing them an opportunity to confidentially and privately discuss their anxieties and personal reflections about the situation.

### Long-term Impact of Unmitigated Child Abuse

The impact of child abuse can persist for a lifetime after the abuse has been committed. Some victims of abuse are resilient and thus manage to function and survive. Much research has established the relationship between long-term child abuse and lifetime health and well-being, especially if the children do not get appropriate support to help them cope with the trauma. The most important point to consider is that children often are exposed to multiple forms of abuse and suffer a myriad of symptoms. Furthermore, all forms of abuse have the potential of a long-term impact on the victims and can affect the victim's ability to function as a human being. Abuse challenges the self-value, self-esteem, and sense of worth of its victims, rendering them hopeless, helpless, and unable to live a complete life.

Long-term impact of child abuse

* Poor educational achievement
* Inability to complete responsibilities
* Inability to live according to plan/ability
* Inability to care for self
* Inability to coexist, cooperate or work with others
* Lack of self-confidence, prone to addiction
* Inability to express love / or accept love
* Inability to lead family, constant health problem
* Prone to mental health problems
* Low self-esteem, depression, and anxiety
* Post-traumatic stress disorder (PTSD)
* Attachment difficulties
* Eating disorders
* Poor peer relations, self-injurious behavior (e.g., suicide attempts)