

**SAFEGUARDING POLICY**  
**Including E-Safety**  
**儿童安全保障政策（涵盖电子安全）**

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## 1. Section 1: Introduction and Context

### 第一部分：引言和背景

#### 1.1. Harrow International School Shenzhen and Harrow Little Lions safeguarding philosophy and vision 哈罗深圳国际学校和哈罗小狮幼教中心儿童安全保护理念和愿景

Harrow International School Shenzhen and Harrow Little Lions (hereafter, Harrow Shenzhen) unique philosophy is ‘*Educational Excellence for Life and Leadership*’. This drives the school’s mission of ensuring that students are supported and empowered to achieve their academic and personal potential. The foundation for enabling this to be realized is our strong commitment to ensuring the highest standards of safeguarding and our active promotion of the welfare of children and young people. Safeguarding is a key component of the ethos of the school and there is an expectation that all stakeholders in our school community share and understand this commitment.

哈罗深圳国际学校（下称HIS）和哈罗小狮幼教中心（下称HLL）的独特理念是“育以至善，卓以领航”。这驱动了学校的使命，即确保学生得到支持并依此实现他们的学术和个人潜力。实现这一目标的基础是我们坚定承诺确保最高标准的保护，并积极促进儿童和青少年福利。儿童安全保护是学校精神的一个关键组成部分，并期望我们学校社区的所有利益相关者均能分享并理解这一承诺。

Harrow Shenzhen fully recognises the moral and statutory responsibility in China as well as meeting international standards to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that receive effective support, protection and justice.

哈罗深圳充分认识到他们在中国的道德和法定责任以及应符合国际标准，以保障和促进所有儿童的福利。我们努力提供一个安全和温馨的环境，让儿童受到尊重和重视。我们对虐待和忽视的迹象保持警惕，并遵循我们的程序以确保获得有效的支持、保护和正义。

Harrow Shenzhen’s philosophy and vision are aligned with those of the United Nations Convention on the Rights of the child (UNCRC). Central to this is the acknowledgement that every child has basic fundamental rights. These include the right to:

哈罗深圳的理念和愿景与《联合国儿童权利公约》（UNCRC）相关条款相符合。这一点的核心是承认每个孩子都有基本的基本权利。这些权利包括：

- **life, survival and development**  
生命权、生存权和发展权
- **protection from violence, abuse or neglect**  
防止暴力、虐待或忽视
- **an education that enables children to fulfil their potential**  
让孩子能够发挥潜能的教育
- **be raised by, or have a relationship with, their parents**  
受父母抚养或与父母建立关系
- **express their opinions and be listened to.**

表达意见并被倾听。

Therefore, the welfare of the child is paramount;

因此，儿童福利是至关重要的；

- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection;  
所有儿童，不论年龄、性别、能力、文化、种族、语言、宗教或性别认同，均享有平等的受保护权利；
- All members of staff have equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm;  
针对表示儿童可能有受到伤害风险的任何怀疑或披露，所有员工都有同等责任对此采取行动；
- Children and staff involved in safeguarding issues will receive appropriate support.  
涉及儿童安全保障问题的儿童和员工将获得适当的支持。

This document outlines the various procedures we have implemented to make sure every child remains safe and happy. It applies to staff, volunteers and contractors working with pupils on school premises or away from the school on an activity, visit or other educational pursuit.

本文件概述了我们为确保每个孩子的安全和快乐而实施的各种程序。它适用于在校内或校外与学生一起进行活动、参观或其他教育活动的员工、志愿者和承包商。

This policy therefore complements and supports a range of other policies (e.g. Complaints, Safer Recruitment, Health and Safety, Code of Conduct). When undertaking development or planning of any kind, the School will consider safeguarding aspects. The School's safeguarding arrangements are inspected by the Council of International Schools standards. The School will conform to the National Minimum Standards for Boarding Schools in the UK.

因此，该政策补充并支持一系列其他政策（例如《投诉》、《更安全的招聘》、《健康和安

## 1.2. What is safeguarding 儿童安全保护的定义

### 1.2.1: Key definitions 关键定义

Key Terminology 关键术语
<p>No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.</p> <p><b>Safeguarding and promoting the welfare of children</b> is defined as:</p> <ul style="list-style-type: none"> <li>• Providing help and support to meet the needs of children as soon as problems emerge</li> <li>• protecting children from maltreatment, whether that is within or outside the home, including online</li> </ul>

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

没有任何单一的从业者能够全面了解儿童的需求和情况。如果儿童和家庭要在正确的时间得到正确的帮助，所有接触到他们的人都必须在识别问题、分享信息和及时采取行动方面发挥作用。

保障和促进儿童福利被定义为：

- 提供帮助和支持，以在出现问题时尽早满足儿童的需求
- 保护儿童免受虐待，无论是在家庭内部还是外部，包括在线环境
- 防止儿童的心理和身体健康或发展受到损害
- 确保儿童在提供安全和有效照料的环境中成长
- 采取行动使所有儿童获得最佳的结果

**Safeguarding** refers to the proactive processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

**儿童安全保障**是指为保护已确认正遭受或可能遭受重大伤害的儿童而采取的主动性措施与流程。

Members of **staff** refers to all those working for or on behalf of the school, full time or part time, including contracted staff such as cleaners and kitchen staff, temporary or permanent, in either a paid or voluntary capacity.

**员工**是指所有为学校或代表学校工作的全职或兼职人员，包括临时或永久的外包员工，如清洁工和厨房工作人员，且无论是以有偿服务或志愿者身份均涵盖在内。

**Child** includes everyone under the age of 18. However, our duty to promote the welfare and health and safety applies to all students in our care whether they are under or over the age of 18.

**儿童**包括 18 岁以下的所有人。但是，我们促进福利、健康和安全的责任适用于我们照顾的所有学生，无论他们是 18 岁以下还是 18 岁以上。

**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, guardians, foster carers and adoptive parents.

**父母**是指亲生父母和其他扮演育儿角色的成年人，例如继父母、监护人、寄养看护人和养父母。

### 1.2.2: Safeguarding Harrow Shenzhen

This includes: 这包括：

- ensuring pupil health and safety; 确保学生的健康和安全；
- referring concerns or allegations about a child to the appropriate bodies promptly; 将有关学生的担忧或指控立即报告至适当的机构；

- bullying; 霸凌;
- all forms of abuse; 各种形式的虐待;
- harassment and discrimination. 骚扰和歧视;
- use of physical intervention; 使用物理干预;
- meeting the needs of pupils with medical conditions; 满足存在医疗状况的学生的需求;
- providing first aid; 提供急救;
- drug and substance misuse; 药物滥用;
- educational visits; 教育访问和参观;
- intimate care; 贴身护理;
- internet safety; 电子网络安全;
- issues which may be specific to a local area or population, for example gang activity;  
当地或当地人群可能存在的问题, 例如帮派活动;
- school security 学校安保。

### 1.3. Designated Safeguarding Leadership Team 儿童安全保护负责团队

1.3.1: Designated Safeguarding Leadership Team at Harrow Shenzhen: 哈罗深圳儿童保护负责团队:

Designated Safeguarding Lead 儿童保护首要负责人	Zaynah Lyons Director of Care, Guidance, and Support 学生关爱与支持主任
Deputy Designated Safeguarding Lead 儿童保护负责人 (副职)	Will Mitchell Upper School Deputy Head of Pastoral 中学部副校长 (学生关怀)
Deputy Designated Safeguarding Lead 儿童保护负责人 (副职)	Natalie Dirkze Lower School Pastoral Coordinator 小学学生关怀协调员
Deputy Designated Safeguarding Lead 儿童保护负责人 (副职)	Daniel Berry Head Master 校长
Deputy Designated Safeguarding Lead 儿童保护负责人 (副职)	Dr. Sean Knox Principle Deputy Head (Whole School) 常务副校长
Deputy Designated Safeguarding Lead 儿童保护负责人 (副职)	James Berry Head of Lower School 小学部校长
Deputy Designated Safeguarding Lead 儿童保	Jessica Pooley-Litt

护负责人（副职）	Head of Upper School 中学部校长
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### 1.3.2: Wider Safeguarding Members 儿童安全保护委员会成员

In addition to the DSL Team the following members of staff are level 3 safeguarding trained and/or key members of the wider safeguarding team:

除了条款1.2中提到的儿童安全负责团队，以下员工是儿童安全保护委员会的现任成员：

Fiona Merrick	Head of Early Years Centre 幼儿园园长
Carol Yeung	Head of Prep and Boarding 寄宿及初中主任
Lisa Johnston	Head of Girls Boarding 女生寄宿舍监
Abdelrahman Mahmoud	Head of Boys Boarding 男生寄宿舍监

### 1.3.3: Key safeguarding contacts: 关键联络人：

Safeguarding Team	<a href="mailto:safeguarding@harrowshenzhen.cn">safeguarding@harrowshenzhen.cn</a> 儿童安全保护团队
Daniel Berry	Head Master 校长
Ahmed Hussain	AISL Safeguarding Governor 负责儿童安全保护的校董
<b>EXTERNAL CONTACTS: 外部联络人</b>	
Sian Jorgensen	Safeguarding Consultant <a href="mailto:sian.jorgensen@encompass-safeguarding.com">sian.jorgensen@encompass-safeguarding.com</a>
Council of International Schools: Safeguarding: <a href="mailto:info@cois.org">info@cois.org</a> 国际学校协会：儿童安全保护	
Local Police Service Government Offices and Agencies 当地政策服务 政府办公室和政府机构 Feng Hua Community 风华社区 Contact number 联系电话: 0755- 86058411	

## 1.4. Our safeguarding guiding principles 我们的保障指导原则

### 1.4.1: Core safeguarding principles 核心保障原则

The School's core safeguarding principles are: 学校的核心保障原则是:

- the school's responsibility to safeguard and promote the welfare of children is of paramount importance;  
学校保护和促进儿童福利的责任是至关重要的;
- safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play in keeping children safe  
保护儿童是每个人的责任。每个与儿童及其家庭接触的人都应在保护儿童安全方面发挥作用
- listening to Children and to all members of the community is fundamental to safeguarding and is in the best interest of the child  
倾听儿童和社区所有成员的心声是保护儿童的根本, 符合儿童的最大利益;
- Harrow Shenzhen is committed to a 'speak up culture' and believes in the notion that if you see something or sense something then you should say something – no concern is considered too small. If concerns are raised early then help can be provided at an early stage  
哈罗深圳提倡“畅所欲言”的文化, 并相信如果你看到某事或感觉到某事, 那么你应该说某事, 而无需顾虑你所提及的是否是件小事。如果提早提出问题, 那么就可以在早期阶段提供帮助;
- early indication that a child may need help is critical and a crucial part of our 'speak up culture'.  
儿童可能需要帮助的早期迹象是至关重要的, 也是我们“畅所欲言”文化的重要组成部分;
- all staff must have the attitude of 'it could happen here' with regard to safeguarding.  
所有员工在儿童安全保护方面必须有“这里可能会发生”的态度;
- safer children make more successful learners;  
更安全的学生在学习上会更顺利;
- representatives of the whole School community will be involved in safeguarding policy development and review;  
学校社区的代表将参与保障政策的制定和审查;
- policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.  
政策将至少每年审查一次, 除非发生意外或出现新的法规或指南表明需要进行临时审查。

### 1.4.2: Core operational principles 核心运营原则

- This policy applies to all students in the School policy but legally as some students will be 18 years and over they may be treated differently outside of school. Any student under the age of 18 will be regarded as a child for the purpose of this policy.  
本政策适用于学校政策中涵盖的所有学生, 但从法律上讲, 有些学生年满 18 岁, 他们



在校外可能会受到不同的待遇。就本政策而言，任何 18 岁以下的学生都将被视为儿童；

- All staff have a responsibility for the implementation of this policy;

所有员工都有责任落实本政策；

- Any concerns regarding safeguarding must be reported using the safeguarding reporting procedure CPOMS as soon as practicable and **within 6 hours**.

任何有关儿童安全保障问题必须使用儿童保障上报程序CPOMS，并在**6 小时内**尽快填写报告；

- Any concerns where a child is at an immediate risk of harm or has disclosed abuse should be reported immediately to DSL or, when unavailable, a member of the DSL Team and followed up with a CPOMS Report as soon as practicable and within 6 hours.

任何有关儿童面临直接伤害风险或已披露的虐待行为的问题都应立即报告给儿童保护负责人，或在无法联系时向儿童保护负责团队成员报告，并在可行的情况下在6 小时内尽快跟进提交CPOMS 报告；

- If a crime has been committed, it should be reported to the DSL or, when unavailable, the DSL team immediately and followed up with a CPOMS Report as soon as practicable and within 6 hours.

如果已经发生犯罪行为，应立即向儿童保护负责人报告，或在无法联系时立即向儿童保护负责团队报告，并在可行的情况下在6 小时内尽快跟进提交CPOMS 报告；

- All staff must have read and completed Hays Level 1 Safeguarding Training and act in accordance with the DfE Statutory Guidance *Keeping Children Safe in Education* (2025) and the Harrow Shenzhen Safeguarding Policy;

所有员工必须阅读并完成初级的Hay Safeguarding培训，并按照英国教育部（DfE）2025年发布的《保护受教育儿童的安全》和哈罗深圳儿童安全保护政策规定采取行动；

- All staff must know who the members of the Designated Safeguarding Leadership Team are;

所有员工都必须知道儿童保障负责团队的成员名单；

- All safeguarding concerns must be treated in the utmost confidence;

一切与 儿童安全保障相关的事项均须以最高程度的保密原则处理；

- The DSL Team must report all concerns in line with the requirements of the People's Republic of China and in line with best practice as defined in the UK and through organisations such as CIS.

儿童保障负责团队必须根据中华人民共和国的要求、英国定义的最佳实践要求以及通过国际学校协会（CIS）等组织报告所有问题；

- Allegations of abuse in relation to adults must be dealt with in line with the associated policy.

与成人有关的虐待指控必须根据相关政策进行处理。



### 1.5. Aims of the policy 本政策的目的

- To raise awareness of all school staff of the need to safeguard all children and of their responsibilities in identifying and reporting possible cases of abuse.  
提高所有学校员工的相关意识，即对保障所有儿童的必要性以及他们在识别和报告可能的虐待案件方面的责任；
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.  
在学校内制定一个结构化的程序，并且学校社区的所有成员在涉嫌虐待的情况下都将遵循该程序；
- To provide all staff with the necessary information to enable them to meet their safeguarding responsibilities;  
向所有员工提供必要的信息，使他们能够履行其儿童保护责任；
- To promote safe practices and challenge poor and unsafe practices.  
促进安全的做法并质疑不良和不安全做法；
- To provide an environment where pupils feel safe, secure, valued and respected; confident to talk openly and sure of being listened to.  
提供一个让学生感到安全、有保障、受到重视和尊重的环境；让学生有信心开诚布公地交谈，并确保被倾听；
- To demonstrate the School's commitment with regard to safeguarding students, parents and other partners. 向学生、家长和其他合作伙伴展示学校在儿童保障方面的承诺。

There are seven main elements to our policy: 本政策包含七个主要内容：

1. Establishing a safe environment in which students can learn and develop; include in the curriculum activities and opportunities, which equip children with the skills needed to stay safe from abuse and will develop resilience and realistic attitudes to the responsibilities of adult life;  
建立学生学习和发展的安全环境；包括开展相关课程活动和其他活动，使儿童具备免受虐待的所需技能，并培养学生对成年生活责任的适应力和现实态度；
2. Ensuring the governance of safeguarding and promotion of welfare is fully embedded within the school;  
确保保障和促进福利的治理完全融入学校；
3. Raising awareness of safeguarding issues and ensuring staff, volunteers and contractors working at the school are fully aware of presenting issues and how to act in the event of concerns being raised;  
提高对儿童保障问题的认识，并确保在学校工作的员工、志愿者和承包商充分认识到应提出问题以及在出现问题时如何采取行动；
4. Ensuring staff recruitment practice is safe and fully accords with the requirements of Keeping Children Safe in Education and CIS Standards so the school operate safe recruitment procedures and makes sure that all appropriate checks are carried out on new staff and volunteers who will work with the children;  
确保员工招聘的安全性，并且完全遵守《保护受教育儿童的安全》和国际学校协会标准的要求，以便学校执行安全的招聘程序，并确保对将与儿童一同工作的新员工和志愿者进行所有适当的审查；
5. Supporting pupils who are in need of protection or require additional help to achieve good outcomes.  
支持需要保护或需要额外帮助以取得良好结果的学生；

6. Listening to the children in our care and ensuring that children know that there are adults in the School whom they can approach if they are worried or are in difficulty, as the ethos is one where children feel secure and are encouraged to talk, and are listened to;  
倾听我们所照顾的孩子的心声，并确保孩子们知道学校里有成年人，如果他们担心或遇到困难，他们可以寻求帮助。这种风气可以让孩子感到安全、并被鼓励谈论以及可以被倾听；
7. Creating an open-culture where staff feel confident to speak-up whenever they have concerns about a child or a particular adult and are aware of how and when to act on concerns that they have and work in a safe and appropriate manner at all times.  
营造一种开放的文化，让员工在对儿童或特定成人有疑虑时有信心畅所欲言，并知道如何以及何时对他们的疑虑采取行动，并始终以安全和适当的方式开展工作。

### 1.6. Confidentiality and information sharing 保密和信息共享

Harrow Shenzhen recognises that all matters relating to safeguarding are highly confidential. The Designated Safeguarding Leadership Team will share that information on a ‘need to know, what, and when’ basis. Concerns about individuals should never be discussed elsewhere, inside or outside the School unless in confidential meetings for that purpose.

