

Child Protection and Safeguarding Policy

Hsinchu County American School

This policy applies to all children and all staff at Hsinchu County American School.

This policy will be reviewed annually by the leadership team and sent to the Board for approval.

This policy provides clear guidance to and must be read by all members of staff and volunteers. It details the expected behavior when dealing with child protection and safeguarding issues, thus ensuring that all concerns and referrals will be handled sensitively, professionally, and in a manner that supports the needs of children.

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1 Introduction

HCAS core safeguarding principles are:

- a) It is the school's responsibility to safeguard and promote the welfare of all children including in the early learning years.
- b) Children who are and feel safe make more successful learners.
- c) Representatives of the whole school community of pupils, parents, guardians, staff, and governors will be involved in policy development and review.
- d) Policies will be reviewed annually unless an incident or new legislation or guidance suggests the need for an earlier date of review.

We recognize our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavor 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 children receive effective support, protection, and justice.

The procedures contained in this policy apply to all staff and governors and are consistent with those of the American and local authorities.

2 Aims

The main aims of our child protection policy are:

- Supporting pupils who may have been or are at risk of being abused or neglected in any way.
- Increasing staff awareness of responding sensitively to Child Protection concerns.

Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to.
- Ensure that children know that there are adults in school who they can approach if they are worried or in difficulty.
- Include in the curriculum activities and opportunities which equip children with the skills they need to stay safe.
- Ensure that wherever possible every effort will be made to establish effective and positive working relationships with parents and colleagues.

All pupils and staff involved in child protection issues will receive appropriate support from the senior management of the school who will follow this policy guidance in doing so.

Due to their day-to-day contact with children, school staff are uniquely placed to observe changes in children's behavior and to recognize the outward signs of abuse. Children may also turn to a trusted

adult in the school when they are in distress or at risk. It is vital that school staff are alert to the signs of neglect and abuse and understand the local procedures for reporting and acting upon their concerns.

As HCAS is accredited by the Western Association of Schools and Colleges and located in the Republic of China, it is obligated to follow the Taiwanese legal requirements as well as incorporate best practices into local regulations.

3 Key personnel in the school

The **Designated Senior Person** for child protection in this school is:

Debra Willacey, Principal

Contact Details: Debra_Willacey@hcas.com.tw

The **Deputy Designated Persons** for child protection in this school are:

1) Chair: Alicia Chuang

Contact Details: Alicia_Chuang@hcas.com.tw

2) Co-Chair: Paul Cornelius

Contact Details: Paul_Cornelius@hcas.com.tw

The nominated **Child Protection Leader** for this school is:

Social and Emotional Counselor: Alice Cheng

Contact Details: Alice_Cheng@hcas.com.tw

The local Authority contact person is: Government Child Abuse Hotline-**Call 113** and provide details to the operator.

4 Roles and responsibilities

HCAS has nominated a senior member of staff to coordinate child protection arrangements and this person is named in this policy guidance. The school authorities have the principal's contact details.

4.1 The school will ensure that the Designated Senior Person:

- is appropriately trained.
- acts as a source of support and expertise to the school community.
- has an understanding of the local Taiwanese procedures.
- keeps written records of all concerns when noted and reported by staff or when disclosed by a child ensuring that such records are stored securely and reported onward in accordance with this policy guidance but kept separately from the child's general file.
- refers cases of suspected neglect and/or abuse to Children's Social Care or police in accordance with this guidance and local procedure.
- notifies Children's Social Care if a child with a child protection plan is absent for more than two days without explanation.
- ensures that when a child with a child protection plan leaves the school, their information is passed to their new school, and the child's social worker is informed.
- attends and/or contributes to child protection conferences in accordance with local procedure and guidance.
- coordinates the school's contribution to child protection plans.
- develops effective links with relevant statutory and voluntary agencies.
- ensures that all staff sign to indicate that they have read and understood this policy.
- ensures that the Child Protection Policy is updated annually.
- liaises with the nominated governor and head teacher (where the role is not carried out by the principal) as appropriate.
- keeps a record of staff attendance at child protection training.
- makes this policy available to parents.

4.2 The Deputy Designated Person(s):

- is appropriately trained.
- in the absence of the Designated Senior Person (DSP), carries out those functions necessary to ensure the ongoing safety and protection of children.

In the event of the long-term absence of the Designated Person, the Deputy will assume all of the functions of the Designated Person.

4.3 The Governing Body ensures that the school has:

- a DSP for safeguarding and child protection who is a member of the Senior Leadership Team and who has undertaken the approved training in inter-agency working in addition to basic child protection training.
- child protection policy and procedures that are consistent with requirements, reviewed annually and made available to parents on request.
- procedures for dealing with allegations of abuse made against members of staff including allegations made against the principal and trustees.

- safer recruitment procedures that include the requirement for appropriate checks in line with best practices.
- a training strategy that ensures all staff including the principal receive child protection training with refresher training at appropriate intervals. The DSP should receive refresher training at appropriate intervals.
- provision to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection.

The Governing Body nominates a member to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the principal. An annual report will be submitted to the local authority about how the governing body's duties have been carried out. Any weaknesses or areas of concern will be rectified without delay.

4.4 The principal:

- ensures that the safeguarding and child protection policy and procedures are implemented and followed by all staff.
- allocates sufficient time and resources to enable the DSP (if not the principal) and Deputy to carry out their roles effectively including the assessment of pupils and attendance at strategy discussions and other necessary meetings.
- ensures that all staff feel able to raise concerns about poor or unsafe practice(s) and that such concerns are handled sensitively and in accordance with the school's whistleblowing procedures (see Whistleblowing Policy).
- ensures that child's safety and welfare is addressed through the curriculum.

5 Good practice guidelines

To meet and maintain our responsibilities towards children, the school community agrees to the following standards of good practice:

- treating each other with respect
- setting a good example by conducting ourselves appropriately
- involving children in decision-making which affects them
- encouraging positive and safe behavior among all stakeholders
- being a good listener
- being alert to changes in child's behavior
- recognizing that challenging behavior may be an indicator of abuse
- reading and understanding all of the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, e-safety plans, and information-sharing
- asking the child's permission before doing anything for them which is of a physical nature such as assisting with dressing, physical support during PE, or administering first aid
- maintaining appropriate standards of conversation and interaction with and between children and avoiding the use of sexualized or derogatory language
- being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and/or abuse

6 Abuse of trust

All school staff are aware that inappropriate behavior towards children is unacceptable and that their conduct towards all children must be beyond reproach. In addition, staff should understand that under Taiwanese law, it is an offence for a person over the age of 18 to have a 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 child under 18 may be a criminal offence even if that child is over the age of consent.

