

POLICY AND PROCEDURES FOR SAFEGUARDING, PROTECTING, AND PROMOTING THE WELFARE OF OUR STUDENTS 2026

诺德安达教育集团 2026 年有关学生安全的保障、保护及学生福祉促进的政策与程序

Initial launch date: December 2016

初次发布日期: 2016 年 12 月

Last Review: July 2021

上次审核: 2021 年 7 月

Updated Review: January 2026

最新审核: 2026 年 1 月

Version: 001

版本: 001

Section 1 – Introduction and Context 第一部分–引言与背景

1.1 Our commitment and guiding principles 我们的承诺与指导原则

Nord Anglia Education's unique Education philosophy is underpinned by our belief and commitment that all our students will be supported to realise their full potential by learning and thriving in the safest possible environment. Our students are empowered to make decisions for themselves and are supported in this by learning through specific elements of the curriculum, aimed at enabling students to be able to keep themselves safe (e.g. through personal, social and health education, Wellness programmes or similar).

诺德安达教育集团独特的教育理念建立在我们的信念与承诺之上：我们相信并承诺，所有学生都将在尽可能安全的环境中学习与成长，从而充分发挥其潜能。我们通过课程中的特定内容（如个人、社会与健康教育课程，身心健康项目，或类似课程）支持学生自主决策，使学生具备保护自身安全的能力。

Nord Anglia Education and all our schools recognise that having appropriate safeguarding and child protection procedures does not mean that any risk to our students is eliminated. Rather, we expect that all Nord Anglia Education staff, including all staff and volunteers in our schools and any contractors or partner agency staff used by schools, recognise where a student is at risk of, or is actually being harmed and do all they can to reduce further risk or further harm.

诺德安达教育集团及旗下所有学校认识到，学生安全保障与保护程序本身并不能消除对学生的任何风险。相反，我们期望所有诺德安达教育集团的员工——包括学校的所有员工与志愿者，以及学校使用的任何承包商或合作机构员工——都能够识别学生处于风险之中、或正在遭受伤害的情形，并尽其所能减少进一步风险或伤害。

We recognise that our schools are particularly important in protecting our students; they are in the best position to identify concerns early and provide or identify help for students as well as helping to prevent these concerns from escalating. Consequently, Nord Anglia Education and all our schools accept and adhere to these basic principles:

我们认识到，学校在保护学生方面具有特别重要的作用；他们最能够及早发现问题，为学生提供或寻求帮助，并防止问题升级。因此，诺德安达教育集团及所有学校接受并遵循以下基本原则：

- A child's welfare is paramount, and each student has the right to be protected from harm and exploitation and to have their welfare safeguarded irrespective of race, religion, ability, gender, or culture.

学生的福祉至上。每位学生均有权免受伤害与剥削，无论其种族、宗教、能力、性别或文化如何，其福祉均能得到保障。

- All students need to be safe and feel safe in school.

所有学生在学校里都应享有安全，并感到安全。

- Every student is entitled to a rich and broad curriculum that equips them to keep themselves safe.

每位学生都有权获得丰富且广泛的课程，使其具备保护自身安全的能力。

- Every adult in school must have a demonstrable commitment to protecting the students with/for whom we work.

学校的每一位成年工作人员都必须以实际行动证明，我们致力于保护我们所教导和服务的每一位学生。

- We work in partnership with parents/carers and/or other professionals to ensure the protection of students.

我们与家长/监护人和/或其他专业人士合作，以确保学生获得保护。

- Our guiding principle throughout is 'the best interests of the students'.

我们始终遵循的指导原则是“以学生的最佳利益为中心”。

- All students have the same equal rights to protection, but we recognise that we need to do more for some students because of their special educational needs, disability, gender, religion, or sexual orientation.

所有学生都享有平等的受保护权利，但我们认识到，由于部分学生存在特殊教育需求、残疾、性别、宗教或性取向等因素，我们需要为他们提供更多支持。

1.2 Aims and Objectives 目标与宗旨

Nord Anglia Education and all our schools aim to:

诺德安达教育集团及所有学校旨在：

- Provide a world-class, safe and happy environment to enable students to thrive and learn.

提供世界一流、安全且愉快的环境，使学生能够茁壮成长并学习。

- Outline the systems and processes we all take to ensure students remain safe at school.

概述我们为确保学生在校期间保持安全所采取的系统与流程。

- Raise awareness to all staff of safeguarding/child protection issues and define their roles and responsibilities in reporting possible cases of abuse.

提高全体教职工对安全保障/儿童保护问题的认识，并明确他们在报告疑似虐待案件中的角色与职责。

- Identify students who are suffering, or likely to suffer harm.

识别正在遭受伤害或可能遭受伤害的学生。

- Ensure effective communication between all staff on child protection/safeguarding issues.

确保全体教职工在儿童保护/学生安全保护问题上的有效沟通。

- Set effective procedures for staff/volunteers or third-party individuals who encounter any issues in relation to child protection/safeguarding to follow.

为遇到任何儿童保护/安全保障相关问题的教职工、志愿者或第三方人员，制定有效的处理流程。

- Be clear with all parties, including students and their parents/carers, regarding our approach to safeguarding and child protection, through the provision of clear policies.

通过提供清晰的政策，使包括学生及其家长/监护人在内的所有相关方明确我们在学生安全保护与儿童保护方面的做法。

1.3 Accountability and Ownership 问责与责任归属

The Child protection Statement alongside the NAE policy and procedures will be endorsed and adopted at the highest levels, both in our schools and in the organisation. As much as possible they will be adopted by EXCO (Executive Committee) and signed off by the CEO. In as much as it is possible within regional regulatory variations these procedures will also be applied to any partner agency with unsupervised access to children and young people through their work with Nord Anglia Schools, as well as any contracted organisation working on any Nord Anglia Education school site.

《儿童保护声明》、以及诺德安达教育集团的政策与程序，已在我们各所学校及组织内部获得最高管理层的批准和采纳。这些文件将尽可能地由执行委员会(EXCO)通过，并由首席执行官(CEO)最终签署。在区域监管差异允许的范围内，本程序亦将适用于任何通过其与诺德安达学校合作而对儿童和青少年具有无监督接触权限的合作机构，以及任何在任何诺德安达教育学校场地开展工作的受聘组织。

1.4 Definitions 定义

Safeguarding 学生安全保护

Safeguarding and promoting the welfare of children refers to the processes of protecting students from harm, preventing the impairment of their health and development, ensuring that we seek to improve the general health and well-being of all students in our care and enabling every student to have the optimum life chances and enter adulthood successfully.

学生安全保护及儿童福祉促进，是指通过一系列流程保护学生免受伤害，防止其健康与发展受到损害，确保我们致力于改善我们所照护的所有学生的整体健康与身心福祉，并使每一位学生拥有最佳人生机会并成功进入成年阶段。

Child protection 儿童保护

Child Protection is the core element of safeguarding and is defined as the responsibility to protect children who are suffering or likely to suffer from harm as a result of abuse or neglect.

保障儿童安全的核心就是儿童保护。它指的是我们有责任去保护那些正在或可能因为受到虐待或忽视而遭受伤害的儿童。

Note: If the school's preventative work around safeguarding issues is not appropriate or extensive enough, students identified as being a concern may move to be identified as at risk of significant harm. Although other factors outside of the schools' control may also influence this, these procedures aim to ensure that Nord Anglia Education takes whatever measures are possible to avoid this from happening.

注：如果学校在学生安全保护方面的预防性工作不够适当或不够充分，被识别为“需要关注”的学生可能会进一步被认定为处于“重大伤害风险”之中。尽管学校控制范围之外的其他因素也可能影响这一变化，但本程序旨在确保诺德安达教育采取一切可能措施，避免这一情况发生。

Section 2 第二部分

2.1 Rationale 制定依据

Our child protection and safeguarding statement and procedures set out the principles and expectations, as well as the processes, which must be adopted by all Nord Anglia Education schools and the organisation as a whole. The procedures also describe the steps that are taken in meeting our commitment to safeguarding students, at both school and organisational level. Given our international context Nord Anglia Education recognises and accepts its responsibility to safeguard all students under the UN Convention on the Rights of the Child (1989). Nord Anglia Education recognises the obligation to protect our students from harm and in particular, the obligation on Nord Anglia Education and our schools under the following Articles of the UN convention:

我们的儿童保护与安全保障声明及程序，阐明了所有诺德安达教育集团旗下学校及整个组织必须遵循的原则、期望以及相关流程。该程序同时也描述了在集团及学校层面，为履行我们对学生安全保障的承诺所采取的各项措施。鉴于我们的国际化背景，诺德安达教育集团认可并接受《联合国儿童权利公约》（1989 年）对所有学生的保护责任。诺德安达教育集团承担保护学生的义务，尤其是以下《公约》条款：

Article 3: which states that the best interests of children must be the primary concern in decision making about them.

第 3 条：在关于儿童的决策中，儿童的最佳利益必须是首要考虑因素。

Article 13: which states that children have the right to get and share information as long as it is not damaging to them or another child.

第 13 条：儿童有权获取与分享信息，只要这些信息不会对其自身或其他儿童造成损害。

Article 14: which states that children have the right to think and believe what they want and to practise their religion.

第 14 条：儿童有权持有自己的想法与信仰，并有权实践自己的宗教。

Article 19: which states children have the right to be protected from hurt and mistreatment, physically and mentally.

第 19 条：儿童有权在身体与精神方面免受伤害与虐待。

Article 34: which states that Governments should protect children from sexual exploitation and abuse.

第 34 条：政府应保护儿童免受性剥削与性侵犯。

Article 35: which states that Governments should take all measures to ensure that children are not abducted, sold, or trafficked.

第 35 条：政府应采取一切措施确保儿童不被绑架、买卖或贩运。

Article 36: which states that children should be protected from any activity that takes advantage of them or could harm their welfare and development.

第 36 条：儿童应受到保护，免受任何利用他们或可能危害其福祉与发展的活动的侵害。

Article 37: which states that no one is allowed to punish children in a cruel or harmful way.

第 37 条：任何人不得以残忍或有害方式惩罚儿童。

All member states of the UN have signed up to the 1989 convention, except for the United States of America.

除美国外，所有联合国成员国均已签署 1989 年通过的这项公约。

All the UN articles can be found at the following link:

上述联合国条款可在以下链接查阅：

[UN Convention on the Rights of the Child - UNICEF UK](#)

In addition to Nord Anglia Education's commitment to the UN convention on the rights of the child, Nord Anglia Education has used the UK schools' statutory guidance 'Keeping Children Safe in Education' (September 2025) and the International Child protection standards to benchmark against. This policy and procedures are also underpinned by the UK multi-agency guidance "Working together" (Dec 2023) where relevant.

除了践行《联合国儿童权利公约》，诺德安达教育集团还参考英国学校的法定指导文件《保障教育环境中的儿童安全》（2025年9月版）以及国际儿童保护标准。本政策与程序在适用情况下亦借鉴了英国多机构合作指南《共同致力于保护儿童 Working Together》（2023年12月版）。

2.2 Related Documents 相关文件

This overarching safeguarding/child protection policy and procedures manual should be read in conjunction with other NAE safeguarding related policies including: the NAE recruitment policy, background checking policy, whistleblowing policy, code of conduct for all employees, NAE guidance for safe working practice, the NAE social media policy and the allegations policy.

本学生安全保护/儿童保护政策与程序手册为总纲性文件，应与其他诺德安达教育集团的学生安全保护相关政策一并阅读，包括：诺德安达招聘政策、背景审查政策、举报政策、全体员工行为准则、诺德安达安全工作实践指导、诺德安达社交媒体政策、针对员工指控的处理政策等。

Section 3 第三部分

3.1 Organisational and Individual Responsibilities 组织与个人职责

Nord Anglia Education Senior Management Responsibilities 诺德安达教育集团高级管理层的职责

All members of NAE's EXCO and Chief Executive Officer recognise their ultimate responsibility to ensure that staff across organisation and all Nord Anglia Education schools understand and follow the guidance provided by this and all other safeguarding related policies.

诺德安达教育集团执行委员会全体成员及首席执行官明确接受他们的最终职责是确保集团所有员工及各学校员工能够理解并遵循本文件及所有其他儿童保护相关政策的指引。

Regional Managing Directors, through their teams and supported by the head of safeguarding will hold responsibility for ensuring that all schools in each region adopt and comply with all NAE safeguarding guidance and procedures and will have oversight of safeguarding incidents and practice in their schools.

各区域总经理，通过其团队并在安全保障负责人的支持下，将负责确保其所在区域内的所有学校采用并遵守诺德安达教育集团的所有安全保障指导与程序，同时将其区域内各校的安全保障事件及实践工作负有监督职责。

Principals/Head Teachers and Senior Management Team in Schools Responsibilities 校长及学校高级管理团队的职责

The Principal/Head teachers/school directors and senior management team in each school must:

每所学校的校长、负责人及学校高级管理团队必须：

- Ensure that the schools own child protection policy (if different to this NAE document) together with this policy and procedures document and the NAE safeguarding statement are implemented across their school and followed by all staff and volunteers.

确保学校自身的学生保护政策（如与本文件不同）与本《政策与程序》文件以及《诺德安达学生安全保护声明》在全校范围内得到实施，并由所有员工与志愿者遵循。

- Ensure that the schools child protection policy reflects local arrangements, including local risks specific to the region, agencies and bodies to whom the school must or can liaise in a suspected case of abuse.

确保学校的学生保护政策反映当地情况，包括当地特有的风险，以及在疑似虐待案件中学校必须或可以联络的本地机构与部门。

- Allocate sufficient time and resources to enable the Designated Safeguarding Lead (DSL) and any deputy Designated Safeguarding Lead to carry out their role effectively.

分配充足的时间与资源，使学生保护指定负责人(DSL)及其副手能够有效地履行职责。

- Ensure that the culture of the school facilitates concerns being raised and handled sensitively.

确保学校文化便于员工提出关切，并能以审慎周全的方式予以处理。

- Ensure that all staff have seen and read the updated 2025 version of NAE guidance for safer working practice (amended where necessary for any regional regulatory compliance requirements).

确保所有员工已阅读 2025 年更新版本的诺德安达《安全工作实践指导》（如所在区域有其他合规要求，须作相应修订）。

- Ensure that all staff are aware of the NAE policy for dealing with allegations about staff. (updated 2025).

确保所有员工了解诺德安达针对员工指控处理政策（2025 年更新版）。

- Ensure that safeguarding is addressed through the curriculum.

确保通过课程设置落实学生安全保护内容。

- Ensure the school site is secure.

确保校园场地的安全。

- Ensure that the school risk assesses activities, trips, and areas in the school. This should include a local areas risk assessment (LARA).

确保学校对各项活动、校外旅行以及校内各区域进行风险评估，其中应包括对当地周边环境的风险评估。

- Ensure that the schools child protection policy reflects their school's geographical location and reflects local arrangements, including identification of any local risks specific to the region.

确保学校儿童保护政策反映学校所在地的地理特点和当地安排，并包括识别该地区的特定风险。

- Ensure that mapping of local legislation (including clarity on legal duties to report any child protection issue to local authorities etc), guidance and supportive agencies is undertaken and added to the school's customised version of these procedures.

确保对当地法律（包括向当地主管机关报告儿童保护问题的法律义务等）、指南、与支持机构信息进行梳理、纳入学校版本的政策和流程中。

- Ensure that the schools policy identifies those in school with responsibility for safeguarding i.e. Designated Safeguarding Leads (DSLs) and Deputy Designated Safeguarding Leads (DDSLs).

确保学校政策明确学校内承担学生安全保护职责的人员，即学生保护指定负责人(DSL)及副负责人(DDSL)。

- Only deploy staff who will have unsupervised contact with children, where safe recruitment procedures have been followed.

仅在完成安全招聘程序的前提下，方可安排员工与儿童进行无监督接触。

- Maintain a record of all training undertaken by staff in relation to safeguarding and child protection. This training record should be made available for inspection during any audit and should reflect the timescales for renewal identified in these procedures.

记录所有员工在学生安全保护与儿童保护方面所接受的培训。该培训记录应在任何审计中可供查阅，并应反映本文所规定的培训更新周期。

- Ensure that principals, RMDs, RSDs, SLT and DSLs understand the need to escalate cases and incidents based on the criteria outlined in this policy. All cases and incidents categorised as “High Escalated” must be escalated to: RMD, Chief Ed Officer, Group Head of Safeguarding, COO and CEO.

确保校长、区域总经理、区域学生安全负责人、高级领导团队及学校学生保护负责人清楚理解：应按照本政策中列出的标准，对相关案件和事件进行逐级上报。所有被判定为“严重程度高/事态升级”的案件和事件，必须上报至：区域总经理、首席教育官、集团学生安全负责人、集团首席运营官及集团首席执行官。

- Ensure that as part of the escalation process staff understand the need to categorise incidents in line with the guidance below in table A.

确保员工在上汇报流程中，按照表 A 中的描述，对事件进行正确分类。

The escalation criteria are as follows: 升级标准如下：

Note: all “High/Escalated” level incidents will be escalated to RMD, Chief Ed Officer, Group Head of Safeguarding, COO and CEO.

注：所有被判定为“高度紧急”的案件和事件，必须上报至：区域总经理、首席教育官、集团学生安全负责人、集团首席运营官及集团首席执行官。

Low Existing	An incident that is deemed to be a one-off, may be upsetting for a student (s) but won't have a lasting impact, is not unlawful, and does not involve any outside agencies or parents. Very little risk of negative publicity
Medium	A situation or incident that has been ongoing and is having a detrimental impact on a student/s and/or caused significant disruption within the school. A student (s) may have missed school because of the situation. Parents and possibly external agencies have

	become involved. Advice may have been sought from the central Safeguarding team and or local legal services or central services.
High	A serious incident, allegation, or situation. This could include situations where a child has been seriously hurt, or at risk of being seriously hurt. An issue that has been life-threatening, including mental health issues such as attempted suicide.
High/Escalated	A serious incident, allegation, or situation which is or could escalate to become unlawful, has or will have a significant detrimental impact on a student or students, is or will be talked about or reported in the local community, nationally or internationally or based on local legal expectations, requires local authority involvement. This must include any situation where a child has been seriously hurt or the issue has been life-threatening, including mental health issues such as attempted suicide or suicides.

严重程度-低	通常为一次性的事件，事件对一名或多名学生造成负面影响，但往往不是持续性影响，不涉及违法行为，也不涉及任何外部机构或家长。造成负面舆情或媒体关注的风险极低。
严重程度-中	此类情况或事件往往具有持续性，对一名或多名学生产生负面影响，在校内造成了明显的干扰与影响。可能已经有学生因此不愿意来学校。家长已经介入，可能外部机构也有所参与。集团安全保障团队、当地法律服务机构、或集团其他部门可能已就此事提供过建议。
严重程度-高	此类情况往往涉及严重的事件、指控或情况。可能有学生已受到严重伤害，或有受到严重伤害的风险；或是危及生命的情况，如自杀未遂等心理健康问题。
严重程度-高/事态升级	此类严重事件、指控或情况可能涉及违法事件，或很可能发展为违法事件，已经或将会对一名或多名学生造成重大不利影响，已经或很可能在当地社区、全国、或国际层面被讨论或报道，或根据当地法律要求，当地政府或主管部门会介入事件中。此类事件是指学生已受到严重伤害、或存在危及生命风险的情况，包括自杀未遂、自杀等心理健康问题。

Category 分类表 A: 分类

NAE Anxiety 焦虑 NAE Depression 抑郁 NAE Other Mental Health 其他心理健康问题 NAE -FGM 女性生殖器切割 NAE Emotional abuse 情感虐待 NAE Drug use 药物滥用 NAE Sexual assault including verbal 性侵犯（包括言语上的性侵犯） NAE Sexual exploitation 性剥削 NAE Neglect 照管疏忽 NAE Radicalisation 极端激进 NAE Attendance below 80% 出勤率低于 80% NAE Staff to student safeguarding 教职工对学生的安全保护 NAE Parental issue 家长方面的问题	NAE Bullying 欺凌 NAE Racist behaviour 种族歧视行为 NAE Online conduct 网络行为 NAE Online content 网络内容 NAE Online contact 网络接触 NAE Online commerce 网络商业 NAE Trafficking 人口贩运 NAE Criminal exploitation 刑事剥削 NAE Sexual abuse 性虐待 NAE Physical abuse 身体虐待 NAE Self Harm 自伤 NAE Suicide Ideation 自杀意念 NAE Eating Disorders 进食障碍 NAE Physical interventions by staff 教职工的身体干预 NAE Pending category 待定类别
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Important, please note:

Principals and SLT need to ensure that the email system is never used to report or share any confidential or personal information relating to a student either across school or outside school.

重要提示：校长及高级管理团队必须确保，绝不可使用电子邮件系统报告或共享任何与学生相关的机密或个人信息，无论是在校内还是校外。

Responsibilities of the Designated Safeguarding Lead (or Deputy) in a school 学校指定学生安全保护负责人（或副负责人）的职责

Every school will identify at least one named person designated as the Safeguarding Lead (DSL), to support the Principal/Head Teachers on each of the school's sites. This means that schools with split sites will have more than one Designated Safeguarding Lead or deputy designated safeguarding lead. This person/people will: receive appropriate safeguarding training to equip them to undertake their role: be given sufficient time in the working day to undertake the role and be able to prioritise safeguarding when necessary.

每所学校必须至少指定一名人员担任学生安全保护负责人(DSL)，以支持校长及校监在学校各校区履行职责。这意味着设有多个校区的学校，将配备多名学生安全保护指定负责人或副负责人。该人员必须：接受适当的学生安全保护培训，以胜任其职责；在工作时间内获得充足时间履行该职责；在必要时能够优先处理学生安全保护事务。

The Designated Safeguarding Lead may in theory, be the Head teacher/Principal of a school. However, as principals tend to spend more time out of school than others and as the role of DSL requires an element of openness and challenge, in particular, is made more difficult if the DSL is the principal. Additionally, the Principal would be subject to the same training and processes as every other Designated Safeguarding Lead. Schools are therefore advised to give careful consideration before choosing the principal to act as the Designated Lead for Safeguarding and this should be the exception rather than the rule.

理论上，学生安全保护指定负责人可以由校长/校监担任。然而，由于校长通常较多时间不在校内，同时 DSL 角色需要一定程度的独立性与挑战性，当 DSL 由校长担任时，履职可能更为困难。此外，校长亦须接受与其他 DSL 相同的培训与程序。因此，学校在决定由校长担任 DSL 前应慎重考虑，这应属例外情况、而不是常规做法。

The designated staff role is guided by two principles:

指定负责人的角色需遵循两个核心原则：

- The welfare of the child is always paramount. 学生的福祉始终是首要考虑。
- Confidentiality should be respected as far as is reasonably possible. 在合理可行的范围内，应尊重保密原则。

Being guided by these principles the Designated Safeguarding Lead will:

在上述原则指导下，学生安全保护指定负责人将：

- Play a key role in ensuring that the school takes action to support any student who may be at risk.

发挥关键作用，确保学校采取行动，为所有可能面临风险的学生提供支持。

- With the Principal and Head Teachers, make sure that all staff, both teaching and non-teaching, are aware of their responsibilities in relation to safeguarding, child protection and student wellbeing and that everyone follows the laid down procedures.

与校长及学校负责人共同确保所有员工（包括教学与非教学人员）了解其在学生安全保护、儿童保护及学生身心健康方面的职责，并确保所有人遵循既定程。

- Access appropriate training in addition to the basic training that all other staff receive.

接受除基础培训外的额外适当培训。

- Collate, monitor and produce reports on any and all concerns about students.

汇总、监控并生成有关学生的所有关注事项报告。

- Have a clear understanding of the local expectations around safeguarding, who to contact, what agencies exist and how to contact them.

清楚了解当地关于学生安全保护的期望、应联系的机构、可获得的支持及联系方式。

- Ensure that the entire school community knows who the DSL is in their setting.

确保整个学校社区知晓 DSL 在本校的身份。

- Be familiar with local regulations, procedures and agencies who can offer support for safeguarding matters.

熟悉当地法规、程序及可在学生安全保护事务中提供支持的机构。

All staff have the responsibility to report to the Designated Safeguarding Lead any concern they have about the safety of any child in their care. The Designated Safeguarding Lead's responsibility is to make decisions about what to do next and then to take appropriate action. This does not ignore the duties under any mandatory reporting requirements but can simply complement this requirement. Staff holding the concern would still be obliged to refer this concern to appropriate authorities.

所有员工均有责任将其对任何学生安全问题的关切报告给指定学生安全保护负责人。DSL 的职责是决定下一步行动并采取适当措施。这并不取代任何强制报告义务，但可以与之相辅相成。持有关切的员工仍可能需要按照法律要求向相关主管机关报告。

Responsibilities on all staff (including partner organisations and contractors having regular unsupervised contact with children (where regular is defined as once a week or more)). 所有员工的职责（包括合作机构及承包商中与儿童定期无监督接触的人员——“定期”定义为每周一次或以上）

All staff will:

所有员工必须：

- Ensure they are familiar with and follow this safeguarding/child protection policy and procedures and all other safeguarding related policies e.g. Codes of Conduct, guidance for safe working practice etc.

熟悉并遵守本学生安全保护/儿童保护政策与程序，以及所有其他相关学生安全保护政策，例如员工行为准则、安全工作实践指导等。

- Be subject to safe recruitment processes and appropriate background checks, including prohibition order checks for any staff member who trained and /or worked in the UK prior to

starting at the school/organisation (unless an action plan/risk assessment is in place to ensure the staff member is supervised until all checks are completed).

接受安全招聘流程与适当的背景审查，包括对曾在英国接受培训和/或工作过的员工进行禁止任教令的检查（除非已有行动计划/风险评估来确保在所有审查完成前该员工受到监督）。

- **Be aware of and alert to signs and indicators of possible abuse.**
识别并警觉可能存在虐待的迹象与指征。
- **Listen to and take seriously the views and concerns of children.**
认真倾听并重视学生的意见与关切。
- **Record any concerns and report these to the Designated Safeguarding Lead (DSL).**
记录任何关切事项，并向学生安全保护指定负责人（DSL）报告。
- **Follow the procedures outlined in this and any school specific document when/if concerned about any child.**
在对任何学生存在关切时，遵循本文件及任何学校特定文件中所列明的程序。
- **Support students, staff or other adults who have concerns, or who are the subject of concerns, to act appropriately and effectively in instigating or cooperating with any subsequent process of investigation.**
支持存在关切的学生、员工或其他成年人，或成为关切对象的人员，以适当且有效的方式启动或配合后续调查程序。
- **Undertake appropriate child protection/safeguarding, safe recruitment and on-line/cyber safety and wellbeing/suicide prevention training as well as any other appropriate training identified by the schools DSL and or SLT (including refresher training as required by Nord Anglia Education).**
参加适当的儿童保护/学生安全保护培训、安全招聘培训、网络安全/网络防护培训以及身心健康/自杀预防培训，以及学校 DSL 或高级管理团队指定的其他培训（包括诺德安达教育要求的复训）。
- **All staff and volunteers need to recognise that if their behaviour inside or outside the workplace breaches the NAE code of conduct and/or the guidance for safe working practice, this may be considered a disciplinary or even criminal matter.**
如果员工在工作场所内外的行为违反诺德安达员工行为准则和/或安全工作实践指导，该行为可能构成纪律处分事项，甚至刑事犯罪。
- **In (name of school) the Designated Safeguarding Lead(s) is..... (name of DSL and any deputy) and they can be contacted on..... (insert contact number/email/office location).**
在.....（学校名称）中，学生安全保护指定负责人(DSL)为.....（填写 DSL 及副负责人姓名），联系方式为.....（填写联系电话/电子邮箱/办公室地点）。

Please note: For all staff and volunteers who work in one of our British schools, there is an expectation that all will have read part 1 of the UK statutory guidance on safeguarding in schools, "Keeping Children Safe in Education". Evidence of this requirement may be required for any accreditation visit to these schools. This document can be found in the resources section of the safeguarding site on NAU but also through the link below.

