苏州工业园区领科高级中学
Ulink High School of Suzhou Industrial Park

SAFEGUARDING AND CHILD PROTECTION POLICY

2025/2026

Contents

1. Child Protection Principles and Beliefs

Schools and their staff are an important part of the wider safeguarding system for children. Everyone who works with children has a responsibility to keep them safe and ensure their wellbeing. In order to fulfil this responsibility effectively, all professionals should make their approach child-centred. This means that they should consider, at all times, what is in the best interests of the child.

Ulink College of Suzhou Industrial Park (hereby referred to as 'the School' or 'Ulink') fully recognises its responsibilities for safeguarding children, as a safe environment is required for children to be able to learn and thrive. Staff recognise that they are in an ideal position to identify possible concerns early, provide help and support for children, and prevent concerns from escalating. Ulink believes that all students, regardless of race, gender, ethnicity, religion, sexual orientation, disability or social background have the right to be protected from all types of abuse, and the opportunity to have the best start in life.

The School is absolutely committed to student safety through promoting the welfare, physical, mental and emotional health of the students, and by recognising the importance of the School as a source of stability in the lives of its students, particularly those at risk of harm. Ulink seeks to ensure that issues about safeguarding and child welfare are addressed. The School also works to create an environment where children, parents and staff feel able to raise concerns and where staff feel supported in their safeguarding role.

2. Key Contacts: The Safeguarding Team

The safeguarding team at Ulink consists of representatives of teaching staff, admin, senior leadership and health professionals.

Role	Person Responsible	Email
Designated Safeguarding Lead (DSL)	Savo Stanojevic	savo.stanojevic@sz-alevel.com
Academic Principal	Moses Oriko	moses.oriko@sz-alevel.com
Assistant Principal and Head of the Student Development Center	Tracey Zhu	tracey.zhu@sz-alevel.com
Student Development Center	Sanny Xu	sanny.xu@sz-alevel.com
School Psychologist	Cherry Chen	cherry.chen@sz-alevel.com

| School Nurse | Nancy Liang | nancy.liang@sz-alevel.com |

3. Legislation and Guidance

This policy details the procedures for safeguarding and child protection and was produced in accordance with the following legislation and guiding documents;
- Keeping Children Safe in Education (UK Department for Education, 2020)
- NSPCC Safeguarding in Education resources
- ICMEC Education resources

and complies with local legal requirements;
- Law of the People's Republic of China on the Protection of Minors (2020)
- Anti-domestic violence law of the PRC (2015)

This policy aims to meet the standards required by the Council of International Schools (CIS)

This policy forms a key part of the school's approach to providing excellent pastoral care and support to all students, and is linked with a number of other key school documents including:
- Ulink Student/Parent Handbook
- Staff Handbook (includes Code of Conduct)
- Part 1 of Keeping Children Safe in Education (2020)
- Admissions Policy
- Safer Recruitment Policy
- Health and Safety Policy (includes Risk Assessments)
- Online Safety Policy
- Boarding Student Safety Management System

This policy is reviewed and updated annually, or more frequently if required (e.g. where there is a change in legislation).

This policy applies to all individuals working in or for the School including all teaching and non-teaching staff, volunteers and contractors. All references to "staff" in this policy should be interpreted as relating to the aforementioned unless otherwise stated. This policy will also apply to parents of pupils, when they are on the School premises or otherwise involved with school business. Safeguarding is the responsibility of everyone who comes into contact with children and adherence to this policy is mandatory.

This policy is available to all staff and published on the staff intranet. The policy is made available to children and parents on the School's website and paper copies are available to parents upon individual request. Students are made aware of the policy through their class supervisors and through specific safeguarding sessions (see **Section 13**)

4. Definitions

For the purposes of this document, the following words are defined according to the Department for Education (Keeping Children Safe in Education, 2020) and the National Society for the Prevention of Cruelty to Children (NSPCC)

Abuse	the maltreatment of a child through inflicting harm or failing to prevent harm. Can occur in a family, an institution or a community by those known to them, or more rarely, by others. Children can be abused by an adult or adults or another child or children. Abuse can take place online, or technology may be used to facilitate offline abuse. There are four main categories of abuse: • Physical abuse; a form of abuse that may involve hitting, shaking, throwing, poisoning, burning/scalding, suffocating or otherwise causing physical harm to a child. • Emotional abuse; persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying ideas to the child that they are worthless, inadequate or unloved. It may involve bullying (including cyber-bullying), causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment. • Sexual abuse; a form of abuse that involves forcing 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 (penetration, masturbation, touching, kissing) or non-contact (looking at, or the production of, sexual images, watching sexual activities, or encouraging children to behave in sexually-inappropriate ways). Sexual abuse can take place online, or technology may be used to facilitate offline abuse. • Neglect; the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development. More detail of each of these types of abuse and how to recognise them can be found in **Appendix A**
Child	any person under the age of 18
Child Protection	part of safeguarding and refers to the action(s) taken to protect specific children who are being abused, or at risk of abuse
Disclosure	when a child tells or starts to tell someone about abuse they have

	experienced, are experiencing, or are at risk of experiencing. Disclosures may be made: • directly (ie. making a purposeful statement, writing a letter) • indirectly (ie. ambiguous statements that may cause concern or suspicion) • behaviourally (ie. 'acting out') Instructions for teachers on what to do in the event that a child makes a disclosure can be found in **Section 7.3**
Designated Safeguarding Lead (DSL)	member of staff responsible for safeguarding and child protection matters in the school
Safeguarding	an overarching term used when talking about keeping children safe and involves protecting children from maltreatment/harm, preventing damage to a child's mental or physical health and development, ensuring that children grow up in a safe environment and taking action to make sure all children have the best start in life.