The school's Code of Ethical Practice sets out our expectations of staff (see Appendix 1).

7 Children who may be particularly vulnerable

Some children may be at increased risk of neglect and/or abuse. 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 happens or who have a high level of tolerance in respect to neglect.

According to [The Taiwan Protection of Children and Youths Welfare and Rights Act](#) Article 49, child abuse refers to:

1. Abandonment.
2. Physical and mental abuse.
3. Utilizing children and youth to undertake dangerous activities or deceptive behavior that is injurious to their health.
4. Taking advantage of children and youth who are disabled or in special corporality to show in public.
5. Utilizing children and youth to beg.
6. Depriving or hinder children and youth from using the opportunity for national education.
7. Forcing children and youth to marry.
8. Abducting, kidnapping, selling, or pledging children and youth.
9. Forcing, seducing, remain, or acting as brokers for children and youth to undertake obscene behavior or sexual intercourse.
10. Providing children and youth with knives, guns, bullets or other dangerous articles.
11. Utilizing children and youth to take or record publications, photos, video program tapes, films, CDs, disks, electronic signals, gaming software, internet contents or other articles relating to violence, blood, sex, obscenities, sexual intercourse that will harm their physical and mental health.
12. Forcing or seducing children and youth to situate themselves at places which cause immediate danger or harm to the lives and bodies of children and youth.
13. Lead or seduce children and youth to any place that will harm their physical and mental health.
14. Forcing, seducing, harboring, or acting as mediators for children and youth to commit suicide.
15. Behave abnormally or commit crimes against children and youth or utilize children and youth to commit crimes or behave abnormally.

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

- disabled or have special educational needs.
- living in a known domestic abuse situation.
- affected by known parental substance misuse.
- living away from home.
- vulnerable to being bullied or engaging in bullying.
- living in chaotic, neglectful, and unsupportive home situations.
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, or sexuality.
- not native English speakers.

Special consideration includes the provision of safeguarding information, resources, and support services in community languages and accessible formats.

8 Support for those involved in a child protection issue

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

- taking all suspicions and disclosures seriously.
- nominating a link person (normally the Principal or Deputy) who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a child, a separate link person, acceptable to both parties, will be nominated to avoid any conflict of interest.
- responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety.
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- storing records securely.
- offering details of help lines, counselling, or other avenues of external support.
- following the procedures laid down in our Whistleblowing, Complaints, and Disciplinary Procedures
- co-operating fully with relevant statutory agencies.

9 Complaints procedure in respect of poor practice behavior

Our complaints procedure will be followed where a child or parent raises a concern about poor practice towards a child that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a child, using sarcasm or humiliation as a form of control, bullying or belittling a child, or discriminating against them in some way. Complaints are managed by the DSP and governors.

Complaints from staff are dealt with under the school's Complaints and Disciplinary and Grievance Procedures.

10 If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation, and they will wonder whether a report could jeopardize their colleague's career. All staff must remember that the welfare of the child is paramount. The school's Whistleblowing Policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or concerns about a child's welfare brought about by the behavior of colleagues should be reported to the principal. Complaints about the principal related to safeguarding of children should be reported to the Chair of Governors:

Contact: Peter Huang: peter_huang@hcas.com.tw

11 Staff who are the subject of an allegation

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 can and do happen. 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 adults do pose a serious risk to children's welfare and safety, and we must act on every allegation made. 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 mandatory nor is it automatic, but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

The full procedures for dealing with allegations against staff can be found in the Complaints Procedure.

- If an allegation is made against a teacher, all unnecessary delays should be eradicated. The school must not undertake its own investigations of allegations without prior consultation with the local authority or, in the most serious cases, the police so as not to jeopardize statutory investigations. In borderline cases, discussions with the authorities can be held informally and without naming the school or individual.
- All allegations are to be reported straight away to the principal or Deputy Head or, if the allegation is against the principal and the Head, to the Chair of the Board of Governors.
- The management team or governors meet to discuss the allegation, consider the nature, content, and context of the allegation, and agree on a course of action including any involvement of the police. Discussions should be recorded in writing and arrangements for communication with both the individual and the parents of the child/children agreed. Whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place must be carefully considered.
- The school must make every effort to maintain confidentiality and guard against unwanted publicity either in respect to the accused and the school. These restrictions apply up to the point where the accused person is charged with an offence.
- The school is committed to promptly report to the authorities, if appropriate, any person (whether employed, contracted, a volunteer, or student) whose services are no longer used for regulated activity where the referral criteria has been met, that is, they have caused harm or posed a risk of harm to a child.
- Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; terminating the placement of a student teacher or other trainee; no longer using volunteers; resignation of a course of initial teacher training or volunteering. It is important that reports include as much evidence about the circumstances of the case as possible.

12 Staff training

It is important that all staff have training to enable them to recognize the possible signs of abuse and neglect and to know what to do if they have a concern. New staff and governors will receive training during their induction. All staff, including the principal (unless the principal is the DSP) and governors will receive training that is updated at least as appropriate and the DSP will receive training updated at least every two years, including training in inter-agency procedures.

13 Safer recruitment

Our school, HCAS, endeavors to ensure that we do our utmost to employ ‘safe’ staff by following best practices in hiring safe staff.

Safer recruitment means that all applicants will:

- complete an application form.
- provide two referees including at least one who can comment on the applicant’s suitability to work with children.
- provide evidence of identity and qualifications.
- be checked through a certified criminal records check from their home country or host country if they have been abroad more than 5 years.

All new members of staff will undergo an induction that includes familiarization with the school’s safeguarding and child protection policy and identification of their own safeguarding and child protection training needs. All staff sign to confirm they have received a copy of the Child Protection Policy (see Appendix). Training includes the staff code of conduct, behavior policy, and the identity of the designated persons. Training takes place before teaching starts.

All employees of the school, and other professionals who work regularly alongside children, have police clearance. Any professional workers entering school without police clearance are expected to comply with the school CPP advice and work alongside teachers and never in isolation with children.

Volunteers at the school who work directly with children will also be asked for a police clearance from their home country.

14 Management of safeguarding

The elected Governor for Child Protection, the principal and Deputy are responsible for child protection matters. The senior responsibility is to maintain an overview of safeguarding within the school, to open channels of communication with local statutory agencies, and to monitor the effectiveness of policies and procedures in practice at all times.

The designated safeguarding lead (principal) should be provided with sufficient time, funding, supervision, and support to fulfill his or her child welfare and safeguarding responsibilities effectively. All professionals working with children should review their own practice and discuss any concerns they may have about welfare and safeguarding matters at the two yearly meetings with the principal and the Head or at any time.