深圳哈罗学校认识到，所有与学生保护相关的事宜都具有高度保密性。指定的学生保护领导团队将根据“需要知道、需要知道的内容及需要知道的时间”原则共享相关信息。对于涉及个人的关切，不得在校内或校外的其他场合随意讨论，除非是在为此目的而召开的保密会议中。

All staff will understand that safeguarding issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence. Members of staff should only discuss concerns with the DSL Team, the Head Master or Safeguarding Governor (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis.

全体教职员工应当理解，学生保护相关问题需要高度保密。这不仅是出于对相关学生和教职员工的尊重，也是为了确保信息不被公开传播，从而避免影响证据的完整性。教职员工仅应将相关关切报告给学生保护负责人团队、校长或学生保护督导（视具体涉及对象而定）。由该负责人决定是否需要将信息进一步共享，并会根据“知情需有必要”的原则进行传达。Safeguarding information will be stored and handled in line with GDPR principles (please see data protection policy). Information is:

儿童保护信息将根据通用数据保护条例(GDPR)中的原则进行存储和处理（详情请参阅《数据保护政策》）。信息是：

- processed for limited purposes; 出于有限目的而被处理；
- adequate, relevant and not excessive; 充分、相关且不过度的；
- accurate; 准确的；
- kept no longer than necessary; 保存不超过必要的时间；
- processed in accordance with the data subject’s rights; 根据数据对象的权利而被处理；
- secure. 安全的。

Safeguarding records and other written information will be stored in a locked facility and any electronic information such as on CPOMS will be password protected and only made available to relevant individuals.

儿童保障记录和其他书面信息将存储在上锁的设备中，任何电子信息（例如 CPOMS）都将受到密码保护，并且只提供给相关个人。

Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. When members of staff write up safeguarding concerns on their laptops etc. once the files are sent to the DSL or logged on CPOMS they must be deleted from their email accounts and own computers.

学校将尽一切努力防止未经授权的访问，敏感信息不应存储在笔记本电脑上，因为笔记本电脑具有可携带性，容易丢失或被盗。教职员工在笔记本电脑等设备上记录学生保护相关问题时，一旦文件已提交给学生保护负责人或上传至 CPOMS 系统，必须立即从个人邮箱及个人电脑中删除相关文件。

Safeguarding records are normally exempt from the disclosure provisions of data protection. This means that students and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see safeguarding records, they will refer the request to the Head Master. In line with best safeguarding practices, data protection does not prevent the DSL from sharing information with relevant agencies/future schools, where that information may help to protect a child.

儿童保障信息将与儿童其他信息分开存储，文件将被“标记”以表明信息被单独保存。儿童保护记录通常不受数据保护的披露条款规定的约束。这意味着学生和家長没有自动查看这些信息的权利。如果任何员工收到学生或家長需要查看儿童保护记录的请求，相关员工会将请求转交至校长。根据保障的最佳做法，当信息可能有助于保护儿童时，数据保护不会阻止儿童保护负责人与相关机构/未来学校共享这些信息。

### 1.7. Key safeguarding policy links 关键保障政策链接

Throughout this policy we refer to the following policies: 本政策中，我们所提及政策的具体链接如下：

- Keeping Children Safe in Education (DfE, 2025)  
《保护受教育儿童的安全》（英国教育部，2025年）
- The Education (Independent School Standards) Regulations (DfE, 2014)  
《教育（独立学校标准）条例》（英国教育部，2014年）
- The Education Act (DfE, 2002)  
《教育法案》（英国教育部，2002年）
- The Non-Maintained Special Schools Regulations (DfE, 2015)  
《非公立特殊学校条例》（英国教育部，2015年）
- The Teacher Standards (DfE, 2012)  
《教师规范》（英国教育部，2012年）
- Working Together to Safeguard Children (DfE, 2018)  
《共同努力保护儿童》法令（英国教育部，2018年）
- Prevent Duty Guidance (DfE, 2015)  
《预防职责指导》（英国教育部，2015年）

- United Nations Convention on Rights of the Child (UNCRC, 1990)  
《联合国儿童权利公约》（联合国儿童权利公约，1990年）
  - The PRC Law on the Protection of Minors (PRC, 1991)  
《中华人民共和国未成年人保护法》（中国，1991年）
- AISL HS34 Artificial Intelligence Acceptable Use Policy AISL

人工智能使用规范

## 2. Safeguarding Legislation, Guidelines and Procedures

### 第二部分：保障的条款制定、指导方针和程序

#### 2.1. Safeguarding legislation, guidance and compliance 保障的条款制定、指导和遵守

Harrow Shenzhen is committed to being compliant with all standards for safeguarding in China, in line with UK and the standards of the Council of International Schools (CIS). Due to their day-to-day contact with students, members of staff in schools and colleges are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that members of school staff are alert to the signs of abuse and understand the procedures for reporting their concerns. The School will act on identified concerns and provide early help to prevent concerns from escalating.

哈罗深圳致力于遵守中国的所有儿童保护规定，并符合英国和国际学校协会(CIS)的标准。由于在校员工日常均需与学生接触，因此在校员工的身份特殊，他们可以观察到儿童行为的变化和虐待的外在迹象。当孩子们处于困境或处于危险之中时，他们也可能求助于学校里值得信赖的成年人。学校员工对虐待迹象保持警惕并了解问题上报的程序是十分重要的。学校将对已确定的问题采取行动，并及早提供帮助，以防止问题升级。

#### The UK 英国

Section 94 of the Education and Skills Act 2008 requires the Secretary of State to prescribe standards for independent educational institutions to safeguard the welfare, health and safety of children. The relevant standards are set out in the Education (Independent School Standards) Regulations (the ISS Regulations 2014).

2008年《教育及技能法令》中第94条规定，英国内阁大臣可为独立的教育机构制定标准，以保障儿童的福利、健康和安全。相关标准载于《教育（独立学校标准）条例》中（即2014年ISS条例）。

The statutory guidance '*Keeping Children Safe in Education*' (KCSIE) (2025) is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015. Schools must have regard to it when carrying out their duties to safeguard and promote the welfare of children. This means that they should comply with it unless exceptional circumstances arise, such as in conflict with the requirements of the PRC and as a result of the differing social services provisions in China compared to the UK.

法定指南《保护受教育儿童的安全》（KCSIE）（2025年）是根据2002年《教育法案》第175条、2014年《教育（独立学校标准）条例》和2015年《非公立特殊学校（英格兰）条例》相关规定所发布的。学校在履行保护和促进儿童福利的职责时，必须考虑到这一规定。这意味

着学校应该遵守该规定，除非出现特殊情况，例如与中国相关规定相冲突、或由于中英两国社会服务条款存在差异。

**All members of staff are required to have signed a Code of Conduct in relation to Safeguarding which includes a clause to confirm that they have read and understood this document.**

所有员工都必须签署一份与保障相关的行为准则，其中包括一项以确认他们已阅读并至少理解本文件的条款。

This guidance underpins Harrow Shenzhen's commitment to safeguarding.

该指南支持哈罗深圳在保障方面的承诺。

The *Teacher Standards 2012* state that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

2012年《教师标准》规定，包括校长在内的教师，应将维护儿童的福利并保持公众对教师职业的信任作为其专业职责的一部分。

The statutory guidance *Working Together to Safeguard Children* (DfE, 2021) covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children.

法定指南《共同努力保护儿童》（英国教育部，2021年）涵盖了对个人服务（包括学校和大学）的法律规定和要求，以保障和促进儿童的福利。

Prevent Duty Guidance 2015: With effect from 1st July 2015 all schools became subject to a duty under Section 26 of the Counter-Terrorism and Security Act 2015 in exercising their functions “*to have due regard to the need to prevent people from being drawn into terrorism*”.

2015年《预防职责指导》：自2015年7月1日起，所有学校都有义务根据2015年《反恐和安全感》第26条履行职责，即“充分考虑预防人们卷入恐怖主义的必要性”。

The School recognises that “*safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm*”.

学校应认识到“保护弱势群体免受激进化的影响，与保护他们免受其他形式的伤害没有什么不同”。

An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. It often happens over a period of time, rather than being a one-off event, and it can increasingly happen online.

受虐待的孩子通常会经历不止一种虐待，还会遭受生活中的其他困难。这通常在一段时间内发生，而不是一次性事件，而且虐待行为在网络上日益增多。

## **The People's Republic of China 中华人民共和国**

The People's Republic of China (PRC) declares that it protects a wide range of children's rights through domestic legislation and by ratifying and joining the relevant international treaties such as the UNCRC. The PRC Constitution provides for the state protection of children and prohibits maltreatment of children. Among many laws and regulations providing children's rights protection, the primary law in this field is *The PRC Law on the Protection of Minors* (first passed in 1991, revised in 2020) (Minors Protection Law). The revised Minors Protection Law entered into force on June 1, 2007. This law sets



up responsibilities of the families, the schools, and the government with regards to the protection of children's rights, and judicial protection, as well.

中华人民共和国声明其通过国内立法以及批准和加入《联合国儿童权利公约》等相关国际条约，来保护儿童各项权利。中华人民共和国宪法规定国家保护儿童，禁止虐待儿童。在众多保护儿童权利的法律法规中，该领域的主要法律是《中华人民共和国未成年人保护法》（1991年首次通过，2020年修订）。修订后的《未成年人保护法》于2020年6月1日生效。该法规定了家庭、学校和政府在保护儿童权利和司法保护方面的责任。

In 2015, the Anti-domestic Violence Law of the People's Republic of China was passed (effective March 1st, 2016) to protect foreigners and Chinese citizens within China's borders from domestic violence. Two articles of this law have specific implications for children and schools, including:

2015年，《中华人民共和国反家庭暴力法》通过，并于2016年3月1日正式实施，旨在保护在中国境内的外国人和中国公民免受家庭暴力侵害。该法律中有两条与儿童和学校密切相关的条款：

- Article 14 mandates that schools, kindergartens, and other educational institutions must incorporate anti-domestic violence education into their curriculum and staff training. This ensures that both students and staff are equipped to recognize, prevent, and respond to domestic violence. 第十四条 规定学校、幼儿园及其他教育机构必须将反家庭暴力教育纳入课程和教职员培训之中，以确保学生和教职员能够识别、预防并应对家庭暴力。
- Article 35 outlines the legal responsibilities of public security organs, civil affairs departments, and women's federations in handling domestic violence cases. It emphasises timely intervention, protection orders, and support services for victims. 第三十五条 明确了公安机关、民政部门以及妇联在处理家庭暴力案件中的法律责任，强调要及时干预，并为受害人提供人身安全保护令和支持服务。

China has ratified major international documents with regards to children's rights protection. China's domestic legislation also provides protection for a wide range of children's rights.

中国已批准多项涉及儿童权利保护的重要国际公约，并通过国内立法对儿童各类权利提供了全面保障。

## 2.2. Safeguarding procedures 儿童保障程序

Providing early help is more effective in promoting the welfare of children than reacting later. We are aware that all our members of staff have a responsibility in school to identify the symptoms and triggers of abuse and neglect, to share information and work together to provide children and young people with the help they need.

在促进儿童福利方面，及早提供帮助比事后做出反应更为有效。我们了解我们所有员工在学校都有责任去识别虐待和忽视的症状和诱因，有责任分享信息并共同努力为儿童和青少年提供他们所需的帮助。

KCSIE (2025) states that: 'Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.'

《保护受教育儿童的安全》(2025年)中载明：“如果儿童正在遭受或可能遭受重大伤害，则应采取行动保护该儿童。同时针对需要额外支持的儿童，应采取行动促进该儿童的福利，即使他们没有受到伤害或面临直接风险。”

Sometimes a single traumatic event may constitute significant harm, such as poisoning or a violent assault. However, more often it is a compilation of significant events, both acute and longstanding, which can change or damage a child's physical and psychological development. Some children have a family and/or social circumstances where their health and development are neglected. For them it is the corrosiveness of long-term neglect, emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm.

有时，单一的创伤事件可能会造成重大伤害，例如中毒或暴力袭击。然而，更多情况下是多个重大事件的综合，包括急性和长期的，这些事件可能会改变或损害儿童的身心发展。有些孩子的家庭和/或社会环境忽视了孩子的健康和发展。对孩子而言，长期忽视、情感、身体或性虐待所带来的腐蚀性会造成损害，从而构成重大伤害。

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

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

任何儿童都可能从早期帮助中受益，因此所有学校和学院的员工特别需要警惕以下情况的儿童可能需要早期帮助：

- 残疾或有某些健康问题并有特定额外需求
- 有特殊教育需求（无论是否有法定的教育、健康和护理计划）



- 有心理健康需求
- 需要对家里的成年人进行照顾
- 显示出被吸引到反社会或犯罪行为的迹象，包括帮派参与和与有组织犯罪团伙
- 经常不在家、或是不去上学、或者是在家无法得到妥善的照顾
- 经历多次停学，有被学校、特殊教育机构永久开除的风险
- 面临现代奴隶制、贩卖、性和/或犯罪剥削的风险
- 有被激进化或被剥削的风险
- 有父母或监护人在监禁中，或受父母犯罪行为影响
- 处于家庭环境对其构成挑战的情况，如毒品和酒精滥用、成人心理健康问题和家庭暴力
- 自己滥用酒精和其他毒品
- 面临所谓的“荣誉”虐待风险，如女性生殖器切割或强迫婚姻
- 寄养家庭儿童

It is recognised that because of the day-to-day contact with students, school staff are well placed to observe the outward signs of abuse and have a full and active part to play in protecting our students from harm. School will therefore: 鉴于学校教职员在日常工作中与学生保持密切接触，他们处于有利位置能够观察到外在的虐待迹象，并在保护学生免受伤害方面发挥积极而重要的作用。因此，学校将：

- Emphasise the importance of providing early help to students to provide support for a problem as soon as it arises, in order to prevent the issue from escalating. Furthermore, it is recognised that students may face many challenges that put them in need of support and ensure that staff are aware of them. These include: stress, peer pressure, body image concerns, anxiety and relationship issues. 强调及早向学生提供帮助的重要性，在问题刚出现时即给予支持，以防止问题进一步恶化。同时，学校也认识到学生可能面临多种需要支持的挑战，并确保教职员对此有所了解。这些挑战包括：压力、同伴压力、身体形象困扰、焦虑以及人际关系问题。
- Ensure children know that there are adults in the school whom they can approach if they are worried. 确保儿童知道在学校里有可以寻求帮助成年人，当他们感到担忧时可主动求助。
- Embed opportunities in the curriculum and school life for children to develop the skills they need to recognise and stay safe from abuse, including online. 在课程与校园生活中融入机会，帮助学生培养识别和防范虐待（包括网络虐待）所需的技能。
- Establish a PSHE or moral education programme that instills the language, knowledge and skills to support children in avoiding abuse. 建立品格教育或道德教育（PSHE）课程，灌输相关语言、知识和技能，帮助学生避免遭受虐待。
- Raise the awareness to all staff members of the need to safeguard and promote the welfare of children, and of their responsibilities in identifying and reporting possible cases of abuse. 提高全体教职员对保障和促进儿童福祉必要性的认识，并明确其在识别和报告潜在虐待案件中的责任。
- Ensure every member of staff (including temporary, supply staff, trainee teachers and volunteers) and the governing body knows the name of the Designated Safeguarding Lead (DSL) and their deputies responsible for child protection and their role. 确保所有教职员工

（包括临时人员、代课教师、实习教师和志愿者）及学校理事会成员，均知晓指定的 Safeguarding 负责人（DSL）及其负责儿童保护事务的副手姓名与职责。

- The name of the Designated Safeguarding Lead and their deputies should be clearly and widely visible in the school and on its website, with a statement explaining the school's role in referring and monitoring cases of suspected abuse and allegations. 在学校显著位置及其官方网站上清晰展示 Safeguarding 负责人及其副手的姓名，并附上声明，说明学校在转介和监督涉嫌虐待及指控案件方面的角色

### 2.2.1: Recognising abuse 识别虐待

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

为了确保我们的孩子免受伤害，我们需要了解哪些类型的行为构成虐待和忽视。

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm (for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler). Abuse may be committed by adult men or women and by other children and young people. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Internet abuse is a growing concern and schools should be vigilant to this. Witnessing ill treatment of others is harmful to children, particularly in the context of domestic abuse is also considered abuse.