5. Roles and Responsibilities

All adults working with children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within the School who have specific responsibilities under child protection procedures. See **Section 2** for contact details about the members of the Safeguarding Team at Ulink.

5.1 All School Staff
All staff, including volunteers and visiting staff, are required to:
- Be aware of the Ulink Safeguarding and Child Protection Policy and procedures
- Read and understand Part 1 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education
- Understand the role of the DSL, their name and how to contact them
- Observe and comply with the staff code of conduct (found in the Staff Handbook)
- Ensure all interactions with students are professional and appropriate
- Attend all relevant training and development provided by the School and be aware of all their responsibilities in line with Keeping Children Safe in Education 2020.
- Know how to deal with a disclosure. If a student discloses to a member of staff that they are being abused, the staff member should follow the guidance set out in **Section 7.3**
- Report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead, or in their absence, another member of the Safeguarding Team

- Be alert to the signs of harm and abuse, including issues that can manifest due to peer on peer abuse (eg. bullying). Staff should follow the Child Protection Procedures with regards to peer on peer abuse as outlined in this policy (**Section 7.1 and Section 11**)

5.2 Designated Safeguarding Lead (DSL)

The DSL will:
- Manage referrals and keep appropriate records of students identified as at risk or in need of further support
- Be available for all staff to discuss any safeguarding issues or concerns
- Ensure all staff are aware of the role of the DSL and contact details of the Safeguarding Team
- Ensure that all child protection or safeguarding concerns are referred to the appropriate persons in line with procedures set out in this policy
- Ensure the school's safeguarding policy and practice is up to date, relevant and consistent with the most recent statutory guidance
- Attend training (as required) to fulfil the role
- Ensure that all staff are trained appropriately in safeguarding matters and that this training kept up-to-date through ongoing professional development
- Ensure families/parents/carers are fully aware of the school policies and procedures and kept informed and involved
- Ensure that all staff have an understanding of child abuse, neglect, and peer on peer abuse
- Ensure that adequate reporting and recording systems are in place
- Meet regularly with the Principal and other key staff to discuss safeguarding issues including outcomes and implementation of actions.

5.3 The Principal

The principal works in accordance with the requirements upon all staff. In addition, they are required to:
- Be responsible for the implementation of this and all related policies and procedures, ensuring that the outcomes are monitored
- Appoint a DSL and arrange regular meetings
- Ensure that the DSL has appropriate time, funding, training, and resources to fulfil all of their functions and ensure adequate cover in the event that the DSL isn't available
- Ensure that everyone connected to the school is aware of this policy including safeguarding and child protection procedures
- Ensure that all staff are vigilant to harm and abuse, are able to identify those students for whom there are child protection concerns, and can make appropriate referrals
- Ensure safe recruitment practice is followed when recruiting for posts
- Ensure appropriate action is taken when an allegation is made against a member of staff

- Ensure the school offers a safe environment via a robust health and safety policy and procedure to meet the statutory responsibilities for the safety of students and staff at the school.

5.4 The Board of Governors

The Board of Governors oversee safeguarding at Ulink, ensuring that the policies, procedures and training in the school are effective and comply with the law at all times. The Board will:

- Assess the impact of this policy in keeping children safe
- Contribute any local, contextual information that may support children's safety
- Receive training (as required)
- Approve annual revisions of the Safeguarding Policy, ensuring its compliance with law, local regulations and good practice
- Receive reports from the Principal about safeguarding activities, their effectiveness and any other information related to child protection at the school
- Receive any allegations made against the Principal

6. Recruitment and Selection of Staff

The School complies with government policies on safer recruitment, making appropriate checks on all staff according to the requirements of the local government, as well as those in their home country. Documentation and references submitted are thoroughly checked and examined. Part of staff safeguarding training includes guidance about safer recruitment.

Assurance is obtained that appropriate suitability checks apply to any staff employed by another organisation who might be working onsite (such as building or service contractors) and to any individual working with the School's pupils (such as after-school clubs) or on an external site (such as on school visits).

The School's safer recruitment procedures are set out in full in the School's Safer Recruitment Policy.

7. Procedures for Managing Concerns and Allegations

7.1 Allegations or Concerns of Abuse

Where safeguarding is concerned, all staff should maintain an attitude of 'it could happen here' - taking any concern or allegation seriously and always acting in the best interests of the child.
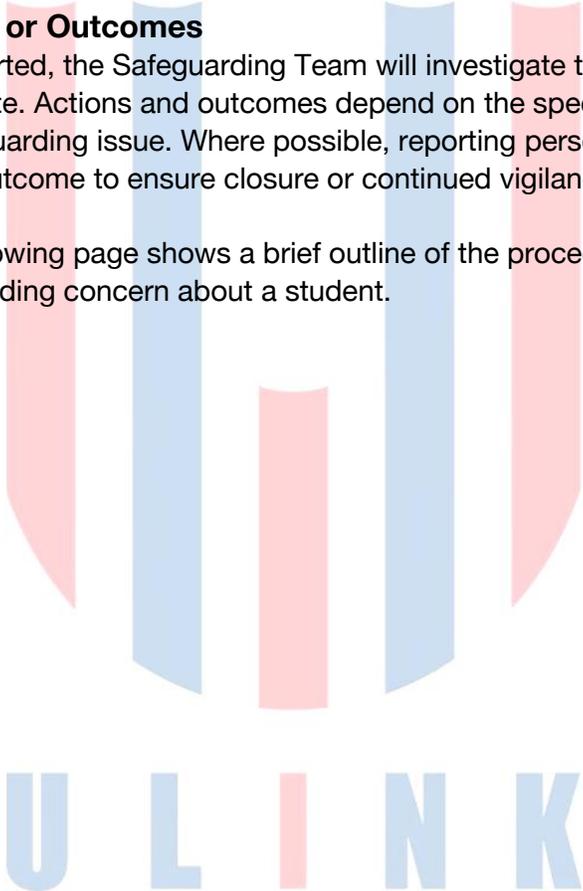
Appendix A provides guidance and details about the categories of child abuse (physical, emotional, sexual) and neglect, as well as the potential signs of each.