It is the staff’s professional duty to report welfare and safeguarding concerns to the designated safeguarding lead or, in the absence of action, directly to local Children’s Services following the procedures as set out in this document.

There is a designated Board member to take a lead in relation to responsibility for the safeguarding arrangements. Safeguarding duties remain the responsibility of the proprietor group as a whole including for the annual review of safeguarding. The designated persons are displayed in the entrance hall.

15 Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding and Child Protection Policy and procedures apply. If other organizations provide services or activities on our site, we will check that they have appropriate procedures in place including safer recruitment procedures. When our children attend off-site activities, we will check that effective child protection arrangements are in place.

16 Photography and images

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. To protect children we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications).
- seek parental consent (this may be obtained at the beginning of the school year, but must be reviewed at each Parent Teacher Conference (PTC) or the beginning of a new semester).
- use only the child's first name with an image (except in the yearbook or with express permission).
- ensure that children are appropriately dressed.
- encourage children to tell us if they are worried about any photographs that are taken of them.
- remind large gatherings of parents that they are responsible for the images they take, and they are not to upload these images to any social media.

17 e-Safety

Most of our children will use mobile phones and computers. We acknowledge that many children have unlimited access to 4G networks. They are a source of fun, entertainment, communication, and education. However, we know that some 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. Cyber-bullying by children via texts and emails will be treated as seriously as any other type of bullying and will be managed through our behavioral and safeguarding procedures.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behavior, and children are not allowed to access these sites whilst in school. Some children will undoubtedly be 'chatting' on mobiles or social networking sites at home. The school makes every effort to educate students about the associated risks of this behavior.

18 Safeguarding and child protection procedures

18.1 The impact of abuse

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 characterized by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships, and long-term medical or psychiatric difficulties.

18.2 Recognizing abuse

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

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 alone at home or leaving knives or matches within reach of an unattended toddler.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse, and neglect.

18.3 Physical abuse

Physical abuse 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 guardian fabricates the symptoms of or deliberately induces illness in a child - this used to be called Munchausen's Syndrome by Proxy but is now more usually referred to as fabricated or induced illness. Physical abuse also includes female genital mutilation.

18.4 Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only for meeting the needs of another person. It may feature age- or developmentally-inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious 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.

18.5 Sexual abuse and child sexual exploitation

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities including prostitution whether or not the child is aware of what is happening. The activities may involve physical contact including penetrative and non-penetrative acts. They may include non-contact activities such as involving children in looking at pornographic material or participating in the production of pornographic material, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

18.6 Neglect

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 misuse. Once a child is born, neglect may involve a parent or guardian failing to provide adequate food, clothing, or shelter including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision including the use of inadequate guardians; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

18.7 Bullying

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.

All incidences of bullying should be reported and will be managed through our Anti-bullying Procedures. All pupils and parents receive a copy of the Anti-bullying Procedures on joining the school, and the subject of bullying is addressed at regular intervals in the Personal, Social, and Health Education (PSHE) curriculum. If the bullying is particularly serious or the Anti-bullying Procedures are deemed to be ineffective, the principal and the Deputy Head will consider implementing child protection procedures.

18.8 Children who run away or go missing

It is the school's duty to check up on absent children and inform the local school authority of any unexplained absences.

If a child runs away from school or goes missing, the principal or assistant principal must be informed immediately. Immediate contact with the police is required if the child cannot be found or located. Also immediate contact with the parents is required. All facts are to be documented.

18.9 Peer-on-Peer Abuse

Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships. All staff should recognize that children are capable of abusing their peers. Peer-on-peer abuse can take various forms, including serious bullying (including cyberbullying). These types of abuse rarely take place in isolation.

Any response to peer-on-peer abuse therefore needs to consider the range of possible types of peer-on-peer abuse set out above and capture the full context of children's experiences.

19 Children with sexually harmful behavior

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's Anti-bullying Procedures when necessary. However, there will be occasions when a child's behavior warrants a response under Child Protection rather than Anti-bullying Procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behavior is complex, and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behavior may be victims of abuse themselves, and the Child Protection Procedures will be followed for both victim and perpetrator.

20 What to look out for

All staff should be alert to the wellbeing of pupils and to signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by peer-on-peer abuse. However, staff should be mindful of the fact that the way(s) in which children will disclose or present behavior(s) as a result of their experiences will differ.

Signs that a child may be suffering from peer-on-peer abuse can also overlap with those indicating other types of abuse and can include:

- failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard ordinarily expected.
- physical injuries.
- experiencing difficulties with mental health and/or emotional wellbeing.
- becoming withdrawn and/or shy.
- experiencing headaches, stomach aches, anxiety, and/or panic attacks.
- suffering from nightmares or lack of sleep or sleeping too much.
- broader changes in behavior including alcohol or substance misuse.
- changes in appearance and/or starting to act in a way that is not appropriate for the child's age.

- abusive behavior towards others.

Abuse affects different children very differently. The above list is by no means exhaustive, and the presence of one or more of these signs does not necessarily indicate abuse. The behavior that children present with will depend on their particular circumstances.

Apart from checking behavior against a list, staff should be alert to behavior that might cause concerns, think about what the behavior might signify, encourage children to share with them any underlying reasons for their behavior, and, where appropriate, engage with their parents/guardians so that the cause(s) of their behavior can be investigated. Where a child exhibits any behavior that is out of character or abnormal for his/her age, staff should always consider whether an underlying concern is contributing to their behavior (for example, whether the child is being harmed or abused by their peers) and, if so, what the concern is and how the child can be supported going forwards.

20.1 Indicators of abuse and what you might see

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 categorize injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioral indicators of abuse and report any concerns to the designated person.

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused. A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures, or other injuries.
- show signs of pain or discomfort.
- keep arms and legs covered even in warm weather.
- be concerned about changing for P.E. or swimming.
- look unkempt and uncared for.
- change their eating habits.
- have difficulty in making or sustaining friendships.
- appear fearful.
- be reckless with regard to their own or others' safety.
- harm himself/herself.
- frequently miss school or arrive late.
- show signs of not wanting to go home.
- display a change in behavior - from quiet to aggressive or from happy-go-lucky to withdrawn.
- challenge authority.
- become disinterested in their school work.

- be constantly tired or preoccupied.
- be wary of physical contact.
- be involved in or particularly knowledgeable about drugs or alcohol.
- display sexual knowledge or behavior beyond that normally expected for their age.

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 DSP to decide how to proceed. It is very important that you report your concerns – you do not need ‘absolute proof’ that the child is at risk.