请注意：凡在集团任何一所英式学校工作的员工和志愿者，均须阅读英国法定指南《保障儿童教育安全》的第一部分。在对这些学校进行认证评估时，可能需要出示已阅读该指南的证明。此文件可在诺德安达大学安全保障网站的资源区找到，也可通过下方链接访问。

[Keeping children safe in education 2025](#)

All staff who have occasional or supervised contact with children (including staff from partner organisations) will: 所有偶尔或在监督下与儿童接触的员工（包括合作机构人员）此类人员必须：

- Undergo a safeguarding briefing/induction in relation to their role, understand what is required of them if they have concerns and to whom they should report.
在入职或参与工作前接受与其角色相关的学生安全保护简报/培训，了解如有学生安全关切应采取何种行动及向谁报告。
- Provide written confirmation to demonstrate that where appropriate, all partner organisation staff and contractors have been safely recruited with appropriate checks undertaken and that a safeguarding briefing has been provided to these staff, (appropriate to the role and contact they will have with children) before they commence their role on any Nord Anglia Education school or organisation site. Where these staff or volunteers are constantly supervised, the recruitment checks may not need to be as rigorous. Still, it is for the Principal/Headteacher/ Designated Safeguarding Lead to assess this risk, not individual members of staff or partner organisations themselves.

提供书面确认（在适用情况下），证明合作机构员工与承包商已通过适当的安全招聘审查，并在开始于任何诺德安达教育学校或组织场地履职前接受了与其职责及接触儿童性质相匹配的学生安全保护简报。若该等人员始终处于持续监督之下，招聘审查可适度简化，但风险评估应由校长/指定学生安全保护负责人进行，而非由个别员工或合作机构自行决定。

- Where partner organisations/contractors do not have their own safeguarding or child protection policy or procedures, Nord Anglia Education will provide a copy of Nord Anglia Education's own statement, policy and procedures and ask partner organisations/contractors to read and follow this. These requirements will be part of any contractual arrangement.
如合作机构/承包商没有自身的学生安全保护或儿童保护政策与程序，诺德安达教育将向其提供诺德安达的声明、政策与程序副本，并要求其阅读并遵守。本要求将纳入任何合同安排。
- Follow the guidance laid down in these procedures at all times.
始终遵循本程序中规定的指导。
- Be provided with guidance on appropriate safe working practices in an NAE school.
获得有关在诺德安达学校内适当安全工作实践的指导。

Section 4 第四部分

Training and Support 培训与支持

Schools supported by colleagues from Central teams will ensure that:

在集团总部团队同事的支持下，学校必须确保：

- All staff and volunteers in schools are provided with appropriate general (basic) safeguarding training on joining the organisation and then at least every two years. This training will be

available through Nord Anglia University (NAU), as well as face-to-face events and any other approved provider. In addition, all staff should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

所有学校员工与志愿者在加入组织时接受适当的学生安全保护基础培训，并此后至少每两年接受一次复训。该培训可通过诺德安达大学、面对面培训活动或其他获批准的培训机构提供。此外，所有员工应根据需要，并且至少每年一次，通过电子邮件、电子简报、员工会议等方式获得定期的学生安全保护与儿童保护更新，以确保其具备有效保护儿童所需的相关技能与知识。

- These procedures and other relevant policies are made available in a range of relevant languages.

本流程及其他相关政策应以适当的多种语言形式提供。

- Staff and volunteers are supported and have the necessary skills to recognise and take appropriate action regarding students who are at risk, or potentially at risk.

员工与志愿者获得支持，并具备识别处于风险或潜在风险学生并采取适当行动的必要能力。

- Those who have the Designated Safeguarding Lead responsibility in schools have appropriate, up to date knowledge.

承担指定学生安全保护负责人职责的人员具备适当且最新的专业知识。

- All DSLs and deputy DSLs must undertake the NAE higher (level 3) face to face safeguarding training, usually delivered on a regional basis. This training should be refreshed every two years.

所有 DSL 及副 DSL 必须参加诺德安达三级（Level 3）面对面学生安全保护培训（通常以区域形式开展）。该培训应每两年复训一次。

- All staff and volunteers are subject to a full induction, which includes an overview of what to do and who to contact if concerned about a student. Completion of this should be recorded on the staff personal file.

所有员工和志愿者都必须完成全面的入职培训，培训内容涵盖：若对某个学生产生担忧，应如何采取行动以及联系何人。培训完成后，相关记录应存入员工个人档案。

- Appropriate staff are trained in safe recruitment. This safe recruitment training must be renewed every five years.

相关员工必须接受安全招聘培训。该培训必须每五年复训一次。

- Training for new starters must be complete before any new starter can have unsupervised contact with students.

新员工在与学生进行无监督接触之前，必须完成所有必要培训。

- Any student who has or is suffering from any form of harm will receive support. Once agreed with any investigating agency (if involved), students can be offered direct support through school counsellors or external agency input. Schools should hold information on local, regional, or national bodies that may be able to offer direct support in these circumstances.

任何已遭受或正在遭受伤害的学生必须获得支持。在与相关调查机构（如有）达成一致后，学校可通过校内辅导员或外部机构为学生提供直接支持。学校应保存本地、区域或国家层面可能提供直接支持的相关机构信息。

Nord Anglia Education and our schools recognise our duty of care to our employees and where staff have been involved in reporting and responding to abuse, we recognise that this

can be very difficult to deal with in isolation. Nord Anglia Education's schools will therefore be in a position to offer or broker appropriate external support or counselling for any staff member affected by a safeguarding issue. Nord Anglia Education's schools will keep a list of organisations (such as law firms, hospitals, and counsellors, which can be made available to staff on request).

诺德安达教育集团及旗下学校认识到我们对员工的照护责任。当员工参与报告或应对虐待事件时，这可能对个人造成较大心理压力。因此，学校应能够为受学生安全保护事件影响的员工提供或协调适当的外部支持或心理咨询服务。学校应保留可供员工查询的支持机构名单（例如律师事务所、医院、心理咨询机构等）。

Please note: Unless specifically asked to do so, never carry out an investigation about any suspected abuse before being clear on the legal obligations to referring (or otherwise) to local authorities within your specific country/region where they exist. This can be highly specialist work and could interfere with a criminal investigation if this were required and appropriate under local laws.

请注意：除非被明确要求，否则在未明确当地法律关于是否必须向相关主管机关报告的义务之前，绝不可自行开展有关疑似虐待的调查。此类工作通常具有高度专业性，如处理不当，可能干扰刑事调查（如根据当地法律需要开展此类调查）。

Section 5 第五部分

5.1 Forms of Abuse 虐待形式

(Note this is not an exhaustive list merely examples of things to consider)

（请注意，这并非一份完整的清单，仅供参考示例。）

There are a significant number of ways that students may be exposed to risk and danger. All require a response. Abuse is defined as any form of maltreatment of a child. This can manifest itself as direct harm to a child or by a failure to take action to protect a child who is at risk of or already suffering harm.

学生可能面临多种风险与危险情形，均需作出回应。虐待被定义为对儿童的任何形式的不当对待。这可能表现为对儿童的直接伤害，或未采取行动保护处于风险中或已遭受伤害的儿童。

The more commonly referred to types of abuse are:

常见的虐待类型包括：

- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding, or otherwise causing harm to a child.
身体虐待：一种可能包括殴打、摇晃、投掷、投毒、烧伤、烫伤或以其他方式对儿童造成身体伤害的虐待形式。
- **Emotional abuse:** the persistent maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve conveying to a child that they are worthless, unloved, or valued only in so far as they meet the needs of another person.
情感虐待：对儿童持续性的情绪伤害，严重影响其情感发展。可能包括向儿童传达其毫无价值、不被爱，或仅在满足他人需求时才具有价值等信息。

- **Sexual Abuse:** involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. This form of abuse can involve direct contact activities but also non-contact activities over social media or the internet.

性虐待：强迫或诱使儿童参与性活动，无论儿童是否意识到正在发生什么。该类虐待可包括直接接触行为，也可包括通过社交媒体或互联网进行的非接触行为。

- **Neglect:** This is the persistent failure to meet a child's basic physical or psychological needs likely to result in the serious impairment of the child's health or development.

照管疏忽：持续未能满足儿童基本身体或心理需求，可能导致其健康或发展受到严重损害。

While the above are the broad four main areas of potential abuse, abuse itself can take many forms involving one or more of these areas.

虽然上述为四类主要虐待形式，但虐待本身可能涉及上述一个或多个领域，并以多种方式表现。

Organisational and school staff need to be aware of what to look for and what actions to take when concerned about any of these issues (or any other concerns).

组织与学校员工必须了解应关注哪些迹象，并在对上述问题（或其他任何关切）产生担忧时采取何种行动。

Forced marriages (FM) 强迫婚姻

A forced marriage is a marriage conducted without the valid consent of one or both parties, and where duress is a factor. Forced marriage is when someone faces physical pressure to marry (e.g. threats, physical violence, or sexual violence) or emotional and psychological pressure (e.g. if someone is made to feel like they're bringing shame on their family). This is very different to an arranged marriage where both parties give consent.

强迫婚姻是指在一方或双方未给予有效同意的情况下进行的婚姻，其中存在胁迫因素。强迫婚姻可能包括身体压力（如威胁、身体暴力或性暴力）或情绪与心理压力（例如使其认为自己为家庭带来羞耻）。这与双方自愿的包办婚姻完全不同。

In 2013, the first United Nations Human Rights Council also adopted a resolution against children and forced marriages. This resolution recognizes child, early, and forced marriage as involving violations of human rights which “prevents individuals from living their lives free from all forms of violence and has adverse consequences on the enjoyment of human rights, such as the right to education.”

2013 年，联合国人权理事会通过了反对儿童与强迫婚姻的决议，承认儿童、早婚与强迫婚姻涉及人权侵犯，阻碍个人免于暴力生活，并对享有受教育权等基本权利造成不利影响。

As with FGM and some other cultural practices, we need to be aware of the cultural sensitivities but always act in the students' best interests. However, the school procedures must be followed in the same way as for any other safeguarding or child protection matter.

如同对待女性生殖器切割和其他某些文化习俗，我们需注意其文化敏感性，但一切行动必须以学生的最大利益为出发点。即便如此，学校在处理此类问题时，必须遵循与任何其他安全保障或儿童保护事项相同的程序。

Self-Harm 自我伤害

Self-harm can take a number of physical and/or emotional forms. There are many reasons why children and young people try to hurt themselves. Once they start, it can become a compulsion. This is why it is so important for schools to spot it as soon as possible and do everything possible to help. Self-harm is not usually a suicide attempt or a cry for attention. Instead, it is often a way for young people to release overwhelming emotions and a way of coping. So, whatever the reason, it should be taken seriously.

自我伤害可表现为多种身体或情绪形式。儿童与青少年尝试伤害自己的原因多种多样，一旦开始，可能形成强迫行为。因此，学校必须尽早识别并尽一切可能提供帮助。自我伤害通常并非自杀企图，也非寻求关注，而往往是释放难以承受情绪或应对压力的方式。因此，无论原因如何，都必须严肃对待。

The exact reasons why children and young people decide to hurt themselves are not always easy to work out. In fact, they might not even know exactly why they do it, but there are links between depression and self-harm. Quite often a child or young person who is self-harming is being bullied, under too much pressure, being emotionally abused, grieving, or having relationship problems with family or friends. The feelings that these issues bring up can include low self-esteem, low confidence, loneliness, sadness, anger, numbness, and lack of control in their lives. Young people will sometimes go to great lengths to cover self-harm scars or injuries and/or they will explain any indications of self-harm as accidents.

自我伤害的具体原因可能难以确定，甚至当事人自身也未必清楚，但自我伤害常与抑郁有关。自我伤害的学生可能正在遭受欺凌、承受过大压力、情绪虐待、丧亲、或与家人或朋友关系紧张。相关情绪可能包括低自尊、缺乏自信、孤独、悲伤、愤怒、麻木或失控感。学生可能极力掩盖伤痕或将伤痕解释为意外。

There are some common themes that may help staff identify concerns including:

常见迹象包括：

- Physical indicators such as cuts, bruises, burns, bald patches (where hair has been pulled out).
身体迹象，如割伤、淤青、烧伤、脱发区域（因拉扯头发所致）。
- Emotional indicators such as depression, sudden weight loss, drinking or drug-taking, or unusual eating habits and isolation or withdrawal.
情绪迹象，如抑郁、突然体重下降、酗酒或吸毒、不正常饮食习惯、孤立或退缩。

If staff suspect that a student is self-harming this must be referred to the Designated Safeguarding Lead who will consider the next steps. It is likely that this will require discussion with the student involved and their parents/carers to agree a course of action or referral to an organisation that may be able to support the student.

如员工怀疑学生存在自我伤害行为，必须向学生安全保护指定负责人报告，由其决定后续措施。通常需要与学生及其家长/监护人讨论并达成行动方案，或转介至可提供支持的专业机构。

Mental Health/Wellbeing 心理健康/身心健康

Nord Anglia is committed to the Wellbeing of young people. Data tells us that more and more children are reporting significant wellbeing and mental health issues.

诺德安达始终关注和致力于提升青少年的身心健康。数据表明，越来越多的儿童出现了严重的身心健康及心理问题。

Our schools need to be able to recognise and act appropriately for students whose wellbeing is suffering especially where this is having a negative impact on any student.

学校必须能够识别学生身心健康受损的情况，并采取适当行动，尤其是在该问题对学生产生负面影响时。

Training and support are available to all schools through the resources in NAU much of which is provided for us by specialist organisations. Schools should also identify training and support which meets the needs of young people in their setting.

所有学校均可通过诺德安达大学的资源获得培训与支持，其中大部分由专业组织提供。各学校还应根据本校青少年的具体情况，确定相应的培训与支持措施。

Additionally, all staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

此外，所有员工应认识到，心理健康问题在某些情况下可能是学生遭受或处于虐待、忽视或剥削风险中的迹象。

Staff in schools are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing some form of mental health problem or be at risk of developing one.

学校员工最有机会观察学生的日常行为，能够识别那些其行为表明可能存在心理健康问题或存在发展风险的学生。

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is important that staff are aware for some children their experiences can impact on their mental health, behaviour, and education. Schools may not have the expertise or resources to address any mental health issues and unless it places a child at greater risk early contact should always be made with the child's family and agreement reached about access to the appropriate external professional body reached where possible.

当儿童经历虐待、忽视或其他潜在创伤性不良童年经历时，其影响可能持续整个童年、青少年时期，甚至延续至成年阶段。员工应认识到，对部分学生而言，这些经历可能影响其心理健康、行为及学习表现。学校可能并不具备解决所有心理健康问题的专业能力或资源。在不增加学生风险的前提下，应尽早与其家庭取得联系，并尽可能达成共识，由适当的外部专业机构提供支持。

Affluent Neglect 富裕型忽视

What is Affluent Neglect?什么是富裕型忽视？

Affluent neglect refers to the neglect experienced by children in wealthy families. Often, neglect in wealthier families can be more difficult to spot, as the type of neglect experienced by children and young people in these circumstances is often emotional.

富裕型忽视是指发生在经济条件优越家庭中的儿童忽视问题。在富裕家庭中，忽视往往更难被识别，因为此类情境下儿童和青少年所经历的忽视通常以情感忽视为主。

There are a huge number of risks that face children from all walks of life and being a child in an affluent family is often perceived to protect those children from some of these dangers. In reality, children from affluent families aren't as sheltered from neglect as some of us may think.

来自各个社会背景的儿童都面临诸多风险与挑战。虽然普遍认为身处富裕家庭的儿童较少暴露于某些危险之中，但实际上，他们并不像人们想象的那样完全免受忽视的影响。

In wealthy families, it can be the case that parents work long hours, leaving children in the care of paid carers. This can create an emotional disconnect and leave children feeling lonely, with their emotional needs unfulfilled by their parents.

在部分富裕家庭中，父母可能因长时间工作，将子女交由受薪照护人员照料。这种安排可能导致亲子之间情感连接的缺失，使儿童感到孤独，其情感需求未能从父母处获得充分满足。

It has also been suggested that as well as not spending quality time with their children, affluent parents may put a high amount of pressure on their children to succeed academically, which can sometimes lead to psychological and emotional problems for children.

此外，有观点指出，除了缺乏高质量的亲子陪伴时间外，部分富裕家庭的父母可能对子女的学业成功施加较高压力，这在某些情况下可能导致儿童出现心理与情绪问题。

There are several barriers that may prevent children, from more affluent homes, who are experiencing these types of neglect from accessing the support they need. Firstly, their symptoms of neglect may be harder to spot. The nature of emotional neglect can make it much harder to identify than other types of neglect. For example, due to the family having hired help to care for the children they may present as clean, tidy, well-dressed, and properly fed when they are actually experiencing emotional neglect.

来自富裕家庭、正在经历此类忽视的儿童，在获得所需支持方面可能面临多重障碍。首先，其忽视症状往往更难被识别。情感忽视的特性，使其较其他类型的忽视更难以察觉。例如，由于家庭雇有照护人员，儿童可能表现为衣着整洁、仪表得体、饮食充足，但实际上却正经历情感忽视。

Also, staff training often focuses on case studies looking at children from poor or working-class families, so staff in educational settings may not be adequately trained to identify and intervene with cases of neglect among their wealthier families.

其次，员工培训往往以贫困或工薪阶层家庭的案例为重点，因此教育环境中的工作人员可能未充分接受识别和干预富裕家庭忽视案例的相关培训。

It is also often the case when working with poorer families that they are already known to external agencies, so it is easier to know who to look out for. The same cannot be said for wealthy families, as often they are not 'on the radar' of external services (where these exist). Even where external agencies do exist, there may also be increased hostility towards these agencies from more affluent families, making it more difficult to improve outcomes for children in these circumstances.

此外，在与经济条件较差家庭合作时，这些家庭往往已在外部机构的关注范围之内，因此更容易识别潜在风险对象。而富裕家庭通常并未“进入”外部服务机构的视野（如相关机构存在的情况下）。即便存在外部机构，部分富裕家庭可能对外部干预持更强的抵触态度，从而增加改善儿童处境的难度。

There is also a case to be made for the role of unconscious bias when working with children from wealthier families. Schools and school staff may miss important pieces of the puzzle when they assume that children from wealthy families are less at risk than those from poorer backgrounds. These children may be coming in with new clothes and fancy designer labels – not signs you would usually associate with a case of parental neglect.

还需考虑无意识偏见的影响。当学校或学校工作人员假设来自富裕家庭的儿童风险较低时，可能忽略重要线索。这些儿童可能穿着新衣服、佩戴高端品牌标识——这些表象通常并不会被联想到家长忽视的迹象。

It can be even harder to identify and intervene in neglect cases when a child is attending boarding school, or their parents are living out of the area or even overseas. This adds another layer of complexity and can prove challenging, not only for identifying home issues but also for communicating with parents to improve outcomes for the child.

当儿童就读寄宿学校，或其父母居住在本地以外甚至海外时，识别与干预忽视问题可能更加困难。这种情况增加了复杂性，不仅在识别家庭问题方面带来挑战，也可能在与家长沟通、改善儿童处境方面造成困难。

What is the potential impact? 什么是潜在影响？

The emotional neglect and lack of supervision sometimes faced by children from affluent families are considered to be adverse childhood experiences (ACEs). [What are ACEs?](#) ACEs can affect brain development and change how a person's body will respond to stress. They have a lasting impact on an individual and the consequences of these adverse experiences can lead to long-term mental and physical health problems, as well as substance misuse and addiction in adulthood.

情感忽视与监管不足被视为“不良童年经历”。[什么是“不良童年经历”？](#)不良童年经历会影响大脑发育，并改变个体应对压力的方式，可能导致长期心理与身体健康问题，以及成年后的物质滥用或成瘾行为。

ACEs are preventable and by ensuring staff in your organisation are trained to spot affluent neglect, and have the appropriate tools to report, record, and manage these concerns, your organisation can be proactive in improving outcomes for this often-overlooked group of young people.

不良童年经历是可以预防的。通过培训员工识别富裕型忽视，并建立有效报告、记录与管理系统，学校可主动改善这一常被忽视群体的结果。

By preventing ACEs from occurring, your organisation will be able to lower the risk for serious and long-term health conditions such as depression and cancer in adulthood. They will also be able to intervene and reduce behaviours like smoking and heavy drinking, improve a child's ability to thrive at school, and ultimately prevent ACEs from being passed from one generation to the next.

预防不良童年经历有助于降低成年后抑郁症、癌症等长期健康问题风险，同时减少吸烟、酗酒等行为，并促进学生在学校中茁壮成长，防止创伤在代际间传递。

Some fundamental steps for ensuring no child (no matter what their background) goes unseen:

确保没有儿童被忽视的基本措施：

- Ensure staff regularly receive up-to-date, good quality, and thorough safeguarding training.

定期为员工提供高质量、最新且全面的学生安全保护培训。

- Encourage staff to identify and question their own unconscious biases.
鼓励员工识别并反思自身的无意识偏见。
- Put in place robust and easy-to-use safeguarding reporting systems.
建立强健且易于使用的学生安全保护报告系统。
- Create a culture in your organisation that puts safeguarding first.
建立将学生安全保护置于首位的组织文化。

Managing Cases of Affluent Neglect 富裕型忽视案件管理

Farrer & Co (UK legal Firm) have created a helpful document to support schools in handling cases of affluent neglect.

英国律师事务所 Farrer & Co 制作了支持学校处理富裕型忽视案件的指导文件。

You can find it [here](#).

你可以在此[链接](#)中访问详情。

They suggest you create a whole school environment which is “trauma informed”

建议学校建立“创伤知情”的整体校园环境。

A school environment which is trauma informed assumes that an individual is more likely than not to have a history of trauma and that, without interventions and supportive factors in place, the cycle of ACEs, trauma and adversity, is more likely to continue in future generations.

一个具备“创伤知情”理念的学校环境会认为，个体极有可能有过创伤经历，并且，若缺乏有效的干预措施和支持性因素，不良童年经历、创伤与逆境的循环，就更有可能在未来的代际中延续下去。

Child Sexual Exploitation (CSE) 儿童性剥削

The sexual exploitation of children and young people under 18 can involve exploitative relationships where young people receive something in return for performing sexual acts. Exploitation of any student can occur on a face-to-face level or through the use of technology, such as mobile phones or computers and game consoles. In these situations, a student could be encouraged to send or post indecent images of themselves.

对儿童及 18 岁以下青少年的性剥削可能涉及剥削性关系，即青少年在进行性行为的同时会得到某种回报。对任何学生的剥削都可能发生在面对面的场合，也可能通过使用技术手段实现，比如手机、电脑和游戏机等。在这些情况下，学生可能会被鼓励发送或发布自己的不雅照片。

In all cases the person exploiting students does so by misusing the power they have over them. This power may come through virtue of age, physical strength and/or economic resources. Violence, intimidation, and coercion are common in exploitative relationships.

在所有情况下，剥削学生的人都是通过滥用他们对学生的权力来进行的。这种权力可能源于年龄、体力和/或经济资源。剥削关系中常见的行为包括暴力、恐吓和胁迫。

Sexting 性信息发送

Sexting is when someone shares sexual, naked, or semi-naked images or videos of themselves or others or sends sexually explicit messages.

“性信息发送”是指某人分享自己或他人的性、裸露或半裸图片或视频，或发送带有性暗示内容的信息。

Sexting may also be referred to by students as trading nudes, dirties or pic for pic.

学生也可能将“性信息发送”称为“交换裸照”、“发荤照”或“以图换图”。

There are many reasons why a student may want to send a naked or semi-naked picture, video, or message to someone else:

学生可能出于多种原因想向他人发送裸露或半裸图片、视频或信息：

- **Joining in because they think that ‘everyone is doing it.’**
因为他们认为“每个人都在这样做”，于是跟风参与。
- **Boosting their self-esteem.**
提升自尊。
- **Flirting with others and testing their sexual identity.**
与他人调情并测试自己的性身份认同。
- **Exploring their sexual feelings.**
探索自己的性情感。
- **To get attention and connect with new people on social media.**
为了在社交媒体上获得关注并与新的人建立联系。
- **They may find it difficult to say no if somebody asks them for an explicit image, especially if the person asking is persistent.**
如果有人向他们索要露骨图片，尤其当对方态度强硬时，他们可能会发现难以拒绝。

Students often do not realise that in creating and sending these images they are potentially committing a criminal act. Ideally, we would not want to deal with these issues as criminal acts. Learning and support can be a more beneficial way of tackling sexting.

学生通常并未意识到，在制作和发送这些图像时，他们可能正在实施一项刑事犯罪行为。理想情况下，我们不想将这些问题作为刑事案件来处理。通过教育与支持的方式来应对性信息发送，可能是一种更为有益的处理方式。

Note: The above is not an exhaustive list of all the potential forms of abuse which staff may have to deal with on occasions. For information, please see “Keeping Children Safe in Education” (2025 latest version). This is a UK publication, but the types of abuse discussed are valid and can apply to any country around the world.

注：上述内容并非工作人员在实际工作中可能需要处理的所有潜在虐待形式的详尽清单。相关信息请参阅《保障儿童教育安全》（2025年最新版）。该文件为英国出版物，但其中讨论的虐待类型具有普遍适用性，可适用于世界上任何国家。

5.2 Additional Safeguarding issues 其他安全保障问题

In the 2025 edition of "Keeping Children Safe in Education," online safety is divided into four main areas: **Content**, which covers harmful or inappropriate material; **Contact**, focusing on interactions with potentially harmful individuals; **Conduct**, addressing behaviours like cyberbullying and online harassment; and **Commerce**, which deals with risks related to online transactions like scams.