All staff members have a duty to identify and respond to suspected/actual abuse or disclosures of abuse. Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred must report it immediately to the designated safeguarding lead (or, in their absence, the Principal) either through direct contact or using the Reporting Form (**Appendix B**). The Safeguarding Team will act on the matter immediately in accordance with the agreed procedures.

7.2 Possible Actions or Outcomes

After the concern is reported, the Safeguarding Team will investigate the matter and inform parents where appropriate. Actions and outcomes depend on the specific nature and seriousness of the safeguarding issue. Where possible, reporting persons involved in the case will be informed of the outcome to ensure closure or continued vigilance as necessary.

The flowchart on the following page shows a brief outline of the procedures involved in responding to a safeguarding concern about a student.

Process of Responding to a Safeguarding Concern

Staff have concerns about a student

This may be through:
- direct disclosure
- witnessing an incident
- recieving concerning information from another student or staff member

Report to DSL (Principal also notified)

No reasonable cause to respond

Reasonable cause to respond

Safeguarding Team:
- DSL
- Principal
- Student Affairs
- Nurse
- Psychologist

Documentation completed and follow-up with staff/students involved

Safeguarding team investigate the concern

Issue resolved through appropriate means (following Safeguarding Policy) with possible involvement of parents, supervisors and relevant teachers

Documentation completed and follow-up with staff/students involved

Further action taken where necessary

Outside action (eg. involvement of medical professionals or law enforcement)

7.3   Disclosure Procedures

A disclosure is when a child tells or starts to tell someone about abuse they have experienced, are experiencing, or are at risk of experiencing.

When receiving a disclosure from a student, it is important to:
- be calm and receptive
- take their disclosure seriously
- listen carefully without interrupting
- not ask leading questions
- keep your responses neutral
- never promise confidentiality (staff have a responsibility to report to the DSL)
- acknowledge the child's courage to speak to you, and reassure them that you will do what you can to help them

After receiving a disclosure, the reporting person should write down the details, exactly as remembered, using the child's own words where possible and avoiding expressing their own opinions about the matter. This should be passed on to the DSL using the Reporting Form (**Appendix B**), ideally in the same day.

The reporting person should NOT try to investigate the issue, as this is the responsibility of the Safeguarding Team and school leadership.

7.4 Allegations Against Members of Staff
All allegations of abuse made against a member of staff (including volunteers) in relation to a student must be brought to the attention of the Principal and DSL immediately.

The notification and prompt handling of all concerns about adults is fundamental to safeguarding children. It helps to identify and prevent abuse, and to protect adults against misunderstandings or misinterpretations. Those raising concerns or reporting allegations in good faith will always be supported, and adults in respect of whom concerns or allegations have been raised will not suffer any detriment unless the concern or allegation is found to be substantiated.

The procedure would be used in all cases in which it is alleged that a teacher or 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; or
- behaved towards a child or children in a way that indicates they would pose a risk of harm to children
- behaved towards a child or children in a way that indicates they are unsuitable to work with children

Guidance is provided to all staff to ensure that their behaviour and actions do not place students or themselves at risk of harm or allegations of harm against a student. This information can be found in the Staff Handbook (Code of Conduct) and is presented to all staff during induction and child protection training.

7.5 Whistleblowing

All members of staff and the wider school community should be able to raise concerns about poor or unsafe practice and feel confident that any concern will be taken seriously by the school leadership team.

If a member of staff believes that best practice is not being adhered to or that practice may put a pupil or pupils at risk they should notify the Principal or other member of Senior Leadership. No member of staff will suffer a detriment or be disciplined for raising a genuine concern about unsafe practice, provided that they do so in good faith and following proper procedure.

7.6 Reporting Procedure for Parents

If a parent or individual with parental responsibility has a concern regarding a child's safety or welfare they are advised to contact a member of the safeguarding team immediately (See **Section 2**) or their allocated Class Supervisor, who can pass the concern on to relevant persons.

The safeguarding team will investigate the concern and based on acquired information, will develop a plan of action to assist the child and family. Possible actions include:

- Meeting with family and member of safeguarding team and class supervisor (and others as deemed necessary) to discuss possible plan
- On-going observation of the child by teachers, supervisors and other staff
- Referral of child to external professional counselling or psychologist
- Report to local authorities

8. Child Protection Training and Planning

The School trains all staff, regardless of their role, to be vigilant for, and aware of, signs that a child may be in need of help, as well as the signs of abuse and neglect (see **Appendix A**)

All staff members receive appropriate safeguarding and child protection training, updated as necessary through professional development. In addition, all staff members receive safeguarding and child protection updates (via email and staff meetings) as required to provide them with the relevant skills and knowledge to safeguard children effectively. The DSL leads on ensuring that regular safeguarding and child protection updates are circulated to all staff.

All staff should receive training in safeguarding issues including:
- This policy
- Guidance on *Keeping Children Safe in Education*
- The Ulink Staff Handbook containing the Code of Conduct
- The role of the DSL

Training provided should ensure that all staff know what to do in the event of a disclosure or case of suspected abuse/neglect and how to maintain an appropriate level of confidentiality by only involving those who need to be involved.

Staff are required to sign relevant training records (kept by the DSL) confirming their attendance and that they have read and understood the required documentation (this policy, Staff Handbook)

All staff undergo a short online training course to achieve Safeguarding Children Level 1 certification (provided by HSQE or equivalent). Basic First Aid training is also offered to all staff.