21 What to do if there is a concern

If it is a minor concern, such as if a child is often tired in lessons, the teacher should speak to the parents and monitor improvements and changes of the situation and inform the principal. If it is a more serious concern or issue the teacher must speak to the principal before taking any action. The principal will speak to the teacher and work through a Concern Checklist Form with them. Parents need to be informed, and the relevant staff will attend the meeting together with the class teacher if there is a serious concern.

22 Taking action

Key points to remember for taking action are:

- In an emergency take the action necessary to help the child; for example, call 119.
- Report your concern to the principal by the end of the day.
- If the Principal or Deputy Head are not around, ensure the information is shared with the most senior person in the school that day, and ensure action is taken to report the concern to children’s social care without delay.
- Do not start your own investigation alone.
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.
- Complete a record of concern.
- Seek support for yourself if you are distressed.

22.1 If you suspect a child is at risk of harm

There will be occasions when you suspect that a child may be at serious risk but you have no ‘real’ evidence. The child’s behavior may have changed, their artwork could be bizarre, or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors, and it is fine to ask the child if they are alright or if you can help in any way.

Use the Welfare Concern Form (see Appendix III) to record these early concerns. If the child does begin to reveal that they are being harmed, you should follow the advice in Appendix IV “How to deal with disclosure”.

If following your conversation you remain concerned, you should discuss your concerns with the designated person.

22.2 If a child discloses information to you

It takes a lot of courage for a child to disclose that they are being neglected and/or 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.

Staff are informed that every adult working within school must respect the need for confidentiality within the school. By law teachers should refrain from discussing personal matters or behavior of a student or other staff member openly without their consent. Staff members are advised to comply with these regulations at all times – including break times and outside school. Possible concerns should be discussed in a professional setting with the principal who will liaise with the Nominated Child Protection Leader.

Staff should never guarantee confidentiality to a child if the child discloses something. Staff are also advised not to ask or lead any questions but listen to the child and inform them that someone else is coming to talk to them, too. This is to be done with care and sensitivity.

Generally, there is an obligation on schools to speak to the parents about the situation. The only exception to this is when there is immediate danger from the parents, and it could worsen the child’s situation. In that case the authorities need to be informed immediately.

By Taiwanese law all schools have the duty to ensure the safety and wellbeing of the children in their care. Schools are sentinels of the welfare of children and therefore are obliged to breach confidentiality if a child is in danger.

22.3 During your conversation with the child:

- Allow them to speak freely.
- Remain calm and do not over react – the child may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort, like ‘I’m so sorry this has happened’, ‘I want to help’, ‘It isn’t your fault’, ‘You’re doing the right thing in talking to me’.
- Do not be afraid of silences. Remember how hard this must be for the child.
- Under no circumstances ask investigative questions, such as how many times this has happened, whether it happens to siblings too, etc.

- At an appropriate time, and only if you judge the child to be in immediate danger, tell the child that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive, but the child may interpret it that they have done something wrong.
- Tell the child what will happen next. The child may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.
- Reassure the child that all abuse is not acceptable and will not be tolerated.
- Avoid making promises that cannot be kept (‘Everything will be alright now’, ‘I’ll stay with you’). Most importantly, teachers should **never make a promise of confidentiality**.
- Report verbally to the designated person.
- Write up your conversation as soon as possible on the record of concern form and hand it to the designated person.
- Seek support if you feel distressed.

A Record of Concern Form is provided in **Appendix III**.

23 Confidentiality and sharing information

All staff will understand that child protection 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. Staff should only discuss concerns with the Designated Person, Principal or Chair of Governors (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.

Child protection information will be stored and handled in line with General Data Protection principles. Information is:

- processed for limited purposes.
- processed for defined purposes.
- adequate, relevant, and not excessive.
- accurate.
- kept no longer than necessary.
- processed in accordance with the subject’s data rights.
- secure.

Record of Concern Forms and other written information will be stored in a locked facility, and any electronic information will be password protected and only made available to relevant individuals.

Every effort should be made to prevent unauthorized access, and sensitive information must be stored securely.

Child protection records are normally exempt from the disclosure provisions of the Taiwanese Data Protection Acts, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a child or parent to see child protection records, they should refer the request to the principal.

Data Protection Polices do not prevent school staff from sharing information with relevant agencies where that information may help to protect a child. The Taiwanese authorities will stipulate the rules of who needs to know and how to pass on information.

The school's policy on confidentiality and information-sharing is available to parents and children. All persons have the right to view information stored which pertains to them.

24 Notifying parents

The school will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively, and the DSP 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 child or exacerbate the problem, then advice will first be sought from children's social care authorities.

25 Referral to children's social care

The DSP will make a referral to Children's Social Care authorities if it is believed that a child is suffering or is at risk of suffering significant harm. The child (subject to their age and understanding) and the parents will be told that a referral is being made unless to do so would increase the risk to the child.

Any discussions about sexual matters, whatever the nature, will only be discussed in a normal teaching situation and never on a one-to-one basis.

26 Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with Children's Social Care if:

- the situation is an emergency and the principal, the Deputy Head, and the Chair of Governors are all unavailable.
- they are convinced that a direct report is the only way to ensure the child's safety.
- it is related safeguarding portfolio policies.
- there is physical intervention and use of reasonable force
- there is personal and intimate care
- staff has followed the complaints procedure

- staff has followed the anti-bullying procedures
- there is inappropriate physical contact
- staff has followed the whistleblowing procedures
- staff has followed the missing children procedure
- the school has practiced safe recruitment
- staff has followed the grievance and disciplinary procedures

27 Contacting social services or other outside agencies

Social services should be contacted in the following circumstances:

- If the efforts of the school to resolve an issue have not led to an improvement.
- If the parents refuse to cooperate with the school.
- If the school feels that it has reached the limits of its capacity to help.
- If the child is considered in immediate or acute danger (see below).

Within the school, only the principal in consultation with the Nominated Child Protection Leader is permitted to make a decision as to whether Social Services should be contacted. The Chair of the Board is to be informed if Social Services have been contacted.

If a member of staff requests that a case is referred to Social Services, but the principal makes the decision that this is not the correct course of action, then the Nominated Child Protection Leader is to be informed by the principal without delay of the details of the case and the justification for not referring.

The Nominated Child Protection Leader, as the individual with ultimate legal responsibility for the school's actions, will then liaise with the principal on the best way forward.

In either of these circumstances, any emails sent by the Nominated Child Protection Governor to the principal to inform him of a decision to contact or not to contact Social Services should also be copied to the Chair of the Board.

The decision to inform Social Services should be made in agreement with the pupil's parents. Social Services can, however, be contacted without the parents' agreement if the child is considered to be in immediate or acute danger.