2025 年版《保障儿童教育安全》将网络安全分为四大领域：内容——涉及有害或不当信息；接触——侧重于与潜在危险人员的互动；行为——针对网络欺凌和网络骚扰等问题；商业——应对网络诈骗等在线交易相关风险。

Additionally, it's crucial for schools to understand emerging AI-related risks, such as AI-driven misinformation, privacy concerns, biased or unethical outputs, and the rise of deepfakes.

此外，学校亟需了解与人工智能相关的新型风险，包括人工智能生成的虚假信息、隐私问题、偏见或不道德的算法输出，以及深度伪造技术的日益普及。

It is important that schools spend time to understand these online risks to young people and ensure that staff receive proper training. Equally, curricula should be developed to help students navigate the online environment safely.

学校必须花时间深入了解这些危及青少年的网络风险，并确保员工得到充分培训。同时，还应开发相应课程，引导学生安全地使用网络。

- **Deepfakes and Misinformation:** Deepfake technology can create highly realistic, but fake, videos and audio recordings. These can be used to spread false information, leading to potential harm to students, such as reputational damage or emotional distress. For example, a deepfake video could falsely depict a student in a compromising situation, which could lead to bullying or emotional harm.
深度伪造与虚假信息：深度伪造技术可生成极为逼真的虚假视频和音频。这些伪造内容会被用来散布假信息，从而对学生造成潜在伤害，比如声誉受损或心理痛苦。例如，一段深度伪造视频可能虚假地显示某名学生处于尴尬或不当的状态，进而导致欺凌行为发生或引发情感伤害。
- **AI-Generated Grooming and Predation:** AI can be used to create convincing fake identities or chatbots that mimic real people. This can lead to the grooming of students online, where predators use AI to manipulate or exploit young people. For instance, an AI-driven chatbot could engage a student in seemingly harmless conversation, gradually leading them into risky situations.
人工智能生成的诱骗与侵害：人工智能技术可被用来生成极具欺骗性的虚假身份，或制造模仿真实人物的聊天机器人。这会导致学生遭遇在线诱骗——侵害者通过人工智能操控或剥削青少年。例如，一个由人工智能驱动的聊天机器人可能先与学生进行看似平常的对话，随后逐步将其引入危险情境。

Internet Filtering and Monitoring 互联网过滤与监控

This needs to be an increased focus on online safety and ensuring that staff in schools understand what **filtering** and **monitoring** is, and that it is in place to prevent children accessing inappropriate and harmful content online while pupils are in school. This is a clear safeguarding and welfare concern and not just a matter for the IT team. The DSL should take lead responsibility for understanding the filtering and monitoring systems in place at the school.

必须加强对网络安全的关注，确保学校员工理解什么是网络过滤与监控机制，并确保相关机制已到位，以防止学生在校期间访问不适当或有害内容。这属于明确的学生安全保护与福利问题，而不仅仅是信息技术部门的职责。指定学生安全保护负责人应承担主要责任，了解学校现行的过滤与监控系统。

E safety 网络安全

The continued growth in electronic media in everyday life and an ever-developing variety of devices create additional risks for children. Risks and dangers of being online include:

电子媒体在日常生活中的持续增长，以及各类设备的不断发展，为学生带来了额外风险。网络环境中的风险与危险包括：

- Inappropriate content.
不适当的内容
- Ignoring age restrictions and communicating with unknown adults or other children (which make children vulnerable to bullying and grooming).
忽视年龄限制，与陌生成年人或其他儿童沟通（这会使儿童更容易遭受欺凌和诱骗）
- Grooming and sexual abuse.
诱骗和性虐待
- Sharing personal information.
分享个人信息
- Gambling or running up debts.
赌博或产生债务
- Cyber Bullying.
网络欺凌

Cyber bullying is an increasingly common form of bullying behaviour and is most often related to social networks and mobile phones.

网络欺凌是一种日益普遍的欺凌行为形式，通常与社交网络和手机密切相关。

Nord Anglia Education believes the best way to protect our students is to teach awareness and understanding of risk, particularly through personal, social and health education, sex and relationship education or wellness programmes. Each school's curriculum includes appropriate and frequent opportunities to teach children how to recognise when they and others are at risk and equips them with the skills, strategies, and language they need to take appropriate action.

诺德安达教育认为，保护学生的最佳方式是通过教育提升风险意识与理解，特别是通过个人、社会与健康教育课程、性与关系教育课程或身心健康项目。各学校课程均包含适当且定期的教学机会，帮助学生识别自己或他人何时处于风险之中，并为其提供所需的技能、策略与表达语言，以采取适当行动。

Social Media 社交媒体

When used appropriately, social media can be a very powerful and effective method of communication and in order to make best use of the many educational and social benefits of technologies, students need opportunities to use and explore the digital world, using multiple devices from multiple locations.

在适当使用的情况下，社交媒体可以成为一种非常强大且有效的沟通方式。为了充分利用技术带来的众多教育与社会效益，学生需要有机会在多个地点、使用多种设备探索和使用数字世界。

As with all technologies however, we need to be aware of the potential dangers and boundaries for the use of social media in schools. We also need to recognise that the risks

associated with the use of social media and all technology, is not with the technology itself but with the user.

然而，与所有技术一样，我们必须意识到在学校使用社交媒体时的潜在风险与界限。我们也必须认识到，与社交媒体及所有技术相关的风险，并非源于技术本身，而是源于使用者。

To equip students to use these technologies safely, schools should consider opportunities to educate students in the safe use of technology. This may be through the curriculum or by external/specialist provision.

为使学生能够安全使用这些技术，学校应考虑通过课程或外部/专业机构提供的方式，对学生进行安全使用技术方面的教育。

Schools should also make students aware that if they are concerned about anything they encounter, through social media that worries them, should be reported to school staff.

学校还应让学生明确，如果他们通过社交媒体遇到任何令其担忧的内容，应向学校工作人员报告。

Schools may adopt their own social media policy in addition to that of NAE, but these procedures should be seen as the guide to safeguarding both staff and students, in this area and the guidance should be followed at all times.

学校可以在诺德安达教育政策之外制定本校的社交媒体政策，但本文件中的程序应被视为在该领域保护员工与学生的指导方针，并且相关指导必须始终遵循。

Communicating with both current and former students via personal social networking sites or via other non-school related mechanisms such as personal e-mails and text messages can lead to employees being vulnerable to serious allegations concerning the safeguarding of children and young people. All communication with students via any personal page or elsewhere should be avoided and where there is an exception this must be agreed with a member of the school SLT.

通过个人社交网络网站或其他与学校无关的方式（例如个人电子邮件和短信）与在校或已毕业学生沟通，可能使员工面临有关儿童和青少年安全保护的严重指控风险。应避免通过任何个人页面或以其他方式与学生进行沟通，如存在例外情况，必须获得学校高级领导团队成员的批准。

Adults working in this area must therefore ensure that they establish safe and responsible online guidelines and acceptable user policies. All schools must therefore have an acceptable user's policy. This policy/ guidance must detail the way in which all technologies may and may not be used and identify the potential sanctions for misuse. Various learning platforms are now widely established and clear agreement by all parties about acceptable and responsible use is essential.

在该领域工作的成年人必须确保建立安全且负责任的网络使用指南以及可接受用户政策。因此，所有学校必须制定可接受用户政策。该政策/指导必须详细说明各种技术可以或不可以使用的方式，并明确滥用行为的潜在处罚措施。当前，各类学习平台已广泛建立，因此所有相关方就可接受与负责任的使用方式达成明确一致至关重要。

This means for our students, they should:

这意味着，对于我们的学生，他们应当：

- Not sign up to social media sites that have an age restriction on them until they reach the appropriate age.
在达到相应年龄之前，不得注册设有年龄限制的社交媒体网站。
- Not post anything which is offensive to any other student, parent, or staff member, either in their own name or anonymously.

不得以本人名义或匿名方式发布对其他学生、家长或员工具有冒犯性的内容。

- **Avoid attempting to send friend requests to a member of staff.**

避免尝试向员工发送好友请求。

- **Be provided with guidance and training on the safe use of social media and other technologies.**

接受关于安全使用社交媒体及其他技术的指导与培训。

- **Report anything of concern that someone sends them through social media (or other technology).**

报告任何通过社交媒体（或其他技术）发送给他们、令其担忧的内容。

Nord Anglia Education and all our schools should:

诺德安达教育及旗下所有学校应当：

- **have in place an ICT Acceptable Use Policy (AUP). A template is available from NAE.**

制定信息与通信技术可接受使用政策。诺德安达教育集团可提供模板。

- **self-review E-Safety policies regularly in the light of new and emerging technologies.**

根据新兴技术的发展，定期自我审查网络安全政策。

- **have a clear policy which specifies acceptable and permissible modes of communication.**

制定明确的政策，规定可接受与允许的沟通方式。

- **ensure communication between students and adults, by whatever method, takes place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, text messages, e-mails, digital cameras, video, webcams, websites, and blogs.**

确保学生与成年人之间的沟通，无论通过何种方式进行，均在清晰且明确的专业界限内开展。这包括更广泛的技术使用，例如手机、短信、电子邮件、数码相机、视频、网络摄像头、网站和博客。

- **They should not request or respond to any personal information from the child/young person other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny.**

除其专业角色范围内可能适当需要的信息外，不得向儿童/青少年索取或回应任何个人信息。成年人应确保所有沟通均保持透明，并可接受审查。

Adults should:

成年人应当：

- **ensure that personal social networking sites are set at private, and students are never listed as approved contacts.**

确保个人社交网络账户设置为“私密”，并且绝不将学生列为已批准联系人。

- **never use or access social networking sites of students unless requested to do so by a member of SLT.**

除非经学校高级领导团队成员要求，否则不得使用或访问学生的社交网络账户。

- **not give their personal contact details or any other personal information to students, including mobile telephone number.**

不得向学生提供个人联系方式或任何其他个人信息，包括手机号码。

- only use equipment e.g. mobile phones, provided by school/service to communicate with children, making sure that parents/line manager have given permission for this form of communication to be used.

仅使用学校/服务机构提供的设备（例如手机）与学生进行沟通，并确保家长/直属主管已批准使用该沟通方式。

- only make contact with children for professional reasons and in accordance with any school or NAE policy.

仅因专业原因与学生联系，并遵循学校或诺德安达教育的相关政策。

- recognise that text messaging should only be used as part of an agreed protocol and when other forms of communication are not possible.

认识到短信仅应作为既定沟通协议的一部分使用，且仅在其他沟通方式不可行时使用。

- not use web-based or any other communication channels to send personal messages to a child/young person or their families without express permission of your line manager or the Principal/Headteacher.

未经直属主管或校长/校监明确许可，不得通过基于网络或任何其他通信渠道向儿童/青少年或其家庭发送个人信息。

- avoid any form of on-line, electronic (or otherwise) relationship with former students unless this is as part of planned and agreed engagement with Alumnae. This is especially important with ex-students who are still under 18.

避免与已毕业学生建立任何形式的线上、电子（或其他形式）关系，除非该联系属于与校友（Alumnae）之间经过规划并同意的互动安排的一部分。对于仍未满 18 岁的毕业生，此点尤为重要。

- Adults should ensure that all communications are transparent and open to scrutiny.

确保所有沟通均保持透明，并可接受审查。

- Adults should be professional in their communications with students to avoid any possible misinterpretation of motives or any behaviour which could be misconstrued.

在与学生沟通时保持专业，以避免任何可能被误解动机或被曲解的不当行为。

- Above all do nothing that is likely to bring into question your suitability to work for Nord Anglia Education or your suitability to work with children or young people in a Nord Anglia School.

最重要的是，不得从事任何可能使他人质疑你是否适合为诺德安达教育工作，或是否适合在诺德安达学校与儿童或青少年共事的行为。

Internet and e-mail systems should only be used in accordance with the Nord Anglia/school policy.

互联网及电子邮件系统仅可按照诺德安达教育/学校政策使用。

Note: in the context of this policy and procedures, the term adult is used rather than employees because in schools the policy should be applied to all adults whether employees, volunteers, or contractors.

注：在本政策与程序的语境中，使用“成年人”一词，而非“员工”，因为在学校环境中，本政策应适用于所有成年人，无论其身份为员工、志愿者或承包商。

Mobile phone and Camera Images 手机与影像拍摄

It is our policy that practitioners, teachers, and visitors to our Early Years settings should not use personal mobile phones to take images of children.

我们的政策规定，在早期教育阶段（幼儿园）环境中，工作人员、教师及访客不得使用个人手机为儿童拍摄照片。

In our primary and secondary schools, if personal equipment is used to capture child images, this should be an exception and these images should be uploaded to the schools' system as soon as possible and immediately deleted from personal equipment. Permission to capture images, videos or audio recordings should be sought from the Designated Safeguarding Lead or Head Teacher for the school.

在小学和中学阶段，如确需使用个人设备拍摄学生影像，应属例外情况，并且这些影像应尽快上传至学校系统，并立即从个人设备中删除。拍摄图片、视频或音频记录前，应征得学校学生安全保护指定负责人或校长的许可。

Photographs of Students: 学生照片：

- Photographs of students being used by staff for learning, marketing or any other purpose should only be taken on school cameras/devices (any exception to this should require agreement with a member of schools SLT).

员工出于教学、宣传或任何其他目的使用学生照片时，仅可使用学校的相机/设备进行拍摄（如有例外情况，必须获得学校高级领导团队成员的同意）。

- Images taken should be saved on the school's server/database and never uploaded to any personal equipment.

所拍摄的影像必须保存在学校服务器/数据库中，且绝不得上传至任何个人设备。

- Staff personal phones should not be used in classrooms and learning areas when students are present except where required as a response to emergency planning.

当学生在场时，除非为应对紧急情况，员工个人手机不得在教室或学习区域内使用。

- Visitors and parents/carers should be asked not to use mobiles devices within the school and/or early years setting, except where permission has been granted to capture images of their own child or children.

访客及家长/照护人应被要求不得在学校和/或早期教育环境中使用移动设备，除非已获许可拍摄其本人子女的影像。

- All parents/carers must give permission for photographs (usually through PICS) to be used for any purpose and to sign a disclaimer if they do not wish their child's image to be used.

所有家长/监护人必须（通常通过 PICS 系统）授权照片用于任何用途；若不同意使用其子女的肖像，则须签署相关免责声明。

Allegations against staff and volunteers 针对员工与志愿者的指控

(Please see the NAE allegations policy for full detail)

(完整细节请参阅诺德安达教育针对员工指控处理政策。)

In short:

简而言之：

An allegation can be made against a staff member or volunteer at any point. It is important that any such allegations are treated seriously, and appropriate procedures followed.

针对员工或志愿者的指控可能在任何时间发生。任何此类指控都必须严肃对待，并遵循适当程序。

An allegation is different to a complaint and can be defined as follows:

指控不同于投诉，其定义如下：

- Where someone has behaved in a way that has harmed or may have harmed a child.
当某人以某种方式伤害了或可能伤害了儿童。
- Where someone has possibly committed a criminal offence against a child.
当某人可能对儿童实施了刑事犯罪。
- Where someone has behaved in a way towards a child or children that would pose a risk to children.
当某人对儿童的行为可能对儿童构成风险。
- Where someone has behaved or may have behaved in a way that indicates they may not be suitable to work with children.
当某人的行为或可能的行为表明其可能不适合与儿童共事。

In the event of an allegation being made against a member of the school staff (or a volunteer helper), it will always be referred to and investigated by the Principal unless a criminal act has been committed, in which case the matter should be referred to the local authorities where appropriate. **If the Principal deems the allegation to be of a safeguarding nature (criminal or not) the Group Head of Safeguarding for Nord Anglia Education must be informed as soon as possible and certainly within 24 hours.** HR must also be informed by contacting the regional HR Director and/or the Chief HR Officer as soon as possible. In the case of the allegation being against the Principal, the Regional HR Director, and the Regional Managing Director, as well as the Head of Safeguarding and Chief HR Officer should be informed.

如果接到针对学校教职员工（或志愿者）的指控，除非涉及刑事犯罪（在此情况下应酌情移交当地执法部门处理），否则一律交由校长处理并负责调查。**如果校长判定某项指控属于安全保障范畴（无论是否涉及刑事犯罪），则必须在 24 小时之内尽快上报诺德安达教育集团的安全保障负责人。**同时，还应尽快告知区域人力资源总监和/或集团首席人力资源官。若指控的对象是校长本人，则须通知区域人力资源总监、区域总经理、以及集团安全保障负责人和首席人力资源官。

For serious allegations, in addition to the above, the matter must always be reported as soon as possible to the Chief HR Officer, the Chief Operating Officer and the Chief Executive Officer.

对于严重指控，除上述步骤外，还必须尽快报告集团首席人力资源官、集团首席运营官及集团首席执行官。

No action to investigate the concern should be taken before consultation with the Group Head of Safeguarding, HR colleagues, Regional Managing Director and where necessary Group Legal have been consulted (to verify if Legal Privilege is to be maintained) and agreement reached about how best to approach and investigate the concern. If it is felt, after these initial consultations, that further enquiries are needed, then the member of staff may be suspended in certain circumstances. Suspension is a neutral act, and in no way implies that the person is guilty of any wrongdoing. It is acknowledged that this would be distressing for the person concerned, and the school will do all it can to balance the interests of any individual with that of the need to keep children safe. The school will seek advice from the Regional HR Director/Head of Safeguarding before acting and will comply with national and locally agreed guidance on these matters. Each school is expected to have researched and mapped the local arrangements and guidance for dealing with allegations, and these should be reviewed at this stage.

在未与集团安全保障负责人、人力资源同事、区域总经理协商，并在必要时征求集团法务部门意见（以确认是否维持法律保密特权）以及就如何最佳处理及调查该关切达成一致之前，不得对该关切事项采取任何调查行动。如在初步咨询后认为需要进一步调查，在某些情况下相关员工可能被停职。停职是一项中性措施，绝不表示当事人有任何不当行为。我们理解这对当事人而言将造成心理困扰，学校将在保护学生安全的前提下，尽力平衡个人利益与学生安全需求。学校在采取行动之前，应先向区域人力资源总监或安全保障负责人寻求建议，并遵循国家和地方关于此类问题的相关指引。每所学校都应提前了解和梳理当地处理指控的工作机制及指导文件，并在当前阶段对其进行复核。

Staff will reduce the possibility of an allegation being made by ensuring that they are aware of the expectations within the Nord Anglia Education code of conduct for staff and volunteers and the NAE guidance for safe working practice.

员工通过了解并遵守诺德安达教育员工与志愿者行为准则以及安全工作实践指导，可降低被提出指控的风险。

All schools should take account of and adopt the NAE safer working practice guidance. This document should be amended where necessary to take account of local regional restrictions. The guidance should form part of any new members of staff's induction and should also be made available to all existing staff and all those with unsupervised contact with students including 3rd parties. (Abridged versions can be created for 3rd parties).

所有学校应参考并采纳诺德安达教育更安全工作实践指导。该文件应在必要时根据当地或区域限制进行修订。该指导应成为新员工入职培训的一部分，并提供给所有现有员工以及所有与学生进行无监督接触的人员，包括第三方人员（可为第三方制作简化版本）。

Whistleblowing 举报

Nord Anglia Education and our schools recognise that we cannot expect children to raise concerns in an environment where adults fail to do so. All staff and volunteers should be aware of their duty to raise concerns about the actions or attitude of colleagues. Appropriate concerns raised for the right reasons are considered to be a protected disclosure and, even if proven to be unfounded, no action will be taken against the whistleblower.

诺德安达教育及旗下学校认识到，如果成年人未能提出关切，我们不能期望学生在这样的环境中提出关切。所有员工与志愿者应认识到其有责任对同事的行为或态度提出关切。出于正

当理由提出的适当关切属于受保护披露，即使最终证明该关切缺乏事实依据，也不会对举报人采取任何行动。

Malicious whistleblowing, however, will be seen as a potential disciplinary matter. (see Nord Anglia Education's whistleblowing policy).

然而，恶意举报将被视为潜在的纪律处分事项。（详见诺德安达教育举报政策。）

Anti-Bullying 反欺凌

Bullying is a safeguarding matter and if left unresolved can become a more serious child protection issue. Staff at every level will take seriously any concerns raised in relation to the bullying of any student. Action will always be taken to investigate the concerns and to prevent repeat incidents or behaviours. Bullying may involve the misuse of social media or other technology and/or be direct from student to student. Each school must have its own anti-bullying policy and approach to restorative practices and all our schools will demonstrate a commitment to help resolve specific issues.

欺凌属于学生安全保护事项，如未得到解决，可能演变为更严重的儿童保护问题。各级员工必须认真对待任何与学生遭受欺凌有关的关切。学校始终会采取行动调查相关关切，并防止类似事件或行为再次发生。欺凌可能涉及社交媒体或其他技术的滥用，也可能为学生之间的直接行为。每所学校必须制定本校反欺凌政策及恢复性实践方法，并展示其致力于解决具体问题的承诺。

Children with Special Educational Needs or Disabilities 有特殊教育需要的学生或残障儿童

All staff should recognise that children with Special Educational Needs and Disabilities can mean additional safeguarding challenges. Depending on the nature of a child's special need or disability, additional barriers can exist which make it more difficult to identify and recognise signs of abuse. For example, it is easy to assume that a child's mood, behaviour, or any injury relates to their disability rather than the fact they may be suffering abuse. It should also be recognised that children with disabilities may be disproportionately impacted on by behaviours such as bullying but they may not show any outward signs. Communication difficulties, in particular, can make it very difficult for a child to indicate what's happening and, therefore, may make it very difficult to overcome any such barrier. Staff should be extra vigilant and report any and all concerns, avoiding making assumptions about the causes of any injury or behaviour.

所有员工应认识到，具有特殊教育需要或残障的儿童可能面临额外的学生安全保护挑战。根据儿童特殊需要或残障的性质，可能存在额外障碍，使识别和辨认虐待迹象更加困难。例如，很容易将儿童的情绪、行为或任何受伤情况归因于其残障，而忽视其可能正在遭受虐待这一事实。还应认识到，残障儿童可能更容易受到诸如欺凌等行为的影响，但他们可能并未表现出明显的外在迹象。尤其是沟通障碍，可能使儿童难以表达正在发生的事情，从而更难克服这些障碍。员工应保持高度警觉，报告任何及所有关切，避免对任何伤害或行为的原因作出主观假设。

It is essential that schools fully understand the additional needs of their young people and ensure that appropriate provisions and support mechanisms are in place. Failing to do so could be seen as neglectful, as it can lead to educational disadvantage for these students, preventing them from reaching their full academic potential. By prioritising understanding and support, schools will create a more inclusive and equitable learning environment for all students.

学校必须深入了解青少年的额外需求，并确保制定了适当的支持措施与保障机制。如果做不到这一点，则可能被视为疏于照顾，因为这会使这些学生在学习上处于劣势，妨碍他们充分实现学业上的潜能。通过将理解和支持放在首位，学校才能为全体学生营造一个更加包容、更加公平的学习环境。

Safeguarding students who are vulnerable to extremism 保护易受极端主义影响的学生

Nord Anglia Education Schools value freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or leads to violence and harm of others, goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Any freedom of speech which promotes violence against anyone or anything else will not be tolerated.

诺德安达教育学校重视言论自由以及信仰/意识形态表达，认为这是支撑我们社会价值观的基本权利。学生和教师均有权自由表达意见。然而，自由伴随着责任，若言论旨在操控弱势群体或导致对他人的暴力和伤害，则违背了言论自由所依托的道德原则。言论自由并非无限制的特权；其受平等、人权、社区安全及社区凝聚力相关法律和政策的约束。任何鼓吹对他人或任何事物实施暴力的言论自由行为均不会被容忍。

A short awareness course on Extremism can be found at the following link:

关于极端主义的简要意识课程可通过以下链接获取：

http://course.ncalt.com/Channel_General_Awareness/01/index.html

[Prevent duty training](#)

Physical Intervention/restraint 身体干预/约束

There may be times when adults in schools, in the course of their school duties, have to intervene physically in order to restrain students and prevent them from coming to harm. Such intervention should always be both reasonable and proportionate to the circumstances and be the minimum necessary to resolve the situation. UK government guidance has been issued in relation to the use of reasonable force and can be used as best practice advice. (Schools may wish to add their own local best practice advice and guidance here if available).

在学校履职过程中，可能会出现成年人需要进行身体干预以约束学生，防止其受到伤害的情况。此类干预必须始终合理、与情境相称，并且是解决问题所需的最低限度措施。英国政府已发布有关合理使用武力的指导，可作为最佳实践参考。（学校可在此处补充本地最佳实践指导，如适用。）

DfE advice

The Principal/Head teacher should require any adult involved in any such incident to report the matter to him/her as soon as possible. The staff member is required to document the incident in full giving a description and full account of the incident. Witnesses to the incident should be identified where possible.

校长/校监应要求参与此类事件的成年人尽快向其报告相关情况。相关员工必须完整记录事件经过，提供详细描述和完整说明。应在可能情况下确认事件目击者身份。

When a physical intervention is required, it is vital that a senior member of staff debriefs the student involved, allowing them the opportunity to describe what happened. This account should be included in the recording of the intervention. It is also important that the student receives a medical check and that their parents are promptly informed about the incident.

在需要进行身体干预的情况下，必须安排一名高级教职员与当事学生进行事后沟通，给学生一个讲述事件经过的机会。学生的陈述应被记录在干预档案中。同时，还应对学生进行身体检查，并及时将此事告知其家长。

It is essential to maintain thorough records of every physical intervention, documenting details such as the students involved, the staff members present, and the circumstances. Regular reviews of these records should be conducted to identify patterns and work towards reducing the need for physical interventions in the future.

对所有身体干预措施都应保存详尽的记录，包括所涉学生、在场教职员工以及事发情况等细节。应定期审查这些记录，从中识别规律和趋势，从而努力减少未来对身体干预措施的需求。

All physical interventions should be recorded on CPOMS or iSAMs, and it is crucial that such incidents are treated with the utmost seriousness.

所有的身体干预都应记录在 CPOMS 或 iSAMs 系统上，此类事件务须以最严肃的态度对待。

Domestic Abuse 家庭暴力

The accepted definition of domestic violence and abuse is:

家庭暴力与虐待的公认定义为：

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

发生在年满 16 岁或以上、目前或曾经为亲密伴侣或家庭成员之间的任何控制性、胁迫性、威胁性行为、暴力或虐待行为模式，无论性别或性取向。

The abuse can encompass but is not limited to psychological, physical, sexual, financial, and emotional. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

此类虐待可能包括但不限于心理、身体、性、经济及情感方面的虐待。接触家庭暴力和/或家庭暴力环境可能对学生造成严重且长期的情绪与心理影响。在某些情况下，学生可能将虐待归咎于自己，或因相关情况而不得不离开家庭住所。影响青少年的家庭暴力也可能发生在其个人关系中，而不仅限于家庭生活情境。

Safe Recruitment and Selection 安全招聘与选拔

Nord Anglia Education and all our schools will do all they can to ensure that all those working with students in our schools and across the whole organisation are suitable people. In order to do this, all staff who will work in an unsupervised capacity with children or young people

will be recruited using safe recruitment procedures. (see Nord Anglia Education's recruitment policy and background checking policy).