虐待和忽视是不妥当对待儿童的形式。有人可能会通过施加伤害来虐待或忽视儿童，例如打他们，或不采取行动防止伤害的发生（例如，将小孩独自留在家中，或将刀具或火柴放在无人看管的幼儿可触及的地方）。成年男性或女性以及其他儿童和青少年可能会实施虐待。儿童可能会在家庭、或机构或社区环境中被他们认识的人或其他人（这种情况比较少见，例如通过互联网）虐待。互联网虐待是一个日益严重的问题，学校应该对此保持警惕。目睹他人受到虐待对儿童的身心健康是有害的，尤其是目睹他人受到家庭暴力的情况下也被视为虐待。

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect. All staff should be aware that abuse, or 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.

虐待分为四类：身体虐待、情感虐待、性虐待和忽视。所有员工都应该意识到，虐待或保护问题很少是可以由一个定义或标签涵盖的独立事件。在大多数情况下，多个问题会相互重叠。

### Physical abuse 身体虐待

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

身体虐待是一种虐待形式，可能涉及击打、摇晃、投掷、投毒、燃烧或烫伤、溺水、窒息或以其他方式对儿童造成身体伤害。当父母或看护人捏造或故意诱发儿童生病时，也可能造成身体伤害。

## **Emotional abuse 情感虐待**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's psychological state and emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently 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 of a child, although it may occur alone.

情感虐待是针对儿童的持续情感虐待行为，对儿童的心理状态和情绪发展造成严重且持续的不利影响。这可能涉及向孩子传达他们一文不值或不被爱、存在不足或仅在满足另一个人的需要时才有价值的观念。情感虐待还可能包括不给孩子机会表达他们的观点，故意让他们沉默或“取笑”他们所说的话或他们的交流方式。它可能以年龄或对儿童发育不适当的期望为特征。这些可能包括超出儿童发展能力的互动，以及对儿童过度保护和限制其探索和学习，或阻止儿童参与正常的社交互动。它可能涉及看到或听到他人受到的虐待。它可能涉及严重的欺凌（包括网络欺凌），导致儿童经常感到害怕或处于危险之中，或者对儿童的剥削或腐蚀。尽管情感虐待可能单独发生，但针对儿童所进行的各类虐待都会涉及某种程度的情感虐待。

## **Sexual abuse 性虐待**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

性虐待涉及强迫或引诱儿童或青少年参与性活动，这不一定涉及严重暴力，无论儿童是否知道正在发生的事情。这些活动可能涉及身体接触，包括通过插入式侵犯（例如强奸或口交）或非插入式行为，如手淫、接吻、摩擦和触摸衣服外面。性虐待还可能包括非接触性活动，例如让儿童观看或制作性图像、观看性活动、鼓励儿童以不适当的性行为方式行事，或诱使儿童为性虐待做准备（包括通过互联网）。性虐待不仅仅可由成年男性实施。女性和其他儿童也可能实施性虐待行为。

## **Neglect 忽视**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

忽视是持续未能满足儿童的基本身体和/或心理需求，可能导致儿童的健康或发育受到严重损害。由于母体滥用药物，怀孕期间可能会发生忽视行为。一旦孩子出生，忽视可能包含父母或照顾者未能采取如下行为：

- provide adequate food, clothing and shelter (including exclusion from home or abandonment); 提供充足的食物、衣服和住所（包括被赶出家门或被遗弃）；
- protect a child from physical and emotional harm or danger; 保护儿童免受身体或精神上的伤害或危险；
- ensure adequate supervision (including the use of inadequate care-givers); or 确保充分的监督（包括使用不恰当的看护人员）；或者
- ensure access to appropriate medical care or treatment. 确保获得适当的医疗护理或治疗。

This form of abuse may also include neglect of, or unresponsiveness to, a child's basic emotional needs. The above categories are identified by the NSPCC, and definitions have been taken from *Working Together to Safeguard Children* (DfE, 2018) and KCSIE (DfE, 2025).

这种形式的虐待还可能包括忽视或不回应孩子的基本情感需求。上述类别由英国防止虐待儿童协会（NSPCC）规定，定义来自《共同努力保护儿童》（英国教育部，2018年）和《保护受教育儿童的安全》（英国教育部，2025年）相关条款。

## Exploitation 剥削

All staff should remain vigilant to the fact that children and young people can be exploited for personal gain, including through criminal and sexual exploitation. This can take many forms, and it is essential that we are alert to the less visible risks, particularly those occurring in digital spaces. Staff should be aware of: 全体教职员工应始终保持警惕，认识到儿童和青少年可能因个人利益而被剥削，包括遭受犯罪和性剥削。这种剥削可能以多种形式出现，因此必须特别关注那些不易察觉的风险，尤其是发生在数字空间的风险。教职员工需了解以下情况：

- Online grooming where individuals build trust with a child to manipulate, exploit, or abuse them. 网络诱骗：不法分子通过建立信任关系，操纵、利用或虐待儿童。
- Financial exploitation including coercing students into sharing bank details, transferring money, or engaging in scams. 经济剥削：强迫学生提供银行账户信息、转账，或参与诈骗活动。 Coercion and manipulation where children may be pressured into harmful behaviours, often under threat or emotional control. 胁迫与操控：儿童可能在威胁或情感控制下被迫参与有害行为。

These risks can be heightened in online environments where students may feel isolated, anonymous, or more trusting. Exploitation may not always be obvious, and children may not disclose what is happening due to fear, shame, or confusion. 在网络环境中，这些风险可能被放大，因为学生可能感到孤立、匿名，或更容易信任他人。剥削行为并不总是显而易见的，儿童也可能因恐惧、羞耻或困惑而不愿透露所发生的情况。

It is crucial that staff maintain a high level of awareness, report any concerns promptly, and engage with safeguarding protocols. Creating a safe and open environment where students feel able to speak up is key to early intervention and protection. 因此，教职员工必须保持高度警惕，及时报告任何

疑虑，并严格遵循儿童安全保障相关流程。创建一个安全、开放的环境，使学生敢于表达和寻求帮助，是实现早期干预与保护的关键。

### **Child on Child Abuse 同伴虐待（儿童对儿童的虐待）**

All staff should be aware that children can abuse other children (often referred to as ‘child on child’ or ‘peer on peer’ abuse).

所有员工都应该意识到儿童可能会虐待其他儿童（通常被称为“同伴虐待”）。

Child on child abuse is most likely to include, but may not be limited to:  
同伴虐待最有可能涵盖（但不限于）以下方面：

bullying (including cyberbullying, prejudice-based and discriminatory bullying);  
欺凌（包括网络欺凌、基于偏见和歧视性的欺凌）；

- abuse in intimate personal relationships between peers;  
同伴间个人亲密关系的虐待；
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm  
身体虐待，例如打、踢、摇晃、咬、拉头发或以其他方式造成身体伤害；
- threatens and/or encourages physical abuse; sexual violence, such as rape, assault by penetration and sexual assault;  
威胁和/或鼓励身体虐待；性暴力，例如强奸、插入性侵犯和性侵犯；
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;  
性骚扰，例如性评论、言论、笑话和网络性骚扰，这可能是单独存在的，也可能是更广泛虐待的一部分；

All staff should recognise that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.

所有员工都应该认识到，这些虐待可能发生在学校内外和网络上。重要的是，所有员工都必须认识到同伴虐待的指标和迹象，并知道如何识别它并进行上报。

All staff should understand, that even if there are no reports in their schools it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding child on child abuse they should speak to their designated safeguarding lead (or deputy).

所有员工都应该了解，即使校内没有相关报告，也并不意味着没有发生这类行为，可能只是没有报告而已。因此，如果员工对同伴虐待有任何顾虑，他们应该与他们儿童保护负责人（或儿童保护负责人）沟通，这一点至关重要。

It is essential that **all** staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature.

至关重要的是，**所有**员工都必须了解质疑学生同伴间不当行为的重要性，其中许多行为实际上是虐待性质的。

Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.



淡化某些行为，例如将性骚扰视为“只是开玩笑”、“只是开怀大笑”、“成长的一部分”或“男孩就是男孩”，可能会导致一种不可接受的行为文化、对儿童和儿童不安全的环境，以及最坏的情况是形成将虐待行为正常化的文化，导致孩子们接受这种情况是正常的，而不是主动报告。

This may include an online element which facilitates, threatens and/or encourages sexual violence); ‘upskirting’, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and initiation/hazing type violence and rituals causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery); harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

这可能包括助长、威胁和/或鼓励性暴力的网络内容；“偷拍裙底”通常指在未经他人许可的情况下偷拍他人衣服下的身体，目的是窥视其生殖器或臀部以获得性满足，或使受害者感到羞辱、痛苦或惊慌；以及进行某种加入团体的仪式/侮辱性质的暴力和仪式，致使他人在未经同意的情况下参与性活动，例如强迫他人脱光衣物、对自己进行性接触或与第三方发生性活动；自愿和非自愿地共享裸体和半裸图像和/或视频（也称为色情短信或青少年制作的性图像）；将骚扰、虐待或羞辱作为将一个人拉入群体的一种方式，也可能涉及网络因素）。

### 2.2.2: *Specific safeguarding issues* 特定保障问题

All staff should have an awareness of safeguarding issues-some of which are listed below: 所有员工均应意识到各种儿童保护方面的问题，部分问题具体如下：

- AI-related risk 人工智能方面的风险
- bullying including cyber bullying 欺凌，包括网络欺凌
- children missing education 儿童教育的缺失
- child missing from home or care 儿童离家出走或失去照管
- child sexual exploitation (CSE) 儿童性剥削（CSE）
- domestic violence 家庭暴力
- drugs 毒品
- fabricated or induced illness 虚假或诱发疾病
- faith abuse 信仰虐待
- female genital mutilation (FGM) 切割女性生殖器官（FGM）
- forced marriage 强迫婚姻
- gangs and youth violence 帮派和青少年暴力
- gender based violence/violence against women and girls (VAWG) 基于性别的暴力/针对妇女和女孩的暴力（VAWG）
- hate 厌恶
- mental health 心理健康
- missing children and adults strategy 失踪儿童和成年人对策
- private fostering 私人寄养
- preventing radicalisation 防止激进化
- relationship abuse 关系虐待
- sexting 色情短信

- trafficking 非法交易

Annex B of KCSIE (2025) contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff that work directly with children should read the annex.

《保护受教育儿童的安全》（2025 年）的附件 A 包含关于特定形式虐待和保护问题的重要附加信息。学校领导层和直接面向儿童工作的员工应阅读该附件。

Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

员工应意识到，吸毒、酗酒、逃学和色情短信等相关的行为会使儿童处于危险之中。

All staff should be aware safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting.

所有员工都应意识到保障问题可以通过同伴虐待表现出来。这很可能包括但不限于：欺凌（包括网络欺凌）、基于性别的暴力/性侵犯和色情短信。

Staff should be clear as to Harrow Shenzhen's policy and procedures with regards to child-on-child abuse.

员工应清楚哈罗深圳关于同伴虐待的政策和程序。

### 2.2.3: *Bullying* 欺凌

Bullying is defined by the school as behaviour that creates a real or perceived power imbalance and is: 学校将欺凌定义为造成实际的或感知的权力失衡行为并具有以下几种特征：

- One sided (but can escalate from conflict)  
单方面的（但有可能从双方冲突升级导致）
- Repeated (not a one-off incident and therefore repeated after being asked to stop )  
重复性的（不是单次事件，在被要求停止后仍然重复的行为）
- Intended to hurt someone either physically or emotionally  
蓄意在肢体或情感上伤害他人
- Often targeted at certain individuals because of race, religion, gender or sexual orientation  
出于种族、宗教、性别或性取向等原因，针对某些人

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our anti-bullying procedures. Housemasters/Year Group Leaders will keep records of bullying-type behaviour through CPOMS.

虽然儿童之间的欺凌不是虐待和忽视的单独类别，但它是一个非常严重的问题，会引起相当大的焦虑和痛苦。在最严重的情况下，欺凌会对儿童福利造成灾难性的影响，并且在极少数



情况下会成为一些年轻人自杀的一个特征。员工应报告所有欺凌事件，包括网络欺凌和基于偏见的欺凌，并通过我们的反欺凌程序进行管理。院舍长/年级组领导将通过CPOMS记录和跟踪欺凌事件。

The subject of bullying is addressed at regular intervals via the school's policies and curriculum for Personal Development. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Head Master and the DSL will consider implementing safeguarding procedures.

通过学校政策和个人发展课程定期处理欺凌问题。如果出现特别严重的欺凌行为，或反欺凌程序被认为无效，校长和儿童安全保护负责人将考虑实施儿童保障程序。

#### 2.2.4: Indicators of abuse 虐待的指标

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons, it is vital that members of staff are also aware of the range of behavioural indicators of abuse and report any concerns following the School's safeguarding concern reporting procedure.

身体迹象可定义某些类型的虐待，例如，由于身体或性虐待导致的瘀伤、流血或骨折，或在儿童没有得到充分监督时造成的伤害。身体迹象的识别是复杂的，因为儿童可能会竭力隐藏伤害，这通常是因为他们感到羞耻或尴尬，或者是因为施虐者曾威胁他们如果他们“告诉”别人，会继续对他们进行进一步暴力或伤害。没有接受过医学培训的人员也很难将伤害归类为意外或故意伤害。出于这些原因，员工也必须了解虐待行为指标的范围，并按照学校的儿童保护上报程序报告这些问题。

A child who is being abused or neglected may:

被虐待或忽视的儿童可能：

- have bruises, bleeding, burns, fractures or other injuries;  
有瘀伤、出血、烧伤、骨折或其他伤害；
- show signs of pain or discomfort;  
表现出疼痛或不适的迹象；
- keep arms and legs covered, even in warm weather;  
一直遮盖胳膊和腿部，即使是在天气温暖时；
- be concerned about changing for PE or swimming;  
对体育课或游泳时换衣服感到担忧；
- look unkempt and uncared for;  
看起来邋遢或像无人照料的样子；
- change their eating habits;  
饮食习惯改变；
- have difficulty in making or sustaining friendships;  
很难交朋友或维持友情；

- appear fearful;  
看起来很恐惧;
- be reckless with regard to their own or other's safety;  
不顾自己或他人的安危;
- self-harm;  
自残;
- show signs of not wanting to go home;  
表现出不想回家的迹象;
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn;  
行为上发生改变, 例如从安静变成好斗, 或从轻松乐天变成孤僻
- challenge authority;  
挑战权威;
- become disinterested in their school work;  
变得对学校的作业不感兴趣;
- be constantly tired or preoccupied;  
经常疲倦或心事重重;
- be wary of physical contact;  
对身体接触十分警惕;
- be involved in, or particularly knowledgeable about drugs or alcohol; or  
涉及或格外了解毒品和酒精;
- display sexual knowledge or behaviour beyond that normally expected for their age.  
表现出超出其年龄正常预期的性知识或行为。

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL team to decide how to proceed. It is therefore essential that staff report their concerns. Staff do not need 'absolute proof' that a child is at risk but should act on any hunches or worries in the knowledge that they will be supported in their safeguarding role. Reports made in good faith will always be dealt with in accordance with the School's Whistleblowing Policy, regardless of outcome.