Key Staff (members of the safeguarding team and class supervisors) receive additional training, appropriate to their role.

9. Online Safety

Safeguarding of children extends to the online environment. All Staff should be aware of the risks posed to children by technology and the internet, and should understand their role in preventing, identifying and responding to harm caused by its use. Abuse can take place wholly online or technology may be used to facilitate offline abuse.

The three main areas of online risk could be categorised as:
- 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 adults posing as children or young adults;
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying

The School aims to reduce these risks through teaching and learning opportunities with students, parental awareness and education, staff training and measures in place by the School's IT systems (eg. filters and monitoring systems).

The School aims to equip students with the knowledge needed to make the best use of the internet and technology in a safe, considered and respectful way, so they are able to benefit fully from the online world.

Further information and guidance can be found in the Online Safety Policy and the BYOD (Bring Your Own Device) Agreement.

10.   Mental Health and Wellbeing

Ulink staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse or neglect. It is understood that abuse or other potentially traumatic adverse experiences can have a lasting impact throughout childhood, adolescence and into adulthood. Concerns about a child's mental health should be reported to the DSL, who will work with the School Psychologist, Nurse or external agencies as appropriate to support the child and ensure they receive the help they need.

Positive mental health is the concern of the whole community and Ulink recognises that schools play a key part in this. The School aims to develop the emotional wellbeing and resilience of all students and staff, as well as provide specific support for those with additional needs. All staff are aware of the risk factors that may increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter-balance and promote further growth of resilience.

Ulink works in partnership with parents to support the well-being of the students. Parents are encouraged to share any concerns about the well-being of their child with the school, so that the necessary support and interventions can be identified and implemented.

11.   Peer on Peer Abuse

Ulink recognises that children are capable of abusing their peers, and such abuse can take many forms. Broadly, it is defined as unkind and usually persistent behaviour intended to assert the power of one person over another, usually by frightening or humiliating the victim. It may take the form of bullying (including cyber-bullying), physical or emotional abuse or harassment. A victim may be targeted because of gender, race, religion, culture, physical appearance, sexual orientation, behaviour, disability or special educational need – or for no obvious reason at all.

The School encourages a culture of tolerance, inclusivity and respect amongst all members of its community. Students are educated about the nature and prevalence of peer on peer abuse through Safeguarding sessions (See **Section 13**), which help students understand what abuse is and what to do if they witness or are victims of such abuse. They are regularly reminded to inform a member of staff or trusted person if someone is behaving in a harmful way.

Students are made aware of the School's policy towards bullying, violence and harassment through assemblies, lessons and The Ulink Student Handbook.

Staff are trained on the nature, prevalence and effect of peer on peer abuse, how to prevent, identify and respond to it. Anyone with information about this matter must bring it to the attention of the DSL immediately, who will take suitable action. The School responds to all cases of peer on peer abuse (no matter how trivial) promptly and appropriately.

See the Ulink Student Handbook for further details on the School's approach and disciplinary action regarding peer on peer abuse.

12. Children Potentially At Greater Risk

Some children may potentially be more at risk than others and require additional help and support. All staff should be particularly alert to the vulnerability of students who:
- have disabilities
- have special educational needs or learning difficulties
- are frequently absent
- have a known history of poor mental health
- exhibit anti-social behaviours

13. Opportunities to Teach Safeguarding

Where appropriate, the School will ensure that children are taught about safeguarding. This may include covering relevant topics through learning in general (integrated into specific subject curricula) or targeted sessions about issues such as:
- Bullying
- Online Safety
- Healthy Relationships
- Sex Education
- Mental Health and Wellbeing

14. Confidentiality and Record Keeping

Staff at Ulink have a professional responsibility to share relevant safeguarding information with the DSL and potentially external investigating agencies, where possible, under the guidance of the DSL. If a student confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the student sensitively that they has a responsibility to refer the matter to the DSL (see Section 7.2 about receiving a disclosure)

Accurate, signed, and dated written notes must be kept of all incidents or Child Protection concerns relating to individual students. If a teacher or any other staff have a child protection concern, they should inform the DSL or Principal as soon as possible.

Child Protection records must be retained securely. Arrangement for Child Protection documentations must comply with the schools Data Protection Policy together with data protection law and regulation applicable at the time. Information from child protection files will only be shared with relevant staff when it is necessary to do so and in a manner that is consistent with data protection law.

15.   Working with Parents / Individuals with Parental Responsibility

Ulink recognises the importance of working, where appropriate, in partnership with parents and carers to ensure the welfare and safety of students. See Section 7.6 for details on how parents/carers can report concerns.

The school will therefore:
- Make parents aware of the school's statutory role in safeguarding and promoting the welfare of students, including the duty to refer students on, where necessary, by making all policies available on the website and on request.
- Work with parents to support the needs of their child.
- Consider the safety of the student and, should a concern arise, the Safeguarding Team has the responsibility to seek advice prior to contacting parents.
- Aim to help parents understand that the school has a responsibility for the welfare of all students and has a duty to refer cases to the local authority in the interests of the student as appropriate.
- Ensure a robust complaints system is in place to deal with issues raised by parents and carers.
- Provide advice and signpost parents and carers to other services where students need extra support.

16.   Health and Safety

The Principal will ensure that there is an up-to-date Health and Safety Policy and Procedure to meet the statutory responsibility for the safety of students and staff at the school.