It should be remembered that it is possible to consult Social Services and other agencies at any point for advice. This can be done anonymously. Social Services can also give information about other authorities which are in a position to help. These include:

- Educational Psychology Services
- Health Services
- Child Protection Centers
- Regional Offices of the Child Protection Agency

- Information Centers for Child Abuse
- Family Counseling Agencies

First contact with the Social Services will typically be by telephone, whether or not the school discloses the identity of the child concerned at this point. The Social Services will then advise on next steps and whether a written disclosure is required.

28 Arrangements for reviewing policies and procedures

There is an annual review of the policy or when new regulations are published, including an update and review of procedures and their implementation. The Board of Governors should also ensure that the school contributes to effective communication and good cooperation with local agencies.

If there has been a substantiated allegation against a member of staff, the school should determine whether there are any improvements to be made to the school's procedures or practices to help prevent similar events in the future.

29 Contacts

29.1 Key service contacts:

Initial Response: School Counselor & CPP committee members

29.2 Key professional contacts:

Head of Child Protection Services in Zhubei/Hsinchu County: Call 113

School Admin - Alicia Chuang: Alicia_chuang@hcas.com.tw

29.3 Emergency out of hours contact

In an emergency for child protection concerns, outside of school hours Monday through Friday, all day on Saturdays and Sundays, and bank holidays, contact the Principal via e-mail at [Debra Willacey@hcas.com.tw](mailto:Debra.Willacey@hcas.com.tw).

30 Safe School - Safe Staff

The school offers the following advice to staff and other responsible adults (including volunteers):

- Avoid physical contact with pupils where possible.
- When working in a one-to-one situation with a pupil, be in view of another responsible adult or in a room with a door directly open to view.
- Only communicate with pupils via sanctioned means, and avoid all contact with pupils outside the school context, if possible.
- Report to a senior member of staff if a pupil attempts to make personal contact outside of school sanctioned means.
- Report to a senior member of staff if a pupil shows any sign of becoming overly fixated with the responsible adult or another colleague.
- Do not give gifts to pupils or their families, which could be interpreted as a gesture to bribe or groom.
- Exercise care when selecting pupils for or excluding pupils from activities, to avoid any perception of favoritism or injustice.

Appendix I – Code of Ethical Practice

Prior to contact with HCAS students, please sign and return this form to the principal

All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team, and to be an excellent role model for our children. **The highest priority at all times is safeguarding children.**

All school staff should:

- inform themselves about safeguarding children and keep up to date with all new changes in policy. All staff are responsible for researching their own training in this area. Training is funded by the school where budgeting allows.
- adhere to the principles and procedures contained in the Child Protection Policy and in Teaching and Learning Policies.
- understand that school staff are in a position of trust and that sexual relationships with a child, even over the age of 18, may be an offense.
- be alert to and report appropriately any behavior that may indicate that a child is at risk of harm.
- inform themselves about the use of electronic devices and access to the internet. Courses on e-safety are available to all staff.
- place the safety and welfare of children above all other considerations.
- treat all members of the school community including children, parents, colleagues, and governors with consideration and respect.
- treat each child as an individual and make adjustments to meet individual needs.
- demonstrate a clear understanding of and commitment to non-discriminatory practice.
- recognize the power imbalances between children and staff and different levels of seniority of staff and ensure that power and authority are never misused.
- be accompanied by another staff member if a child's clothing is to be removed for changing.
- encourage all children to reach their full potential.
- never condone inappropriate behavior by children or staff.
- take responsibility for their own continuing professional development.
- refrain from any action that would bring the school into disrepute.
- value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.
- not engage in inappropriate communication, electronic or otherwise, with pupils.
- refrain from uploading to the internet any comments about the school as well as refrain from engaging in all social media chats about the school.
- inform the principal when teaching on a one-to-one basis

Staff name: _____

Signature: _____

Date: _____

Appendix II – Safeguarding and CPP Policy Receipt

Prior to contact with HCAS students, please sign and return this form to the principal

Name: _____

Title: _____

Date of joining school: _____

I confirm that I have received and read the School Child Protection Policy. I have been made aware of my duty to safeguard and promote children’s welfare. The procedure for reporting concerns about a child has been explained to me.

Signature: _____

Name: _____

Date: _____

Appendix III - Record of concern:

Child's details

Name:	DOB:	Gender:
Ethnicity:	Enrollment Date (if known):	Guardian/Parental Care:
Preferred Language:	Special Needs/disability: <input type="checkbox"/> Yes <input type="checkbox"/> No	Language Support Required: <input type="checkbox"/> Yes <input type="checkbox"/> No
Does the child know this form has be completed? <input type="checkbox"/> Yes <input type="checkbox"/> No		
If not, why not? If yes, what did the child say upon finding out?		

Details of those with parental responsibility:

Guardianship	Address:	Telephone:
Name of Mother:		
Name of Father:		
Primary Caregiver (if known and not a parent):		
Preferred Language:	Language Support Required: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Details of any siblings (if Known):		

Why are you concerned about this child?

Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the child leading questions or try to investigate the concern yourself.

What have you observed and when? (This relates to anything you have personally witnessed.)

What have you been told and when? (Write here anything you have been told by the child or any other person. Be clear about who has said what.)

What have you heard and when? (This may be third-party information that is relevant but as yet unsubstantiated.)

If an allegation has been made, give any details you have about the alleged abuser:

Date and time of this record: _____

Mandated Reporter details:

Name:	Position:	How you know the child:
Contact Phone Number:		
Address:		
Do those with parental responsibility know this form has been completed? <input type="checkbox"/> Yes <input type="checkbox"/> No If not, why not? If yes, what did they say?		

NOTE: Those with parental responsibility should not be contacted by anyone in the school if this could place the child at risk. Speak to the designated person first.

Does the child have any visible injury or have they told you they have been injured?

Yes No

If yes, has medical advice been sought?

Has any action already been taken in relation to this concern? (for example, child taken out of class, first aid)

Name and position of the person this record was handed to: _____

Date and time the above person received this record: _____

If this record has been handed to anyone other than the designated person, please explain why:

If you have used additional sheets to complete this record of concern, please staple them to this form and write the number of additional sheets here: _____

Hand this form to the designated person before you go home. If the designated person is unavailable, hand it to their deputy or the department's head teacher or the principal.

NB: If you do not have certain information such as the child or family's ethnicity, do not delay handing in the form.

Additional Notes:

Child's details

Name:	DOB:	Gender:
Ethnicity:	Enrollment Date (if known):	Guardian/Parental Care:

Preferred Language:	Special Needs/disability: <input type="checkbox"/> Yes <input type="checkbox"/> No	Language Support Required: <input type="checkbox"/> Yes <input type="checkbox"/> No
Does the child know this form has be completed? <input type="checkbox"/> Yes <input type="checkbox"/> No		
If not, why not? If yes, what did the child say upon finding out?		