单独的指标很少单独提供作为虐待的确凿证据。它们应该被视为拼图的一部分, 每一小块信息都将帮助儿童保护负责团队决定如何处理。因此, 员工必须报告他们所忧虑的问题。员工不需要有“绝对证据”以证明儿童处于危险之中, 但员工应知道他们的保障工作将会得到支持, 并且应根据预感或担忧采取行动。无论结果如何, 出于善意的报告将始终按照学校的《举报政策》进行处理。

#### 2.2.5: *Impact of abuse* 虐待的影响

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

不应低估对儿童进行虐待的影响。许多儿童确实恢复得很好，并继续过着健康、快乐和丰富的生活。但大多数幸存者成年时都一致认为情感创伤仍然存在，无论埋得多么深。对于一些孩子来说，他们永远都无法完全康复，他们剩余的童年和成年时间可能会出现焦虑或抑郁、自残、饮食失调、酒精和药物滥用、不平等和破坏性的关系以及长期的医疗或心理困难。

### 2.2.6: 'It could happen here' culture “它可能发生在这里”的文化

Any child, in any family, in any school could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”. Key points for staff to remember for taking action are:

任何家庭、任何学校的任何孩子都可能成为虐待的受害者。员工应始终保持“它可能发生在这里”的态度。员工在采取行动时要记住的关键点是：

- in an emergency take the action necessary to immediately help the child;  
在紧急情况下采取必要的行动立即帮助儿童；
- follow the School's safeguarding reporting procedure.  
遵守学校的儿童保护上报程序；
- do not start your own investigation;  
不要独自开始调查；
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;  
仅在“需要知道”的基础上分享信息，例如不要与同事、朋友或家人讨论该问题；
- seek support for yourself, if you are distressed.  
如果你感到痛苦，请为自己寻求支持。

## 2.3. Safeguarding reporting procedure 儿童保护上报程序

### 2.3.1: What to do if you have a safeguarding concern about a child 如果你担心孩子有保障方面的问题怎么办

There will be occasions when a member of staff may suspect that a child may be at risk, but have no 'real' evidence. The child's behaviour may have changed, their actions may reveal confusion or distress, or physical but inconclusive signs may have been noticed. The child may have a sign or their behaviour may indicate possible abuse. In this circumstance, **where the child is NOT at immediate or significant risk of harm**, the following action should be taken by the member of staff:

有时员工可能会怀疑孩子可能处于危险之中，但没有“真实”证据。孩子的行为可能已经发生改变，其行为可能显示出他们存在困惑或痛苦，或者员工已经注意到孩子身体出现迹象但仍无法确定。孩子可能会出现某个迹象，或者他们的行为表明他们可能受到虐待。在这种情况下，如果儿童没有处于即时或重大的伤害风险中，员工应采取以下行动：

**It is not the role of staff members to commence their own investigations into safeguarding concerns. This must be the role of the DSL team.** The staff member can, however, provide the child with an opportunity to talk. This information should then be included in your CPOMS Report.

员工的职责不是自己开始对这些儿童保护问题展开调查。这必须是儿童保护负责团队的职责。但是，员工可以给孩子提供发声的机会。然后应将此信息包含在你的 CPOMS 报告中。

### 2.3.2: What to do if a child discloses abuse or significant harm to you 如果孩子向你透露存在虐待或严重伤害怎么办

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

一个孩子需要很大的勇气才能透露他们正在受到虐待。他们可能会感到羞耻，尤其是受到性虐待时；施虐者可能会威胁他们如果说出来会有什么后果；他们可能已经对成年人失去了所有信任；或者他们可能相信或被告知受到虐待是他们自己的过错。

If a child talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the child know that they must pass the information on – **staff are not allowed to keep secrets and must never promise to do so**. The point at which they tell the child this is a matter for professional judgement. If they jump in immediately, the student may think that they do not want to listen. If left until the very end of the conversation, the child may feel that he has been misled into revealing more than he would have otherwise.

如果孩子与员工谈论他们的安全或福利存在任何风险，员工需要让孩子知道他们必须将信息传递出去。**员工不得保守秘密，也不得承诺会保守秘密**。员工需要靠自己的专业判断来决定告诉孩子这个原则的时间点。如果他们立即向学生表示无法保守秘密的原则，学生可能会认为他们不想听。如果到谈话的最后才向孩子提及这一点，那么学生可能会感到被误导透露了更多他本该不会透露的信息。

During their conversations with the children members of staff will:

员工在与孩子谈话的过程中，员工应：

- allow them to speak freely;  
让他们畅所欲言；
- remain calm and not overreact – the child may stop talking if they feel they are upsetting their listener;  
保持冷静，不要反应过度。如果孩子觉得自己让倾听者感到难过，他们可能会停止说话；
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’;  
给予安慰的点头或安慰的话，例如“我很抱歉发生了这件事”、“我想帮忙”、“这不是你的错”、“你和我谈论这个是对的”等；
- not be afraid of silences – members of staff must remember how hard this must be for the child;  
不要害怕沉默。员工必须记住谈论这些对孩子来说是多么困难；
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the student’s parent(s) think about all this;  
在任何情况下都不要问调查性问题，例如这种情况发生了多少次，是否也发生在兄弟姐妹身上，或者学生的父母对这一切有什么看法等；
- at an appropriate time tell the child that in order to help them, the member of staff must pass the information on;

在适当的时候告诉孩子，为了帮助他们，员工必须将这些信息传达给他人：

- not to offer any physical touch as comfort. It may be anything but comforting to a child who has been abused;

不要为了安慰学生而主动提供任何身体接触。对于一个被虐待的孩子来说，这根本无法令人感到安慰；

- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but could be interpreted by the child to mean that they have done something wrong;

避免告诫孩子不早点透露。员工可能会对孩子说诸如“我真希望你在这件事开始时告诉我”或“我不敢相信我听到的”等类似的话表示对孩子的支持，但孩子可能会认为他们做错了什么；

- tell the child what will happen next. The child may agree to go to see the DSL. Otherwise let the child know that someone will come to see them before the end of the day;

告诉孩子接下来会发生什么。孩子可能会同意与儿童保护负责人会面。或让孩子知道有人会在当天结束前来看望他们；

- report verbally to the DSL, even if the child has promised to do it by themselves;

向儿童保护负责人进行口头报告，即使孩子承诺自己会去报告；

- write up an accurate and objective account of the conversation as soon as possible, and upload to CPOMS;

尽快写出准确客观的谈话记录并上传至CPOMS；

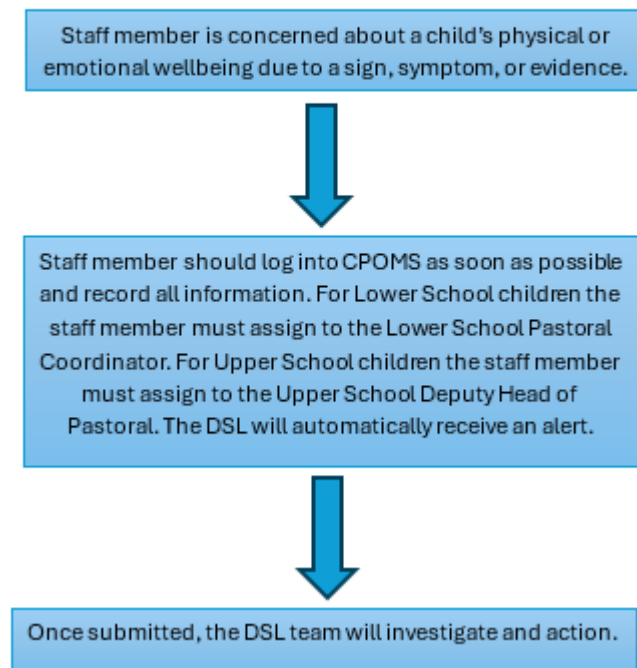
- seek support from a member of the DSL team if you feel distressed and wish to discuss. Do not divulge details of the disclosure to anyone else;

如果你感到难受并且想向人倾诉，请只向儿童保护负责团队寻求支持和帮助。

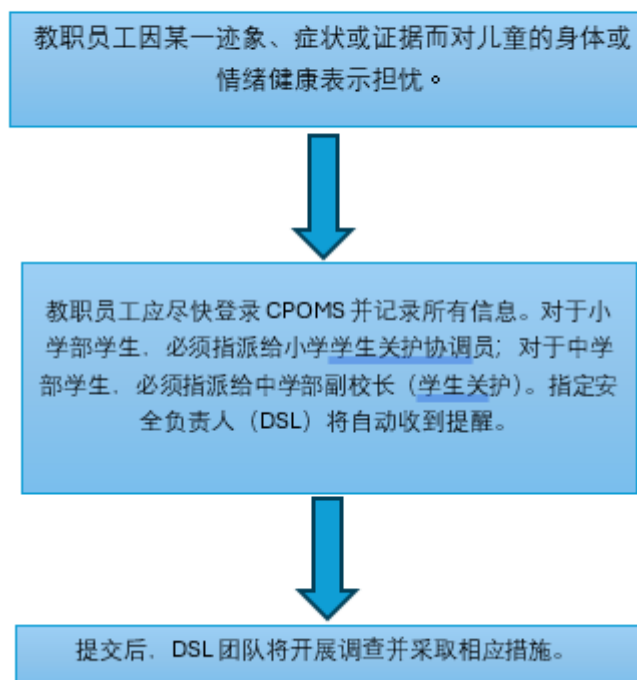
In summary, if a child makes a disclosure of abuse and/or significant or possible immediate harm then the following actions should be taken:

总之，如果儿童披露虐待和/或重大或可能的直接伤害，则应采取以下行动：

### HARROW SHENZHEN SAFEGUARDING CONCERN PROCEDURE



### 关于哈罗深圳儿童安全问题的汇报流程





### 2.3.3: *Notifying parents about safeguarding concerns* 向家长告知保障方面的担忧

The School will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively. A member of the DSL team will make contact with the parent in the event of a concern, suspicion or disclosure. However, if the School believes that notifying parents could increase the risk to the student or exacerbate the problem, advice will first be sought from other agencies where possible.

学校通常会试图与父母讨论有关孩子的任何问题。这必须谨慎处理。如果有疑虑、怀疑或发现暴露的某些问题，儿童保护负责团队的成员将与家长联系。但是，如果学校认为通知家长可能会增加学生的风险或加剧问题，在可能的情况下会先将寻求其他机构的建议。

### 2.3.4: *Children and families requiring external/additional support* 儿童及其家庭要求外部/额外的支持

As distinct from cases where a child has suffered or is likely to suffer significant harm, where children and families need support from agencies beyond our School, we will respond according by consultation with the DSL Team. We will liaise closely to co-ordinate support, with the agreement of the child and their parent/carer(s), and in accordance with local children's social care procedures in China where available.

与儿童遭受或可能遭受重大伤害的情况不同，如果儿童和家庭需要学校以外机构的支持，我们将通过与儿童保护负责团队协商做出回应。在征得孩子及其父母/看护人同意的情况下，我们将密切联系以支持协调，并在可能的情况下遵循中国当地的儿童社会照顾程序。

## 3. Specific Safeguarding Issues:

### 第三部分：特定保障事项

#### 3.1. **Children with sexually harmful behaviour** 出现性伤害行为的儿童

Staff will be sensitive to the nature of relationships within a boarding setting which will be different to students in a day school and respond accordingly. It is important to recognise the potential for abuse by peers. With regards to child on child abuse staff will refer such abuse to the DSL Team using the safeguarding concern reporting procedure. The DSL will consult with external professional and/or agencies where there is a risk of significant harm. Allegations of child on child abuse will involve parents being contacted.

员工应对宿舍环境中的关系性质保持敏感，这种关系与走读学生不同，需要做出相应的反应。认识到同伴虐待的可能性很重要。关于学生对学生的虐待，员工将使用儿童保护上报程序将此类虐待提交给儿童保护负责团队。如存在重大伤害风险，儿童保护负责人将与外部专业人士和/或机构就此进行协商。学校将就学生对学生虐待的指控与家长联系。

Staff will be aware of harm caused by bullying and will use the School's anti-bullying procedures where necessary. However, there will be occasions when a child's behaviour warrants a response under



safeguarding rather than anti-bullying procedures.

员工应意识到欺凌造成的伤害，并在必要时使用学校的反欺凌程序。但是，有时儿童的行为需要根据儿童保护程序而不是反欺凌程序做出反应。

The management of children and young people with sexually harmful behaviour is complex. The School will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the safeguarding procedures will be followed for both victim and perpetrator. Members of Staff, who become concerned about a child's sexual behaviour, should follow the School's safeguarding concern reporting procedure.

对有性伤害行为的儿童和青少年的管理是错综复杂的。学校将与其他相关机构合作，维护整个学校社区的安全。表现出这种行为的年轻人自身可能是虐待的受害者，受害者和施暴者都将遵循儿童保护程序。对儿童性行为感到担忧的教职员工应遵循学校的儿童保护上报程序。

### **3.2. Sexual exploitation of children 儿童性剥削**

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking. All members of staff are made aware of the indicators of sexual exploitation in their safeguarding training, and any concerns should be reported following the safeguarding reporting procedure.

性剥削涉及到成年人个人或群体利用儿童或青少年个人或群体的脆弱性，受害者可能是男孩或女孩。加害者通过交友和提供关怀、礼物、毒品和酒精，有时甚至是住宿，使得儿童和青少年常常在不知不觉中被卷入性剥削。性剥削是一种严重的犯罪行为，会对儿童的身心健康产生长期的不利影响。性剥削也可能涉及到贩卖儿童。所有员工应在儿童保护培训中了解性剥削指标，如有任何疑虑都应按照儿童保护上报程序进行报告。

### **3.3. The Prevent Duty 预防职责**

The Prevent Duty is an effort to prevent people from being drawn into terrorism – this is a global concern. We expect school staff to use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

预防职责旨在防止人们卷入恐怖主义，这是一个全球关注的问题。我们希望学校员工利用他们的专业判断来识别可能有激进化风险的儿童并采取相应的行动。没有单一的方法可以识别哪个个体可能易受恐怖主义意识形态影响。与管理其他儿童保护风险一样，员工应警惕儿童行为的变化，这可表明他们可能需要帮助或保护。

Members of staff, who have concerns about a pupil, will make these concerns known following the School's safeguarding reporting procedure. The DSL will then make a judgement as to whether or not

it is appropriate to make a referral to external agencies in China or the appropriate embassies for foreign nationals.

对员工对某个学生存有顾虑，可按照学校的儿童保护上报程序报告这些关切事项。然后，DSL 将判断是否需要将这一情况告知给中国的对外机构或外国公民相应的大使馆。

### 3.3.1: *Signs of vulnerability to terrorist influence/attraction or radicalization* 易受恐怖主义影响/吸引或激进化的迹象

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk.

目前没有已知的明确指标表明，年轻人容易受到激进化的影响，但如存在许多迹象，可表明这种风险会增加。

Signs of vulnerability include: 易受影响的迹象包括：

- underachievement 学习成绩不佳
- being in possession of extremist literature 持有极端主义文学作品<sup>[SEP]</sup>
- poverty 贫穷
- social exclusion 社会排斥
- traumatic events 创伤性事件
- global or national events 全球性或全国性事件
- religious conversion 宗教信仰改变
- change in behaviour 行为改变
- extremist influences 极端主义影响
- conflict with family over lifestyle 就生活方式问题与家人发生冲突
- confused identity 自我身份困惑
- victim or witness to race or hate crimes 种族犯罪或仇恨犯罪的受害者或目击者
- rejection by peers, family, social groups or faith 被同伴、家人、社会团体或信仰排斥

### 3.3.2: *Indicators of radicalization or extremism* 激进化或极端主义的指标

Early indicators of radicalisation or extremism may include:

激进化或极端主义的早期指标可包括：

- showing sympathy for extremist causes  
对极端主义的动机表示同情
- glorifying violence, especially to other faiths or cultures  
美化暴力，尤其是对其他信仰或文化的暴力
- making remarks or comments about being at extremist events or rallies outside school  
发表关于在校外参加极端活动或集会的言论或评论
- evidence of possessing illegal or extremist literature  
存在其持有非法或极端主义文学作品的证据
- advocating messages similar to illegal organisations or other extremist groups  
宣传类似于非法组织或其他极端组织的信息

- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)  
不符合性格的着装、行为和同伴关系的变化（但青少年可在网上遇到极具感染力的话术、计划和人际网络，因此他们参与到特定群体的迹象可能并不明显）
- secretive behaviour  
隐秘行为
- online searches or sharing extremist messages or social profiles  
在网络搜索或分享极端主义信息或社交资料
- intolerance of difference, including faith, culture, gender, race or sexuality  
无法容忍差异，包括信仰、文化、性别、种族或性取向方面
- graffiti, art work or writing that displays extremist themes  
表现极端主义主题的涂鸦、艺术作品或文字
- attempts to impose extremist views or practices on others  
试图将极端主义观点或做法强加于他人
- advocating violence towards others  
鼓吹对他人实施暴力

### 3.4. Female Genital Mutilation (FGM) 切割女性生殖器官

FGM is child abuse and a form of violence against women and girls and therefore should be dealt with as part of existing child safeguarding/protection structures, policies and procedures. FGM is illegal in the UK and not a practice that is deemed safe for children.