Contact details of persons in charge of matters relating to Health and Safety are:
- Ray Sun; ray.sun@sz-alevel.com

Relevant staff will identify and manage health and safety through the use of risk assessments, which are carried out:
- On an annual basis for the school learning spaces and environment in and outdoors
- For all school trips and educational visits
- For students travelling between locations during the school day
- For all work-based learning on work experience placements
- When a student returns following an exclusion due to risky or violent behaviour
- When there are any changes to the premises or practices
- Following a serious accident in relation to staff and/or students
- To maintain effective security of the premises including protection from intruders, trespassers, and/or criminal damage

Several measures are in place to ensure the School premises is as secure as circumstances allow. CCTV is installed in all rooms accessed by students, surrounding buildings and outdoor facilities.

Visitors and contractors will be expected to:
- Report to the school reception on arrival
- Provide proof of identity
- Wear a name badge at all times
- Receive suitable supervision by school staff when on site
- Be made aware of the arrangements for safeguarding and health and safety

Any visitors to the school dormitory must report to the duty member of staff immediately on arrival, and must observe the necessity to be kept under staff supervision during their visit.

17.   Commercial Exploitation

The School endeavours to ensure that the rights of all students are protected with regards to not being exploited for commercial gain by the school or other operational partners (such as external training centres). Where student images are used for marketing purposes, both student and parent permission is obtained.

Links for Child Protection and Safeguarding Resources

- Department for Education Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges: Available online at: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
- NSPCC: National Society for the Prevention of Cruelty to Children https://www.nspcc.org.uk/
- ICMEC: International Centre for Missing and Exploited Children, Resources for Education https://www.icmec.org/education-portal/#section-1
- Law of the People's Republic of China on the Protection of Minors (2020), Available in English online at: http://www.lawinfochina.com/display.aspx?lib=law&id=34032
- Anti-Domestic Violence Law of the People's Republic of China (2015), Available in English online at: http://www.lawinfochina.com/display.aspx?id=20841&lib=law&EncodingName=big5

Document Information

This policy was originally produced by Katrina Wolf (Designated Safeguarding Lead 2020-2021 school year) under the supervision of Moses Oriko (Academic Principal).

It should undergo annual revision and be updated accordingly.

Categories of Abuse and How to Recognise Them

This information is summarised from the *NSPCC Guidance for professionals who work with children on how to recognise the signs of child abuse* (July 2020)

All staff should be aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse

Abuse is the maltreatment of a child through inflicting harm or failing to prevent harm. Can occur in a family, an institution or a community by those known to them, or more rarely, by others. Children can be abused by an adult or adults or another child or children. Abuse can take place online, or technology may be used to facilitate offline abuse.

There are four main categories of abuse:
1. Physical abuse
2. Emotional abuse
3. Sexual abuse
4. Neglect

Children may be abused by an adult or adults or another child or children (peer on peer abuse). In a situation where abuse is alleged to have been carried out by another peer, the child protection procedures outlined in this policy should be adhered to for both the victim and the alleged abuser. That is, it should be considered a child protection issue for <u>both</u> children. All abusers must be held accountable for their behaviour and work must be done to ensure that abusers take responsibility
for their behaviour and acknowledge that the behaviour is unacceptable. Abusive behaviour that is perpetrated by peers must be taken seriously.

Peer on peer abuse can manifest itself in many ways. All staff should be aware that children can abuse other children. This is most likely to include, but may not be limited to:
- bullying (including cyber-bullying)
- physical abuse (such as hitting, biting, kicking, shaking, hair-pulling, or causing physical harm)
- sexual violence
- sexual harassment (such as sexual comments, remarks, jokes, and online sexual harassment)
- Sexting (also known as youth produced sexual imagery)

General (Non-Specific) Signs of Abuse

The following non-specific, broad signs may indicate something is wrong:
- Significant change in behaviour

- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury / Self-harm
- Depression
- Inappropriate sexual behaviour

Physical Abuse
Physical abuse is a form of abuse that may involve hitting, shaking, throwing, poisoning, burning/scalding, suffocating or otherwise causing physical harm to a child.

Signs of Physical Abuse
The following are often regarded as indicators of concern:
- An explanation which is inconsistent with an injury, or different explanations provided for the same injury
- Unexplained delay in seeking treatment for an injury
- If the parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries

Emotional Abuse
Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying ideas to the child that they are worthless, inadequate or unloved. It may involve bullying (including cyber-bullying), causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.

Signs of Emotional Abuse
Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical.
The following may be indicators of emotional abuse:
- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate, or not appropriate attachment
- Aggressive behaviour towards others
- Low self-esteem and lack of confidence
- Withdrawn or seen as a "loner" – difficulty relating to others

Sexual Abuse
Sexual abuse is a form of abuse that involves forcing 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 (penetration, masturbation, touching, kissing) or non-contact (looking at, or the production of, sexual images, watching sexual activities, or encouraging children to behave in sexually-inappropriate ways). Sexual abuse can take place online, or technology may be used to facilitate offline abuse.

Signs of Sexual Abuse
Some indicators associated with this form of abuse are:
- Inappropriate sexualised conduct
- Sexually explicit behaviour or conversation, inappropriate to the child's age
- Self-harm (including eating disorder), self-mutilation, and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners.
- Physical symptoms such as injuries to the genital area, bruising to buttocks, abdomen, and thighs

Sexual abuse by other young people may also include online sexual harassment. This may involve:
- Non-consensual sharing of sexual images and videos
- Sexualised online bullying
- Unwanted sexual comments and messages, including on social media

Developmental sexual activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional, and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Neglect
Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development.

Signs of Neglect
Neglect can be difficult to identify. Isolated signs may not mean that a child is suffering neglect, but multiple and persistent signs over time could indicate a serious problem.
- constant hunger, tiredness and/or poor personal hygiene
- untreated medical problems
- social isolation
- poor self-esteem
- poor communication or social skills for their stage of development

Exploitation
Two common forms of exploitation include CSE (Child Sexual Exploitation) and CCE (Child Criminal Exploitation. Both are forms of abuse and occur where an individual or group takes

advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time. The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online.