Details of those with parental responsibility:

Guardianship	Address:	Telephone:
Name of Mother:		
Name of Father:		
Primary Caregiver (if known and not a parent):		
Preferred Language:	Language Support Required: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Details of any siblings (if Known):		

Appendix IV - How to Deal with Disclosure

When a child discloses abuse:

1. Stay calm

- An abused or neglected child or young person must feel reassured that you are able to help him/her
- Any reactions of shock, outrage, or fear may make him/her feel more anxious or ashamed.
- A calm response reassures that what has happened can be resolved.

2. Go slowly

It is normal to feel inadequate or unsure about what to do or say when a child or young person tells you about their abuse.

- Proceed slowly.
- Gentle and open-ended questions such as: "Can you tell me more about what happened?" are helpful. Avoid questions that begin with "why".

3. Be reassuring

- Reassure the child or young person that they have not done anything wrong.
- Avoid questions that are usually associated with getting into trouble. Avoid using "why" questions.

4. Be supportive

Let the child or young person know:

- they are not in trouble
- they are safe with you
- they have done the right thing and you are glad that they have chosen to tell you about this
- you are sorry that they have been hurt or that this has happened to them
- you will do everything you can to make sure they are not hurt again
- you know others who can be trusted to help solve this problem

5. Get only the essential facts

- Be brief. Limit your discussion to finding out generally what took place.
- When you have sufficient information and reason to believe that abuse and/or neglect has occurred, gently stop gathering facts and be supportive.

6. Tell what will happen next

- Don't make promises to the child about what may or may not happen next.
- Provide only reassurance that is realistic and achievable.
- Discuss with the child what you think will happen next and who will be involved.

7. Report to the Child Protection Leader

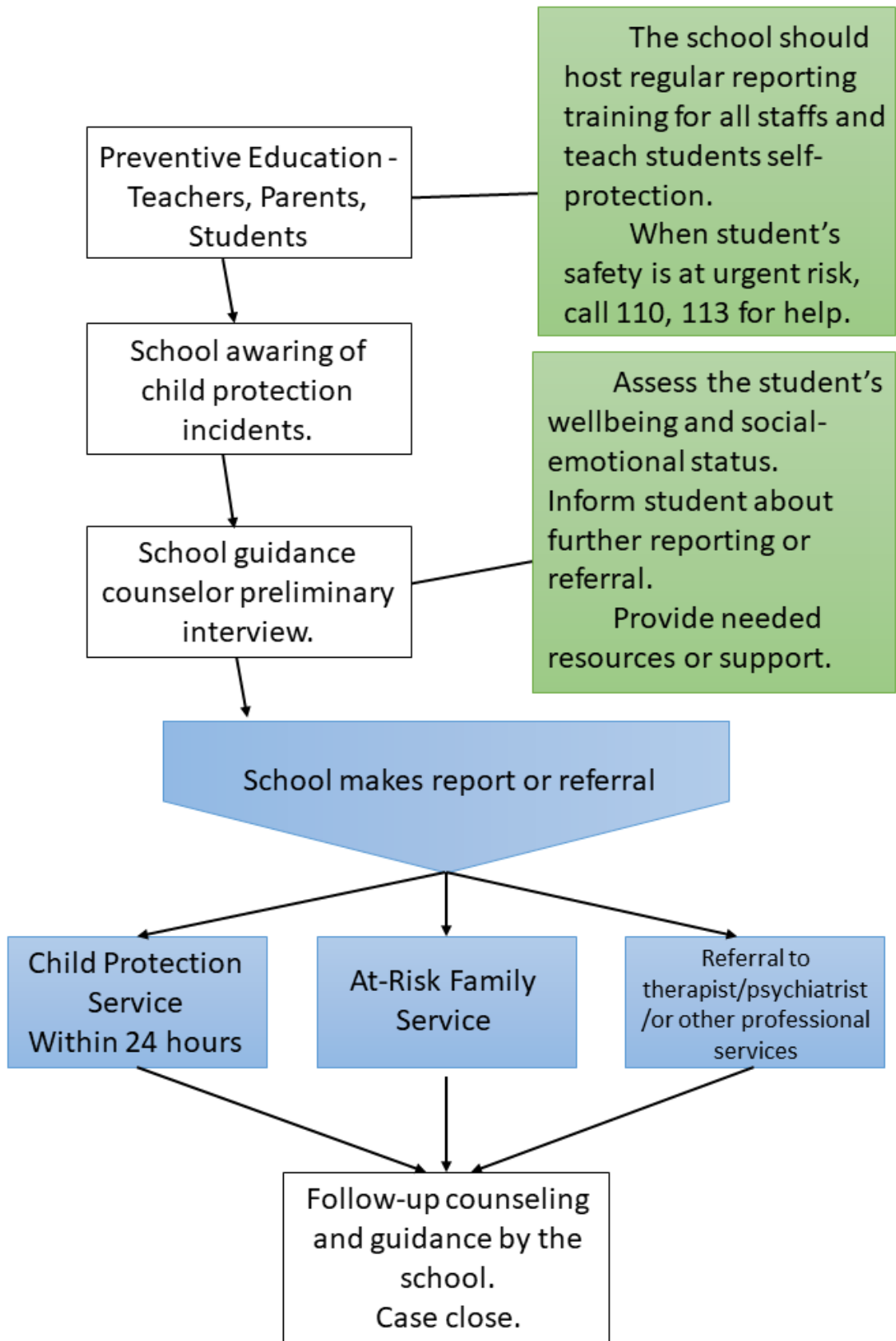
- Report disclosures of abuse or neglect immediately to the Child Protection Leader for follow-up and referral.
- Express your willingness to help the child through the steps which will follow, if appropriate.

8. Make notes

- Make notes of all comments. Use the child's or young person's exact words where possible.
- Save all drawings and artwork. This information may need to be shared with Children's Social Services and the police.