切割女性生殖器官(FGM)是虐童行为，是一种针对妇女和女孩的暴力形式，因此应作为现有儿童保护架构、政策和程序的一部分加以处理。在英国，切割女性生殖器官是非法的，并且这种做法对儿童来说是不安全的。

Members of staff should recognise the possibility that a girl may disclose information relating to a sibling or close friend who has suffered abuse in the form of FGM. Any disclosures of information or concern regarding possible FGM should be reported to the DSL Team immediately following the procedure for disclosure/immediate and significant harm reporting.

员工应意识到女孩可能会向其透露其姐妹或好友遭受切割女性生殖器官形式的虐待，任何与此相关的信息或疑虑都应按照披露程序或即时和严重伤害上报程序，向 DSL 团队报告。

### 3.5 Gender Questioning Children

Harrow Shenzhen is committed to supporting all students, including those who are gender questioning, in a manner that is safe, respectful, and aligned with safeguarding principles. 哈罗深圳致力于以安全、尊重并符合儿童安全保障原则的方式，支持所有学生，包括正在探索性别认同的学生。

Staff must respond with sensitivity and care when a student expresses questions or concerns about their gender identity. The school follows the principles of non-discrimination, privacy, and child-centred support, in line with the Equality Act 2010 and emerging guidance from the DfE 当学生就其性别认同提出疑问或困惑时，教职员工必须以敏感和关怀的态度予以回应。学校遵循《2010

年平等法》（Equality Act 2010）及英国教育部（DfE）最新指导中所提出的不歧视、隐私保护及以儿童为本的支持原则

Key protocols include: 关键工作规范包括:

- Listening without judgment. Staff must not ask investigative or leading questions. Instead, they should listen calmly and report concerns to the DSL. 倾听而不加评判: 教职员工不得提出调查性或引导性问题, 而应冷静倾听, 并将相关关切报告给指定的儿童保障负责人 (DSL)。
- Staff must not make assumptions about a child's identity, experiences, or family views. Support should be tailored to the individual. 避免假设: 教职员工不得对学生的身份、经历或家庭观点做出任何假设。支持应根据学生的个别需求量身定制。

## 4. Roles and Responsibilities

### 第四部分: 角色和责任

#### 4.1. Professional expectations 专业要求

At Harrow Shenzhen safeguarding is the responsibility of all staff members. Their primary duty is to ensure the safety and well-being of our students.

在深圳哈罗, 每位员工都有儿童保护的责任。他们的首要职责是确保学生的安全和福利。

Everyone who comes into contact with our children and their families has a role to play in safeguarding children. We place a high priority on identifying concerns early and provide help for children, to prevent concerns from escalating. We do this because we are acutely aware that we play a vital role in the wider safeguarding system for children. Together with our colleagues in the police, health and other children's services, we promote the welfare of children and protect them from harm.

每名与我们的学生及其家人接触的员工都应在保护儿童方面发挥作用。我们高度重视及早发现问题并为儿童提供帮助, 以防止问题升级。我们这样做的原因是我们敏锐地意识到我们在更广泛的儿童保护体系中发挥着至关重要的作用。我们应与警察、卫生和其他儿童服务部门的同事携手, 共同促进儿童的福利并保护他们免受伤害。

All our staff are aware that Teacher Standards (2012) states that teachers, including Heads, should safeguard children's well-being and maintain public trust in the teaching profession as part of their professional duties. These standards also apply to trainees, inductees and Newly Qualified Teachers and we fully adhere to these standards with rigour; applying our school disciplinary procedures, where appropriate, in cases of misconduct.

所有员工都应知道, 《教师标准》(2012 年) 规定, 包括校长在内的所有教师的专业职责应包括保护儿童的福利, 并保持公众对教师职业的信任。这些标准也适用于实习员工、入职人员和新入职教师。我们应严格遵守这些标准, 并在出现不当行为的情况下, 酌情使用本校的纪律处分程序。

## 4.2. The Designated Safeguarding Lead (DSL) 儿童保障负责人

The DSL is responsible for policy generation; systems and compliance related to safeguarding; oversight of staff safeguarding procedures (including online safety and the understanding of filtering and monitoring systems and processes in place); staff training; devising the safeguarding action plan; the achievement of objectives within the safeguarding action plan; conducting internal audits of safeguarding, safer recruitment and the Single Central Register (SCR); leading the safeguarding team; maintaining the confidentiality and integrity of safeguarding records; leading on complex and serious safeguarding cases; ensuring that safeguarding remains at the forefront of the school's corporate consciousness; reviewing, and acting upon, serious case reviews; liaising with third party agencies as appropriate; and any other duties which may periodically be necessary to maintain or improve the school's safeguarding policy and procedures. DSLs should help promote educational outcomes by working closely with their teachers and sharing information about their welfare, safeguarding and child protection concerns.

儿童保障负责人(DSL):

负责制定政策，以及与儿童安全保护相关的系统建设与合规管理；监督教职员工的安全保护程序（包括网络安全，以及理解学校现行的过滤和监控系统与流程）；组织和开展教职员工培训；制定儿童安全保护行动计划，并推动计划目标的实现；开展儿童安全保护、招聘安全及单一中央登记册（SCR）的内部审查；领导儿童安全保护团队；维护儿童安全保护记录的机密性与完整性；处理复杂和严重的儿童安全保护案件；确保儿童安全保护始终置于学校管理层关注的核心位置；审查和跟进严重案件评估（Serious Case Reviews）；根据需要与第三方机构进行沟通与协作；以及其他可能定期需要的职责，以维护或改进学校的儿童安全保护政策和程序。

The DSL should help promote educational outcomes by working closely with their teachers and sharing information about their welfare and safeguarding concerns. The DSL will also contribute to the AISL Safeguarding Network.

指定儿童安全保护负责人（DSL）应通过与教师紧密合作、分享学生福祉及儿童安全保护相关信息，协助促进教育成果。DSL 还将参与 AISL 主办的儿童安全保护交流分享会。。

## 4.3. The Deputy Designated Safeguarding Lead (DDSL) and Safeguarding Team

### 儿童保护负责人（副职）

- The DDSL must be appropriately trained in safeguarding at least every two years. In the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of the students.

儿童保护负责人（副职）必须至少每两年接受一次儿童保护方面的适当培训。在没有儿童保护负责人的情况下，儿童保护负责人（副职）应执行必要职责，以确保学生持续受到安全保护。

- In the event of the long-term absence of the designated person, the DDSL will assume all of the functions as for the DSL, above.

如果儿童保护负责人长期缺席，那么儿童保护负责人（副职）将承担上述儿童保护负责人的所有职能。



#### 4.4. The Head Master 校长

- ensures that the Safeguarding Policy and Safeguarding Procedures are implemented and followed by all staff;  
确保所有员工实施和遵守儿童保护政策和保护程序;
- allocates sufficient time, training, support and resources, including cover arrangements, when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of children and attendance at strategy discussions and other necessary meetings;  
分配足够的时间、培训、支持和资源, 包括必要时的替班安排, 以使儿童保护负责人和儿童保护负责人(副职)能够有效地履行职责, 包括对儿童的评估以及参加战略讨论和其他必要的会议;
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures;  
确保所有员工都能就不良或不安全的做法提出疑虑, 并根据举报程序谨慎处理此类疑虑;
- ensures that children are provided with opportunities throughout the curriculum and in Personal Development to learn about safeguarding, including keeping themselves safe online;  
确保在整个课程和个人发展中为儿童提供学习儿童保护相关知识的机会, 包括确保他们自身的电子安全;
- liaises with the Chair of Governors where an allegation is made against a member of staff or of the Governing Body; and  
当有人对员工或校董会成员提出指控时, 与校董会主席进行联络;
- ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service, if a UK national, or to the relevant embassy for other foreign nationals.  
确保将伤害或可能对儿童构成风险的任何人员转交给披露和禁止服务机构(如果是英国国民), 或转交至其他外国国民的相关大使馆。

## 5. Good practice guidelines and staff code of conduct

### 第五部分: 优良做法指导和员工行为准则

#### 5.1. Staff professional conduct 员工职责操守

To meet and maintain our responsibilities towards the students Harrow Shenzhen will agree standards of good practice, which will be published as professional guidelines in the relevant handbooks. These include guidelines on physical contact, use of reasonable force, visiting students' rooms and other sensitive areas, language, searching and confiscation, when and where to meet students, alcohol, social events, communications, use of sanctions, bullying and psychological abuse, favouritism, gifts and hospitality.

为了履行和维护我们对学生的责任, 哈罗深圳学校将商定优良做法标准, 这些标准将作为专业指南公布在相关手册中。内容包括以下多个方面的指导方针, 涉及身体接触、使用合理武力、探访学生房间和其他敏感区域、语言、搜查和没收、会见学生的时间和地点、酒精、社交活动、交流、使用惩罚、欺凌和心理虐待、徇私、收送礼和招待。



Members of staff are expected to follow the guidance given in the document ‘Guidance for Safer Working Practice for Adults who Work with Children and Young People’ (DfE, 2009) and Working Together to Safeguard Children (DfE, 2023).

员工应遵循文件《与儿童和青少年一起工作的成年人如何更安全工作的实践指南》（英国教育部，2009 年）和《共同努力保护儿童》（英国教育部，2023 年）中给出的指导。

Good practice includes:

优良做法包括：

- treating all children with respect;  
尊重所有儿童；
- setting a good example by conducting themselves appropriately;  
通过适当的行为树立一个好榜样；
- involving children in decisions that protect them;  
让儿童参与保护他们的决定；
- encouraging positive, respectful and safe behaviour among children;  
鼓励儿童采取积极、尊重和安全的行为；
- being a good listener;  
做一个好的倾听者；
- being alert to changes in children’s behaviour and to signs of abuse and neglect;  
警惕儿童行为的变化以及受到虐待和忽视的迹象；
- recognising that challenging behaviour may be an indicator of unhappiness or abuse;  
认识到儿童出现具有挑战性的行为可能是不快乐或受到虐待的一个指标；
- reading and understanding the School’s Safeguarding Policy and guidance documents on wider safeguarding issues, including: Anti-Bullying, Behaviour, Expeditions, E-Safety, First Aid, Health & Safety, Confidentiality & Information-sharing, Drugs & Legal Highs;  
阅读和理解学校的《儿童保障政策》和关于更广泛的保护问题的指导文件，包括：反欺凌、行为、出游、电子安全、急救、健康与安全、保密和信息共享、毒品和合法兴奋剂；
- asking the child’s permission before initiating physical contact, physical support during PE, touching during music lessons for the purposes of demonstration or administering first aid; other physical contact;  
在开始身体接触、体育课期间的身体帮助、音乐课期间为演示或进行急救而进行触摸之前征求孩子的许可；
- maintaining appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language;  
与儿童保持适当的对话和互动标准，避免使用色情或贬义的语言；
- meeting with a child in a room where the teacher can be seen so that a child is never a risk or the teacher open to false allegations  
在老师可以被看到的房间里与孩子会面，这样孩子就不会有风险，或者避免老师受到虚假指控；
- ensuring that students bathrooms and changing rooms are never used or frequented by adults and staff  
确保学生的浴室和更衣室永远不会被成人和员工使用或频繁到访；

- being aware that the personal and family circumstances and lifestyles of some children may lead to an increased risk of abuse;  
意识到某些儿童的个人和家庭情况以及生活方式可能会增加受虐待的风险;
- applying the use of reasonable force/restraint only as a last resort and in compliance with the School policy on Safer Restraint;  
仅在不得已的情况下使用合理的武力/约束并遵守学校关于更安全约束的政策;
- referring all concerns about a child's safety and welfare using the appropriate reporting procedure;  
使用儿童保护上报程序报告对儿童安全和福利的所有担忧;
- following the School's rules with regard to communication with children and use of social media and online networking;  
遵守学校关于与儿童交流以及使用社交媒体和线上网络的规则;
- following the School's policy on Screening and Searching in Behaviour Management Policy;  
and  
遵守学校的行为管理政策中的对学生的筛查和搜查政策;
- following the School's Transport and Bus Policy.  
遵守学校的交通和校车政策。

All staff will be expected to sign a Professional Code of Conduct and also a Safeguarding Code of Conduct at the start of each academic year and at the commencement of their employment.

所有员工都应在每学年开始时和入职时签署职业行为守则和儿童安全保护行为守则。

## 5.2. Abuse of trust 信任滥用

All members of staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards children must be beyond reproach.

所有员工都应知道，对儿童的不当行为是不可接受的，他们对儿童的行为必须无可非议。

In addition, members of staff should understand that, under the UK Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have any kind of sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the School staff and a student under 18 would be a criminal offence, even if that student is over the age of consent. It is also offence for minors to distribute child pornography to each other including photos and sexting including through social media.

此外，员工应了解，根据 2003 年英国《性犯罪法》，18 岁以上的人与 18 岁以下的人发生任何形式的性关系都是违法的，即使该人员是处于受信任的位置，且即使这种关系是自愿的都是属于违法行为。这意味着学校员工与 18 岁以下学生之间的任何性行为都将构成刑事犯罪，即使该学生已超过同意年龄。未成年人通过社交媒体相互传播儿童色情内容，包括照片和色情短信也是违法行为。

Members of staff must not use their status and standing to form or promote relationships with students which are of a sexual nature, or which may become so once the student leaves the school. Therefore, sexual relationships with former students once they leave school, may be open to scrutiny that the member of staff was grooming the person while they were a student of the school and constitute an abuse of trust.

教职员不得利用其身份和地位与学生建立或促进带有性交性质的关系，或者一旦学生离开学校就可能成为这种关系也是不允许的。因此，员工如果在学生离校后与其发生性关系，可能会受到审查，即员工在学生还是学校的学生时正在培养与学生的关系，这构成信任滥用。

In China having sexual intercourse with a girl under fourteen years of age is statutory rape, with a sentence of heavier punishment within the range of punishments for rape. Committing rape in China may result in sentencing of a fixed-term imprisonment from three years to ten years, and if one of a list of “serious circumstances” spelled out in the PRC Criminal Law happens, a fixed-term imprisonment from ten years up to the death penalty may be imposed. Indecent assault against a woman’s will, or by force, may result in up to five years imprisonment. If the offence happens in public, the sentence may be over five years. Sodomy committed against minors under fourteen years old may result in heavier punishment. The PRC Criminal Law does not specifically regulate child pornography. Distributing pornography to minors under age eighteen is punishable by a heavier penalty within the punishments for distributing pornography.

在中国，与不满十四周岁的少女发生性关系属于法定强奸罪，在强奸罪的刑罚范围内从重处罚。在中国实施强奸的，可处三年以上十年以下有期徒刑，有刑法规定的“情节严重”之一的，处十年以上有期徒刑。可判处死刑。违背妇女意愿或以武力进行的猥亵侵犯可能会导致长达五年的监禁。如果罪行发生在公共场合，则刑期可能超过五年。对不满十四周岁的未成年人实施鸡奸可能会加重处罚。《中华人民共和国刑法》没有针对儿童色情制品的具体规定，但向未满十八周岁的未成年人散布色情制品的，在散布色情制品的刑罚中从重处罚。

### 5.3. Children who may be particularly vulnerable 可能更易受影响的儿童

Some children may be at an increased risk of abuse. It is important to understand that this increase in risk is more likely due to societal attitudes and assumptions, and failures to acknowledge children’s diverse circumstances, rather than the individual’s personality, impairment, or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

一些儿童可能面临更高的虐待风险。重要的是要理解，这种风险增加更有可能是由于社会态度和假设，以及未能承认儿童的不同情况，而不是由于个人的个性、不足或处境。许多因素可能导致风险增加，包括偏见和歧视、孤立、社会排斥、沟通问题以及一些成年人不愿接受可能发生的虐待情况。

To ensure that our children receive equal protection, we will give special consideration to children who are:

为确保我们的孩子得到平等保护，我们需要特别考虑以下儿童的需求：

- disabled or have special educational needs;  
残疾或有特殊教育需要；
- young carers at home during term time, pauses and holidays;  
学期、休息和假期期间在家照管儿童的看护人年纪较小；
- living in a domestic abuse situation;  
生活在家庭虐待的情况下；
- affected by parental substance misuse;

受父母药物滥用的影响；

- living away from home;  
远离家乡；
- vulnerable to being bullied, or engaging in bullying;  
容易被欺负或参与欺凌；
- living in temporary accommodation;  
住在临时住所；
- living transient lifestyles;  
生活方式短暂临时；
- living in chaotic and unsupportive home situations;  
生活在混乱和缺乏支持的家庭环境中；
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality;  
容易受到基于种族、民族、宗教、残疾或性取向的歧视和虐待；
- involved directly or indirectly in sexual exploitation;  
直接或间接参与性剥削；
- or who whose level of English makes it more difficult for them to express themselves to staff in school.