Signs of Exploitation
- Underage sexual activity
- Inappropriate sexual behaviour
- Increased absence or not taking part in education
- Change in friendships
- Relationships with older individuals
- Appearing with unexplained gifts or new possessions
- Significant changes in emotional wellbeing or self-harm
- Unexplained injuries
- Drug or alcohol misuse

Safeguarding Incident Reporting Form

This form is for recording an incident relating to student safeguarding and wellbeing. Please fill out this form to the best of your knowledge, reporting only facts of the incident and avoid expressing your own opinions if possible. Once completed, pass this form on to your DSL (Savo Stanojevic: savo.stanojevic@sz-alevel.com)

Date of Record	DD/MM/YYYY
Date of Incident	DD/MM/YYYY

Student Name		Class	
Student Date of Birth	DD/MM/YYYY	Gender	☐ Male ☐ Female

If more than one student was involved, please add their details below:

Names of Other Students	Class	Date of Birth	Gender
			☐ Male ☐ Female
			☐ Male ☐ Female
			☐ Male ☐ Female

Name of Person Reporting the Incident		Role of Person Reporting the Incident	
Reported to		Role of person reported to	

As the reporting person, you may only need to fill out Section 1, 2 and 3 – your DSL will complete the rest.

1. Details of the Incident / Concern *Describe briefly the facts of the incident or concern. Please record with whom you spoke and when*	

2. Contextual Information *Is there anything you have observed that might assist in understanding the concerns?*	
3. Reporting Staff Signature	

4. Action Taken			
5. Have the student's parents/carers been informed?	☐ Yes ☐ No	**If Yes, briefly summarize discussion with parent**	
		If No, state reasons why	
6. Other Notes / Information or Concerns			

Please pass this form to your Designated Safeguarding Lead (DSL)

苏州工业园区领科高级中学
Ulink High School of Suzhou Industrial Park

Appendix C

Online Safety Policy

Quick Look Up

1. Purpose

Today's students are growing up in an increasingly complex world, living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. Schools should equip students with the knowledge required to make the best use of the internet and technology in a safe, considered and respectful way, so they are able to reap the benefits of the online world.

This policy provides guidance on how Ulink ensures students are informed about online safety, how it is delivered within the curriculum and a wider whole school approach.

Online safety is an integral part of safeguarding. Accordingly, this policy is written in line with 'Keeping Children Safe in Education' 2021 (KCSIE) and other statutory documents; it is designed to sit alongside the school's Safeguarding and Child Protection Policy and the Device Use Agreement (BYOD).

2. Scope

This policy applies to all members of the Ulink community (including staff, students, volunteers, contractors, parents/carers and visitors) who have access to our digital technology, networks and systems, whether on-site or remotely, at any time.

3. Key Contacts

For matters relating to online safety, the following persons should be contacted:

Person	Role	Email
CC	IT Department	
Richard	IT Department	
Savo Stanojevic	Designated Safeguarding Lead (DSL)	savo.stanojevic@sz-alevel.com
Moses Oriko	Academic Principal	moses.oriko@sz-alevel.com
Tracey Zhu	Assistant Principal and Head of the Student Development Center	tracey.zhu@sz-alevel.com

4. Teaching about Online Safety

The online world develops and changes at great speed. New opportunities, challenges and risks are appearing all the time. This can make it difficult for schools to stay up to date with the latest devices, platforms, apps, trends and related threats. It is therefore important to focus on the underpinning knowledge and behaviours that can help pupils to navigate the online world safely and confidently regardless of the device, platform or app. This teaching could be built into existing lessons across the curriculum, covered within specific online safety lessons and/or school wide approaches. Teaching must always be age and developmentally appropriate.

Underpinning knowledge and behaviours include:

- **How to evaluate what they see online** - This will enable pupils to make judgements about what they see online and not automatically assume that what they see is true, valid or acceptable. Schools can help pupils consider questions including:
    - is this website/URL/email fake? How can I tell?
    - what does this cookie do and what information am I sharing?
    - is this person who they say they are?
    - why does someone want me to see this?
    - why does someone want me to send this?
    - why would someone want me to believe this?
    - why does this person want my personal information?
    - what's behind this post?
    - is this too good to be true?
    - is this fact or opinion?

- **How to recognise techniques used for persuasion** – This will enable pupils to recognise the techniques that are often used to persuade or manipulate others.

Understanding that a strong grasp of knowledge across many areas makes people less vulnerable to these techniques and better equipped to recognise and respond appropriately to strongly biased intent or malicious activity.

Schools can help pupils to recognise:

- online content which tries to make people believe something false is true and/or mislead (misinformation and disinformation),
- techniques that companies use to persuade people to buy something
- ways in which games and social media companies try to keep users online longer (persuasive/sticky design); and
- criminal activities such as grooming.

- **Online behaviour** – This will enable pupils to understand what acceptable and unacceptable online behaviour look like. Schools should teach pupils that the same standard of behaviour and honesty apply on and offline, including the importance of respect for others. Schools should also teach pupils to recognise unacceptable behaviour in others.

  Schools can help pupils to recognise acceptable and unacceptable behaviour by:

  - looking at why people behave differently online, for example how anonymity (you do not know me) and invisibility (you cannot see me) affect what people do,
  - looking at how online emotions can be intensified resulting in mob mentality,
  - teaching techniques (relevant on and offline) to defuse or calm arguments, for example a disagreement with friends, and disengage from unwanted contact or content online; and
  - considering unacceptable online behaviours often passed off as so-called social norms or just banter. For example, negative language that can be used, and in some cases is often expected, as part of online gaming and the acceptance of misogynistic, homophobic and racist language that would never be tolerated offline.