诺德安达教育集团及旗下所有学校将竭尽全力，确保在校内及整个集团中所有与学生打交道的工作人员都是适当的人选。为实现这一目标，任何将在无人监督的情况下接触儿童或青少年的员工，都必须按照安全的招聘流程进行聘用（详见诺德安达教育集团《招聘政策》与《背景审查政策》）。

Safe Recruitment involves scrutinising applicants through the interview process and application forms, verifying identity, qualifications and obtaining appropriate references, undertaking criminal background checks from all countries where the applicant has lived or worked in the last 10 years (except in the USA where this will be 7 years), as well as some additional recruitment checks.

安全招聘包括：通过面试和申请表对申请人进行严格筛选；核实身份、资质；获取合格的推荐信；对申请人过去十年内（美国为七年内）曾居住或工作过的所有国家进行刑事背景调查；以及执行其他补充性的招聘审查。

At least one member of every interview panel at the organisational and school level, who is interviewing for roles involving unsupervised contact with children, must have undergone safe recruitment training. All schools will keep a record of all the recruitment checks undertaken on all staff. This record will include details relating to the DBS (Disclosure and Barring Service check or ICPC for anyone who has lived or worked in the UK only), i.e. date completed and number, other countries criminal records checks or certificates of good conduct, qualifications, prohibition order checks etc.

此外，在组织层面与学校层面，凡面试涉及与儿童进行无监督接触岗位的面试小组中，至少必须有一名成员已完成安全招聘培训。所有学校都必须为所有员工建立招聘审查记录，详细记载各项审查的情况。记录内容应包括：披露与禁止服务局审查、或仅适用于曾在英国居住或工作过的员工的 ICPC 的相关信息，如完成日期和编号，其他国家的犯罪记录检查或无犯罪记录证明，资格证书，禁止令审查等。

Please note that the requirement for background checks applies to any adult whom a school allows to have regular unsupervised contacts with their students. This therefore also includes any 3rd party or contractor, including bus drivers, security, catering, cleaners etc.

需要特别留意的是，背景调查的规定涵盖所有经学校允许、能够定期在无人监督的情况下接触学生的成年人。因此，该要求也适用于各类第三方或外包人员，包括校车司机、保安、食堂工作人员、保洁员等。

Where 3rd parties are provided by an external company, for these staff it would be sufficient for the company to provide a letter of confirmation to say that all staff deployed to our school hold clear background checks and they should provide us with reference numbers as confirmation rather than copies of the checks themselves.

若第三方人员由外部公司提供，则对于此类员工，该公司出具一份确认函即可，声明其派驻至我校的所有员工均已通过有效的背景审查。此外，该公司还应向我们提供相关审查的参考编号作为确认，而无需提供审查文件本身的副本。

Where information is disclosed as part of the criminal records checking process, whether this is information about cautions, convictions or soft information, any disclosure will lead to a risk assessment being completed prior to appointment. This risk assessment will be signed off by the Principal or Regional HR Manager.

如果在犯罪记录审查的过程中发现任何信息——无论是警告、定罪记录还是所谓的“软信息”——只要存在信息披露，都必须在正式录用之前完成一项风险评估。该项风险评估最终须由校长或区域人力资源经理签字确认。

Single central record 单一中央记录

It is a mandatory requirement for UK based schools to keep a single central record (which is a comprehensive record of all recruitment checks). This register can however be seen as a model of best practice for any school.

位于英国的学校必须建立一份单一中央记录（即对所有招聘审查信息的完整登记），这是强制性的法定要求。不过，这一记录制度也可作为最佳实践范本，供任何学校参考采用。

Additionally, the single central record should be created and held by all schools identifying as “British” schools, as this will potentially be one area of focus for any accreditation process.

此外，所有自认定为“英国体系”的学校均应建立并保存单一中央记录，因为这可能是认证评估重点之一。

The central record must cover the following:

单一中央记录必须涵盖：

- all staff/volunteers, including teacher trainees, agency and third-party supply staff who work at the school.

所有员工与志愿者，包括实习教师、代理员工、第三方派遣人员等在学校工作的任何人员。

The single central record must indicate whether the following information has been collected and background checks carried out (and appropriate certificates obtained).

单一中央记录必须标明：以下信息是否已收集，背景调查是否已完成（以及是否已获取相应证书）。

The record must also show the date on which each check was completed /certificate obtained and who saw them:

记录中还必须写明每项审查的完成时间或证书的取得日期，以及由谁核验过这些材料：

- Start date of employment/ Service Agreement Date 入职日期 / 服务协议日期
- Role 岗位

Identity 身份信息：

- Name 姓名
- Address 地址
- Date of Birth 出生日期
- Evidence of photo ID, date seen and who checked by. Record what was seen (passport/ driving licence etc). Ideally, schools should also see a birth certificate that matches the photo ID.

带照片的身份证明（注明查阅日期及查阅人，并记录所查阅证件类型，如护照或驾驶执照等）。理想情况下，学校还应查阅与照片身份证件匹配的出生证明。

Background checks 背景审查：

- Evidence of qualification, date seen and who they were checked by. Record “no” if qualifications are not needed for the role. Make sure the original certificate proving the qualification is seen and recorded.

资质证明（注明查阅日期及查阅人；如该岗位无需资质，记录“无”）。必须查阅并记录原始资格证书。

- Prohibition order checks (undertaken by the regional HR team on all teachers who qualified or worked in the UK. (Regional HR would need to provide schools with evidence that these checks have been undertaken)

禁止任教令检查（适用于曾在英国取得资格或任教的教师；该检查由区域人力资源团队开展，并向学校提供完成证明）。

- Section 128 check (Only applies to UK citizens taking up positions as Principals or senior leaders). This check is undertaken on any individual in a leadership position in one of our schools. Regional HR should undertake these checks on the school’s behalf.

第 128 条检查（仅适用于担任校长或高级管理岗位的英国公民）。该检查由区域人力资源代表学校开展。

- Background checks which must cover ten years (except in the USA), and all countries lived in over the last ten years, including contractors and third parties with regular unsupervised contact with students.

背景审查必须涵盖过去十年内所有居住国家（美国除外），包括与学生定期无监督接触的承包商及第三方人员。

Right to work 工作许可：

- Visa etc – date seen and who checked by

签证（注明查阅日期及查阅人）。

References 推荐信：

- There should be a minimum of 2 references. References should be followed up by phone or email to confirm the author, with the date of the follow-up recorded.

至少两封推荐信。必须通过电话或电子邮件跟进确认推荐人身份，并记录跟进日期。

Peer on Peer abuse and Harmful Sexual Behaviour (HSB) 同伴间虐待及有害性行为

All staff should recognise that children are capable of abusing their peers.

所有员工应认识到，学生有可能对其同伴实施虐待。

Sexual violence and sexual harassment can occur between students of any age and sex, from primary through to secondary. Incidents can occur in school or outside school and can occur through a group of students sexually assaulting or sexually harassing a single student or group. Sexual violence and sexual harassment exist on a continuum which may overlap; they can occur online and face to face (both physically and verbally) but are never acceptable in any situation. Staff in school need to understand the different forms sexually harmful behaviours can include not just sexual violence and sexual harassment but also:

性暴力和性骚扰可能发生在任何年龄和性别的学生之间，从小学至中学阶段均可能发生。相关事件可能发生在校内或校外，也可能涉及一群学生对单一学生或一组学生实施性侵犯或性骚扰。性暴力和性骚扰存在于一个连续谱上，可能相互重叠；可能通过线上或面对面（包括

身体或言语)方式发生,但在任何情况下均不可接受。学校员工必须理解性有害行为的不同形式,这不仅包括性暴力和性骚扰,还包括:

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, and
身体虐待,例如殴打、踢打、摇晃、咬伤、拉扯头发或以其他方式造成身体伤害;
- Sexting and other forms of inappropriate on-line.
以及性信息发送及其他形式的不当在线行为。

Reports regarding sexually harmful behaviours should never be ignored or dismissed. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

关于性有害行为的报告绝不可被忽视或轻视。必须确保所有受害者得到安抚,明确其问题受到严肃对待,并将获得支持和保护。绝不可让受害者产生“因为举报性暴力或性骚扰而制造问题”的印象,也不得使受害者因提出报告而感到羞愧。

Students who are victims of sexual violence and/or sexual harassment wherever it happens, will find the experience stressful and distressing and it is possible that this will have a negative impact on their educational attainment which can be exacerbated if the alleged perpetrator(s) attends the same school.

遭受性暴力和/或性骚扰的学生,无论事件发生在何处,都会感到压力与困扰,这可能对其学业表现产生负面影响;如涉嫌施害者与其就读同一所学校,这种影响可能加剧。

Staff should understand that safeguarding incidents and/or behaviours can be associated with factors outside the school including intimate personal care.

员工应理解,学生安全保护事件和/或行为可能与学校之外的因素有关,包括亲密个人照护等情境。

Staff in schools need to be able to identify concerning sexualised behaviour and know when to refer these concerns to the DSL. Schools need to ensure that staff know how allegations of peer-on-peer abuse will be recorded, investigated, and dealt with in the same way as any other safeguarding or bullying concern.

学校员工必须能够识别令人担忧的性化行为,并知道何时将相关关切转交指定学生安全保护负责人。学校必须确保员工了解如何记录、调查及处理同伴间虐待指控,方式应与其他学生安全保护或欺凌问题相同。

All schools need to have clear processes as to how victims, perpetrators and any other child affected by sexually harmful behaviours will be supported and a clear statement that abuse is abuse and will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

所有学校必须制定明确流程,说明如何支持受害者、施害者以及任何受性有害行为影响的其他儿童,并明确声明:虐待就是虐待,绝不可被视为“玩笑”、“闹着玩”或“成长的一部分”。

Staff in school need to understand the different forms peer on peer abuse can take, such as:

学校员工必须了解同伴间虐待的不同形式，例如：

- sexual violence and sexual harassment.
性暴力和性骚扰；
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, and
身体虐待，例如殴打、踢打、摇晃、咬伤、拉扯头发或以其他方式造成身体伤害；
- sexting.
以及性信息发送。

Schools with boarding schools have additional factors to consider regarding safeguarding. Schools that provide such residential accommodation should be alert to inappropriate student relationships and the potential for peer-on-peer abuse.

设有寄宿制的学校在学生安全保护方面需考虑额外因素。提供寄宿住宿的学校应警惕不当的学生关系以及同伴间虐待的潜在风险。

In assessing and addressing this issue NAE schools are advised to undertake the NAE sexually harmful behaviour audit. Available here:

在评估和处理此问题时，建议诺德安达学校开展诺德安达性有害行为审计。链接如下：

https://www.nordanglia.university/lms/index.php?r=course/deeplink&course_id=1763&generated_by=13045&hash=28f3086a52dc9a250e90459409040b154d388a4e

Schools should take a zero-tolerance approach to the issue and include appropriate input through the curriculum to help educate students about a variety of issues related to sexually harmful behaviours including issues such as consent.

学校应采取零容忍态度，并通过课程提供适当内容，帮助学生了解与性有害行为相关的各类问题，包括“同意”问题。

All schools need to understand that local procedures should always be followed (where they exist) when dealing with a case of sexual assault or harassment between students.

所有学校必须理解，在处理学生之间的性侵犯或性骚扰案件时，应始终遵循当地程序（如存在）。

6.1 Procedures to be followed by any staff member or volunteer who is concerned about any student. 当员工或志愿者对任何学生存在关切时应遵循的程序

If staff suspect that any student in their care may be a victim of abuse or is at risk of abuse or other form of harm, they should not try to investigate, and inform the Designated Safeguarding Lead (DSL) about their concerns as soon as possible.

如果员工怀疑其所照护的学生可能成为虐待受害者，或处于虐待或其他形式伤害的风险之中，员工不得自行展开调查，而应尽快将其关切事项告知指定学生安全保护负责人(DSL)。

Staff must disclose any concerns they have about the possibility of a student being abused or placing themselves at risk. It is better to share these concerns, which may later prove to be unfounded, than to hold onto information that may have helped protect a student from actual harm. In many cases a student will not make a direct disclosure, but staff will be

concerned because of a physical or emotional indicator. In these circumstances staff should still use the record of concern form at appendix 1 and the body map at appendix 2 (if appropriate), to make a report to the Designated Safeguarding Lead.

员工必须披露其对学生可能遭受虐待或将自己置于风险之中的任何关切。即使最终证明该关切并不成立，分享这些关切仍优于保留可能有助于保护学生免受实际伤害的重要信息。在许多情况下，学生不会直接披露，但员工可能因身体或情绪迹象而产生关切。在此类情况下，员工仍应使用附录 1 中的“关切记录表”，以及在适用时使用附录 2 中的“身体示意图”，向指定学生安全保护负责人报告。

Where any student makes any form of direct disclosure, the guidelines under the heading 'Dealing with Disclosure' below should be followed.

如学生作出任何形式的直接披露，应遵循下文“披露处理”部分所列指导原则。

Please note that for schools in a region where a mandatory duty to report places a duty on an individual, the DSL in the school should still be informed about the concern and in many circumstances will support individuals to undertake their mandatory duty to report.

请注意：在某些地区，如存在对个人具有强制报告义务的法律要求，学校 DSL 仍应知晓相关关切，并在许多情况下协助个人履行其法定报告义务。

6.2 Dealing with Disclosure, Reporting and Further Action 披露处理、报告及后续行动

General Principles 一般原则

Note: Be aware that if a child asks to speak to someone in confidence about a problem, no one should ever promise confidentiality if what the child discloses or is likely to disclose relates to abuse being suffered by them or another child. Staff should always give this as a health warning before meeting with the child.

请注意：如儿童要求与他人私下交谈有关问题，任何人都不得承诺绝对保密，若该儿童所披露或可能披露的内容涉及其本人或其他儿童遭受虐待。员工在会面前必须向儿童明确说明这一点。

The following guidance is based on five key practices for all staff: 以下指导基于五项关键实践：

Receive 接收

Where possible always stop and listen to a child who wishes to speak in confidence. We know that children will often find the most inconvenient time to do this, but it is important that you make time for the child, even if this is to say, “I can't stop now but come and see me in my office at...”. Where possible during any disclosure try to listen, allow silences, and try not to show shock or disbelief.

在可能情况下，应立即停下手头事务，倾听希望私下谈话的儿童。我们知道，学生往往会在最不方便的时间提出此类请求，但必须为其腾出时间，即使只是告知：“我现在无法停下，但请在……时间到我的办公室见我。”在披露过程中，应尽量倾听，允许沉默，不表现出震惊或不相信。

Reassure 安抚

Try to stay calm, make no judgements and empathise with the child. Never make a promise you can't keep. Give as much reassurance as you can and tell the child what your actions are going to be. Reassure the child that they are doing the right thing by telling you.

保持冷静，不作判断，并表达同理心。绝不可作出无法兑现的承诺。尽可能给予安抚，并告知学生你将采取的行动。让学生知道其向你倾诉是正确的行为。

React 回应

React to what the child is saying only in as far as you need to for further information. Don't ask leading questions. Keep questions open such as... "is there anything else you need to tell me?". Try not to criticise the alleged perpetrator as this may be a family member for whom the child may still have feelings.

仅在获取进一步信息所需的范围内回应学生所说内容。避免引导性问题。保持开放式提问，例如：“你还需要告诉我其他事情吗？”避免批评涉嫌加害人，因为其可能是学生的家庭成员，学生仍可能对其抱有情感。

Record 记录

Make brief notes about what the child says during the conversation, but if this is not possible, make notes as soon after as you can and certainly within 24 hours. Make sure to record exactly what the child says and not your interpretation of what is said. Record the time, date, and place as well (see the record of concern form at appendix 2).

在谈话过程中做简要记录；如无法当场记录，应在事后尽快完成，并务必在 24 小时内完成。必须准确记录学生所说的原话，而非你的理解或解释。同时记录时间、日期及地点（参见附录 2 中的关切记录表）。

Report 报告

Where a child makes any disclosure, or where you have concerns for any reason, it is very important that the procedures outlined in this document are followed. A full account of the concern should be passed to the Designated Safeguarding Lead as soon as possible and should include, where relevant, a completed body map (which can be found at appendix 2).

如儿童作出任何披露，或员工因任何原因存在关切，必须严格遵循本文件所列程序。应尽快将完整情况报告给指定学生安全保护负责人，并在相关情况下附上完成的身体示意图（见附录 2）。

Where possible all schools should adopt and use one of 2 electronic safeguarding software systems to support safeguarding reporting and monitoring in then school. These systems are either iSAMS wellbeing manager or CPOMs.

在可能情况下，所有学校应采用并使用诺德安达推荐的两种电子学生安全保护系统之一（iSAMS 或 CPOMs）以支持报告与监控。

Where a child has made a disclosure and alleges abuse, the Designated Safeguarding Lead (or Principal/Head Teacher in the absence of the DSL), should be informed as soon as possible. The Designated Safeguarding Lead will collate any available evidence by ensuring the notes taken from any witnesses are made available to any investigating body. The Designated Safeguarding Lead will then consider and where necessary, consult on the information available. It is the role of the Designated Safeguarding Lead to make decisions about what action to take next and to make the decision whether to take the matter further

within the local legal framework. It is important that a full record of all the information and decisions made are recorded and stored confidentially.

如儿童披露并指控存在虐待行为，应尽快通知指定学生安全保护负责人（或在 DSL 缺席时通知校长/学校负责人）。DSL 应汇总可获得的证据，确保相关记录提供给调查机构。DSL 将评估现有信息，并在必要时进行咨询。由 DSL 决定下一步行动，并决定是否在当地法律框架下进一步处理。所有信息及决策必须完整记录并保密保存。

As an International Schools organisation, Nord Anglia recognises the diverse and complex local contexts our schools operate in. Therefore, the following principles are taken into account when following the framework and procedure for disclosure, reporting and further action:

作为国际学校组织，诺德安达教育认识到学校所处的本地环境具有多样性与复杂性。因此，在执行披露、报告及后续行动程序时，应考虑以下原则：

As International Schools we:

作为国际学校，我们：

- often reside in cities and countries that offer little external support.
往往位于外部支持资源有限的城市或国家。
- recognise the limitations in the areas of child protection.
认识到在儿童保护领域可能存在的限制。
- need to assess the quality and skills of counsellors and other support staff in dealing with children who have suffered harm or self-harm, in order to determine the boundaries of their work.
需要评估辅导员及其他支持人员在处理遭受伤害或自残儿童方面的专业能力与界限。
- need to act in accordance with local legislation as well as the principles and practices outlined in these procedures.
必须既遵守当地法律，又遵循本程序所列原则与实践。

Schools are reminded that they can seek advice or guidance from the Group Head of Safeguarding for NAE:

各学校请知悉，可向集团安全保障负责人寻求建议或指导：

Robert Leigh: Robert.leigh@nordanglia.com.

Section 7 第七部分

7.1 Record Keeping and Confidentiality 档案留存与信息保密

Record Keeping 档案留存

All records of child protection concerns, disclosures or allegations should be treated as sensitive information and should be kept together securely and separately from all other general school records. The information should be shared with all those who need to have it, whether to enable them to take appropriate steps to safeguard the child, or to enable them to carry out their own duties, but it should not be shared more widely than that.

所有关于儿童保护的关切、披露或指控记录，均应视为敏感信息，并应安全地统一保存，与其他一般学校记录分开存放。相关信息应仅在必要范围内共享——即仅向需要该信息以采取适当保护措施或履行其职责的人员共享，不得超出必要范围。

Schools need to be able to produce and share incident reporting with NAE central and to facilitate this all schools must adopt one of the recommended safeguarding software systems mentioned above.

学校必须能够向诺德安达集团团队提供并共享事件报告。为此，所有学校必须采用前述推荐的学生安全保护电子系统之一。

Over 2024 academic year all schools should be using one of the preferred software preferred software systems, not just because they are more secure but also because the central safeguarding team needs to be able to collect safeguarding data from schools to report on to both EXCO and the board. This will enable both EXCO and the board to have oversight and perform governance functions around safeguarding in our schools.

在 2024 学年，所有学校都必须统一使用指定的优选软件系统。这不仅出于系统安全性的考虑，更因为集团中央安全保障团队需要从各学校采集安全保障数据，以便向执行委员会及董事会进行汇报。这将使执行委员会与董事会能够履行对学校学生安全保护事务的监督与治理职能。

- Child protection records should be stored within the secure electronic system or as a minimum in a secure (i.e. locked) filing cabinet if still in transition to a secure electronic system. All information should only be accessible through the Designated Safeguarding Lead (or their deputy) and other senior staff as appropriate.

儿童保护记录必须保存在安全的电子系统中；如果学校尚处于向安全电子系统过渡的时期，则至少应将其锁在安全的文件柜中。所有此类信息只能由指定安全保障负责人（或其副手）以及其他相关的高级员工查看。

- Records of any child disclosure should be clearly dated and kept without future amendment.

所有涉及儿童自我披露的记录，都必须明确标注日期，并且之后不得对原始内容进行任何修改。

- Child protection records will be separate to any general education file, but the child's general school record file should be marked to indicate that a child protection file exists (e.g. red star or similar). All staff who may need to consult a child's school file should be made aware of what the symbol means and who to consult if they see this symbol.

儿童保护记录必须与普通的学生教育档案分开保管。不过，在学生的普通学校档案上，需要做一个标记（例如标一颗红色星号或类似记号），以提示存在一份儿童保护档案。所有可能需要调阅学生档案的员工，都应事先了解这个标记的含义，以及一旦看到该标记，应该联系谁来获取进一步信息。

- A child protection file should be started for an individual child as soon as the school is aware of any child protection concerns about that child. This may arise in a number of ways e.g.:

当学校获悉某名学生涉及任何儿童保护方面的担忧时，应立即为该学生建立一份保护档案。这些关切可能来自多种不同的途径和情形，如：

- If a member of staff raises a concern about the welfare or well-being of a child – this should be recorded in writing (see below for guidance).

如果某位教职员对学生的福利或身心安康提出关切，则应以书面形式予以记录（参见下文指南）

- If information is forwarded to the school by a previous school attended by the child.

学生的前一所学校向本校转交相关信息。

- If the school is alerted by another agency of child protection concerns about that child.

其他机构向学校通报有关该学生的儿童保护关切。

- Members of staff should make a report of any concern they have regarding the welfare or well-being of a child, using the school's system. This record will automatically be passed to the Designated Safeguarding Lead. Concerns, which initially seem trivial, may turn out to be vital pieces of information later. So, it is important to give as much detail as possible. A concern raised may not progress further than a conversation with the Designated Safeguarding Lead but could also potentially lead to matters being dealt with through a legal system. If there hasn't been a specific incident that causes concern, try to be specific about what it is that is making you feel worried.

员工必须通过学校系统记录其对学生福祉的任何关切。该记录将自动发送至指定学生安全保护负责人。即使初看似乎微不足道的关切，也可能在日后成为关键线索，因此必须尽可能详尽记录。某一关切可能仅需与 DSL 进行讨论，也可能最终进入法律程序。如不存在具体事件，但员工有不安或担忧，应具体说明引发担忧的原因。

- If any information is removed from the electronic file for any reason, a dated note should be placed on the file indicating who has taken it, why and when.

若因任何原因从电子档案中删除了某些信息，则必须在档案中附上一份说明（需注明日期），写明该信息的移除人、移除原因及移除时间。

- Any written pro forma should include (see appendix 1):

所有书面记录模板都应列明以下信息（参见附录 1）

- A record of the child's details: name, date of birth, address, and family details.

儿童基本信息记录：姓名、出生日期、地址以及家庭情况

- Date and time of the event/concern.

事件/关切发生的日期与时间

- The nature of the concern raised.

所反映问题的本质内容

- The action taken and by whom: Name and position of the person making the record.

已采取的行动及由谁执行：记录人的姓名与职位

- In the case of disclosure, remember the record you make should include:

在披露情形下，记录必须包括：

- As full an account as possible of what the child said (in their own words).

尽可能完整记录儿童所说的原话。

- An account of the questions put to the child.

向儿童提出的问题内容。

- Time and place of disclosure.

披露发生的时间与地点。

- Who was present at the time of the disclosure?
披露发生时的在场人员。
- The demeanour of the child, where the child was taken and returned to at the end of the disclosure.
学生的情绪状态，以及披露结束后学生被带往何处并送回何处。

Confidentiality 保密

Our schools should regard all information relating to individual Safeguarding/child protection issues as confidential and should treat it accordingly. Information should be passed on to appropriate persons only at the discretion of the Principal/Head teacher/Designated Safeguarding Lead and this should always be based on the need to know.

学校应将所有与个别学生安全保护/儿童保护问题相关的信息视为机密，并据此处理。信息仅可在校长/学校负责人/指定学生安全保护负责人酌情决定下传递，并且必须基于“必要知情”原则。

All records relating to child protection should be secured appropriately. Such information can be stored electronically but contemporaneous notes should be scanned and kept in original format.

所有儿童保护相关记录必须妥善保管。相关信息可以电子方式存储，但当时记录的笔记应扫描并保留原始格式。

Never share any confidential or personal student information by email.

绝不可通过电子邮件分享任何机密或涉及学生个人信息的内容。

Section 8 第八部分

8.1 Auditing, Reporting, Review and Sign off. 审核、报告、审查与签署

To support the safeguarding and child protection agenda and to enable schools to undertake a 'Safeguarding Health Check', schools will be provided with a self-evaluation tool to enable an annual review of their safeguarding arrangements. It is expected that all schools will undertake and submit this evaluation together with proposed actions for improvement to the Group Head of Safeguarding every year. A random selection of schools will be reviewed in more depth. Schools may be supported by the Regional Safeguarding Directors or Group Head of Safeguarding to both complete the evaluation and plan actions where necessary.

为支持学生安全保护与儿童保护工作，并使学校能够开展“学生安全保护健康检查”

（Safeguarding Health Check），学校将获得一份自我评估工具，以便每年对其学生安全保护安排进行审查。所有学校均应每年完成该评估，并连同拟定的改进行动计划，一并提交至集团学生安全保护负责人。部分学校将被随机选取，接受更深入的审查。如有需要，集团学生安全负责人或区域学生安全负责人可协助学校完成评估并制定改进行动计划。

Elements of safeguarding practice in schools will also be included in the safeguarding quality assurance framework and reviews and will continue to be an element of the school's Health and Safety review and NAE's audit process.

学生安全保护实践亦将纳入学生安全保护质量保证框架及评审流程，并继续作为学校健康与安全审查及诺德安达审计流程的一部分。

Our child protection statement and procedures are owned by all our schools and are made available to students and parents/carers alike in hard copy where requested, but also through the school's own website and the Nord Anglia Education website. This policy and procedures document will be translated into key languages as appropriate through schools.