英语水平存在不足的孩子，这使他们更难向学校的员工表达自己。

This list provides examples of particularly vulnerable groups but is not exhaustive. These students are monitored primarily through pastoral meetings and information on their well-being is provided through our close, personal approach to tutoring.

此列表提供了特别脆弱群体的示例，但并非详尽无遗。这些学生主要通过儿童保护相关政策进行监控。这些问题会在每学期的儿童安全保护委员会会议上进行讨论，并通过我们密切的个人辅导方法提供有关他们福利的信息。

#### 5.4. Missing children 旷课儿童

The School will follow its robust procedures for registration and attendance to ensure the safety of all children and to carry out its duty of care. The School recognises that a child going missing from education could be a potential indicator of abuse or neglect, including sexual abuse and sexual exploitation. Therefore, members of staff will respond promptly to absences and follow the School's Missing Child procedures, which are part of the Attendance Policy as appropriate. The DSL Team with support from HMs and Key Stage Leaders, will monitor any unauthorised absence at the start or end of any leave period, and will be particularly cautious if a child goes missing on repeated occasions.

学校将遵循严格的登记和出勤程序，以确保所有儿童的安全并履行照顾义务。学校认识到，孩子没有到校接受教育可能是虐待或忽视的潜在指标，包括性虐待和性剥削。因此，员工将及时对学生缺勤情况做出反应并遵守学校的旷课儿童程序，这是适当的出勤政策的一部分。儿童安全负责团队在舍监和年级组长的支持下，将在任何假期开始或结束时监控任何未经授权的缺勤，如果孩子多次缺勤，将需要格外注意。

The School recognises the duty to inform the parents of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period as determined in the Attendance Policy. In some cases this may involve informing the Education Committee in Beijing if a

child has a file number. If concerns are raised then the DSL may inform the police or, if foreign children, the embassies.

根据出勤政策中的规定，学校有义务通知任何未能定期上学或未经学校许可连续旷课的学生家长。在某些情况下，如果孩子有学籍号，可能需要通知本地的教育委员会。如果提出问题，儿童保护负责人可能会通知警方，如果是外国儿童，则通知大使馆。

The Governing Body recognises that it should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

校董会应认识到，它应该对旷课儿童（尤其是重复旷课儿童）采取适当的保护措施，以帮助识别包括性虐待或性剥削在内的虐待和忽视风险，并帮助防止他们在未来继续无法上学的风险。

### **5.5. Helping children to keep themselves safe 帮助儿童保护自己**

Children are taught to understand and manage risk through numerous programmes (for example Fellowship week, cyber security) some of which are part of the Life Skills Programme and through all aspects of their life at the School. Children are encouraged to think about risks they may encounter and to work out how such risks can be overcome. These discussions are empowering and enabling. They aim to promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves in a safe and responsible manner. They are also regularly reminded about E-Safety. The School continually promotes an ethos of care and respect for others. Children are encouraged to speak to a member of staff in confidence about any worries they may have.

孩子们通过许多项目（例如友谊互助周、网络安全）学习了解和管理风险，其中一些项目是生活技能项目的一部分，并贯穿于他们在学校生活的各个方面。学校鼓励孩子们思考他们可能遇到的风险，并找出如何克服这些风险的方法。这些讨论是告诉孩子他们具有的权力和能力。他们的目标是促进明智的行为，而不是助长恐惧或焦虑。孩子们被教导如何以安全和负责任的方式行事。他们还会定期收到有关网络安全的提醒。学校不断提倡关心和尊重他人的精神。学校鼓励孩子们就他们可能有的任何担忧与员工进行保密交谈。

The School conducts PASS style surveys which helps to inform our pastoral strategies as well as shedding light upon areas of concern or specific trends in behaviour which is fed back to individual Housemasters, who cascade back to their Houses. The Pastoral Support Committee analyses the data from a school-wide perspective.

学校会利用PASS评估工具进行调查，这有助于为我们的关怀辅导策略提供信息，并反映需关注的领域或行为的具体趋势，这些趋势会反馈给个别的院舍舍监，他们会逐级反馈给院舍。关怀辅导委员会从全校角度分析数据。校长会向全体员工以及校董会提供了一份关于主要调查结果的声明。



## 5.6. Support for those involved in a safeguarding issue 对涉及儿童保障事务的人员提供支持

Child abuse is devastating for the child. It can also result in distress and anxiety for staff who become involved. The School will support children, their families, and staff by:

虐待儿童对孩子来说是毁灭性的。它还可能导致参与其中的员工感到痛苦和焦虑。学校将通过以下方式支持儿童、他们的家人和教职员工：

- taking all suspicions and disclosures seriously;  
认真对待所有怀疑和披露的问题；
- nominating a link person (normally the DSL) who will keep all parties informed and be the central point of contact;  
任命一名联络人（通常是儿童保护负责人），负责让所有各方了解情况并作为联络中心；
- where a member of staff is the subject of an allegation made by a child, separate (independent) link people will be nominated to avoid any conflict of interest and appropriate support provided for him or her;  
如果员工是儿童提出指控的对象，将提名单独（独立）联络人以避免任何利益冲突，并为他或她提供适当的支持；
- responding sympathetically to any request from children or staff for time out to deal with distress or anxiety;  
如儿童或员工提出的任何关于暂停处理事件以缓解痛苦或焦虑的请求，学校应给予同情的回应；
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;  
仅在需要知道的基础上与相关个人和机构保持机密性和共享信息；
- storing records securely;  
安全地存储记录；
- offering details of help lines, counselling or other avenues of external support;  
提供帮助热线、咨询或其他外部支持途径的详细信息；
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures; and  
遵守我们的举报、投诉和纪律处分程序中规定的程序；
- cooperating fully with relevant statutory agencies.  
与相关法定机构充分合作。

## 6. Staff training and Staff Allegations

### 第六部分：员工培训和投诉程序

#### 6.1 Safeguarding Training and Safer Recruitment 儿童安全保护培训与安全招聘

Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care.



培训需让儿童安全负责人清楚了解自己的角色，以及其他机构的流程、程序和职责，尤其是儿童社会关怀。

The school's HR Manager, supported by the Safeguarding Leads, keeps detailed records of all staff safeguarding training and issue reminders when training updates are required.

在儿童安全保护工作小组的支持下，每所学校的人力资源经理（或在其他学校结构中，校长）都要保存所有员工关于儿童安全保护培训的详细记录，并在需要更新培训时发出提醒。

It is good practice to include a safeguarding agenda item in all staff meetings.

将儿童安全保护这一议题加入到所有员工会议议程中会是一个很好的做法。

Safer recruitment training is compulsory for Heads of Departments every 2 years.

部门负责人每两年需要参加一次“更安全的招聘”培训

Hays safeguarding training should be renewed annually by all staff.

所有员工每年必须完成一次 Hays 儿童安全培训

Staff members who are key members of the safeguarding team will keep their level 3 safeguarding training up to date, conducting refresher training every 2 years.

儿童安全团队的主要成员必须每两年接受一次高级儿童安全保护培训

We ensure that at least one member of staff on every recruitment panel has undertaken training in safer recruitment and that:

- Up-to-date police records (ICPC/DBS or local equivalent) from the country of origin and previous any countries of employment, have been received and checked by the school
- After two years, usually at the time of contract renewal, police checks are renewed.
- At least two appropriate professional references, one of which must be from a candidate's current, or most recent, Head/employer are sought. Telephone verification of the authenticity of references are undertaken for all staff and recorded on the SCR. Such verifications re-substantiate the candidate's suitability to work with children.
- A digital screening process is undertaken for selected candidates to ensure their suitability for the role. Candidates should be made aware of this safeguarding process in advance.
- References are made to the Teaching Regulation Agency (via COBIS) for the checking of possible prohibitions, directions, sanctions, and restrictions.
- There is inclusion of a self-declaration within the application process
- Authentication is substantiated for new staff documentation and for their identity.
- All new staff read and sign acknowledgment of the Safeguarding Policy and Staff Code of Conduct.
- Mandatory staff safeguarding training is provided on arrival, with formal refresher training delivered on an annual basis.

我们确保每个招聘小组至少有一名教职员工接受过安全招聘（Safer Recruitment）培训，并确保：

- 已收到并核查来自应聘者原籍国及之前工作过的国家的最新警方记录（ICPC/DBS或当地同等证明）。
- 警方背景调查通常每两年更新一次，一般在合同续签时进行。

- 至少获取两份适当的专业推荐信，其中一份必须来自应聘者当前或最近任职学校/单位的校长或雇主。所有推荐信均需通过电话核实真实性，并记录在单一中央登记册（SCR）中，以重新确认候选人从事儿童工作岗位的适合性。
- 对入选候选人进行数字化筛查，以确保其岗位适合性。候选人应事先知晓此儿童安全保护流程。
- 通过教学监管机构（Teaching Regulation Agency，借助 COBIS 系统）核查候选人是否存在禁止任教、处罚或限制。
- 在申请流程中包含个人自我声明。
- 对新员工提供的文件及身份进行真实性核实。
- 所有新员工在入职时阅读并签署儿童安全保护政策及教职员工作行为规范的确认书。
- 新员工必须在入职时接受强制性儿童安全保护培训，并在每年接受正式的复训。

## 6.2 If a staff member has concerns about a colleague 如果员工对同事存在疑虑

A member of staff who is concerned about the conduct of a colleague towards a child is undoubtedly placed in a difficult situation. He or she may worry that they have misunderstood the situation and will wonder whether a report could jeopardise a colleague's career. However, all staff must remember that the welfare of the child is paramount.

如果员工对同事对待孩子的行为存在疑虑的话，他/她无疑会陷入困境。他或她可能会担心自己误解了情况，并会怀疑进行报告是否会危及同事的职业生涯。但是，所有员工都必须记住，孩子的福利是最重要的。

Harrow Shenzhen encourages a culture of openness and transparency where low-level concerns about staff conduct can be shared and addressed appropriately. A low-level concern is defined as any behaviour by a staff member that does not meet the threshold for serious harm or formal allegation but may still be inconsistent with the school's Code of Conduct or professional expectations. Examples include:

- Inappropriate language or tone
- Over-familiarity with students
- Breaches of boundaries or supervision protocols
- Minor concerns about attitude or judgement

All low-level concerns must be reported directly to the Head Master, who will assess the concern and determine appropriate next steps. If the Head Master is unavailable, concerns should be directed to the Designated Safeguarding Lead (DSL). Complaints about the Head Master should be reported to the Safeguarding Governor.

All low-level concerns will be recorded confidentially and reviewed periodically to identify any recurring issues. Staff will be supported throughout the process, and concerns will be handled with discretion and fairness.

哈罗深圳鼓励在学校内营造开放透明的文化，使教职员工的低层级行为关切能够被适当分享和处理。

低层级关切定义为：教职员工的任何行为虽未达到严重伤害或正式指控的门槛，但仍可能与学校的行为规范或专业期望不符。示例包括：

- 不当的语言或语气
- 与学生过于亲昵
- 违反边界或监督规定
- 对态度或判断有担忧

所有低层级关切必须直接报告校长，由校长评估关切并确定适当的处理步骤。如校长无法处理，应将关切报告给指定儿童安全保护负责人（DSL）。对校长的投诉应报告给儿童安全保护事务督导理事（Safeguarding Governor）。

所有低层级关切均将被保密记录，并定期审查以识别任何重复出现的问题。教职员工在整个过程中将获得支持，关切事项将以谨慎、公正的方式处理。

### 6.3 Allegations against staff 针对员工的指控

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

当对员工提出指控时，必须遵循既定程序。尽管确实会存在对事件的误解，但孩子很少做出完全错误或恶意的指控。

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals can pose a serious risk to children and we must therefore act on every allegation. Members of staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

孩子也可能因为害怕说出真正的肇事者而对无辜的一方提出指控。即便如此，我们必须承认一些专业人士可能对儿童构成严重风险，因此我们必须对每一项指控采取行动。受到指控的员工有权要求公平、迅速和一致地处理针对他们的案件，并随时了解案件的进展情况。停职不是默认选项，将始终考虑停职的替代方案。在某些情况下，如果认为停职是确保儿童受到保护的最好方式，员工可能会被停职。

### 6.4 Safeguarding requirements expected of contractors 对承包商的基本要求

We expect the following as a minimum in the case of all contractors:

对于所有承包商，以下是我们对他们的基本要求

- Induction training provided which covers safeguarding; 涵盖儿童安全保护的入职培训；
- A designated senior member of the Operations team (or, in alternate School structures, the Head) ensures that CSP information is shared with relevant managers through regular meetings. 运营团队的指定高级成员（或在其他学校结构中指定为校长）要确保通过定期会议与相关管理人员分享儿童安全保护信息。

- Contractors read, complete and sign the CSP Self Declaration Form (English and local language versions to be made available);  
承包商阅读、完成并签署儿童安全保护自我申报表（提供英文版本及本地语言版本）
- Police checks for any member of staff who will be employed on-site for longer than 6 days  
任何将在现场工作超过 6 天的人员，需要提供无犯罪记录证明；
- Our Safeguarding Policy and Code of Conduct for contractors is shared and a record is kept of their having read and understood it;  
我们会给承包商的提供儿童安全保障政策及行为准则，并会保存他们已经阅读和理解的记录；
- Toolbox Talks - daily reminders given on CSP awareness.  
安全作业培训会议—每天提醒有关儿童安全保护的意识

## 7. Site Safety and Security

### 第七部分：场地安全与安保

#### 7.1 Safety requirements on campus 校园安全要求

- The Harrow Shenzhen campus is monitored at all times by the security team and the CCTV is fully operational.  
哈罗深圳校园由保安团队和电子监控实行全时段的保护
- All staff and contractors must wear Harrow Shenzhen lanyards.  
所有工作人员及第三方员工都必须佩戴工牌
- Visitors must follow the visitors' procedures and will always be accompanied by a member of staff.  
所有访客必须遵循访客程序，在到访期间始终由一名校内工作人员陪同
- The Health and Safety Committee have a bi-weekly meeting to ensure that the campus is safe for students and staff. A positive health and safety culture is always promoted throughout the school, with all staff being encouraged to be vigilant of potential risks.
- 安全和健康委员会每两周召开一次会议，以确保为全校师生提供一个安全的校园环境。学校内始终积极推广健康与安全的常识，以及提高全体员工对于潜在危险的警惕性。  
For boarding students there will always be a Housemistress/Master, House Parent, and nurse on duty to offer pastoral support and to ensure the environment is safe and secure at all times.  
学生宿舍将始终有一位舍监老师和护士值班，为学生提供人文关怀以及保障学生的安全

#### 7.2 Minimum safeguarding requirements expected of all adults living on campus

##### 对所有在校居住的成年人的基本要求

##### Residents living on campus

居住在学校员工及员工家属：

- The Safeguarding Policy and Code of Conduct is made available to all at induction meeting (during new staff induction);  
在员工参加入职培训时向员工提供儿童安全保护政策以及行为准则；
- Expectation for all residential occupants to adhere to the Safeguarding Policy and the Code of Conduct;  
所有家属都要遵守儿童安全保护政策及行为准则；
- All residential occupants must have had a police check conducted.  
所有居住在学校员工家属都要需要提供无犯罪记录证明

### 7.3 Risk Assessment 风险评估

Risk assessment is undertaken to good effect in promoting safety. Such assessments cover all aspects of the school's work, such as premises and equipment, on-site activities, off-site activities and the venues used, use of minibuses and other forms of transport.

风险评估对提高儿童安全保护能起到良好效果。风险评估涵盖了学校工作的各个方面，比如场地和设备，现场活动，户外活动以及使用场馆，小巴和其他交通工具的使用。

Our risk assessments include sections to address child safeguarding risks and a risk management plan. 我们的风险评估包括了处理儿童安全保护风险以及风险管理计划。

Our risk assessments consider all safeguarding matters when working with other partners and third-party providers, for example on expeditions and trips. 在与合作方以及第三方供应商工作时，我们的风险评估涵盖了所有与儿童安全保护相关的问题，例如远足旅行、旅行的情况。

Where appropriate, short briefings/training input are given to staff of host organisations/locations on child safeguarding and how to report issues of concern.