- **How to identify online risks** – This will enable pupils to identify possible online risks and make informed decisions about how to act. This should not be about providing a list of what not to do online. The focus should be to help pupils assess a situation, think through the consequences of acting in different ways and decide on the best course of action.

  Schools can help pupils to identify and manage risk by:

  - discussing the ways in which someone may put themselves at risk online,
  - discussing risks posed by another person's online behaviour,
  - discussing when risk taking can be positive and negative,
  - discussing "online reputation" and the positive and negative aspects of an online digital footprint. This could include longer-term considerations, i.e how past online behaviours could impact on their future, when applying for a place at university or a job for example,
  - discussing the risks vs the benefits of sharing information online and how to make a judgement about when and how to share and who to share with; and

- asking questions such as what might happen if I post something online? Who will see it? Who might they send it to?

- **How and when to seek support** – This will enable pupils to understand safe ways in which to seek support if they are concerned or upset by something they have seen online.

  Schools can help pupils by:
  - helping them to identify who trusted adults are,
  - looking at the different ways to access support from the school or law enforcement. This should link to wider school policies and processes around reporting of safeguarding and child protection incidents and concerns to school staff; and
  - helping them to understand that various platforms and apps will have ways in which inappropriate contact or content can be reported.

5. Roles and Responsibilities

This school is a community and all members have a duty to behave respectfully online and offline, to use technology for teaching and learning and to prepare for life after school, and to immediately report any concerns or inappropriate behaviour, to protect staff, pupils, families and the reputation of the school. We learn together, make honest mistakes together and support each other in a world that is online and offline at the same time.

5.1 Responsibilities of the IT Department

- Regularly monitor online safety issues and be aware of the potential for serious child protection concerns
- In terms of data storage, ensure that child protection is always put first and data-protection processes support careful and legal sharing of information
- Stay up to date with the latest trends in online safety
- Receive regular updates in online safety issues and legislation, be aware of local and school trends
- Ensure that online safety education is embedded across the curriculum and beyond, in wider school life
- Liaise with school technical, safeguarding, and support staff as appropriate
- Communicate regularly with the senior leadership team and the DSL to discuss current issues, review incident logs and filtering/change control logs and discuss filtering and monitoring
- Ensure all staff are aware of the procedures that need to be followed in the event of an online safety incident, and that these are logged in the same way as any other safeguarding incident
- Oversee 'appropriate filtering and monitoring' and ensure staff are aware.
- Keep up to date with the school's online safety policy and technical information in order to effectively carry out their online safety role and to inform and update others as relevant

- Work closely with the designated safeguarding lead / online safety coordinator to ensure that school systems and networks reflect school policy
- Ensure the above stakeholders understand the consequences of existing services and of any changes to these systems (especially in terms of access to personal and sensitive records / data and to systems such as YouTube mode, web filtering settings, sharing permissions for files on cloud platforms etc
- Support and advise on the implementation of 'appropriate filtering and monitoring' as decided by the DSL and senior management team
- Maintain up-to-date documentation of the school's online security and technical procedures
- To report online-safety related issues that come to their attention in line with school policy
- Manage the school's systems, networks and devices, according to a strict password policy, with systems in place for detection of misuse and malicious attack, with adequate protection, encryption and backup for data, including disaster recovery plans, and auditable access controls
- Monitor the use of school technology, online platforms and social media presence and that any misuse/attempted misuse is identified and reported in line with school policy

5.2 Responsibilities of Principal and DSL

- Review and update this policy, other online safety documents (e.g. BYOD Agreement) and the strategy on which they are based (in harmony with policies for behaviour, safeguarding, and others)
- Promote an awareness and commitment to online safety throughout the school community, with a strong focus on parents, who are often appreciative of school support in this area
- Foster a culture of safeguarding where online safety is fully integrated into whole-school safeguarding
- Ensure that policies and procedures are followed by all staff
- Undertake training in online safeguarding, as needed
- Ensure the school implements and makes effective use of appropriate ICT systems and services including school-safe filtering and monitoring, protected email systems and that all technology including cloud systems are implemented according to child-safety first principles
- Ensuring that all staff receive suitable training to carry out their safeguarding and online safety roles
- Understand and make all staff aware of procedures to be followed in the event of a serious online safeguarding incident
- Ensure suitable risk assessments are undertaken so the curriculum meets needs of pupils
- Ensure that there is a system in place to monitor and support staff (e.g. network manager) who carry out internal technical online-safety procedures

5.3 Responsibilities of Students

- Read, understand, sign and adhere to the student acceptable use policy (See BYOD)
- Understand the importance of reporting abuse, misuse or access to inappropriate materials
- Know what action to take if they or someone they know feels worried or vulnerable when using online technology
- To understand the importance of adopting safe and responsible behaviours and good online safety practice when using digital technologies outside of school and realise that the school's acceptable use policies cover actions out of school, including on social
- Understand the benefits/opportunities and risks/dangers of the online world and know who to talk to at school or outside school if there are problems

5.4 Responsibilities of Parents
- Be aware of the student acceptable use policy (BYOD) and encourage their children to follow it
- Consult with the school if they have any concerns about their children's use of technology
- Promote positive online safety and model safe, responsible and positive behaviours in their own use of technology, including on social media: not sharing other's images or details without permission and refraining from posting negative, threatening or violent comments about others

5.5 Responsibilities of Staff
- Understand that online safety is a core part of safeguarding; as such it is part of everyone's job.
- Read and follow this policy in conjunction with the school's main child protection and safeguarding policy
- Record online-safety incidents in the same way as any safeguarding incident and report in accordance with school procedures.
- Follow the staff code of conduct
- Identify opportunities to thread online safety through all school activities, both outside the classroom and within the curriculum, supporting curriculum/stage/subject leads, and making the most of unexpected learning opportunities as they arise (which have a unique value for pupils)
- Whenever overseeing the use of technology (devices, the internet, remote learning, new technology such as augmented reality, etc) in school or setting as homework tasks, encourage sensible use, monitor what pupils are doing and consider potential dangers and the age appropriateness of websites
- To carefully supervise and guide pupils when engaged in learning activities involving online technology (including, remote learning, extra-curricular and extended school activities if relevant), supporting them with search skills, critical thinking (e.g. fake news), age appropriate materials and signposting, and legal issues such as copyright and data law
- Encourage pupils to follow their acceptable use policy (BYOD) and enforce school sanctions

- Model safe, responsible and professional behaviours in their own use of technology. This includes outside the school hours and site, and on social media, in all aspects upholding the reputation of the school and of the professional reputation of all staff.