我们的儿童保护声明与程序由所有学校共同拥有，并应在家长/监护人提出要求时以纸质形式提供，同时也应通过学校网站及诺德安达教育官网发布。本政策与程序文件应根据需要翻译为主要语言版本。

This policy and procedures document will be reviewed and updated on a regular basis but at least every three years.

本政策与程序文件应定期审查与更新，但至少每三年一次。

Senior staff in schools should adopt and sign the updated procedure document after each update. A copy of the revised procedures should be made available to all staff, volunteers, parents/carers, and students.

学校高级管理人员应在每次更新后采纳并签署更新版本。修订后的程序副本应提供给所有员工、志愿者、家长/监护人及学生。

Signed and dated by the CEO (or
delegate) on behalf of Nord Anglia
Education

由首席执行官（或其授权代表）代表
诺德安达教育签署并注明日期：

Signed and dated by School Principal

学校校长签署并注明日期：

Signed and dated by the school
Designated Lead for Safeguarding

学校指定学生安全负责人签署并注明
日期：

Appendix 1 附录

Exemplar Record of Concern Form 关切记录样表

Student's Name: 学生姓名:		
Student's Address: 学生地址:		
DOB 出生日期:		
Is the student aware this form is being completed 学生知道正在填写此表吗?	Yes 知道	No 不知道
	..	..
If not, why not? 如果不知道, 原因是什么?		
If yes, student reaction 如果知道, 学生的反应:		
Your Name 你的名字:		
Date 日期:		
Time 时间:		
Signature 签名:		
Concern 关切内容:	Date 日期:	
Signed 签名:	Date 日期:	

Initial Actions 初步行动:	Date 日期:	
Signed 签名:	Date 日期:	
Follow up 跟进:	Date 日期:	
Signed 签名:	Date 日期:	
Conclusions/Outcome: 结论/结果	Date 日期:	
Signed 签名:	Date 日期:	

Appendix 2 附录 2

Body Map Guidance for Schools 身体标记图使用指南

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. These should be drawn up and sent to the Designated Safeguarding Lead at the same time as completing the record of concern form at appendix 1. Even if the injury to the child has a plausible explanation, a completed body map helps track a history or pattern of repeated injuries. A copy of the body map should be kept on the child's concern/confidential file.

在填写附录 1 的关切记录表的同时，应一并绘制并提交身体标记图给指定安全保障负责人。即便儿童身上的伤痕有合理的解释，完整记录的身体标记图也有助于追踪其受伤记录或反复受伤的模式。该身体标记图的副本应存入儿童的关切/保密档案中。

Always use a pen (never a pencil) or type the document and do not use correction fluid or any other eraser.

务必使用钢笔（切勿使用铅笔）或打印文档，且不得使用修正液或任何其他涂改工具。

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment. At no time should staff seek to record injuries on photographic equipment. Body maps such as those shown below should be used. If you notice an injury to a child, try to record as much of the following as possible in respect of all the injuries you can see:

除非伤口在治疗过程中已自然暴露，否则不得为检查目的脱去儿童衣物。任何情况下，员工均不得使用摄影设备记录伤情。应使用如下所示的身体示意图。如发现儿童受伤，请尽可能记录以下所有可见伤害信息：

- **Exact site of injury on the body, e.g. upper outer arm/left cheek.**
伤害在身体上的具体位置，例如：左上臂外侧/左脸颊。
- **Size of injury - in appropriate centimetres or inches.**
伤害的大小（以厘米或英寸为单位）。
- **Approximate shape of injury, e.g. round/square or straight line.**
伤害的大致形状，例如圆形/方形或直线。
- **Colour of injury - if more than one colour, say so.**
伤害的颜色——如存在多种颜色，应说明。
- **Is the skin broken?**
皮肤是否破损？
- **Is there any swelling at the site of the injury, or elsewhere?**
伤处或其他部位是否有肿胀？
- **Is there a scab/any blistering/any bleeding?**
是否有结痂/水疱/出血？
- **Is the injury clean or is there grit/fluff etc.?**
伤口是否清洁，是否有砂粒/纤维等异物？
- **Is mobility restricted as a result of the injury?**
伤害是否限制活动能力？
- **Does the site of the injury feel hot?**
伤处是否发热？
- **Does the child feel hot?**
儿童是否感觉发热？

- Does the child feel pain?
儿童是否感到疼痛?
- Has the child's body shape changed/are they holding themselves differently?
儿童体态是否发生变化/是否以不同姿势支撑身体?

Importantly the date of the recording must be noted as well as the name and designation of the person making the record. Add any further comments as required.

必须注明记录日期，以及记录人的姓名和职务。如有需要，应补充其他相关说明。

Where any child has any form of injury that requires attention, please ensure that first aid is applied where necessary.

如有儿童受到任何形式的伤害，请必要时应立即进行急救处理。

Name of the person completing the body map: 身体标记图填写人姓名:

.....

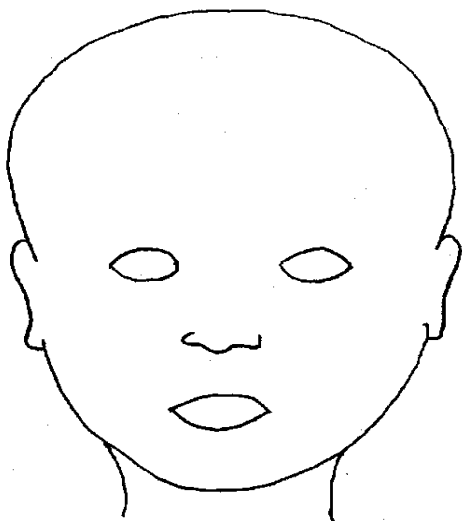
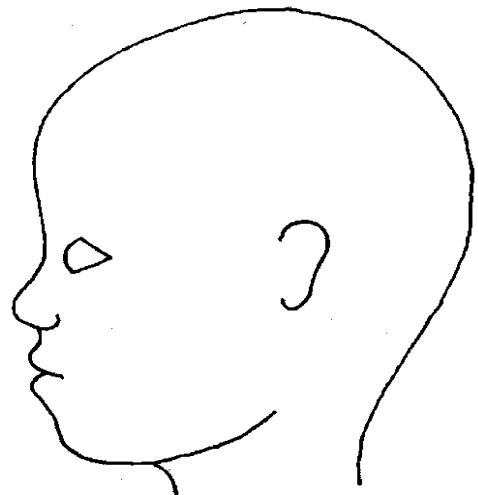
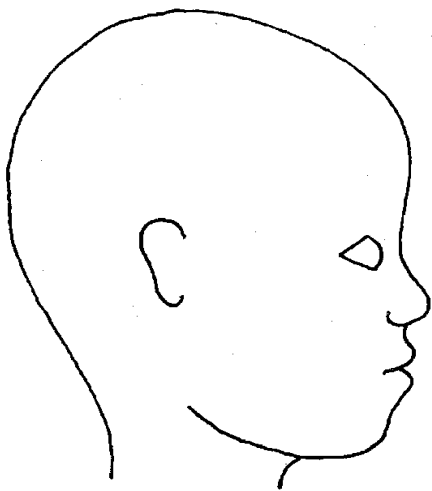
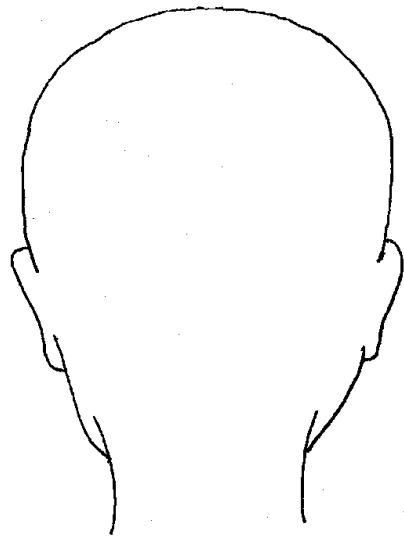
Role of the person completing the body map: 身体标记图填写人职务:

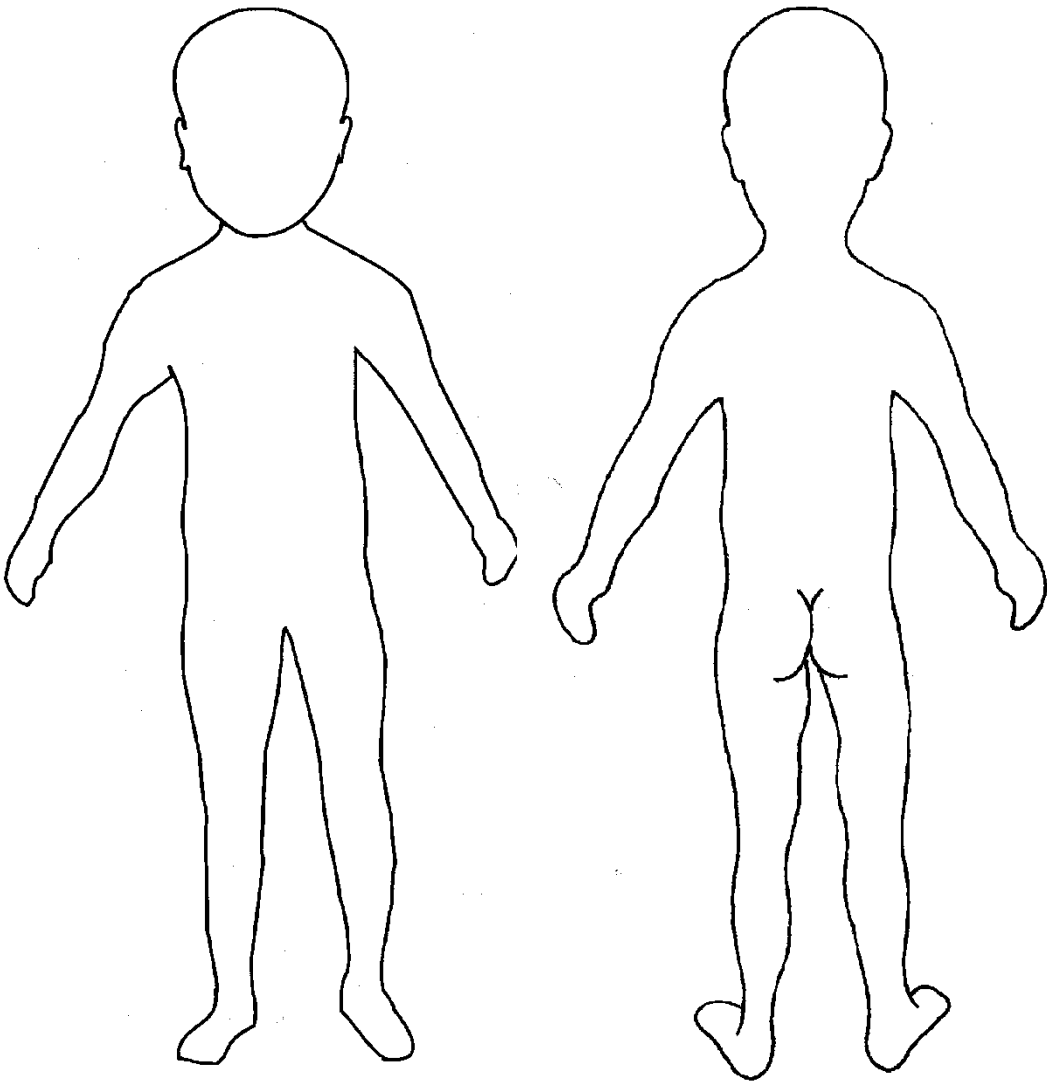
.....

Date of injury and form being completed: 受伤日期及填表日期:

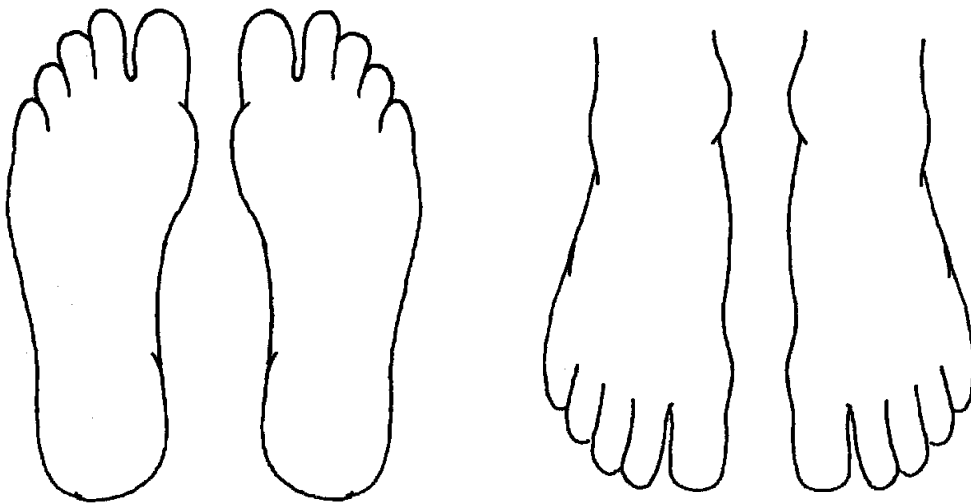
.....

Date this form was completed and returned to DSL (if different): 填表日期及交给学生安全负责人日期（如不同）

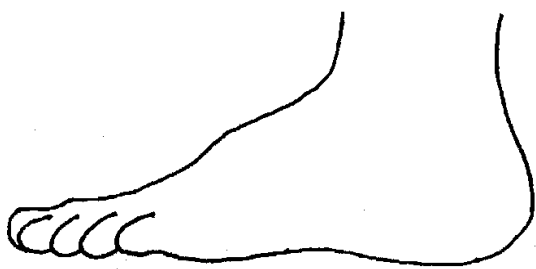




Sole of Feet 脚底



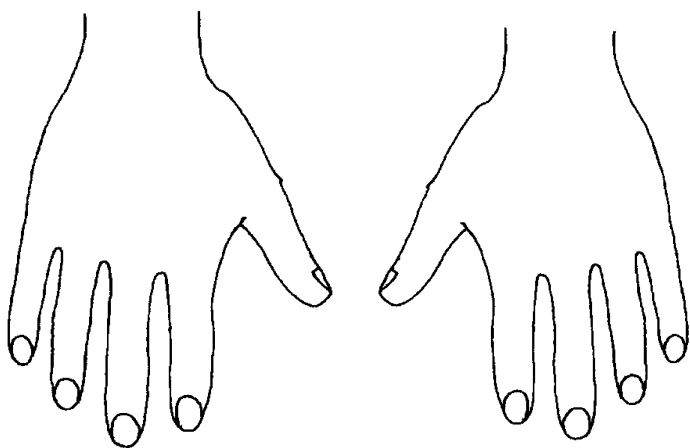
Top of the Feet 脚面



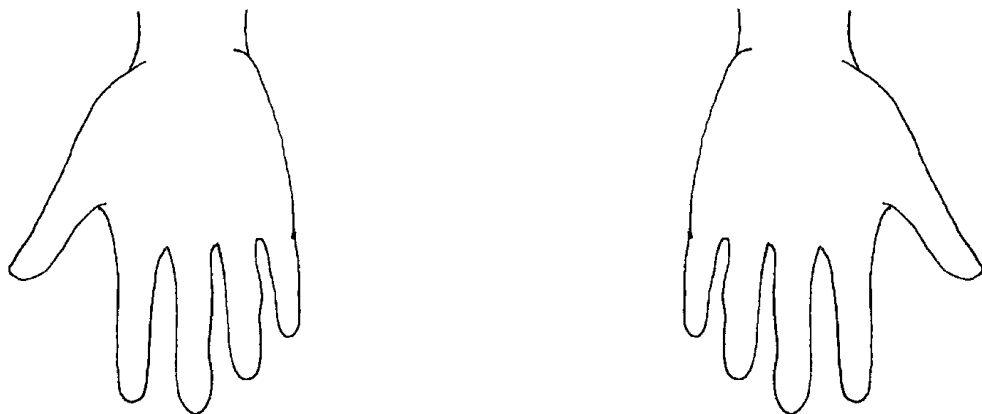
Left Foot 左脚



Right Foot 右脚



top of hand 手背



Palms 手掌

Appendix 3 附录 3

In the unlikely event of having to return to on-line teaching this guidance will also apply 万一需要恢复在线教学，本指南同样适用。

Direct Communication with Students 与学生的直接沟通

As professionals working with and for our students, even in exceptional circumstances we need to maintain the normal boundaries and behaviours that help to keep our staff and our students safe.

作为为学生提供服务的专业人士，即使在特殊情况下，我们也需要保持那些有助于确保教职员工和学生安全的正常行为准则和职业边界。

With developments through our Ed tech strategy and our education strategy it is likely that the provision of remote education will be here to stay for some at least if not all and given this on top of all our other procedures the remote provision for our students needs to be thought about in the context of safety as well as quality.

随着我们的教育科技战略和教育战略不断推进，远程教育的提供很可能会至少为部分学生（即便不是全体）而持续存在。鉴于这一点，再加上我们所有的其他规程，我们在考虑为学生提供远程教育时，必须同时兼顾质量与安全两个方面。

The following are some straight forward points to consider and follow in all our virtual /remote communications and interaction with students. This guidance is not exhaustive by any means.

下面列出了一些简明扼要的要点，供我们在与学生进行所有虚拟或远程交流与互动时参考和遵守。需要说明的是，本指南并不涵盖所有可能的情况。

In the physical surroundings of a school building there is normally no need, and we would avoid one-to-one video or chat with single students, as this is unnecessary because teachers have regular direct contact with students anyway.

在实体校园环境中，通常没有必要——实际上我们也会避免——与单个学生进行一对一的视频或聊天，因为教师本来就与学生有定期的直接接触，所以这种一对一的虚拟互动是不必要的。

With remote schooling however, the ability to use both video and to be able to chat with students through remote platforms becomes important.

然而，在远程教学的情况下，使用视频以及通过远程平台与学生进行文字聊天的能力变得尤为重要。

This type of one-to-one contact is acceptable to support an interactive learning experience but to be done safely requires some basic rules to be observed.

在支持互动式学习体验时，进行这种一对一接触是可以接受的；但为了确保安全，必须遵循若干基本规则。

It is important to recognise that the NAE code of conduct and the NAE guidance for safer working practice (<https://intranet.nae.school/Document-Library/Safeguarding/Guidance-for-Safer-Working-Practice>) should remain as the go to guidance in all interactions with students and families but as a quick guide, the following are some simple pointers to consider.

需要明确的是，在与学生及家长的所有互动中，诺德安达《行为准则》和《安全实践指南》

(<https://intranet.nae.school/Document-Library/Safeguarding/Guidance-for-Safer-Working-Practice>)始终是必须遵循的核心指引。而以下仅为一些简易要点，作为快速参考使用。

For staff 对员工:

- During lessons, video calls or chat what- ever device is being used, this needs to be managed appropriately. For example, ensure that any non- work-related applications files or apps are closed. Avoid the use of emojis and GIFs.

在课程、视频通话或聊天过程中，无论使用何种设备，都需进行适当的管理。例如，确保所有与工作无关的应用程序、文件或应用均已关闭。避免使用表情符号和动图。

- If recording any lesson/video call. This is permissible, as long as parents of the students involved are aware and happy with the recording happening and any recording is made on or only uploaded to NAE business systems. Recording sessions should only take place when necessary to meet specific learning objectives.

录制课程或视频通话是允许的，前提是相关学生的家长知晓并同意进行录制，且任何录制内容必须在诺德安达业务系统上进行或仅上传至该系统。录制会话仅应在为实现特定学习目标而有必要时进行。

- Remember that normal professional boundaries apply. This means that we need to think about how we dress and the environment we use to deliver our lessons from. Learning may be provided through a virtual environment, and we may be working from differing locations, but we are still “at work.” Students and their parents expect us to remain professional in all our engagements with them. This should mean that when delivering virtual lessons, we ensure that the room used is fit for purpose. It would be less than ideal to deliver a lesson to a class group, with our laundry strung out in the background!

请记住，正常的职业界限依然适用。这意味着我们需要注意自己的着装以及授课时所处的环境。教学可能通过虚拟环境进行，我们也可能在不同地点工作，但我们仍然处于“工作中”的状态。学生及其家长期望我们在所有互动中保持专业。这意味着在开展虚拟教学时，应确保所使用的房间适合授课目的。例如，在给一个班级上课时，背后挂着晾晒的衣物显然是不太理想的。

- During the corona virus restrictions on our schools or with any other issue that means we are providing a remote education, we use a variety of platforms to support our work. Whichever platform we use, contact with students should be planned and ideally timetabled, much like a normal school environment. We should avoid calls and lessons to students on an ad hoc basis. By timetabling contact with students and by this being agreed with SLTs, we avoid the potential for any ad hoc contact, and we help to protect ourselves.

当学校因新冠疫情限制或任何其他问题而需要提供远程教育时，我们会使用多种平台来支持工作。无论使用哪个平台，与学生的接触都应事先计划，最好像正常校园环境一样按时间表进行。我们应避免临时性地给学生打电话或上课。通过与高级领导团队商定并按照时间表安排与学生的接触，我们既能避免任何临时接触的可能性，也能帮助保护自己。

- As much as possible parents should be made aware of the lesson/contact timetable, so they can ensure that their students, especially the younger students, know when and how to join in.

应尽可能让家长知晓课程/联系时间表，以便他们能够确保自己的孩子——特别是低龄学生——知道何时以及如何参与。

- As much as possible we should avoid the use of personal mobile phones. Contact using school online platforms, for example, allows monitoring and therefore protects teachers. Where phone calls to students are necessary, these should be coordinated and agreed through SLT members and the reasons and objectives for the call agreed.

我们应尽可能避免使用个人手机。使用学校的在线平台进行联系，例如，可以实现监控，从而保护教师。在必须给学生打电话的情况下，应通过学校高级领导团队成员进行协调和批准，并就通话的原因和目标达成一致。

- Where mobile phones have been used to contact students in a crisis, colleagues should ensure that any student's personal numbers stored in their personal phones or other personal equipment, are deleted.
在紧急情况下使用手机联系学生后，教职员工应确保将存储在其个人手机或其他个人设备中的任何学生个人号码予以删除。
- Avoid the use of personal social media platforms (unless with good controls – see below). Do not accept requests from or send any friend requests to students. All continued virtual contact should be through platforms that SLTs in your schools have approved.
避免使用个人社交媒体平台（除非具备良好的控制措施——见下文）。不得接受学生的好友请求，也不得向学生发送好友请求。所有持续的虚拟联系均应通过学校高级领导团队批准的进行。
- Concerns about the safeguarding or wellbeing of any of our students should be dealt with in the same way as if we were all in the physical school environment. All concerns should be referred to your school's DSL/wellbeing lead or their deputy, as soon as possible.
对我们任何学生在安全保障或身心健康方面的关切，都应应与大家同在实体校园环境中相同的方式来处理。所有关切都应尽快转交给学校的指定安全保障负责人/身心健康主管或其副手。
- Keep track of students who do not attend the lesson. Attendance at all lessons is important for continued learning but could also be a sign of something a potential wellbeing issue.
跟踪记录缺勤的学生。所有课程的出勤不仅对持续学习至关重要，也可能预示着潜在的身心健康问题。

For Students 对学生:

Undertaking lessons remotely should be as much of a positive experience for our students as any other form of learning offered.

对于我们的学生而言，接受远程课程应该像接受任何其他形式的学习一样，是一种积极的体验。

This means that we should expect a professional approach to teaching from our staff but also that we expect high standards of behavior and engagement from all our students which means observance of the basic requirements for the safe, efficient, and congenial running of the virtual school. This includes general behaviour, personal appearance, regular attendance, observance of boundaries and respect and co-operation with staff.

这意味着，我们期望教职员工采用专业的方法进行教学，同时也期望所有学生表现出高标准的行为和参与度，即遵守虚拟学校安全、高效、愉快运行的基本要求。这包括整体行为、个人形象、定期出勤、遵守界限，以及对教职员工的尊重与合作。

Below are some of the basic rules and expectations that we expect all our students to follow:

以下是我们期望所有学生遵守的一些基本规则与要求:

- Bullying or discrimination of any form will not be tolerated and will be addressed through the school's behaviour policy.
任何形式的欺凌或歧视均不予容忍，并将通过学校的行为政策予以处理。
- School uniform: While there is no expectation that students will wear a uniform to attend virtual lessons, all students should join lessons properly dressed and ready to learn.
校服：虽然不要求学生穿着校服参加虚拟课程，但所有学生在加入课程时应着装得体，并做好学习准备。
- Punctuality: All virtual lessons will be appropriately timetabled, and all students made aware of this timetable. It is the students and their parent's responsibility to ensure that they join these lessons on time and ready to learn.

准时：所有虚拟课程都将有适当的时间表，并且所有学生都会知晓该时间表。学生及其家长有责任确保学生按时加入这些课程并做好学习准备。

- **Sickness and other absences:** Sickness should be reported to tutors at the earliest stage possible and ideally on day one of any absence. Reporting of illness should be through parents to tutors directly.

生病及其他缺勤：如因病缺勤，应尽早（最好在缺勤第一天）向导师报告。病假应由家长直接向导师报告。

- **As with the physical environment of school buildings, the NAE virtual school will monitor all student's attendance.**

与学校实体环境一样，诺德安达虚拟学校将对所有学生的出勤情况进行监控。

- **Where a student does not join a lesson as expected this will require follow up. Tutors would need to make contact with the parent/carer and a reason for absence identified. In the case of consistent patterns of absence, this will be escalated to appropriate SLT members for further consideration.**

如果学生未能按时进入课程，则需要后续跟进。导师需要联系家长/监护人，并查明缺勤原因。若出现持续的缺勤模式，将上报给相应的高级领导团队成员，以供进一步考虑。

- **All forms of misdemeanor from students will be dealt with in line with the registered schools behaviour policy.**

所有形式的学生不端行为都将按照已注册学校的行为政策予以处理。

- **It is recognized that repeated or extreme behaviours can be a symptom of a student experiencing emotional difficulties and where this is the case every effort will be made to support the student and their family.**

我们理解，反复出现或极端的行为，可能反映出学生正面临情感上的困难。若情况如此，学校将竭尽全力为学生及其家人提供支持。

Streaming and Recording Live lessons 直播与录制

Acceptable Users Policy 可接受使用政策

All schools must have in place an acceptable user's policy. This policy should make clear the expectations on staff, students, and parents in relation to the safe and appropriate use and access to Nord Anglia's virtual education experience. In addition, this policy should make clear to parents and students that there will be occasions when lessons will need to be recorded and shared with others.

所有学校都必须制定并实施可接受使用政策。该政策应明确说明对教职员工、学生及家长在安全、适当地使用和访问诺德安达虚拟教育体验方面的期望。此外，该政策还应向家长和学生明确说明，在某些情况下，课程需要进行录制并分享给他人。

Livestreaming and recording sessions. 直播与录制

Staff should plan for livestreaming and recording of sessions, assemblies, or other activities via any online platform. Risks should be considered and assessed any identified risks addressed to minimise any potential harm to staff or students or breaches of data protection legislation.