在适当情况下，为主办机构/地点的员工提供关于儿童安全保护以及如何上报问题的简短介绍会议/培训。

Risk assessments are signed off by managers/senior leaders, not only by the trip or expedition leader. 风险评估不单单由远足旅行及短途旅行负责人签署验收，而且还需要由经理/高级管理层签署验收。

### 7.4 Photography and images on site 现场摄影和摄像

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

绝大多数拍摄或查看儿童照片或视频的人都是出于完全无辜、可以理解和可接受的原因。但遗憾的是，有些人却是通过拍摄或使用照片来虐待儿童，因此我们必须确保我们有一些保护措施。

To protect our children we will:

为了保护我们的孩子，我们将：

- seek parental consent for photography of our students through the School's Terms & Conditions when children are admitted to the School;  
当孩子被学校录取时，将根据学校相关条款征求家长同意为我们的学生拍照；
- seek parental consent for photography of students which may be extraordinary e.g. photos of children in advertising, a staff member's portfolio of drama productions;  
为学生拍摄非同寻常的照片，例如广告中的儿童照片、员工的戏剧作品集，需征得家长同意；
- demonstrate respect, care and caution when including photographs of students in Newsletters, Blogs and any other School publication; and  
在新闻稿、博客和任何其他学校出版物中加入学生的照片时，应表现出尊重、关心和谨慎；
- encourage children to tell us if they are worried about any photographs that are taken of them.  
鼓励孩子告诉我们他们是否担心拍摄的任何照片。



## 7.5 E-safety including staff use of social media 网络安全包括员工使用社交媒体

Children increasingly use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The Prevent Duty requires the School to safeguard vulnerable individuals from being radicalised or drawn into extremism through the internet or social media.

儿童日常使用手机、平板电脑和电脑的时间在不断增加。它们是乐趣、娱乐、交流和教育的源泉。但是，我们知道一些成年人和年轻人会使用这些技术来伤害儿童。危害范围可能从发送伤害性或辱骂性文本和电子邮件，到诱使儿童进行性危害对话、网络摄像头摄影或面对面会议。预防职责要求学校保护弱势个人避免通过互联网或社交媒体被激进化或卷入极端主义。

To ensure all students are protected from online harm, Harrow Shenzhen uses the SENSO system to monitor students' online searches and Teams conversations. This system automatically flags concerning keywords and sensitive terms, sending alerts to the DSL and Director of Digital Learning. Upon receiving an alert, the DSL assesses the severity and intervenes via CPOMS or other safeguarding protocols. 为了确保所有学生免受网络伤害，哈罗深圳使用 SENSO 系统 监控学生的在线搜索和 Teams 对话。该系统会自动标记令人担忧的关键词和敏感词，并向指定儿童安全保护负责人（DSL）及数字学习主任发送警报。收到警报后，DSL 会评估其严重性，并通过 CPOMS 或其他儿童安全保护流程进行干预。

In line with the Department for Education's Filtering and Monitoring Standards (DfE, 2023), the school:

- Assigns clear roles and responsibilities for managing filtering and monitoring systems.
- Reviews filtering and monitoring provision at least annually.
- Blocks harmful and inappropriate content without unreasonably impacting teaching and learning.
- Implements effective monitoring strategies that meet the school's safeguarding needs.

The DSL and Director of Digital learning are jointly responsible for ensuring that filtering and monitoring systems are understood and embedded across the school, and that safeguarding remains a top priority in all digital environments.

根据英国教育部（DfE）《过滤与监控标准》（2023 年），学校将：

- 明确分配管理过滤和监控系统的角色与责任；
- 至少每年审查一次过滤与监控系统的实施情况；
- 阻止有害和不适当内容，同时不对教学和学习造成不合理影响；
- 实施符合学校儿童安全保护需求的有效监控策略。

DSL 与数字学习主任共同负责确保过滤与监控系统在学校内得到理解与落实，并确保在所有数字环境中，儿童安全保护始终处于首要位置。

Harrow Shenzhen recognises the growing role of generative artificial intelligence (AI) in education and is committed to ensuring its safe and ethical use in line with safeguarding principles. 哈罗深圳认识到生成式人工智能（AI）在教育中作用日益重要，并致力于按照儿童安全保护原则，确保其安全和合规使用。



The school follows the DfE's Generative AI Product Safety Expectations (2025), which outline how filtering and monitoring requirements apply to the use of generative AI tools in educational settings. These expectations help ensure that AI systems do not expose students to inappropriate, biased, or harmful content. 学校遵循英国教育部（DfE）《生成式 AI 产品安全预期》（2025年），该指导明确了在教育环境中使用生成式 AI 工具时的过滤和监控要求，以确保 AI 系统不会让学生接触不适当、有偏见或有害内容。

Key safety protocols include:

- Generative AI tools are only accessible to staff and students under supervised conditions and for approved educational purposes.
- All AI interactions are subject to the same filtering and monitoring standards as other online activity, using the SENSO system.
- Staff are trained to understand the risks and benefits of generative AI, including how to identify misuse or inappropriate outputs.
- AI tools must comply with GDPR and local data protection laws. No personal or sensitive student data is input into generative AI systems.

The DSL and Director of Digital Learning are jointly responsible for overseeing the safe implementation of AI technologies and ensuring that all staff are aware of the protocols in place.

关键安全规范包括：

- 生成式 AI 工具仅在监督条件下、且用于经批准的教育目的时可供教职员和学生使用；
- 所有 AI 交互均遵循与其他在线活动相同的过滤与监控标准，通过 SENSO 系统实施；
- 教职员接受培训，了解生成式 AI 的风险与益处，包括识别误用或不适当输出的方法；
- AI 工具必须遵守 GDPR 及本地数据保护法律，禁止将学生个人或敏感信息输入生成式 AI 系统。

DSL 与数字学习主任共同负责监督 AI 技术的安全实施，并确保所有教职员了解相关操作规范。

The following measures are in place to promote e-safety within the School:

学校已准备好以下措施，以促进学校内的网络安全：

- **ICT Acceptable Use Policy** - protects all parties by clearly stating what is acceptable and what is not. Children are expected to sign up to this at the start of each academic year and before access can be given to the School's ICT facilities.  
**ICT 可接受使用政策：**通过明确说明可接受和不可接受的内容来保护所有各方。孩子们应在每学年开始时签署此协议，然后才能使用学校的 ICT 设施。
- **Induction and Education** - all children are inducted in appropriate use of the School's ICT facilities and other aspects of this policy upon arrival. Subsequently, House Tutors remind children at the start of each academic year about their obligations and code of conduct. This is reinforced by a presentation in Houses about E-Safety.

**入职和教育：**所有儿童在抵达时都会被引导适当使用学校的 ICT 设施和本政策的其他方面。随后，院舍导师在每学年开始时提醒孩子们他们的义务和行为准则。在院舍关于电子安全的说明会上也会再强调这一点。

- **Monitoring** - the School will exercise its right to monitor the use of computer systems, including the monitoring of internet use, interception of e-mails and the deletion of inappropriate materials at all times. In circumstances where the School believes unauthorised use of the computer system is, or may be taking place, or the systems, or may be, being used for unlawful purposes, the School reserves the right to inform appropriate authorities and provide documentary evidence. The computer network is owned by the School and may be used by children to advance and extend their knowledge and understanding.

**监控：**学校将行使监控计算机系统使用情况的权利，包括随时监控互联网使用、拦截电子邮件和删除不适当的材料。如果学校认为正在或可能正在发生未经授权使用计算机系统的情况，或者该系统正被或可能被用于非法目的，学校保留通知有关部门并提供书面证据的权利。计算机网络归学校所有，孩子们可以使用它来提高和扩展他们的知识和理解力。

#### *Direction for staff on e-safety 员工电子安全指导*

Staff should:

员工应：

- ensure that personal social networking sites are set at private and students are never listed as approved contacts;  
确保个人社交网站私人化，并且永远不会添加学生为联系人；
- never use or access social networking sites of students;  
切勿使用或访问学生的社交网络；
- should not take photographs of students on their personal devices;  
不应在学生的个人设备上拍照；
- should not give their personal contact details to students or parents , including their mobile telephone number;  
不应向学生提供自己的个人联系方式，包括手机号码；
- only make contact with students for professional reasons and in accordance with the School's policy and this should be through the school's Outlook/Teams account;  
仅出于工作原因与学生联系，并严格遵守学校政策，只通过学校的 Outlook 工作邮箱或者 Teams 帐户与学生联系。

**END**

**结束**

## Appendix 1: Harrow Shenzhen Safeguarding Poster

### 附录 1：哈罗深圳学校的儿童安全保护海报



# Designated Safeguarding Leads



Harrow Shenzhen is committed to ensuring the safety and wellbeing of all of our students and staff.

If you have any concerns about a child then please speak to a member of our Safeguarding Team.

For staff, please record any concerns you have on CPOMS or speak directly to your Designated Safeguarding Leads:



#### Designated Safeguarding Leads



**Will Mitchell**  
Upper School Deputy Head of Pastoral & Deputy Designated Safeguarding Lead



**Zaynah Lyons**  
Director of Care, Guidance and Support & Designated Safeguarding Lead



**Natelie Dirkze**  
Lower School Pastoral Coordinator & Deputy Designated Safeguarding Lead



**Jessica Pooley-Litt**  
Head of Upper School & Deputy Designated Safeguarding Lead



**James Berry**  
Head of Lower School & Deputy Designated Safeguarding Lead

Contact us at: [safeguarding@harrowshenzhen.cn](mailto:safeguarding@harrowshenzhen.cn)

## Appendix 2: Changing Room Supervision (Guidelines for staff)

### 附录 2: 更衣室监管（工作人员指南）

#### CHANGING ROOM SUPERVISION GUIDANCE

##### 更衣室监管指南

Changing for PE can cause anxiety for some pupils, can influence their perception of the subject and determine whether it is an enjoyable and positive experience. The concern caused by changing can influence a pupil's participation and lead to a variety of avoidance strategies.

体育课前更衣会让一些学生感到焦虑，会影响他们对这个学科的看法，以及判断它是否是一个愉快和积极的体验。由更衣引起的担忧会影响学生对体育课的参与，并导致各种回避策略。

For all staff safe supervision of students changing remains the priority and while staff must remain vigilant for behaviours that indicate students are uncomfortable in the environment, they must continue to follow protocol to ensure they keep students and themselves safe in line with the school's safeguarding policy. Behaviour incidents should be dealt with in line with the relevant school behaviour policy and any instance of inappropriate behaviour should be reported to the relevant DSL. The below guidelines should be followed by all members of staff supervising students changing.

对于全体员工来说，安全监管学生换衣服尤为重要，虽然教职员工必须时刻关注对学生该环境中表现出不舒服迹象，但他们仍必须坚持遵循协议，以确保他们根据学校的安保政策来保护学生和自己的安全。学生行为事件均应根据学校相关的行为规定进行处理，任何不恰当的行为都应报告给相关的 DSL。所有监管学生换衣服的员工都应遵守以下准则。

#### Guidance for those supervising students from Year 2 to Year 13

##### 二至十三年学生监管指南

1. For students in Years 2 and above designated single sex changing rooms or areas must be used. For swimming lessons, single sex changing rooms are used for Year 1 and above.  
二年级及以上的学生，必须按性别使用相应的更衣室和区域。在游泳课期间，一年级及以上的学生需按性别使用相应的更衣室。
2. All adults should avoid standing in the changing room to supervise pupils, or repeatedly going in and out without good reason.  
所有成人应避免站在更衣室内监管学生，或在没有充分理由的情况下反复进出学生更衣室。
3. When supervising students from outside the changing rooms, clear systems/rules must be established so students are clear about expectations of their conduct while they are unsupervised.  
在更衣室外监管学生时，必须建立明确的制度/规则，以便学生清楚地了解他们在无人监管的情况下的行为规范。
4. In Year 3 to Year 13, supervising adults should remain in close proximity to the room so that students are aware. Students should know that the adults will enter the room if necessary (in response to a disturbance for example). For Year 2 it is recommended that the teacher and support teacher supports inside the changing facility and that two adults are present at all times when children are changing.

对于三年级到十三年级的学生，负责监管的成年人应始终在更衣室附近，以便学生知道。同时，学生需知，如果有必要，成年人会进入更衣室（如室内秩序紊乱时）。对于二年级的学生，建议教师和助教老师在更衣室内提供帮助，并且在学生们更衣期间，两个成年人应始终在场。

5. Where student privacy is not compromised, the door of changing rooms should be left slightly ajar. If there is a need for adults to enter the room, it is recommended they should alert pupils to this by announcing it (e.g. a countdown) to protect student privacy.  
在不影响学生隐私的情况下，更衣室的门应略微敞开。如果有必要让成人进入更衣室，建议他们应该通过提前告知（如倒计时）来提醒学生，以保护学生隐私。
6. Pupils who express disquiet or concern about the behaviour of a member of staff should be listened to and any disclosure should be reported immediately to the appropriate DSL.  
如学生对教职员的行为表示不安或担忧时，员工应该听取学生们的意见，并应立即向有关的 DSL 报告相关信息。
7. Once students are in Year 6 members of staff should supervise or assist pupils of the same sex. In Year 5 down, this is preferable where it is possible.  
对于六年级以上的学生，应由同性别的员工提供帮助。对于五年级及以下的学生，也应尽可能这样做。

### **Guidance for those supervising students from toddler age to Year 1** **幼儿园至一年级学生监管指南**

1. Younger students will usually change together in a classroom or a unisex changing room. Where appropriate consideration may be given to utilising furniture or screens to provide discrete areas and/or ask girls and boys to be in different parts of the classroom.  
年幼的学生通常会在同一个教室或一个男女通用的更衣室里一起换衣服。在适当的情况下，可以考虑利用家具或屏风来提供独立的区域或要求女孩和男孩在教室的不同地方进行更衣。
2. In Early Years classes a sign should be put on the door to deter visitors from entering.  
针对幼儿园的教室，应在门上挂上标示牌，以防止访客进入。
3. At least two members of staff should remain in the room while students are changing  
学生换衣服时，至少要有两名教职员工留在房间里。
4. If pupils need assistance getting changed, refer to the Intimate Care Policy.  
如果学生在换衣服时需要帮助，请参考隐私保护政策。
5. Students of all ages should be encouraged to be as independent as possible and, in most cases, adults should prompt and give verbal help/encouragement before they offer assistance.  
应鼓励所有年龄段的学生尽可能地独立，在大多数情况下，成人在提供帮助之前应提示并给予口头的帮助/鼓励。
6. Assistance should take place openly, not out of sight of others.