6. Education and Curriculum

Subjects such as Computer Science, Global Perspectives and PSHE have the clearest online safety links, however, it is the role of all staff to identify opportunities to thread online safety through all school activities, both outside the classroom and within the curriculum and making the most of unexpected learning opportunities as they arise (which have a unique value for students).

Whenever overseeing the use of technology (devices, the internet, remote learning, new technology such as augmented reality, etc) in school or setting as homework tasks, all staff should encourage sensible use, monitor what pupils are doing and consider potential dangers and the age appropriateness of websites (ask your DSL what appropriate filtering and monitoring policies are in place).

Equally, all staff should carefully supervise and guide pupils when engaged in learning activities involving online technology (including, remote learning, extra-curricular and extended school activities if relevant), supporting them with search skills, critical thinking (e.g. fake news), age appropriate materials and signposting, and legal issues such as copyright and data law.

Ulink recognizes that online safety and broader digital resilience must be thread throughout the curriculum. Annual reviews of curriculum plans and schemes of work are used as an opportunity to incorporate these into daily teaching. Key areas that are focused on include Self-image and Identity, Online relationships, Online reputation, Online bullying, Managing online information, Health, wellbeing and lifestyle, Privacy and security, and Plagiarism.

7. Procedure for Handling Online Safety Concerns and Incidents

It is vital that all staff recognise that online-safety is a part of safeguarding and all concerns must be handled in the same way as any other safeguarding concern. See Section 7 of the Ulink Safeguarding and Child Protection Policy.

The school's procedures for dealing with online-safety are detailed in the following policies:
- Safeguarding and Child Protection Policy
- BYOD Agreement
- Student Handbook and Code of Conduct

Ulink commits to take reasonable precautions to ensure online safety, but recognises that incidents will occur both inside school and outside school (and that those from outside school will continue to impact on pupils when they come into school). All members of the school are encouraged to report issues swiftly to allow us to deal with them quickly and sensitively through the school's escalation processes.

Any suspected online risk or infringement should be reported to the designated safeguarding lead (DSL) on the same day.

Any concern/allegation about staff misuse should follow the procedure outlined in section 7.4 of the Ulink Safeguarding and Child Protection Policy.

Ulink will inform parents/carers of online-safety incidents involving their children, and the Police where staff or pupils engage in or are subject to behaviour which we consider is particularly disturbing or breaks the law.

8. Good Practice Guide for Staff, Students and Parents

STAFF
- Staff should be careful about content that they search out or download while at school
- Staff need to ensure that films or other material shown to children are age-appropriate.
- Staff must be aware of their responsibilities to the school when using social networking sites, adhering to the code of conduct and confidentiality policy in order to maintain status as a professional teacher.
- Staff must not post anything on any online site that could be construed to have an adverse impact on the school's reputation.
- Staff must not form online friendships with pupils and parents.
- Staff must not post anything on to social networking sites that would offend any other member of staff, pupil or parent of the school.
- Staff should use their school email account for all school-related communications.

STUDENTS
- The school will organise online safety sessions each year to be attended by students where they will be taught how to stay safe when working online
- Students must not post anything on to social networking sites that would offend any other member of staff, pupil or parent of the school.
- Students must not post anything on any online site that can be constructed to have an adverse impact on the school's reputation.
- Students should never reveal their full name, any address or contact details, any school or network user ID or password online, even if communicating with known acquaintances.

- Students should be aware that the potential exists for predators to remain entirely anonymous and easily pose as someone else.
- Students should employ a healthy mistrust of anyone that they "meet" online unless their identity can be verified.
- The use of chat rooms and social networking sites are not permitted in school.
- Students should be warned not to arrange to meet anyone they have met on the internet - people are not always who they say they are.

PARENTS
- Parents need to be aware that parental control software is often available via their ISP so that they can manage and control their child's computer and internet activity. Mobile phone operators also offer free parental control software services to limit the kind of content your children can access through the mobile network.
- Parents need to be aware that the parental control software doesn't replace the need for supervision and education when working on the internet.
- Computers for children should be used in a shared space where parents can see the screen.
- Parents should take an interest in their children's internet use and discuss various issues pertaining to the internet.
- Parents should be aware of various age limits on games and social networking sites.
- Parents should discuss the care needed when their children meet online "friends". Only talk to people they know. Parents should remind their children not to give out any personal details nor details of family and friends, even to people they know.
- Parents should encourage their children to tell them if anything online makes them feel uncomfortable.
- Parents should make their child aware of the dangers of meeting someone they have only met online.
- Parents should be aware that they are in control and that they have every right to check on their children's online activities as well as their mobile phone usage.
- Parents should encourage offline activities. Socialising with friends and taking part in physical activities is really important for physical and mental health and wellbeing.

Useful Links and Resources

UK Safer Internet: https://www.saferinternet.org.uk/
NSPCC Online Safety: http://www.nspcc.org.uk/onlinesafety
Thinkuknow: https://www.thinkuknow.co.uk/