教职员工应规划通过任何在线平台对课程、集会或其他活动进行直播和录制。应考虑并评估相关风险，并对已识别的风险加以处理，以尽量减少对教职员工或学生的潜在伤害，或违反数据保护法规的情况。

We need to think about how to carry out remote sessions in a way that meets the needs of all the students you are working with.

我们需要思考的是，如何在进行远程教学的同时，满足每一位学生的学习需求。

With remote education we have options to do a livestream or record a session for students to watch later.

在远程教育中，我们有两种选择：进行直播，或者录制课程供学生之后回看。

There is no reason why we cannot record lessons in some specific circumstances, so long as some basic rules are followed.

只要遵守一些基本规则，我们在某些特定情况下录制课程并无不可。

Recording of sessions may be required where students need flexibility about when they learn at home and/or may be necessary to help students meet specific learning objectives. There may be other circumstances too where recording is necessary. This is acceptable so long as this is done with data protection and safeguarding in mind.

在学生需要灵活安排居家学习时间，以及/或者需要借助录课来达成特定学习目标的情况下，可能需要对课程进行录制。此外，也可能存在其他需要录制课程的情形。只要在录制的过程中始终注意数据保护和安全保障，这种做法是可以接受的。

Where lessons are recorded, we should ask students to turn off video, so that only the recording of the teacher delivering the lesson is available to be seen. Where possible avoid using students' full names and avoid any identification of students whose parents/carers have asked for this anonymity.

在录制课程时，我们应要求学生关闭视频，以便录制的画面中仅能看到教师授课的内容。在可能的情况下，应避免使用学生的全名，并避免识别出那些家长/监护人要求匿名的学生身份。

Your schools AUP (acceptable users' policy) should make clear that any recording provided to students should not be shared further through any other platform either by them or any members of their family.

学校的可接受使用政策应明确规定，提供给学生的任何录制内容，学生本人或其任何家庭成员均不得通过任何其他平台进一步分享。

Even when livestreaming a lesson or activity, think about whether you need students to turn their cameras on. Not all sessions with students will require students to have cameras on although some clearly will.

即使在直播课程或活动时，也应考虑是否需要学生打开摄像头。并非所有与学生进行的课程都需要学生开启摄像头，尽管有些课程显然需要这样做。

From a safeguarding perspective it is important to see all the students at some point just to make a visual assessment of their wellbeing.

从安全保障的角度来看，有必要在某个时间点看到所有学生，以便对其身心状况进行视觉评估。

If a child does not want to turn their camera on, try to find out why. Consider whether you need to check in with them and/or their family separately to make sure everything is okay.

如果孩子不想打开摄像头，应尝试了解原因。考虑是否需要单独与孩子和/或其家人进行沟通，以确保一切正常。

Make sure all staff are clear on the child protection procedures to follow if they are concerned about anything they have seen or heard on a video call.

确保所有教职员工清楚了解，如果他们在视频通话中看到或听到任何令其担忧的情况，应遵循的儿童保护程序。

Teaching online is different to teaching face-to-face but nevertheless, staff should always maintain professional relationships with students.

在线教学与面对面教学有所不同，但无论如何，教职员工应始终与学生保持职业关系。

Staff should be reminded of the guidance for safer working practice and /or your schools code of conduct and provided with clarity on how they should be expected to behave/dress.

应提醒教职员工参阅安全实践指南和/或学校的行为准则，并明确告知其在行为及着装方面应达到的标准。

Most lessons will be streamed from (or recorded in) a classroom environment but If lessons are recording or live streaming lessons from another environment, staff should be in a neutral area where nothing personal or inappropriate can be seen or heard in the background.

大多数课程将在教室环境中进行直播（或录制）。但如果课程是在其他环境中录制或直播，教职员工应身处一个中立的区域，确保背景中看不到或听不到任何个人化或不适当的内容。

Ensure appropriate ratios are maintained. The number of adults needed for online lessons will vary depending on the children's age and stage of development, and the activities being carried out.

确保维持适当的师生比例。在线课程所需的成年人数将根据儿童的年龄、发展阶段以及所进行的活动而有所不同。

For example, if you are using 'breakout rooms' on an online platform, consider how/if these need/will be supervised, especially if students are able to chat with each other.

例如，如果你在使用在线平台上的“分组讨论室”，应考虑这些讨论室如何/是否需要监督，尤其是在学生能够相互聊天的情况下。

Contacting children at home 联系在家的学生

Sometimes staff might need to contact students individually, for example to give feedback on a student's work. This is acceptable but should always be with be with parents and senior team's knowledge and reflected in your schools AUP (Acceptable users' policy).

有时教职员工可能需要进行一对一的学生联系，例如就学生的作业给予反馈。这种做法是可以接受的，但必须始终知会家长和高级领导团队，并在学校的可接受使用政策中予以体现。

Staff should also think about how your staff will check on children's wellbeing when students are at home. Consider how best to do this in a way that is appropriate and avoids being overly intrusive.

教职员工还应考虑，当学生在家时，如何关注他们的身心状况。请思考如何以恰当且避免过度介入的最佳方式来实现这一点。

School staff should only contact children during normal school hours, or at times agreed by the school leadership team.

学校教职员工仅应在正常上课时间或学校领导团队商定的时间内联系学生。

Any one-to-one sessions should be risk assessed and approved by the school's leadership team.

任何一对一的课程/会话都应经过风险评估，并获得学校领导团队的批准。

Ideally use school accounts to communicate via email or online platforms, never teachers' personal accounts. If necessary, staff can use parents' or carers' email addresses or phone numbers to communicate with students unless this poses a safeguarding risk.

理想情况下，应通过学校账户使用电子邮件或在线平台进行沟通，切勿使用教师的个人账户。如有必要，教职员工可以使用家长或监护人的电子邮件地址或电话号码与学生联系，除非这样做会带来安全保障风险。

If using personal equipment (phones) make sure any phone calls are made from a blocked number, so teacher's personal contact details are not visible.

如果使用个人设备（如手机）进行联系，请确保通过屏蔽号码拨打电话，以免教师的个人联系方式被看到。

If staff members are accessing families' contact details at home, ensure they comply with the [Data Protection](#) requirements.

如果教职员工在家中访问家庭联系信息，请确保其遵守[数据保护](#)的相关要求。

Recording 录制：

To [record](#) in Microsoft Teams:

在微软 Teams 中[录制](#)：

1. In the meeting, click 'More options' (the 3 dots) > 'Start recording'.
在会议界面中，点击“更多选项”（即三个点图标），然后选择“开始录制”。
2. Wait for the recording to start (you will get a notification saying 'Recording has started')
等待录制开始（您将收到一条“录制已开始”的通知）。
3. When you finish, click 'More options' > 'Stop recording'.
完成后，点击“更多选项”>“停止录制”。
4. Wait for the recording to be saved in Microsoft Stream (whoever started the recording will get an email notification when it is ready to watch)
等待录制文件保存到 Microsoft Stream 中（启动录制的人将在视频准备好观看时收到一封邮件通知）。

To [record](#) a live event in Teams, check the 'Recording available to producers and presenters' setting when you schedule your live stream. You can make the recording available for pupils too, by checking 'Recording available to attendees'. The recording will be available for 180 days after the event ends.

在 Teams 中[录制](#)直播活动，请在安排直播时勾选“录制内容可供制作人和演示者使用”的设置。您也可以勾选“录制内容可供与会者使用”，以便学生也能观看录制内容。录制内容将在活动结束后的 180 天内可供访问。

During lessons: create a safe environment. 课堂中：创造一个安全环境

No matter which digital platform you are using, chat functions can be a distraction from learning and/or lead to bullying. Accept where necessary to support learning chat functions should be turned off.

无论使用哪个数字平台，聊天功能都可能分散学习注意力，并且/或者导致欺凌行为。除非是为支持学习而确有必要，否则应关闭聊天功能。

If students are permitted to chat and comment, set ground rules. Tell students they will be muted, if necessary, i.e., they will be stopped from posting or commenting, if they post

anything that is inappropriate or bullying in nature and that the school will follow its behaviour/disciplinary policy if bullying does occur.

如果允许学生聊天和评论，则应制定基本规则。告知学生：如有任何人发布不当或具有欺凌性质的内容，其发言将被静音（即被禁止发帖或评论）；且一旦发生欺凌行为，学校将依据其行为/纪律政策予以处理。

Follow these platform-specific steps to help you keep communication focused, safe and happy.

遵循以下针对特定平台的步骤，有助于您保持沟通的专注、安全与愉快。

Decide whether you will let students use chat in Microsoft Teams.

决定是否允许学生在 Microsoft Teams 中使用聊天功能。

To disable chat for students, you need to create a '[messaging policy](#)' in Teams and then assign it to students.

要禁用学生的聊天功能，你需要在 Teams 中创建一条“[消息传递策略](#)”，然后将其分配给学生。

First, create your new messaging policy:

首先，创建你的消息传递策略：

1. Log in to the Microsoft Teams [admin centre](#)
登录 Microsoft Teams 的 [管理中心](#)
2. Click 'Messaging policies' on the left-hand side.
点击左侧的“消息传递策略”
3. Click 'New policy' and give it a name (e.g., 'Disable chat')
点击“新建策略”，并为其命名（例如“禁用聊天”）
4. Select the 'Chat' setting and turn it off.
在“聊天”设置中选择关闭。
5. Click 'Save'
点击“保存”。

Then, assign this policy to students:

然后，将此策略应用到学生账户：

1. Log in to the admin centre.
登录管理中心。
2. Click 'Messaging policies' on the left-hand side.
点击左侧的“消息传递策略”
3. Click on the policy you have just made, then 'Manage users'.
点击您刚刚创建的策略，然后选择“管理用户”
4. Search for the user you want to add, click on their name, and then click 'Add'.
搜索要添加的用户，点击其姓名，然后点击“添加”
5. Repeat step 4 until you have added all your students.
重复第 4 步，直到您已添加所有学生为止
6. Click 'Save'
点击“保存”。

To disable chat for students during a live stream, uncheck the 'Q&A' setting when you schedule your live stream.

要在直播期间禁用学生的聊天功能，请在安排直播时取消勾选“问答”设置。

How to upload YouTube videos safely

如何在 YouTube 安全地上传视频资料

If teachers have a personal account where they have created playlists etc, ask them to set up a separate work account.

如果教师拥有已创建播放列表等的个人账户，请让他们另设一个单独的工作账户。

When uploading videos to YouTube, ask teachers to: Set their videos to 'Unlisted' so that only people who have the link will be able to see the video. Set the audience as 'Made for kids', so that adverts will not appear at the start of the video, and comments will be disabled.

在将视频上传到 YouTube 时，请教师按以下要求操作：将视频设置为“不公开”，这样只有拥有链接的人才能观看该视频；并将观众范围设为“儿童专属”，如此一来，视频开头不会出现广告，评论功能也将被禁用。

Appendix 4 - Safeguarding Standards 附录四 – 学生保护标准

PURPOSE 目标

This guidance is intended to support all schools within the Nord Anglia Education (NAE) group in delivering and sustaining high-quality provision that ensures a safe and nurturing environment for students. It is designed to safeguard students in the broadest sense, promoting their wellbeing, supporting their holistic development, and protecting their rights.

本指南旨在支持诺德安达教育集团旗下所有学校提供并持续保持高质量的保障工作，从而确保为学生营造安全、有益的成长环境。该指南旨在从最广泛的意义上保护学生，促进他们的身心健康，支持其全面发展，并维护他们的权利。

It is important to note that this guidance does not replace or supersede the Nord Anglia Education Safeguarding Policy, which remains the overarching and most authoritative policy across all schools.

需要特别指出的是，本指南并不取代或凌驾于《诺德安达教育保障政策》之上，该政策仍是适用于所有学校的、最具权威性的总体政策。

Instead, this document is designed to accompany and strengthen the implementation of that policy by providing a shared framework that supports consistency, encourages best practice, and fosters continuous improvement.

本指南旨在配合并强化该政策的落实。它提供了一个统一框架，以确保一致性、推广最佳做法，并推动持续改进。

While this guidance outlines a common approach, it is not intended to standardise practice or constrain the creativity that characterises many of our schools. We encourage schools to use this document alongside local policies and frameworks to ensure relevance and alignment with their specific contexts.

本指南虽概述了一种共同的方法，但并非要求学校统一操作模式，或限制我们许多学校所特有的创造力。我们鼓励各校结合本地政策和框架使用这份指南，从而确保其切合实际、符合学校具体情况。

The twelve standards are each introduced with a statement that defines “What we are trying to achieve.” Beneath each standard, a set of implementation points provides clear guidance on how schools can embed key principles and practices, and how they can demonstrate evidence of meeting the standard.

每项标准前均设有一句概括性表述，明确“我们的目标是什么”。标准下方则列出一系列实施要点，清晰指导学校如何落实关键原则与实践，以及如何提供符合该标准的佐证材料。

Please note, these standards represent baseline expectations, and we encourage and expect schools to continually strive to exceed them.

请注意，这些标准仅代表最基本的要求，我们鼓励并期望各校不断努力超越这些标准。

Standard One- safeguarding culture and leadership

标准一：学生保护的文化与领导力

What are we trying to achieve: We want all NAE schools to be safe, open environments where children are empowered to reach their full potential. It is essential that the leadership of the school actively champions the welfare of young people by fostering a culture of vigilance, student participation and professional curiosity. Leadership should also commit to continuous

improvement and utilising quality assurance processes, such as the safeguarding self-assessment audit, to enhance standards each year.

我们希望实现：诺德安达教育集团旗下的所有学校都能成为安全、开放的环境，让学生能够充分发挥自身潜能。学校领导层必须积极倡导并维护青少年的福祉，着力培育一种以警觉守护、学生参与、和专业探究为内核的文化氛围。同时，领导层还应致力于持续改进，并运用质量保障流程（如学生保护工作自我评估审核），推动标准逐年提升。

To achieve this, Nord Anglia Education schools should meet, and be able to demonstrate and evidence the following standards:

为实现这一目标，诺德安达各个学校应达到并能够展示及证明其符合以下标准：

- The school promotes a culture where safeguarding and promoting the welfare of children is embedded in all aspects of school life.
学校积极营造一种文化氛围，将学生保障与福祉促进工作贯穿于学校生活的方方面面。
- The school has clear, accessible and regularly updated policies and procedures which are understood and followed by permanent, temporary and contract staff.
学校制定清晰、便于查阅并定期更新的政策与程序，全体正式员工、临时员工及合同制员工均能理解并遵守。
- All staff, including temporary, voluntary, and support staff, understand and implement the school's safeguarding policies and procedures.
学校全体员工——包括临时员工、志愿者及后勤支持人员——均理解并切实执行学校的各项保障政策与程序。
- Safeguarding is prioritised in school improvement planning, leadership meetings and performance management.
学校将保障工作列为优先事项，贯穿于学校改进规划、领导层会议以及绩效管理全过程。
- It is clear to all students, staff, parents and visitors how to raise a concern, with multiple accessible pathways available. The school actively works to reduce both physical and cultural barriers to reporting. Concerns, complaints and suggestions are responded to as promptly as possible, with issues and outcomes recorded.
学校确保每一位学生、教职员工、家长及访客都知晓如何反映问题，并提供了多种便捷畅通的渠道。同时，学校积极消除举报过程中可能存在的物理障碍与文化障碍。对于所有关切事项、投诉及建议，学校均会尽快予以回应，并对问题本身及处理结果做好记录。

Standard Two- safer recruitment

标准二：安全招聘

What are we trying to achieve: Safer recruitment practices are vital to ensuring that all adults working with, or who have any contact with our children and/or their information are trustworthy and safe. We expect schools to undertake all reasonable and practical measures to thoroughly assess individuals who may interact with our students, including contractors, volunteers, visitors, and parents.

我们希望实现：落实更安全的招聘实践至关重要。唯有如此，才能确保每一位与我们的学生及其信息有工作接触或其他形式接触的成年人，都是值得信赖且安全可靠的。我们期望各校采取一切合理且可行的措施，对可能与学生发生互动的各类人员（包括承包商、志愿者、访客及家长）进行全面审慎的评估。

To achieve this, Nord Anglia Education schools should meet, and be able to demonstrate and evidence the following standards:

为实现这一目标，诺德安达各个学校应达到并能够展示及证明其符合以下标准：

- All adults working with children are subject to rigorous safer recruitment checks prior to appointment, including police checks. Details of which are documented within the NAE safer recruitment policy. **
所有从事与学生相关工作的成年人，在正式聘用前均须经过严格的安全招聘审查，其中包括警方背景核查。相关具体规定已在诺德安达教育集团安全招聘政策中详细列明。
- The school maintains an accurate and up-to-date Single Central Record of recruitment and vetting checks.
学校建立并维护一份准确、实时更新的统一记录，详细载明招聘及各项审查情况。
- Staff members responsible for recruitment receive training in safer recruitment practices.
学校确保所有参与招聘工作的教职员工均接受过安全招聘实践方面的专业培训。
- Induction for new staff includes safeguarding and child protection as a fundamental component.
学校在新员工入职培训中，将保障工作与学生保护列为必不可少的核心内容。
- The school's leadership ensures that no adults have regular, unsupervised contact with children unless and until they have successfully completed all required safer recruitment checks.
学校领导层严格把关：任何成年人在完成所有必要的安全招聘审查之前，不得与儿童进行定期且无人监督的接触。

Standard three- Designated Safeguarding Leadership

标准三：指定学生安全保护领导

What are we trying to achieve: The designated safeguarding lead (DSL) plays a critical role in safeguarding children and proactively promoting a safe and positive school environment. It is essential that schools allocate sufficient time, resources, and authority to enable DSLs to fulfil these responsibilities effectively. While the DSL is central to safeguarding efforts, their role extends to supporting all staff in understanding their responsibilities and ensuring a collective commitment to student protection and well-being.

我们希望实现：学生保护指定负责人（DSL）在保障学生安全以及主动营造安全、积极的学校环境方面发挥着至关重要的作用。学校必须为其分配充足的时间、资源与权限，以确保学生保护指定负责人能够有效履行这些职责。他们不仅是学生保护工作的核心，还肩负着支持所有教职员工理解自身的责任，并推动全员共同守护学生的安全与福祉。

To achieve this, Nord Anglia Education schools should meet, and be able to demonstrate and evidence the following standards:

为实现这一目标，诺德安达各个学校应达到并能够展示及证明其符合以下标准：

- The school has a Designated Safeguarding Lead (DSL) with the appropriate authority, dedicated time, training and support to perform the role effectively.
学校设有一名学生安全指定负责人(DSL)，该负责人拥有适当的权限、专用时间、培训及支持，以有效履行其职责。

- A clear safeguarding framework is in place, with designated deputy DSLs (DDSLs) available to assume responsibilities in the absence of the lead DSL.

学校建立清晰的保障框架，并设有学生保护的副负责人（DDSL），在学生保护指定负责人缺席时能够接替其职责。

- The DSL and DDSLs complete Level 3 NAE Safeguarding training, with refresher updates every two years. In addition, they engage in ongoing professional development and regularly participate in safeguarding updates, including regional Community of Practice (CoP) meetings, to ensure their knowledge and practice remains current.

学生保护指定负责人(DSL)及副负责人(DDSL)须完成诺德安达教育集团的三级培训，并每两年参加一次复训更新。此外，他们还须持续参与专业发展活动，并定期参加学生保护工作相关的最新培训，包括区域实践共同体（CoP）会议，以确保其知识与实践始终保持最新。

- The DSL takes the lead in implementing a whole-school approach to safeguarding, collaborating with school leaders, curriculum leaders, pastoral staff, and external agencies as appropriate to ensure comprehensive student protection.

学生保护指定负责人(DSL)牵头推行全校性的学生保护工作策略，并与学校领导、课程负责人、德育与关顾老师、以及相关外部机构协同合作，确保为学生构建全方位的保护体系。

- The DSL is responsible for reporting any concerns related to the safety of young people to the principal or Head of School. The principal is required to take immediate action to safeguard children. If this does not occur, DSLs must escalate the matter by contacting the Regional Safeguarding Director or, if they are unavailable, the Group Head of Safeguarding.

学生保护指定负责人（DSL）有责任将任何涉及青少年安全的关切事项及时报告给校长或学校总校长。校长须立即采取行动，切实保障学生安全。如校长未能采取相应行动，DSL必须逐级上报：首先联系区域学生保护负责人；若未能与区域学生保护负责人取得联系，则直接联系集团学生保护负责人。

- DSLs should conduct regular meetings to review cases and address general safeguarding and child protection matters.

学生保护指定负责人（DSL）应定期召开会议，对各类个案进行审查，并处理保障与学生保护方面的常规事务。

- DSLs must use data and the evidence available to anticipate issues and track evolving trends. This should be recorded in the regular DSL /DDSL meetings. DSLs must utilise data and available evidence to identify potential issues and monitor emerging trends. These insights should be documented during regular DSL and deputy DSL meetings and discussed with the Regional Safeguarding Director as appropriate.

学生保护指定负责人（DSL）必须借助现有数据与证据，预判潜在问题并追踪其变化趋势，相关分析和讨论应在 DSL 与副负责人（DDSL）的定期会议中做好记录。DSL 须运用数据和已有证据，精准识别潜在风险，及时掌握新兴动态。这些关键发现不仅要在 DSL 及 DDSL 的定期会议中详细记载，还应视情况与区域保障总监进行沟通研讨。

Standard four- Training and development

标准四：培训与发展

What are we trying to achieve: Nord Anglia Education is committed to safeguarding children and prioritising student welfare and wellbeing. Given the complex and evolving nature of safeguarding

risks, it is vital that DSLs, staff, and the wider organisation remain informed about the contexts in which students live and learn.

Schools should identify local risks and provide appropriate training that builds staff capacity. From core safeguarding awareness for all staff to more specialised, role-specific training for those in leadership, pastoral, or high-risk roles. This ensures everyone is equipped to protect and support students effectively.

我们希望实现：诺德安达教育集团致力于保障学生安全，并将学生的福祉与身心健康置于优先位置。鉴于学生保护的风险具有复杂与不断演变的特性，学生保护指定负责人（DSL）、全体教职员以及整个机构都必须持续了解学生生活与学习所处的环境背景。

学校应主动识别本地存在的各类学生保护风险，并据此提供针对性培训，提升教职员的专业能力。培训应分层分级：既有面向全体员工的保护意识基础培训，也有为领导层、关顾岗位人员以及高风险岗位人员提供的、更具深度的专门培训。通过这样的体系，确保每一位员工都有能力有效保护和支持学生。

To achieve this, Nord Anglia Education schools should meet, and be able to demonstrate and evidence the following standards:

为实现这一目标，诺德安达各个学校应达到并能够展示及证明其符合以下标准：

- All staff receive safeguarding training on induction, and every two years. Regular updates are delivered at staff meetings and on professional development days.
全体教职员在入职时及之后每两年均须接受学生保护培训。在教职工会议及专业发展日期间，还会提供定期的更新培训。
- Training should include recognising physical and behavioural signs of abuse, responding to disclosures, and understanding specific safeguarding risks, such as child sexual exploitation, radicalisation, and child on child abuse.
培训内容应包括识别虐待行为的身心迹象、如何应对学生的主动披露，以及了解特定的学生保护风险，如儿童性剥削、激进思想、以及学生之间的侵害行为。
- Staff receive training and guidance on how to support children in the digital environment, including recognising and responding to online harms.
教职员均须接受培训与指导，了解如何在数字环境中支持学生的培训与指导，内容包括如何识别并应对各类网络伤害。
- All staff working with children must have a clear understanding of key safeguarding concepts, including child-on-child abuse, harmful sexual behaviours, bullying, racism, and exploitative relationships. School leadership is responsible for regularly assessing staff understanding to ensure ongoing awareness and effective safeguarding practices. This will be supported by the regional and central safeguarding teams.
所有从事学生相关工作的教职员，均须清晰理解学生保护工作的关键概念，包括：学生之间的侵害行为、有害的性行为、欺凌、种族主义以及剥削性关系。学校领导层负有定期评估员工理解程度的责任，以确保其学生保护意识常备不懈，实践操作切实有效。区域及总部学生保护团队将为学校此项工作提供必要支持。
- The school evaluates the impact of training and tests the staff attitude, skills and knowledge to safeguarding. It does this at different times and in different contexts, and not just at times of crisis or when incidents have occurred.
学校要评估培训的效果，并检验教职员在学生保护工作方面的态度、技能与知识。这一评估在不同时间、不同情境下进行，而不仅仅是在危机时期或事件发生之后才进行。

- Staff with specific roles, such as school nurses, PE teachers, nursery assistants, and other designated personnel, should receive tailored training to ensure they understand what safeguarding means within the context of their responsibilities.

担任特定岗位的教职员工，如校医、体育教师、保育员及其他指定人员，应接受有针对性的培训，以确保他们理解学生保护工作在其职责范围内的具体含义。

Standard FIVE- Student voice and participation

标准五：学生意见表达与参与

What are we trying to achieve: Evidence and best practice demonstrate that involving young people in their own environments, both in learning and living spaces, significantly enhances their safety and well-being. This includes enabling them to make suggestions, raise concerns, influence school life, and disclose important issues. Such involvement must be meaningful, with clear evidence that it occurs consistently and across all areas, fostering a culture of open communication and active participation.

我们希望实现：证据与最佳实践表明，让青少年参与其自身所处的环境——无论是学习空间还是生活空间——能够显著提升他们的安全与福祉。这包括使他们能够提出建议、表达关切、影响学校生活以及披露重要问题。这种参与必须是有意义的，并且要有明确的证据表明其在各个领域持续发生，从而营造一种开放沟通与积极参与的文化氛围。

To achieve this, Nord Anglia Education schools should meet, and be able to demonstrate and evidence the following standards:

为实现这一目标，诺德安达各个学校应达到并能够展示及证明其符合以下标准：

- The school actively seeks the views of children on matters that affect them, including (but not limited to) safeguarding, risk, wellbeing, food, and recreation.
学校主动征求学生对影响自身的各项事务的意见与看法，包括（但不限于）安全保障、风险防范、身心健康、餐饮服务及课余活动。
- School Leadership actively promotes a culture of mutual respect, ensuring that students feel empowered to participate and that their views are valued and considered.
学校领导层积极倡导相互尊重的文化，确保学生感受到参与的底气与动力，并体会到自己的声音和意见得到重视和考量。
- All adults in the school should actively promote the idea of student participation and voice and seek ways in which to embed this within their scope of work.
学校全体教职员工应积极倡导学生参与及表达意见，主动探索将其内化于日常工作。
- Children are involved in shaping safeguarding practice and risk management through feedback groups, involvement in policy development and review, surveys, school councils, and peer-led initiatives.
学校通过反馈小组、政策制定与审阅、问卷调查、学生会、同伴互助活动等多种渠道，让学生参与到保障实践与风险管理的建设之中。
- The school respects, listens to and acts upon student concerns in a timely and transparent manner, including responding to escalations.
学校尊重并倾听学生的关切，及时、透明地采取行动，即便是逐级上报的事项也会跟进并予以回应。

- The school offers simple, accessible, and engaging channels for children to make complaints, provide comments, report concerns or abuse, and share information about their lives. This should include access to trusted adults within the schools.