Appendix V – SOP Summary

HCAS CPP evaluation/report/counseling SOP Summary



Appendix VI – Taiwanese CPP Form

※密件

請傳____縣(市)家庭暴力暨(及)性侵害防治中心

兒童少年保護及高風險家庭通報表

自 100.01.01 起適用

- 通報單位應主動確認受理單位是否收到通報，通報單位須自存乙份。
- 通報時應注意維護被害人之秘密及隱私，不得洩露或公開。
- 如須受理單位回覆處理情形者，請勾選；受理單位責任社工應儘速聯繫回覆。
- 以下問項，對兒童及少年(以下簡稱兒少)之保護及協助極為重要，請善盡通報責任，避免漏填。
- 行為人(施虐者)非屬家庭成員，僅涉違反兒少福利法之裁處，無涉特定兒少之保護安置及後續處遇者，【兒童及少年】、【照顧者】等項目可不予查填。
- 經查屬意外事故，非屬惡意對待或疏忽者，請勿通報。

通報人	通報單位	<input type="checkbox"/> 醫院 <input type="checkbox"/> 診所 <input type="checkbox"/> 衛生 <input type="checkbox"/> 警政 <input type="checkbox"/> 社政 <input type="checkbox"/> 教育 <input type="checkbox"/> 司法 <input type="checkbox"/> 113 <input type="checkbox"/> 防治中心 <input type="checkbox"/> 移民業務機關 <input type="checkbox"/> 民政 <input type="checkbox"/> 其他								
	通報人員	<input type="checkbox"/> 醫事人員 <input type="checkbox"/> 警察人員 <input type="checkbox"/> 社工人員 <input type="checkbox"/> 教育人員 <input type="checkbox"/> 保育人員 <input type="checkbox"/> 司法人員 <input type="checkbox"/> 移民業務人員 <input type="checkbox"/> 就業服務中心個管員 <input type="checkbox"/> 村里幹事 <input type="checkbox"/> 村里長 <input type="checkbox"/> 公衛護士 <input type="checkbox"/> 戶政人員 <input type="checkbox"/> 法政人員 <input type="checkbox"/> 公寓大廈管理員 <input type="checkbox"/> 其他								
	單位名稱					受理單位是否需回覆通報單位	<input type="checkbox"/> 是 <input type="checkbox"/> 否			
	姓名			職稱			電話			
	受理時間	年	月	日	時	分	通報時間	分	年	月

通報之兒童及少年	姓名			性別	<input type="checkbox"/> 男 <input type="checkbox"/> 女	出生日期或年齡	年 月 日 (____歲)	身分證統一編號(或護照號碼)			
	國籍別		(請填下方代碼或以文字說明)								
	就學狀況	<input type="checkbox"/> 未入學 <input type="checkbox"/> 學前教育 <input type="checkbox"/> 就學中 <input type="checkbox"/> 輟學 <input type="checkbox"/> 休學 <input type="checkbox"/> 未再升學									
	教育程度	<input type="checkbox"/> 學齡前 <input type="checkbox"/> 國小 <input type="checkbox"/> 國中 <input type="checkbox"/> 高中(職) <input type="checkbox"/> 專科 就讀學校：									
	■是否為身心障礙者?		<input type="checkbox"/> 非身心障礙者 <input type="checkbox"/> 領有身心障礙手冊 <input type="checkbox"/> 疑似身心障礙者								
	■身心障礙或疑似身心障礙類別		<input type="checkbox"/> 肢障 <input type="checkbox"/> 視障 <input type="checkbox"/> 聽障 <input type="checkbox"/> 聲(語)障 <input type="checkbox"/> 智障 <input type="checkbox"/> 精神病患 <input type="checkbox"/> 多重障礙 <input type="checkbox"/> 其他(請註明：____)								
	戶籍地址	縣(市)		鄉(鎮/市/區)		村(里)		鄰 路 段 巷 弄 號之樓			
居住地址	縣(市)		鄉(鎮/市/區)		村(里)		鄰 路 段 巷 弄 號之樓				
電話	宅		公				手機				

手足	姓名	性別	出生日期或年齡	國籍別 (請填下方代碼或以文字說明)	其他相關資訊	
	1.	<input type="checkbox"/> 男 <input type="checkbox"/> 女				
	2.	<input type="checkbox"/> 男 <input type="checkbox"/> 女				
	3.	<input type="checkbox"/> 男 <input type="checkbox"/> 女				
	4.	<input type="checkbox"/> 男 <input type="checkbox"/> 女				
	5.	<input type="checkbox"/> 男 <input type="checkbox"/> 女				
父母/監護人/主要照顧	姓名	出生日期或年齡	國籍別 (請填下方代碼或以文字說明)	連絡地址		電話
	父:			同兒少 <input type="checkbox"/> 戶籍地址 <input type="checkbox"/> 居住地址 其他連絡地址		宅 公 手機
	母:			同兒少 <input type="checkbox"/> 戶籍地址 <input type="checkbox"/> 居住地址 其他連絡地址		宅 公 手機
	其他(與兒少關係):			同兒少 <input type="checkbox"/> 戶籍地址 <input type="checkbox"/> 居住地址 其他連絡地址		宅 公