应公开帮助学生，而非私密地对学生提供帮助。

7. Students in Reception to Y2 must have this same level of supervision during extra-curricular activities.

在课外活动期间，幼儿园至二年级的学生必须有同样水平的监管。

### The Do's and Don'ts for staff when supervising

#### 工作人员监管更衣室行为准则

DO 可行 	DON'T 不可行 
Enter the changing room in response to continued disturbances 进入更衣室维持秩序	Use your devices in the changing room 在更衣室内使用你的电子设备
Make the pupils aware you are entering by using a count down 用倒计时的方式让学生知道你即将进入。	Stand and watch the pupils changing 站在学生面前看着学生们换衣服
Leave the door of the changing room slightly ajar as long as this does not compromise a student's privacy 在不影响学生隐私的情况下，让更衣室的门稍微敞开。	Walk out of close proximity. It is vital that you can hear potential disturbances and that you are around in case of an emergency. 走出可监管的范围。可听到潜在的干扰，并且在发生紧急情况时你就在近处是至关重要的
Let the students know in advance the behaviour expectations in the changing room. Make them aware that you may have to step into the changing room if behaviour falls below expectations. 事先让学生知道在更衣室的行为要求。让他们知道，如果行为低于预期，则可能不被允许进入更衣室。	Get changed in the same area as the students. Adults must always change or shower privately - never in the same space as children. 与学生在同一区域换衣服。成人必须始终单独换衣服或洗澡--决不可与儿童在同一空间
Explain that if behaviour expectations are not followed consequences will be enacted in line with the school behaviour policy. 告知学生，如果不遵守行为要求，将根据学校的行为规范采取相应的措施。	
Stand in close proximity to the changing rooms 站在靠近更衣室的地方	



### Appendix 3: Logging concerns form for those who do not have access to CPOMS 如果

您若非本校员工无 CPOMS 使用权限，请填写下面的表格向学校汇报您对学生的担忧

<b>Your Name (PRINT):</b> 姓名（正楷）	<b>Your role:</b> 岗位:
<b>Time and Date if Incident (if applicable):</b> 事件发生的时间及日期（如适用）	<b>The date you became aware of the incident/issue:</b> 您察觉到事件/问题的日期
<b>Describe the incident as factually as possible. Include who was involved, where it happened, exactly what happened etc. Remember to describe clearly any behaviour or physical signs you have observed.</b> 尽可能实事求是地描述事件。包括涉及人员、发生地点、具体事件经过等等。请注意清楚地描述你观察到的行为或肢体信号。	
<b>Name of student (first name, surname and nickname):</b> 学生姓名（名字、姓氏及昵称）	
<b>Class and Year/House group:</b> 所属班级和年级/院舍:	
<b>What actions did you take?</b> 您采取了哪些行动？	
<b>Your signature</b> _____ 签名	
<b>Time and date of when the form was completed:</b> 报告完成时间及日期	

填写完成后，请仔细检查您的报告，然后亲自提交给我们的儿童安全保护领导小组成员。请确保报告中的信息清晰准确。请记住如有必要，此报告可能会被非哈罗的工作人员查阅以及作为法律诉讼证据。

**This form is confidential and only relevant staff will be consulted.**

此报告将保密并只会向相关人员进行咨询。

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### FOR DSL USE ONLY

以下为儿童安全保护负责人填写

Received by 签收人

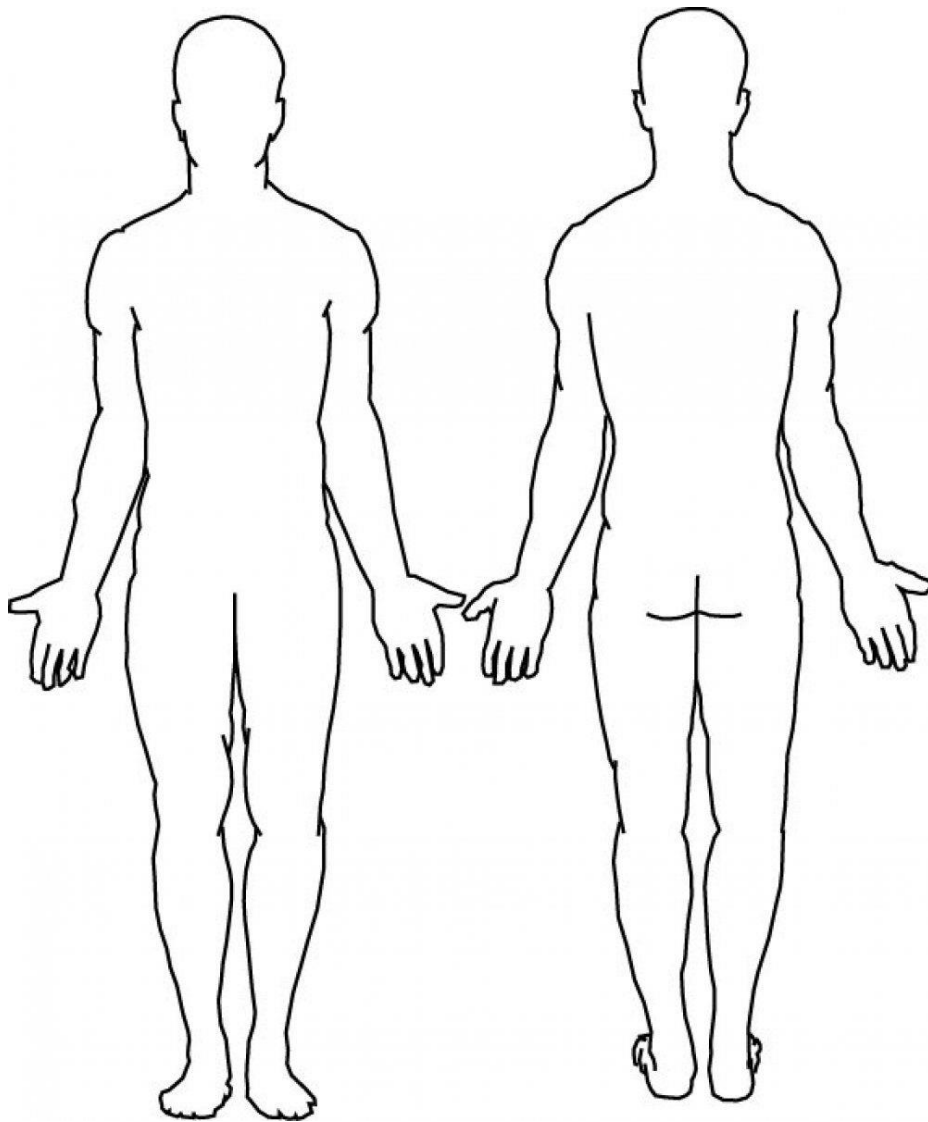
Date and Time 日期及时间:

**Proposed action by the Designated person:**

指定人员建议措施:

**The diagrams below only need to be annotated if applicable to the concern/s expressed overleaf. The purpose of this page is to accurately locate physical contact or a mark/bruise/wound on the body.**

下页图仅在适用情况下进行注释。此图示目的为准确定位肢体接触位置或者身体标志/瘀伤/伤口位置。



**FRONT**  
正面

**BACK**  
背面

#### Appendix 4: Documents linked to Safeguarding

##### 附件 4：与儿童安全保护相关的政策和程序

<b>ICT Acceptable Use</b> 信息与通讯技术使用协议
<b>AISL Intimate Care Policy</b> 贴身护理政策
<b>Digital Literacy, E Safety and IT Access (Students)</b> 数字素养、电子安全与信息技术存取（学生）
<b>AISL Recruitment Policy</b> 总部招聘政策
<b>Visitor Procedures</b> 访客政策
<b>AISL Mental Health Policy and Counselling Procedures</b> 心理健康政策与咨询程序
<b>Student Access to Technology BYOD</b> 学生自带科技产品政策
<b>Anit Bullying Procedure</b> 反欺凌政策
<b>Low Level Concerns Policy</b> 低级别担忧政策

## Appendix 5: Criteria for Level of Need

<b>Level 1 Noted Concern</b>	Student/child may require or would benefit from additional input or support from a department in school or agency/agencies.	<p>Referral made at the safeguarding/Pastoral Welfare Meeting.</p> <p>No Pastoral/Welfare assessment required.</p> <p>Concern is monitored and recorded.</p> <p>Key staff are informed, and the case is reviewed and documented through CPOMs and meetings.</p>	<p>Students, children, young people, or families may need to access relevant universal services for advice/support such as school, counselling, medical, dentist, optician, tutor, support staff.</p> <p>Students/Family may need support in doing this as capacity is not there.</p> <p>This also relates to minor pastoral observations such as behaviour, attendance, punctuality, and health.</p> <p>This is recorded by DSL (Designated Safeguarding Lead) on CPOMs</p>
<b>Level 2 Additional Support Early Help</b>	Student may require or would benefit from additional input or support from an agency/agencies	<p>If a clear issue or area of need is identified – School Safeguarding - Pastoral/Welfare Assessment or Care Plan may not be necessary.</p> <p>If several issues or needs at Level 2 are identified, a School Pastoral/Welfare Assessment should be undertaken.</p>	<p>Offer key support yourself through pastoral/support systems, work with another school professional or direct to relevant universal service for additional support.</p> <p>Based on results of Welfare Assessment – access appropriate early help services and set up in school and a Welfare Meeting to develop a Pastoral/Welfare Plan.</p> <p>KCSIE (Keeping Children Safe in Education) 23 requires us to really pinpoint early help as a priority in our structure.</p>

<b>Level 3: Academic/Pastoral Welfare/Care Plan</b>	<p>Pupils are experiencing multiple and/or complex needs. The pupil is struggling to effect change without the support and intervention of additional services in school. There is a need for a greater level of support including perhaps a home visit.</p>	<p>School Academic Pastoral Welfare Assessment should be undertaken, and recommendations made for colleagues/services required to meet assessed levels of need should start to form a Welfare Plan at a Pastoral Welfare Intervention Meeting.</p>	<p>When a child begins to display emerging needs requiring additional support, services already working with the child should support the family by undertaking Pastoral Welfare Assessment and developing an outcome Plan. This will identify support from within the local school community or a specific intervention.</p> <p>Appropriate support can be accessed by the Key Lead Professional involved with the Pastoral/Welfare Plan.</p> <p>Home Visit Possibly Required.</p> <p>All actions are recorded on CPOMs</p>
<b>Level 4: Child In Need/Safeguarding</b>	<p>The child/student is unlikely to achieve or maintain a reasonable standard of health or development without the provision of support services. The child's health or development is likely to be significantly impaired or further impaired without the provision of additional services. This is recorded as a serious Safeguarding Case. A SCR (Single Central Record) (Serious Case Review Meeting) will have taken place. All previous levels of need have been exhausted and put in place.</p>	<p>Likely that a Welfare Assessment has been done. At this stage refer the case externally, Medical Service, NGO, Police or Embassy Assistance. During the investigation, a School Welfare Assessment and Plan may be of benefit as part of this process. You may put together a multi-agency team to support which may involve professionals that are external to HBJ.</p>	<p>Immediate referral externally where appropriate and possible.</p> <p>All details are recorded in detail on CPOMS and there is a clear record of actions and intervention on students' chronology.</p> <p>A Safeguarding Risk Assessment will be completed and logged on CPOMS</p> <p>Home Visit</p> <p>*Possible Safety Plan (Using Clear Protocols)</p> <p>Suicide</p> <p>Self-Harm</p> <p>Eating Disorder</p> <p>Child on Child Abuse</p>



## 附录 5：需求等级标准

一级关注事项：	学生/儿童可能需要或将受益于学校某部门或外部机构提供的额外支持或帮助。	<p>在保护/学生关怀会议上提出转介。</p> <p>无需进行关怀/福祉评估 相关关注点需进行记录和持续监测。</p> <p>关键信息需通知相关教职员工，并通过 <b>CPOMs</b> 及会议进行复盘和记录。</p>	<p>学生、儿童、青少年或家庭可能需要获取相关的普惠性服务以获得建议/支持，例如：学校、心理咨询、医疗、牙科、眼科、家教、支持人员等。</p> <p>学生/家庭可能因自身能力有限，需要协助才能获得上述服务。</p> <p>该等级同时涵盖一些轻微的关怀观察，例如行为、出勤、守时和健康状况。</p> <p>由指定的儿童安全保护负责人（DSL）在 <b>CPOMs</b> 上进行记录。</p>
二级：额外支持（早期帮助）	学生可能需要或将受益于一个或多个外部机构提供的额外支持或帮助。	<p>如果已明确发现某一具体问题或需求领域，则学校保护/学生关怀评估或关怀计划可能并非必要。</p> <p>如果在二级中发现存在多个问题或需求，应开展学校关怀/福祉评估。</p>	<p>可通过学校的关怀/支持体系直接提供核心支持，或与其他校内专业人员协作，或转介至相关普惠性服务以获取额外支持。基于关怀/福祉评估结果，可接入适当的早期帮助服务，并在校内建立相应机制及召开关怀会议，以制定学生关怀/福祉计划。</p> <p>《教育中保障儿童安全》（KCSIE 2023）要求我们在整体架构中将“早期帮助”作为优先事项进行明确落实。</p>
三级：学业/关怀/福祉计划	学生正面临多重和/或复杂需求。学生若缺乏校内额外服务的支持与干预，则难以实现积极改变。需要更高水平的支持，包括可能开展家访。	学校应开展学业与关怀/福祉评估，并在关怀干预会议上提出建议，明确所需同事/服务以满足评估出的需求，并开始制定关怀/福祉计划。	当儿童开始出现新兴需求，需要额外支持时，已在与其合作的服务机构应通过开展关怀/福祉评估并制定成果导向计划来支持家庭。该计划将识别可从校内社区或特定干预措施中获取的支持。

			<p>由负责关怀/福祉计划的核心牵头专业人员协调并获取适当的支持。</p> <p>家访可能是必要的。</p> <p>所有行动均需在 CPOMs 上记录</p>
<p>四级：需要保护的儿童/儿童安全保护</p>	<p>若不提供支持性服务，儿童/学生很可能无法达到或维持合理的健康或发展水平。</p> <p>若不提供额外服务，儿童的健康或发展很可能已受到或将进一步受到严重损害。</p> <p>此类情况被记录为重大儿童安全保护个案。</p> <p>将召开重大个案审查会议</p> <p>在进入此级别前，所有前一等级的需求支持均已实施并耗尽。</p>	<p>在此阶段，很可能已完成福祉评估。</p> <p>个案需对外转介，例如医疗服务、非政府组织、警方或大使馆协助。</p> <p>在调查过程中，学校的关怀/福祉评估与计划仍可能作为该过程的一部分发挥作用。</p> <p>可组建一个多机构团队提供支持，其中可能包括校外专业人员。</p>	<p>在适当且可行的情况下，应立即进行对外转介。</p> <p>所有细节必须完整记录在 CPOMs 上，并在学生个案时间轴中清晰记录所有行动和干预。</p> <p>将完成一份儿童安全保护风险评估并存档于 CPOMs。</p> <p><b>家访。</b></p> <p>家访。</p> <p>可能需要制定安全计划（遵循明确流程）。</p> <p>涉及的典型风险包括：</p> <p>自杀</p> <p>自残</p> <p>饮食障碍</p> <p>儿童间侵害</p>

## Appendix 6: Volunteers 附录六：志愿者

Stakeholders 相关方	Checklist 职责清单
Department with the Need to Use Volunteer 需要使用志愿者的部门	<ul style="list-style-type: none"> <li>Raise the request for using the volunteer 提出使用志愿者的申请</li> <li>Check and maintain volunteers' safeguarding documents. 检查并维护志愿者的儿童保护相关文件。</li> <li>Seek support &amp; approval from the DSL for safeguarding training, access and lanyard issuance. 就儿童安全培训、出入权限及工牌发放寻求 DSL 的支持与批准。</li> <li>Update the volunteers' list on the SCR. 在 SCR（单一中央记录）中更新志愿者名单。</li> </ul>
HM 校长	<ul style="list-style-type: none"> <li>Review and approval on the request for using the volunteer 审核并批准使用志愿者的申请。</li> </ul>
DSL 指定儿童安全保护负责人（DSL）	<ul style="list-style-type: none"> <li>Review and approve lanyard requests. 审核并批准工牌发放申请。</li> <li>Conduct safeguarding code of conduct training. 开展儿童保护行为规范培训。</li> <li>Oversee safeguarding related documents. 监督与儿童保护相关的文件。</li> </ul>
HR 人力资源部（HR）	<ul style="list-style-type: none"> <li>Assist with local police check certificates. 协助办理本地警方无犯罪证明。</li> <li>Consolidate the volunteers' SCR tab. 汇总并更新志愿者在 SCR 中的相关信息。</li> </ul>

**Note: volunteers – not employed by the school & unpaid. Do not require a work visa.**

**备注：志愿者并非学校雇员，且不领取报酬。无需办理工作签证。**

## Appendix 7 – External Agencies List 外部机构联系清单

### **International Social Services** 国际社会服务社

Ivan Hu

13521932037

[ivanhu@isskhk.org](mailto:ivanhu@isskhk.org)

Multi-function room, 5<sup>th</sup> floor, Qianhai International Talent Hub, 5073 Menghai Avenue, Qianhai Cooperation Zone, Shenzhen

深圳市南山区前海梦海大道 5073 号前海国际人才港五楼多功能室

### **EDB -Mental Health** 教育局心理健康

24-hour hotline for students' mental health: 24 小时学生心理健康热线电话  
(0755) 8222 8597

### **Kangning Hospital** 康宁医院

Mental Health Hotline: 400-995-995-9

罗湖分院: 深圳市罗湖区翠竹路 1080 号

[就医-深圳市精神卫生中心（深圳市康宁医院）](#)

Local Police Service 学校所属社区的警察服务

Feng Hua Community 风华社区

Contact number 联系电话: 0755- 86058411

## Appendix 8: Signature page 签名页面

Please print out this page and return it, signed, to the Designated Safeguarding Lead  
请将此页打印出来签字并返还给儿童安全保护负责人。

I have read, understand and agree to abide by the AISL Safeguarding Policy and the Staff Professional Code of Conduct. I acknowledge that their scope covers both my private and professional life.

我已经阅读、理解并同意遵循亚洲国际学校有限公司儿童安全保护政策以及员工职业行为准则。我认同政策及行为准则涵盖了我的私人以及职业生活范围。

I understand that if I do not follow the guidance laid out therein, I will be subject to disciplinary action which may result in dismissal and/or my actions being reported to the police.

我明白如果我不遵守政策及行为准则中的指导，我将会受到纪律处分，这可能会导致解雇或向警方报告我的行为

FULL NAME (capitals, please): 姓名（中文及拼音大写）

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SIGNED: \_\_\_\_\_ DATE: \_\_\_\_\_  
签字 日期

Return this signed page to the Designated Safeguarding Lead; please keep the rest of the document for your own records.

签字后，请将此页返还给儿童安全保护负责人，并自行保存余下的文件内容。