学校为学生提供简单、便捷、易于使用的渠道，方便他们提出投诉、发表意见、报告关切或侵害事件，以及分享生活中的种种经历。这应包括让学生能够接触到校内值得信赖的成年人。

- School leadership should provide an independent person whom students can contact freely. This individual should act as an advocate, supporting students in raising concerns or seeking guidance.

学校领导层应指定一名独立人员，供学生随时、自由地联系。该人员应扮演学生支持者的角色，鼓励学生表达关切或寻求指导。

Standard six- online safety

标准六：网络安全

What are we trying to achieve: The online and digital environment are very real places that children and young people occupy. They present significant risks to young people, including targeted exploitation by adults, scams, AI-related crime, and media content that can impact their well-being. These risks can manifest as immediate incidents or be cumulative, having long-term effects on mental health. Given the complex and culturally specific context of the area, it is crucial that schools understand these risks and actively support students in navigating the digital world. Schools must ensure they do not normalise or downplay these dangers, maintaining a proactive approach to safeguarding in digital spaces.

我们希望实现：网络与数字环境是儿童和青少年真实活动的重要场所。这些环境隐藏着诸多风险，包括来自成年人的针对性剥削、网络诈骗、与人工智能相关的犯罪、以及可能影响青少年身心健康的媒体内容。这些风险可能以突发事件形式出现，也可能具有累积性，对心理健康造成长期影响。鉴于当地复杂且具有文化特异性的背景，学校必须深刻理解这些风险，并积极支持学生在数字世界中安全航行。学校须确保既不将此类危险正常化，也不予以轻视，始终对数字空间的学生保护工作保持积极主动的态度。

To achieve this, Nord Anglia Education schools should meet, and be able to demonstrate and evidence the following standards:

为实现这一目标，诺德安达各个学校应达到并能够展示及证明其符合以下标准：

- Digital safety is embedded across the school's safeguarding strategy, curriculum and policies ensuring consistent awareness and protection for all students, staff and parents at all times and in all areas.

数字安全已全面融入学校的保障战略、课程教学及规章制度，确保所有学生、教职员工和家长无论何时何地，都能得到持续的安全意识提升和切实有效的保护。

- The school employs robust filtering and monitoring systems to protect children from inappropriate or harmful online content. Data from these systems must be used to inform and shape the digital safety curriculum and safeguarding practices.

学校采用强大的过滤与监控系统，保护学生免受不当或有害的网络内容侵害。这些系统所产生的数据，必须用于指导和完善数字安全课程及保障实践。

- Staff, students, and parents receive age-appropriate training on online risks including grooming, exploitation, cyberbullying and misinformation, to promote awareness and foster safe digital engagement.
学校为教职员、学生及家长提供适龄的网络风险培训，涵盖诱骗、剥削、网络欺凌及虚假信息等内容，以提升安全意识，促进安全、健康的网络行为。
- The school promotes a balanced approach to digital wellbeing, encouraging safe, respectful and responsible use of technology among all members of the school community.
学校倡导均衡的数字福祉理念，推动全体校园成员安全、尊重、负责任地使用技术。
- School staff actively implement policies, systems and school rules to safeguard children in the digital environment. Online safety is recognised as a manageable priority and not an “impossible problem” to tackle.
教职员积极落实相关政策、系统及校规，保障学生的数字安全。网络安全被视为可控的重要事项，而非“无解的难题”。

Standard seven- curriculum and safeguarding education

标准七：课程与学生保护教育

What are we trying to achieve: Evidence indicates that educating young people about risks in their lives significantly reduces those risks. It is essential that this education is delivered through engaging and diverse methods, with the school actively monitoring students' attitudes, skills, and knowledge. When staff recognise risky behaviours, they take appropriate action to support and work with children to mitigate these risks. Schools with boarding facilities understand the additional challenges of living away from home and provide staff with targeted training to address these specific risks.

我们希望实现：证据表明，向青少年开展关于生活中各类风险的教育，能够显著降低这些风险的实际发生。此类教育必须通过富有吸引力且多样化的方式进行，学校应主动监测学生的态度、技能与知识掌握情况。当教职员识别出风险行为时，应采取适当行动，支持并协助学生共同降低这些风险。设有寄宿设施的学校理解离家生活所带来的额外挑战，并为教职员提供有针对性的培训，以应对这些特定风险。

To achieve this, Nord Anglia Education schools should meet, and be able to demonstrate and evidence the following standards:

为实现这一目标，诺德安达各个学校应达到并能够展示及证明其符合以下标准：

- The curriculum provides opportunities for children to learn about personal safety, healthy relationships, consent, and understanding risk, fostering their wellbeing and resilience.
学校课程为学生提供学习个人安全、健康的人际关系、知情同意、风险理解等方面的机会，从而促进其身心健康与心理韧性。
- Safeguarding themes are embedded across the curriculum and revisited regularly, not solely within specific curriculums such as PSHE.
学生保护主题贯穿于整个课程体系之中，并得到定期回顾与强化，而不仅仅局限于某一门特定课程（如个人、社会、与健康教育课程）。
- Children are taught how to seek help, make informed decisions, and manage their own safety – both online and offline.

教导学生如何寻求帮助、做出明智的决定，以及管理自身的安全——无论是网络环境还是现实环境。

- Curriculum planning reflects the diverse needs and experiences of students, helping to reduce vulnerability and promote resilience.

课程规划要充分考虑到学生多元化的需求与成长经历，降低脆弱性，提升心理韧性。

Standard eight- responding to concerns and allegations

标准八：回应关切与指控

What are we trying to achieve: Serious case reviews, lessons learned and our own organisational experiences tell us that, the way a school or children's service responds to allegations and concerns has a significant impact on the safety of students, staff and the organisation. It is essential that all Nord Anglia schools understand this link and put policy process and practice in place and actively promote this culture. The leadership of the school should follow any NAE guidance on allegations and escalations. We must never let culture get in the way of following NAE and school policy.

我们希望实现：重大案件的复盘、经验教训的总结、以及我们组织自身的经历告诉我们，学校或儿童服务机构对指控与关切的回应方式，对学生、教职员乃至整个组织的安全具有深远影响。诺德安达教育集团旗下所有学校都必须理解这一关联，建立相应的政策、流程与实践，并积极倡导这一文化。学校领导层应遵循诺德安达教育集团关于指控与逐级上报事项的相关指引。我们绝不能因文化因素而阻碍对集团及学校政策的遵守。

To achieve this, Nord Anglia Education schools should meet, and be able to demonstrate and evidence the following standards:

为实现这一目标，诺德安达各个学校应达到并能够展示及证明其符合以下标准：

- All staff have a basic understanding of the issues and risks that young people face at school, in the community at home and online.
全体教职员均需基本了解青少年在学校、社区、家庭及网络环境中所面临的各种问题与风险。
- The school provides, and actively promotes, a reporting and recording system which gives the best possible chance of collecting both small, and significant concerns about students and adults. All staff have access to this and actively contribute (this is tested and checked by the leadership team regularly)
学校建立并积极推行一套报告与记录系统，以最大程度地收集关于学生及成年人的各类关切——无论是轻微的还是重大的。全体教职员均可使用该系统并积极为之提供信息（领导团队定期对此进行测试与核查）。
- Staff have a basic understanding of how to handle disclosure and what to do.
教职员具备基本常识，知道如何处理学生的主动披露以及应当采取哪些行动。
- Records of concerns and decisions are clear, accurate, securely stored, and shared appropriately.
关切事项及处置决定的记录应清晰、准确、安全存储，并得到适当共享。
- All safeguarding concerns, disclosures and allegations are responded to swiftly and in accordance with School and NAE policy (and local procedures if in addition and if differs).
所有与学生保护相关的关切、主动披露、及指控均须按照学校及诺德安达教育集团政策予以迅速回应（若当地程序有额外要求或存在不同规定，也须一并遵循）。

- Allegations against staff or volunteers are managed in line with NAE guidance, involving the Regional Managing Director (RMD) and central teams if required after consultation with the principal.
针对教职员工或志愿者的指控，应按照诺德安达教育集团的指南进行处理，并在与校长协商后，根据需要请区域总经理及集团总部介入。
- If an allegation concerns a principal or senior leader, the RMD must be consulted along with the Group Head of Safeguarding.
若指控涉及校长或高级领导，则必须与区域总经理及集团学生保护负责人共同商议处理。
- The school supports children involved in disclosures or safeguarding incidents in a trauma informed way, ensuring they feel supported, heard, protected whilst avoiding re-traumatisation.
对于主动倾诉或卷入学生保护事件的学生，学校会以创伤知情的方式给予支持，让他们感到被接纳、被聆听、受到充分保护，同时小心避免给他们带来二次伤害。
- The school has a duty of care to all parties involved in any allegations, whether historical or current.
无论是指控过往发生的事，还是当前出现的问题，学校对所有卷入其中的相关各方都负有照顾与关怀的责任。

Standard nine- working with stakeholders

标准九：与利益相关方合作

What are we trying to achieve: The benefits of working in partnership are well understood and are considered best practice within the safeguarding arena. Working in partnership should be considered in its widest sense and examples might include students, parents, support organisations, health, statutory services, police, etc. We know that in some of our regions there are sensitivities in this type of working, however efforts should be made to forge relationships with stakeholders. Culture should not be used as a way of dismissing this essential part of working together to safeguard children.

我们希望实现：多方写作的益处已得到广泛认可，并在学生保护领域被视为最佳实践。合作应从最广泛的意义上加以理解，其对象可包括学生、家长、支持性组织、医疗卫生机构、法定服务机构、警方等。我们深知，在某些地区，此类合作方式存在一定的敏感性，但仍应努力与利益相关方建立联系。切莫以文化差异为由，而放弃这一守护学生安全不可或缺的协作机制。

To achieve this, Nord Anglia Education schools should meet, and be able to demonstrate and evidence the following standards:

为实现这一目标，诺德安达各个学校应达到并能够展示及证明其符合以下标准：

- The school will work in partnership with parents, students, health services and other relevant professionals to promote children's welfare.
学校将与家长、学生、医疗卫生服务机构及其他相关专业人士合作，共同促进儿童福祉。
- Safeguarding records are transferred promptly when a child moves school, in accordance with local laws. The school should do its best to ensure child protection (CP) records follow the child. This includes ensuring the school has sought CP records from new students' previous schools.

当学生转学时，学校将根据当地法律规定，及时转移学生保护记录。学校应尽最大努力确保学生保护记录随学生一同转出。同时，学校也须主动向新生的原就读学校索取其学生保护记录。

- **Information sharing is conducted legally, ethically, and in the best interest of the child.**
信息共享应以合法、合乎道德、且符合学生最大利益的方式进行。
- **The school will work with Regional and central safeguarding teams to ensure children are protected.**
学校将与区域及总部学生保护团队合作，确保学生得到保护。
- **When the school recognises that they may not have the required knowledge or skills to support young people, they should ensure that they work with parents to find the support which is needed. The leadership team has a duty of care to all of its students, and this extends to transitions and seeking external help.**

当学校认识到自身可能缺乏支持青少年所需的知识或技能时，应确保与家长合作，共同寻找所需的支持。领导团队对全体学生负有关怀责任，这一责任延伸至学生过渡阶段、以及寻求外部帮助的整个过程。

Standard ten- safe environments

标准十：安全环境

What are we trying to achieve: We have a duty of care to all young people, which includes ensuring that our physical environments are thoughtfully designed, safe, and appropriate for the student population. These environments should actively promote safety and support the wellbeing of children and young people.

It is essential that all areas, activities, and situations are subject to thorough risk assessment, with appropriate measures implemented to manage identified risks. Wherever possible, students should be involved in this process to foster awareness and shared responsibility. Risks within the local area must also be considered, and a Local Area Risk Assessment (LARA) should be developed and maintained accordingly.

Staff must be familiar with relevant risk assessments and apply them consistently during trips, activities, lessons, and when using equipment. Risk, when well-managed, can be a valuable part of learning and development. Therefore, risk assessments should not be used to unnecessarily restrict students' educational or recreational experiences, but rather to ensure these experiences are undertaken safely and responsibly.

我们希望实现：我们对所有青少年负有关怀责任，这包括确保我们的物理环境经过精心设计、安全可靠，并适合学生群体的需求。这些环境应积极促进安全，并支持儿童与青少年的身心健康。

所有区域、活动及情境都必须经过全面的风险评估，并实施适当措施以管控已识别的风险。在可能的情况下，应让学生参与这一过程，以培养其安全意识与共同责任感。当地环境中的风险也必须予以考虑，并应相应制定和维护本地风险评估。

教职员工必须熟悉相关风险评估，并在外出活动、校园活动、课堂教学以及使用设备时始终如一地加以应用。风险若得到良好管理，可以成为学习与发展的宝贵组成部分。因此，风险评估不应无谓限制学生的教育或休闲体验，而应确保这些体验在安全且负责任的前提下进行。

To achieve this, Nord Anglia Education schools should meet, and be able to demonstrate and evidence the following standards:

为实现这一目标，诺德安达各个学校应达到并能够展示及证明其符合以下标准：

- The school ensures the premises are safe, secure and appropriately supervised.
学校确保校舍安全、有保障，并受到适当监管。
- Risk assessments are in place for all relevant activities, including educational trips, technology use and visitors. These risk assessments are reviewed regularly to ensure suitability.
所有相关活动（包括教育旅行、技术使用及访客管理）均须进行风险评估。这些评估应定期审查，以确保其持续适用。
- Any educational trips deemed as 'high risk', should follow the appropriate extra protocol and sign off procedures.
任何被认定为“高风险”的教育旅行，均须遵循相应的额外协议及审批程序。
- The physical building safety is reviewed regularly, with student input used to inform safety decisions where appropriate.
定期对校舍建筑安全进行审查，并在适当时参考学生的意见，以指导安全决策。
- Where schools have Boarding facilities refer to Nord Anglia Education boarding standards.
设有寄宿设施的学校，须遵守诺德安达教育集团的寄宿标准。
- The school should meet and look to exceed the Nord Anglia requirements for Health and Safety.
学校应达到并力求超越诺德安达教育集团的健康与安全要求。

Standard eleven- monitoring, evaluation and review

标准十一：监测、评估与审阅

What are we trying to achieve: Safeguarding is an ever-evolving field, and it is essential that Nord Anglia Education and its schools strive to uphold the highest standards by staying informed of the latest research and best practices. Evidence shows that both internal and external quality assurance processes play a vital role in helping organisations improve. Schools should have clearly documented quality assurance procedures, along with evidence of how they have responded to identified areas for improvement. Reviews of safeguarding systems should be conducted regularly and involve all stakeholders, including regional and central teams. Schools should adopt a mindset of continuous improvement, always asking “what’s next?” rather than settling for “we are excellent.”

我们希望实现：保障工作是一个不断发展的领域，诺德安达教育集团及其旗下学校须了解最新的研究与最佳实践，努力维护最高标准。有证据表明，内部与外部质量保证机制在帮助组织持续改进方面发挥着重要作用。学校应制定明确的质量保证程序文件，并提供如何回应已识别改进领域的相关证据。学生保护体系的审阅应定期进行，并让所有利益相关方（包括区域及总部团队）参与其中。学校应秉持持续改进的心态，始终追问“下一步该做什么？”，而不是满足于“我们已经足够优秀了”。

To achieve this, Nord Anglia Education schools should meet, and be able to demonstrate and evidence the following standards:

为实现这一目标，诺德安达各个学校应达到并能够展示及证明其符合以下标准：

- The school regularly audits its safeguarding provision and acts upon the findings to improve practices. Schools will develop improvement plans in conjunction with Regional Safeguarding Directors based on annual and ad hoc audit processes.
学校定期对其学生保护工作进行审核，并根据审核结果采取行动以改进实践。学校将依据年度及临时审核流程，与区域学生保护负责人共同制定改进计划。

- The safeguarding policy is reviewed at least annually and updated in line with national guidance, local procedures and Nord Anglia expectations.
保障政策至少每年审阅一次，并根据国家要求、当地程序、诺德安达集团的期望进行更新。
- The Senior Leadership Team within a school conducts an annual safeguarding review identifying trends, strengths, and areas for improvement, this is then sent to the regional, and then central safeguarding team.
学校高级领导团队每年进行一次学生保护工作的年度审阅，识别趋势、优势及待改进领域，然后将审阅结果提交至区域学生保护负责人，再上报至总部学生保护负责人。
- Where required, there is a clear improvement plan for safeguarding which is developed in conjunction with the Regional Safeguarding Directors. The plan is clear, achievable and accountable, with an ability to track progress.
必要时，学校应制定清晰的学生保护工作改进计划，该计划与区域学生保护负责人共同拟定。计划应清晰明确、切实可行、责任到人，并进行进度跟踪。
- Schools should regularly gather feedback from its community (students, parents, staff and contractors) in a variety of ways (surveys, focus groups etc), and this feedback from should inform ongoing safeguarding evaluations.
学校应通过多种方式（问卷调查、焦点小组等）定期从校园社区（学生、家长、教职员工及承包商）收集反馈，并将这些反馈意见作为持续评估学生保护工作的依据。
- The school actively seeks quality assurance feedback to continuously drive excellent standards for children.
学校主动寻求质量保证方面的反馈，以持续推动学生保护标准迈向卓越。
- The DSL team meet regularly to review cases and general themes and risks to young people. These meetings are sensitively documented, with notes held securely.
学生保护指定负责人定期召开会议，审阅具体案例以及涉及青少年的总体主题与风险。这些会议应作谨慎记录，且记录须安全保管。

Standard twelve- safeguarding data, trends and intelligence

标准十二：学生保护数据、趋势与情报

What are we trying to achieve: Given the large number of students attending Nord Anglia Education schools, it is not possible to instinctively identify issues or emerging trends. It is therefore essential that schools implement strong systems to collect, analyse, and respond to data in a timely and effective manner. Senior Leadership Teams should use this data to guide organisational change and to identify concerning patterns among groups or individual students.

Staff play an important role as evidence collectors, contributing to a broader understanding of the school environment, much like assembling pieces of a jigsaw puzzle. It is vital that schools and staff remain mindful of the children represented by the data. Any information actively gathered from young people must be reviewed by an adult and not left unexamined in a database. This review should take place as soon as it is practicably possible.

我们希望实现：鉴于诺德安达教育集团旗下学校就读学生数量庞大，无法仅凭直觉识别问题或新兴趋势。因此，学校必须建立强有力的系统，以及时、有效的方式收集、分析并回应数据。高级领导团队应利用这些数据来指导组织变革，并识别群体或个别学生中存在的令人关切的模式。

教职员工作为证据收集者发挥着重要作用，如同拼图一般，为更全面地理解学校环境贡献力量。学校及教职员工必须始终关注数据所代表的学生本身。任何从青少年那里主动收集的信息，都必须由成年人进行审阅，而不能未经检视地留存在数据库中。此类审阅应在实际可行的范围内尽快进行。

To achieve this, Nord Anglia Education schools should meet, and be able to demonstrate and evidence the following standards:

为实现这一目标，诺德安达各个学校应达到并能够展示及证明其符合以下标准：

- The school collects, analyses and uses safeguarding data to identify patterns, recurring issues, and emerging risks.
学校收集、分析并运用保障数据，以识别模式、反复出现的问题及新兴风险。
- Information gathered from concerns, disclosures, attendance, behaviour, exclusions and wellbeing data is used to inform the wider safeguarding strategy.
从各类关切、主动披露、出勤情况、行为表现、处分记录及身心健康数据中收集的信息，应用于为更广泛的保障战略提供依据。
- Data is disaggregated to identify ‘at risk’ groups and inform targeted intervention.
对数据进行分类分析，以识别“高危”群体，并为有针对性的干预措施提供信息支持。
- Analysis of safeguarding trends is reported regularly to leadership teams within schools and also Nord Anglia Education to support accountability and continuous improvement.
学生保护趋势的分析结果应定期报告给学校领导团队及诺德安达教育集团，以强化责任机制、推动持续改进。
- Data is handled in compliance with local and Nord Anglia Education data protection policies, with appropriate redaction, anonymisation and confidentiality measures in place at all times.
数据的处理须符合当地及诺德安达教育集团的数据保护政策，并始终采取适当的编辑处理、匿名化及保密措施。

Appendix 5 - Boarding Standards 附录五 - 寄宿标准

PURPOSE 目的

This document outlines a standalone set of standards specifically designed for schools with boarding provision. While comprehensive in scope, these standards must be read in conjunction with the Nord Anglia Education Safeguarding Standards, which provide the overarching framework for ensuring the safety and wellbeing of all students across all of our schools. Together, these documents form a cohesive approach to safeguarding and quality assurance within the boarding context.

这份文件概述了一套独立的、专为设有寄宿服务的学校设计标准。虽然这些标准内容全面，但必须与《诺德安达教育集团的学生安全保障标准》结合阅读，后者为我们所有学校确保全体学生安全与福祉提供了总体框架。这两份文件共同构成了寄宿环境下的安全保障与质量保证方面的统一。

These boarding standards are not intended to impose uniformity or limit the creativity that defines many of our schools. Instead, they offer structured guidance to help schools achieve and maintain a consistently high standard of boarding provision—one that ensures Nord Anglia Education (NAE) students experience a positive, enriching childhood and are safeguarded in the broadest sense.

这份寄宿标准的目的是，并非要求统一模式或限制许多学校引以为傲的创造力。相反，它提供了结构化的指导，帮助学校实现并持续维持高标准的寄宿服务——确保诺德安达的学生能够拥有积极、充实的童年，并在最广泛的意义上得到安全守护。

The standards are organised into nine thematic sections. Each begins with a clear statement of intent, “What are we trying to achieve?”, followed by a set of quality benchmarks that should be demonstrably met by all schools offering boarding.

这些标准分为九个专题部分。每个部分开头都有一句清晰的意图陈述，即“我们希望实现什么目标？”，随后是一套质量基准，所有提供寄宿服务的学校都必须证明自身已达到这些基准。

These standards are supplementary and do not override any applicable local legislation or regulatory requirements, including those related to health and safety, fire protection, medical care, or child welfare. Schools operating in the United Kingdom must continue to comply with the National Minimum Standards (NMS) for Boarding Schools.

这些标准是补充性的，并不取代任何适用的地方法律或法规要求，如与健康与安全、消防、医疗保健或儿童福利相关的规定等等。在英国境内运营的学校必须继续遵守其《寄宿学校国家最低标准》。

This guidance sets out a baseline expectation. We actively encourage and expect schools to exceed these standards, reflecting our collective commitment to excellence, innovation, and continuous improvement in the care and education of our students.

这份指导文件设定的是基础性期望。我们积极鼓励并期望各校超越这些标准，以体现我们共同致力于在学生关怀与教育方面追求卓越、创新和持续改进的承诺。

MANAGEMENT AND LEADERSHIP 管理与领导

What are we trying to achieve: Nord Anglia Education schools, and their leaders must ensure a safe, nurturing, and high-quality boarding environment. Effective boarding provision requires a clearly

defined management structure that outlines specific areas of responsibility, supports professional development and career progression, and consistently delivers excellence in care and provision.

我们希望实现：诺德安达教育集团和学校及其领导者必须确保提供一个安全、温馨且高质量的寄宿环境。有效的寄宿服务需要明确的管理架构，该架构需界定具体的职责范围，支持专业发展与职业晋升，并持续在关怀与服务方面追求卓越。

To achieve this, Nord Anglia Education schools should meet, and be able to demonstrate and evidence the following standards:

为实现这一目标，诺德安达各个学校应达到并能够展示及证明其符合以下标准：

Standard 1- statement of boarding principles and practice

标准 1：寄宿原则与实践声明

- All Nord Anglia boarding schools are required to produce a 'Boarding Statement of Principles and Practice'. This document should clearly articulate the nature of the boarding provision, including key details such as the age range of boarders, staffing ratios, boarding locations, approaches to behaviour management, recreational opportunities, and wellbeing support.
所有诺德安达寄宿学校均需制定一份《寄宿原则与实践声明》。该文件应清晰阐述寄宿服务的性质，包括寄宿生的年龄范围、员工配比、寄宿地点、行为管理方式、休闲活动机会、以及身心健康支持等关键细节。
- The statement must be clear, concise, and accessible, ideally presented on a single side of A4 to ensure ease of reference and consistency across schools.
该声明必须清晰、简洁、易于理解，最好以单面 A4 纸的篇幅呈现，以便于查阅并确保各校之间的一致性。
- Best practice would see a child-friendly/accessible version of this document clearly visible and accessible to all boarders.
最好能有一份适合儿童阅读/易于儿童理解的版本，让所有寄宿生都能清晰看到并方便获取。

Standard 2- management and development of boarding

标准 2：寄宿管理与发展

- The school regularly evaluates the effectiveness of leadership, management, and the delivery of its boarding provision, taking timely and appropriate action when necessary to ensure continuous improvement.
学校定期评估寄宿服务的领导、管理及实施效果，并在必要时及时采取适当措施，以确保持续改进。
- School leaders and managers possess the necessary skills and knowledge for their roles and engage in relevant professional development and training as required.
学校领导和管理者具备其职位所需的技能和知识，并根据要求参加相关的专业发展与培训。
- Boarding provision is guided by a clearly defined leadership and management structure, with strong collaboration between academic and residential staff to support holistic student development.
寄宿部门有清晰的领导与管理架构，教学团队与宿管团队紧密协作，共同促进学生的全面发展。

- Leadership and management consistently fulfil their responsibilities to ensure that all boarding standards are met and maintained.
领导与管理层始终认真履行职责，确保所有寄宿标准得到落实并持续保持。
- Robust internal and external quality assurance mechanisms are in place, and feedback is actively addressed by the boarding leadership team.
学校建立了健全的内部与外部质量保障机制，寄宿管理团队会积极处理各类反馈意见。
- The wellbeing of pupils is actively promoted through the leadership and management of the school, reflecting a culture of care and support.
领导与管理层积极推动和促进学生身心健康的全面发展，营造出一种关怀与支持并重的校园文化。
- Senior boarding staff are experienced and well-trained in the management and practice of boarding. Their expertise is applied to safeguard and enhance the welfare of all boarders.
寄宿部的高级管理人员经验丰富，在寄宿管理与实践方面受过良好培训。他们运用自身专业能力，保障并促进所有寄宿生的身心健康与福祉。
- The school adheres to and maintains all policies and documentation outlined in Appendix A.
学校遵守并持续维护附录 A 中列出的所有政策与文件。
- Records specified in Appendix B are accurately maintained, regularly reviewed, and acted upon as appropriate to ensure compliance and accountability.
附录 B 中规定的记录应准确保存、定期审查，并视情况采取相应措施，以确保合规与可问责性。

BOARDING PROVISION 寄宿服务

What are we trying to achieve: The school fosters a warm, welcoming, and homely environment where boarders feel safe, secure, and comfortable. Their privacy is respected, and the accommodation is designed to be both enjoyable and adaptable, allowing students to personalise their living spaces. Boarders are given opportunities to contribute to decisions regarding food provision and feel confident that their personal belongings are protected and valued.