者					手機	
個案類型 (請擇一勾選，勿漏填，勿重複)			<input type="checkbox"/> 兒少保護：請續填 表 1 ； <input type="checkbox"/> 高風險家庭：請續填 表 2			
表 1		兒少保護個案			★通報高風險家庭者，請勿填列此表	
案情陳述	發生時間	年 月 日 時				
	發生地點	<input type="checkbox"/> 住家 (同兒少 <input type="checkbox"/> 戶籍地址 <input type="checkbox"/> 居住地址) <input type="checkbox"/> 寄養家庭 <input type="checkbox"/> 兒少安置機構 (機構名稱：) <input type="checkbox"/> 學校 (學校名稱：) <input type="checkbox"/> 其他/請敘明位址： 縣(市) 鄉(鎮/市/區) 村(里) 鄰 路 段 巷 弄 號之 樓				
	補充說明：如案發經過、已提供之協助、受傷害情形等 <p style="text-align: right;">請續填下頁</p>					
疑似施虐者 (無則免填)	姓名		性別	<input type="checkbox"/> 男 <input type="checkbox"/> 女	出生日期 或年齡	年 月 日 (歲)
	國籍別		(請填下方代碼或以文字說明)			
	教育程度	<input type="checkbox"/> 國小 <input type="checkbox"/> 國中 <input type="checkbox"/> 高中 (職) <input type="checkbox"/> 專科 <input type="checkbox"/> 大學 <input type="checkbox"/> 研究所以上 <input type="checkbox"/> 不識字 <input type="checkbox"/> 自修 <input type="checkbox"/> 不詳				
	<input checked="" type="checkbox"/> 是否為身心障礙者?		<input type="checkbox"/> 非身心障礙者 <input type="checkbox"/> 領有身心障礙手冊 <input type="checkbox"/> 疑似身心障礙者			
	<input checked="" type="checkbox"/> 身心障礙或疑似身心障礙類別		<input type="checkbox"/> 肢障 <input type="checkbox"/> 視障 <input type="checkbox"/> 聽障 <input type="checkbox"/> 聲(語)障 <input type="checkbox"/> 智障 <input type="checkbox"/> 精神病患 <input type="checkbox"/> 多重障礙 <input type="checkbox"/> 其他(請註明：)			
戶籍地址	縣(市) 鄉(鎮/市/區) 村(里) 鄰 路 段 巷 弄 號之 樓					
居住地址	縣(市) 鄉(鎮/市/區) 村(里) 鄰 路 段 巷 弄 號之 樓					
電話	宅		公		手機	
安全聯絡人	姓名	與兒少關係	電話	連絡地址		
	方便聯絡時間		方便聯繫方式			
	其他可聯絡之親友	姓名	與兒少關係	電話	連絡地址	
	其他相關資訊					
兒少保護情事(可複選)	<input checked="" type="checkbox"/> 兒少有下列行為者					
	<input type="checkbox"/> 兒少施用毒品、非法施用管制藥品或其他有害身心健康之物質。					
	<input type="checkbox"/> 兒少充當酒家、特種咖啡茶室、限制級電子遊戲場及其他涉及賭博、色情、暴力等足以危害其身心健康場所之侍應。					
	<input checked="" type="checkbox"/> 任何人對兒少有下列行為者：					
	<input type="checkbox"/> 遺棄 <input type="checkbox"/> 身心虐待 <input type="checkbox"/> 利用其從事有害健康等危險性活動或欺騙之行為 <input type="checkbox"/> 利用身心障礙或畸形兒童供人參觀。 <input type="checkbox"/> 利用其行乞。 <input type="checkbox"/> 剝奪或妨礙其接受國民教育之機會。 <input type="checkbox"/> 強迫其婚嫁。 <input type="checkbox"/> 拐騙、綁架、買賣、質押，或以其為擔保之行為。 <input type="checkbox"/> 強迫、引誘、容留或媒介其為猥褻行為或性交。 <input type="checkbox"/> 供應刀械或其他危險物品。 <input type="checkbox"/> 利用其拍攝或錄製暴力、猥褻、色情或其他有害其身心發展之出版品、影片、光碟、網際網路或其他物品。 <input type="checkbox"/> 違反媒體分級辦法，對其提供或播送有害其身心發展之出版品、影片、光碟、網際網路或其他物品。 <input type="checkbox"/> 帶領或誘使其進入有礙其身心健康之場所。 <input type="checkbox"/> 強迫、引誘、容留或媒介兒童及少年為自殺行為(請併通報當地社區心理衛生中心)。 <input type="checkbox"/> 其他對兒童及少年或利用兒童及少年犯罪或為不正當之行為。					
<input checked="" type="checkbox"/> 下列緊急情況，建議立即以電話聯繫當地主管機關社工員評估處理，並依兒少保護通報及處理辦法第 6 條規定，於主管機關處理前，提供兒少適當之保護及照顧。						
<input type="checkbox"/> 兒少有以上列舉之保護情事，致其生命身體或自由有立即之危險或有危險之虞者。(限有填列上開選項者)						
<input type="checkbox"/> 兒少未受適當之養育或照顧，致其生命身體或自由有立即之危險或有危險之虞者。						
<input type="checkbox"/> 兒少有立即接受診治之必要，但未就醫者，致其生命身體或自由有立即之危險或有危險之虞者。						
<input type="checkbox"/> 兒少遭受其他迫害，致其生命身體或自由有立即之危險或有危險之虞者。						
注意事項	1. 依兒童及少年福利法第 34 條規定，責任通報人員在執行職務時知有兒童及少年保護事件，應立即通報當地主管機關，並於 24 小時內填具本通報表送當地主管機關，未盡通報責任者，依法應處新臺幣 6 千元以上 3 萬元以下罰鍰。 2. 受理通報表之縣市主管機關，轉介兒少所在地之縣市者，如係屬兒少保護個案，應於轉介後 24 小時內確認受理轉介縣市是否有同步進行調查及訪視，受理轉介縣市依規定於 4 日內完成調查訪視，回報轉介縣市。					

表 2 高風險家庭

★通報兒少保護個案者，請勿填列此類

- 家庭風險因素評估
- 家庭成員關係紊亂或家庭衝突：如家中成人時常劇烈爭吵、無婚姻關係帶年幼子女與人同居、或有離家出走之念頭者等，以致影響兒少日常生活食衣住行育醫等照顧者功能者。
 - 家中兒童少年父母或主要照顧者罹患精神疾病、酒癮、藥癮並未就醫或未持續就醫，以致影響兒少日常生活食衣住行育醫等照顧者功能者。
 - 家中兒童少年父母或主要照顧者有自殺風險個案，尚未強迫、引誘、容留或媒介兒童及少年為自殺行為，惟影響兒少日常生活食衣住行育醫等照顧者功能者。(請併通報當地社區心理衛生中心)。
 - 因貧困、單親、隔代教養或其他不利因素，以致影響兒少日常生活食衣住行育醫等照顧者功能者。
 - 非自願性失業或重複失業者：負擔家計者遭裁員、資遣、強迫退休等，以致影響兒少日常生活食衣住行育醫等照顧者功能者。
 - 負擔家計者死亡、出走、重病、入獄服刑等，以致影響兒少日常生活食衣住行育醫等照顧者功能者。

案情簡述：(請具體陳述兒少受照顧、家庭親子互動狀況、經濟及其他特殊狀況)

案家已領有低收入戶中低收入兒少生活補助弱勢兒少緊急生活扶助身障生活補助急難救助其他(請說明)

轉介單位已提供服務，請說明：

其他相關資訊：

1 本國籍非原住民 / 2 本國籍原住民：201 布農 202 排灣 203 賽夏 204 阿美 205 魯凱 206 泰雅 207 卑南 208 達悟(雅美)
 209 鄒 210 邵 211 噶瑪蘭 212 太魯閣 213 撒奇萊雅 214 賽德克 215 其他(請敘明) 3 大陸籍 / 4 港澳籍 / 5 外國籍：501 泰國
 502 印尼 503 菲律賓 504 越南 505 柬埔寨 506 蒙古 507 其他(請敘明) 6 無國籍 / 7 資料不明

Appendix V - Status Report CPP Summary Report

Summary Report of Cases of Abuse, Violence, Exploitation, Discrimination, Bullying or Peer Abuse, and other Related Offenses

Period Covered: _____ to _____

Victim(s)				Respondents					
Name	Age	Gender	Grade	Name	Age	Gender	Grade	Nature of Complaint	Action(s) Taken

Please note:

NO REPORTED ABUSE, VIOLENCE, EXPLOITATION, DISCRIMINATION, BULLYING OR PEER ABUSE AND OTHER RELATED OFFENSES AS OF THIS DATE.

Submitted by: _____

Principal