我们希望实现：学校营造一个温暖、友好、如家般的环境，让寄宿生感到安全、安心与舒适。学生的隐私受到尊重，住宿空间的设计既令人愉悦又具有可调整性，允许学生个性化布置自己的生活区域。寄宿生有机会参与膳食安排的相关决策，并且能够确信自己的个人物品受到保护与重视。

To achieve this, Nord Anglia Education schools should meet, and be able to demonstrate and evidence the following standards:

为实现这一目标，诺德安达各个学校应达到并能够展示及证明其符合以下标准：

Standard 3 - Inclusion, Equality and diversity

标准 3：包容、平等与多样性

- Boarders are treated equitably and without discrimination. Individual characteristics, such as cultural and linguistic background, special educational needs, or academic and sporting ability, are thoughtfully considered in the care provided, ensuring that support is responsive to diverse needs and fosters an inclusive school environment.
寄宿生受到公平对待，不受任何歧视。寄宿服务会充分考虑个体特征，例如文化与语言背景、特殊教育需求，以及学术和体育能力，确保支持措施能够回应多样化需求，营造包容友好的学校环境。

- Students are actively supported in expressing their cultural and religious identities through participation in relevant activities, celebrations, and events.
学校积极支持学生表达自己的文化和宗教身份，鼓励他们参与相关活动、庆祝和节庆事件。
- The boarding provision incorporates strategies that equip all staff, including leadership, to recognise and value cultural diversity and understand its significance in promoting the wellbeing and safeguarding of children and young people.
学校在寄宿服务中融入相关策略，帮助包括领导层在内的所有员工认识并珍视文化多样性，理解其在促进儿童与青少年身心健康及安全保障方面的重要作用。
- The school encourages and facilitates boarders' ability to express their cultural identity and exercise their cultural rights in a respectful and affirming manner.
学校鼓励并支持寄宿生以自己的方式表达文化身份、行使文化权利，让每个孩子都感受到被尊重、被认可。
- Staff implement clear measures to identify, challenge, and prevent racism. Any incidents are addressed promptly and appropriately, reinforcing a zero-tolerance approach to discriminatory behaviour.
教职员工会采取明确措施，识别、制止和防范种族主义行为。任何相关事件都会得到及时、妥当的处理，以此强化对歧视行为零容忍的原则。

Standard 4 - boarding accommodation

标准 4：住宿条件

- Boarders are provided with high-quality sleeping accommodation that is well-organised and effectively managed. Regular, documented risk assessments are conducted, and any identified issues are promptly addressed to ensure the safety and wellbeing of all boarders. Accommodation offers appropriate privacy, with consideration given to sex, age, and individual needs. Where bedrooms are shared, boarders are given the opportunity to express preferences regarding their roommates.
寄宿生享有高品质的睡眠住宿环境，房间整洁有序，管理得当。学校会定期进行有书面记录的风险评估，发现任何问题都会及时处理，以保障所有寄宿生的安全与身心健康。住宿条件提供适当的隐私保护，并充分考虑到性别、年龄及个体差异。学生合住时，学校会给予寄宿生表达室友选择偏好的机会。
- Comfortable and well-equipped living spaces are available to boarders, including reliable internet access to support both structured and independent study outside of school hours, as well as social interaction.
寄宿生应享有舒适且设施齐全的生活空间，包括稳定的网络连接，以支持其在课余时间的学习，同时满足日常社交互动的需求。
- Adequate toilet and washing facilities are provided, featuring high-quality fixtures, fittings, and access to hot water. These facilities are easily accessible from sleeping areas and are designed to meet the needs of boarders, taking into account gender, age, and any specific requirements.
学校须提供充足的卫生间与洗浴设施，所有洁具、配件均应品质优良，并保证热水供应。相关设施应便于从睡眠区域到达，其设计需充分考虑寄宿生的性别、年龄及任何特殊需求。
- Boarding houses and associated accommodation are well-lit, appropriately heated and ventilated, and maintained to a high standard of cleanliness. Air conditioning is provided where necessary to ensure comfort.
寄宿楼及相关住宿区域照明充足，采光良好，供暖与通风适宜，并保持高标准清洁卫生。必要时须配备空调，以确保居住环境的舒适性。

- Accommodation is suitably furnished and proportioned to meet the needs, ages, and number of boarders. Clear separation is maintained between student and staff living areas, and bedding is clean, warm, and comfortable.
住宿区域的家具配置与空间比例应合理，能够满足寄宿生的实际需求、年龄特点及人数规模。学生与教职员工的居住区域须明确分开，床品应保持洁净、保暖且舒适。
- Boarders are encouraged to personalise their living spaces with appropriate personal items, fostering a sense of ownership and comfort.
应鼓励寄宿生用适当的个人物品布置自己的生活空间，以增强归属感和舒适感。
- Boarding accommodation is exclusively reserved for designated students and is safeguarded against unauthorised access. Use of school facilities by external individuals or groups is managed to prevent unsupervised access to boarders or their living areas while occupied.
寄宿住宿区域专供指定学生使用，须严防未经授权的人员进入。如有校外人员或团体使用学校设施，应妥善管理，确保在寄宿生居住期间，无人可擅自接触学生或进入其生活区域。
- Where boarders are unable to maintain acceptable standards of cleanliness or hygiene in their personal areas, staff intervene to ensure these spaces remain clean, safe, and respectful of communal living standards.
若寄宿生个人区域的清洁或卫生状况无法达到可接受的标准，教职员工须予以介入，确保这些空间保持干净、安全，并符合集体居住的基本要求。

Standard 5 - Boarders' possessions

标准 5：寄宿生个人物品

- Boarders have access to a reliable and well-managed laundry service for clothing and bedding. Items are securely stored during the laundering process and returned to the correct student in a timely manner. Alternatively, appropriate facilities are available for boarders to launder their own belongings. Where students are unable to maintain cleanliness independently, staff intervene to ensure that all boarders have access to clean clothing and bedding.
学校应为寄宿生提供可靠且管理良好的洗衣服务，用于清洁衣物及床上用品。送洗物品在洗涤过程中应得到安全保管，并及时归还至相关学生。亦可提供适当设施供寄宿生自行清洗个人物品。若学生无法独立保持衣物及床品的清洁，教职员工须予以干预，确保所有寄宿生都能获得干净的衣物与床上用品。
- The school provides effective safeguards for boarders' personal possessions, including any money or valuables entrusted to staff. Secure systems are in place to protect these items from loss or unauthorised access.
学校应为寄宿生的个人物品（包括交由教职员工保管的现金或贵重物品）提供有效保障。须建立安全的保管制度，防止物品丢失或未经授权的接触。

Standard 6 - Food and Nutrition

标准 6：食品与营养

- All boarders are provided with high-quality, nutritionally balanced meals that offer variety, choice, and adequate portion sizes. This includes appropriate accommodations for students with specific dietary, medical, or religious requirements.
学校应为所有寄宿生提供优质、营养均衡的膳食，餐食应丰富多样、选择充足且分量适当。同时，须为有特定饮食、医疗或宗教需求的学生做出相应的膳食安排。

- The school ensures that facilities for the hygienic preparation, serving, and consumption of meals meet high standards. These facilities may be located within the main school building, provided they are conveniently situated near the boarding accommodation.
学校须确保备餐、供餐及用餐设施的卫生状况达到高标准。可设于主教学楼内，但须位置便利，便于寄宿生前往。
- Beyond scheduled meals, boarders have access to safe drinking water and to food or facilities for hygienic food preparation at reasonable times. The school remains attentive to individual preferences and needs in this regard.
除正餐外，寄宿生还应能够获取安全饮用水，在合理时间内能获取食物或使用卫生的设施来制备食物。学校应在此方面关注学生的个体偏好与需求。

HEALTH AND WELLBEING 健康与身心福祉

What are we trying to achieve: Boarders' health needs are comprehensively addressed, with proactive support for their physical, emotional, social, and mental wellbeing. Any healthcare provided is guided by the principle of acting in the child's best interests, ensuring their safety, dignity, and overall development.

我们希望实现：寄宿生的健康需求得到全面关注，并在身体、情感、社交及心理等各方面获得积极支持。所提供的任何医疗保健服务，均以“符合儿童最佳利益”为原则，确保他们的安全、尊严与全面发展。

To achieve this, Nord Anglia Education schools should meet, and be able to demonstrate and evidence the following standards:

为实现这一目标，诺德安达各个学校应达到并能够展示及证明其符合以下标准：

Standard 7 - Boarders' health and wellbeing

标准 7：寄宿生的健康与身心福祉

- The school maintains and effectively enforces comprehensive policies for the care of boarders who are unwell or have medical conditions. These policies ensure the promotion of boarders' physical and mental health, emotional wellbeing, and guarantee prompt intervention when health concerns arise.
学校制定并有效执行针对生病或有健康问题寄宿生的全面照护政策。这些政策旨在促进寄宿生的身心健康与情感福祉，并确保一旦出现健康问题，能够及时采取干预措施。
- Boarders receive guidance and education to help them understand their physical and health needs. They are supported in developing healthy lifestyles and making informed choices about their personal wellbeing.
寄宿生应获得相关指导与教育，帮助他们了解自身的身体与健康需求。学校应支持他们养成健康的生活方式、做出有利于个人身心福祉的明智选择。
- Robust arrangements are in place to care for boarders who are ill or injured. Where necessary, students are accommodated separately to ensure appropriate care or to prevent the spread of contagious conditions. When boarders require temporary accommodation away from their usual residence, they are provided with high-quality facilities, including toilets and washing areas, that are appropriately staffed and offer suitable privacy, with consideration given to age, gender, and any specific needs.
学校须建立健全的照护机制，以妥善照顾生病或受伤的寄宿生。必要时，应将学生单独安置，以确保获得适当的护理或防止传染病的扩散。若寄宿生需暂时离开原住地接

受安置，学校应为其提供高品质的设施（包括卫生间与洗浴区域），并配备足够的人员看护，同时根据学生的年龄、性别及特殊需求，保障其应有的隐私。

- The school ensures boarders have appropriate access to local medical, dental, and optometric services. It also maintains effective collaboration with healthcare professionals, including specialist providers, to meet individual health needs.

学校须确保寄宿生能够适时获得当地医疗、牙科及眼科服务，同时与包括专科医生在内的各类医疗保健专业人员保持有效协作，以满足学生的个性化健康需求。

- All medication is stored securely, and detailed records of its administration are maintained. Staff responsible for administering medicines are properly trained and competent. Prescribed medication is given only to the boarder for whom it is intended. Boarders permitted to self-medicate are assessed for their ability to do so responsibly, with documented evidence of the risk assessment.

所有药物均须安全存放，并保留详细的用药记录。负责给药的工作人员应经过适当培训且具备相应能力。处方药物仅可给予指定的寄宿生。对于允许自行服药的学生，须通过能力评估确认其能够负责任地用药，并留存相关风险评估的书面记录。

- The school upholds boarders' rights to confidentiality, privacy, and dignity in all matters relating to their health and medical care.

学校在处理所有与寄宿生健康及医疗照护相关的事务时，须尊重并保障其隐私权、保密权及尊严。

SAFEGUARDING 安全保护

What are we trying to achieve: Boarders are kept safe both within the school's boarding accommodation and during activities or time spent away from the premises. Robust safeguarding measures are in place to prevent harm, and any incidents that arise are reported in line with the NAE Safeguarding Policy, managed swiftly and effectively to ensure the continued protection and wellbeing of all students.

我们希望实现：无论是在校内寄宿区域，还是在校外活动或外出期间，寄宿生的安全都须得到切实保障。学校须建立健全的安全保护措施以防范伤害事件的发生；一旦发生任何事件，须按照诺德安达《安全保护政策》的要求进行报告，并迅速、有效地加以处置，确保持续保障所有学生的安全与身心福祉。

To achieve this, Nord Anglia Education schools should meet, and be able to demonstrate and evidence the following standards:

为实现这一目标，诺德安达各个学校应达到并能够展示及证明其符合以下标准：

Standard 8 - Safeguarding and Student protection

标准 8：安全保障与学生保护

- The school must establish and effectively implement robust arrangements to safeguard and promote the welfare of all pupils. It is essential that every member of staff, across both the school and boarding settings, understands that safeguarding is a shared responsibility and remains vigilant in protecting children from harm.

学校须建立并有效落实健全的安全保障机制，以维护并促进所有学生的身心福祉。学校及寄宿环境中的每一位教职员工都必须认识到，安全保护是一项共同责任，每个人都应保持高度警觉，切实保护儿童免受伤害。

- Protecting children from harmful and inappropriate online content is a critical aspect of safeguarding. The school's strategy for online safety must be clearly articulated within its child protection policy and aligned with Nord Anglia Education guidance.

保护儿童免受有害及不当网络内容的侵害是安全保障工作的关键组成部分。学校的网络安全策略须在其儿童保护政策中予以明确阐述，并与诺德安达教育集团的指导方针保持一致。

- The safeguarding policy must be transparent, accessible, and communicated clearly to both boarders and staff. It should explicitly outline:

安全保护政策必须透明、易于获取，并清晰传达给寄宿生和教职员工。该政策应明确阐述以下内容：

- The school's approach to preventing and responding to child-on-child abuse, with sensitivity to the unique risks posed by shared overnight accommodation in boarding settings

预防和应对学生之间伤害行为的策略，并充分考虑寄宿环境中夜间共处一室所带来的特殊风险

- Measures in place to safeguard pupils in contexts where there is a significant gender imbalance

针对性别严重失衡环境下保障学生安全的各项措施

- Protocols for managing boarders' personal devices, including procedures for monitoring harmful content already stored on devices, and mitigating risks associated with mobile networks that may bypass the school's filtering and monitoring systems.

关于管理寄宿生个人设备的各项规程，包括对设备上已存储的有害内容进行监控的程序，以及针对移动网络可能绕过学校过滤与监控系统所带来的风险采取相应防范措施。

HEALTH AND SAFETY 健康与安全

What are we trying to achieve: Boarders are safeguarded at all times, whether on school grounds, within boarding accommodation, or while participating in off-site activities under the school's supervision, such as educational visits. The school implements robust risk management strategies to prevent harm and responds promptly and effectively to any incidents that may arise

我们希望实现：无论是在校园内、寄宿区域中，还是在学校监管下参与的校外活动（如游学）期间，寄宿生的安全都须得到全天候的保障。学校须实施健全的风险管理策略以防范伤害事件的发生，并对任何可能出现的事件做出迅速、有效的应对。

To achieve this, Nord Anglia Education schools should meet, and be able to demonstrate and evidence the following standards:

为实现这一目标，诺德安达各个学校应达到并能够展示及证明其符合以下标准：

Standard 9 - Safety of Boarders

标准 9：寄宿生的安全

- The school complies with all relevant local and Nord Anglia health and safety guidance through the development and effective implementation of a comprehensive written health and safety policy. Staff receive appropriate training to ensure the policy is consistently applied in practice.

学校须制定书面的健康与安全政策并有效落实，以符合当地及诺德安达的健康与安全指南。同时，教职员工应接受相应培训，确保该政策在日常工作中得到一致执行。

- The school premises, boarding accommodation, and associated facilities are maintained to a standard that ensures, as far as reasonably practicable, the health, safety, and welfare of all pupils. A secure and supportive environment is provided in which students can live and learn.

学校须对校园场地、寄宿住宿及相关配套设施进行维护，其标准应在合理可行范围内最大限度保障全体学生的健康、安全与身心福祉，为学生提供一个安全、有益的学习与生活环境。

- The welfare of boarders is safeguarded through a written risk assessment policy that is actively implemented. Identified risks are addressed through timely and appropriate actions to minimise potential harm.

学校须制定书面的风险评估政策并积极落实，以保障寄宿生的身心福祉。针对已识别的风险，须通过及时、适当的行动加以处理，将潜在伤害降至最低。

- As part of its health and safety framework, the school has established clear written procedures for responding to major incidents. This includes contingency plans for overnight emergencies requiring evacuation, ensuring boarders' safety and wellbeing are prioritised.

作为健康与安全框架的组成部分，学校须制定清晰的书面程序，以应对重大突发事件。其中须包含针对夜间需紧急疏散情况的应急预案，确保寄宿生的安全与身心福祉得到优先保障。

- The school maintains proportionate and well-considered procedures to protect boarders during off-site activities under its supervision, such as organised visits. These procedures are based on thorough risk assessments and are designed to manage potential hazards effectively.

学校须制定恰当且周全的程序，以保护寄宿生在学校监管下的校外活动（如学校组织的参访）期间的安全。这些程序应基于全面的风险评估，并旨在有效管理潜在的危险。

Standard 10 - fire and emergency precautions and drills

标准 10：消防与应急预防及演练

- All boarders and staff are familiar with emergency procedures and can be safely evacuated in the event of an incident.

所有寄宿生及教职员工均熟悉应急程序，并能在突发事件发生时安全疏散。

- The school adheres to Nord Anglia Education guidance, ensuring that alarm and alert systems are accessible to all, and that evacuation plans are clearly defined and responsive to the individual needs of every child.

学校须遵守诺德安达教育集团的指导方针，确保报警与预警系统人人可及，并制定清晰的疏散计划，响应每一位儿童的个体需求。

- Fire drills are conducted regularly during boarding hours, with a minimum frequency of once per term. Additionally, at least one overnight drill should be carried out annually, unless a formal welfare assessment determines that this would adversely affect boarders.

消防演练须在寄宿期间定期进行，每学期至少一次。此外，每年至少应开展一次夜间演练，除非正式的身心福祉评估认定该演练会对寄宿生产生不利影响。

- For schools accommodating 'flexi' boarders, additional fire drills may be required based on a school-specific risk assessment. These drills ensure that all pupils with flexible boarding arrangements are adequately prepared for emergency situations.

对于接收“弹性”寄宿生的学校，可能需要根据学校特定的风险评估结果增加消防演练频次。这些演练旨在确保所有弹性寄宿生都能为紧急情况做好充分准备。

BOARDERS' RIGHTS, ADVOCACY AND COMPLAINTS 寄宿生的权利、权益维护与投诉机制

What are we trying to achieve: Boarders are actively supported in expressing themselves, building positive relationships with staff, and maintaining meaningful connections with their families or carers—unless restricted by legal circumstances. The school ensures that boarders' views, wishes, and feelings regarding their boarding experience are regularly sought, genuinely valued, and thoughtfully considered in decision-making and day-to-day practice.

我们希望实现：寄宿生应得到积极的支持，自如地表达自我、与教职员建立积极的关系，并与家人或照护者保持有意义的联系——除非受法律情形限制。学校须确保定期征询寄宿生对其寄宿体验的看法、意愿及感受，并在决策制定与日常实践中予以真诚重视和审慎考虑。

To achieve this, Nord Anglia Education schools should meet, and be able to demonstrate and evidence the following standards:

为实现这一目标，诺德安达各个学校应达到并能够展示及证明其符合以下标准：

Standard 11 - boarders' induction and individual support

标准 11：寄宿生的入学适应与个性化支持

- A structured and supportive induction process is in place to help new boarders settle into school life and understand key routines, expectations, and sources of support.
学校须建立结构清晰、支持到位的入学适应流程，帮助新寄宿生顺利融入学校生活，了解关键作息常规、行为期望以及可获得的支持资源。
- The school will work collaboratively with parents and carers to establish clear arrangements for the collection and transportation of boarders (including international students) at the beginning and end of each term, as well as during any temporary absences. Responsibilities are clearly defined to ensure safe and coordinated transitions.
学校须与家长及照护者合作，对寄宿生（包括国际学生）在每学期开学、期末以及临时离校的接送安排工作建立清晰的流程。各方职责应予以明确界定，以确保安全、有序的交接。
- Boarders are encouraged and empowered to approach any member of staff with personal, academic, or welfare concerns. All staff are equipped with the knowledge and guidance to respond appropriately and sensitively when a boarder seeks support.
学校鼓励并支持寄宿生就个人、学业或身心福祉方面的问题，向任何一位教职员寻求帮助。所有教职员都应具备相应的知识与指导，能够在寄宿生寻求支持时，做出恰当且体察入微的回应。
- The school designates at least one trusted adult, independent of the boarding team, whom boarders can contact directly about personal issues or concerns. Often referred to as the 'independent person', this individual is well known to students, easily accessible, and someone they feel comfortable speaking with. This role may be fulfilled by a staff member within the school who is not directly involved in boarding provision.
学校须指定至少一名独立于寄宿团队之外的可信赖成年人，供寄宿生就个人问题或困扰直接联系。此人通常被称为“独立联系人”，应为学生所熟知、易于接触，并让学生感到可以自在倾诉。该角色可由学校内不直接参与寄宿服务的教职员担任。
- Boarders are provided with contact details for at least two child-specific support services. In areas where such services are unavailable, the school ensures that an independent person is appointed to act as a student advocate, offering impartial guidance and support.
学校须向寄宿生提供至少两个儿童专属支持服务机构的联系方式。若所在地区无法提供此类服务，学校须指定一名独立人士担任学生权益维护者，为学生提供公正的指导与支持。

Standard 12 - contact with parents/carers

标准 12：与家长/照护者的联系

- Schools ensure that boarders are able to communicate privately with their parents, carers, and families at mutually convenient times, with consideration given to international time zones where applicable. Proportionate systems are in place to monitor and manage electronic communications, aimed at identifying and preventing abuse, bullying, or unsafe behaviour. Schools remain sensitive to individual circumstances, including any legal or welfare-based restrictions on family contact, and act in accordance with those needs.

学校须保障寄宿生能够在双方方便的时间与家长、照护者及家人进行私下沟通，必要时须考虑国际时区差异。同时，应建立适度的电子通讯监管机制，旨在识别并防范虐待、欺凌或不安全行为。此外，学校须敏锐关注个体特殊情况，包括任何基于法律或福祉考量而对家庭联系所设的限制，并据此采取相应措施。

Standard 13 – complaints

标准 13：投诉机制

- The school maintains and adheres to a clear and effective policy for recording and responding to parental complaints. This policy outlines the process for submitting a complaint, how it will be managed, and the expected timescales for resolution.

学校须制定并遵守清晰、有效的家长投诉记录与回应政策。该政策应阐明投诉的提交方式、处理流程以及预期解决的时限。

- A transparent and easily accessible process is in place for boarders to raise concerns or complaints specifically related to boarding provision. The school's procedures clearly define how such complaints will be addressed, and boarders are assured that they will not face any repercussions for raising a concern in good faith.

学校须建立透明、便捷的投诉渠道，便于寄宿生就寄宿服务相关问题提出疑虑或正式投诉。相关程序应明确说明投诉的处理方式，并切实保障寄宿生因善意反映问题而免于任何不利后果。

- The school keeps a detailed written record of all complaints, including those related to boarding provision. This record includes the nature of the complaint, any actions taken in response, regardless of whether the complaint was upheld, and complaints that were later withdrawn. The school regularly reviews these records to identify and respond to any emerging patterns or recurring issues.

学校须对所有投诉（包括涉及寄宿服务的投诉）建立并保存详实的书面记录。记录内容应载明投诉的性质、所采取的应对措施（无论投诉是否成立），以及后续撤回的投诉。学校应定期审阅这些记录，以便及时发现并回应任何新出现的趋势或反复发生的问题。

- Boarders are actively encouraged to share their views on the boarding experience. The school provides clear and accessible channels for boarders to express feedback and raise concerns. These views are considered in decisions affecting the operation of boarding provision, and boarders receive feedback on how their input has been considered. No boarder is penalised for raising a concern in good faith.

学校应积极鼓励寄宿生分享他们对寄宿体验的看法，并提供清晰、便捷的渠道供其表达反馈与提出关切。在涉及寄宿服务运营的决策中，应充分考虑寄宿生的意见，并向他们反馈其意见被如何采纳。任何寄宿生不会因善意提出关切而受到处罚。

- The school offers a mechanism through which boarders can raise concerns or complaints anonymously, ensuring that all students feel safe and supported in voicing their experiences.

学校应设立机制，允许寄宿生匿名提出疑虑或投诉，确保所有学生都能在感到安全并获得支持的情况下，畅所欲言地表达自己的经历和感受。

PROMOTING POSITIVE BEHAVIOUR AND RELATIONSHIPS 积极行为与人际关系的促进

What are we trying to achieve: Boarders demonstrate positive conduct and cultivate respectful, healthy relationships with both peers and staff. The school actively promotes and celebrates positive behaviour and interpersonal respect. Where sanctions are necessary, they are proportionate, clearly communicated, and applied consistently and fairly across the boarding community.

我们希望实现：寄宿生应展现出积极的行为举止，并与同伴及教职员工建立尊重、健康的人际关系。学校应积极倡导并表彰积极行为与人际尊重。在必要时采取的惩戒措施，须合理适度、清晰告知，并在寄宿群体中一视同仁、公正执行。

To achieve this, Nord Anglia Education schools should meet, and be able to demonstrate and evidence the following standards:

为实现这一目标，诺德安达各个学校应达到并能够展示及证明其符合以下标准：

Standard 14 - promoting positive behaviour

标准 14：积极行为的促进

- The school maintains and consistently applies a comprehensive written policy to promote positive behaviour among all pupils, including boarders. This approach is clearly visible to anyone joining or visiting the school and is reflected in the conduct and communication of staff and students alike. The behaviour policy includes:

学校须制定并一贯执行全面的书面行为政策，以促进包括寄宿生在内的全体学生展现积极的行为风貌。该政策及其落实方式须对新入学或到访学校的相关人员清晰可察，并贯穿于师生日常行为与沟通交往之中。行为政策应涵盖以下内容：

- A clear objective to foster a safe, inclusive environment where all pupils—day and boarding—can thrive and achieve their full potential, in alignment with the school's values and ethos
一个明确的目标：营造安全、包容的环境，让走读生与寄宿生均能茁壮成长、充分发挥潜能，并与学校的价值观和精神理念保持一致
- Defined roles for designated staff, including school leaders, in upholding consistent behavioural expectations
明确指定教职员工（包括学校领导层）在维护统一行为期望方面的职责分工
- Expectations for pupil behaviour, emphasising dignity, kindness, and respect, alongside systems for positive reinforcement, rewards, and proportionate consequences
对学生行为的期望，强调尊严、友善与尊重，并配套相应的正向激励、奖励机制及适度的惩处措施
- Provisions to ensure all members of the school community feel safe and supported, with zero tolerance for bullying, physical threats, or abuse
明确规定确保学校社区全体成员感到安全并获得支持，对欺凌、人身威胁及虐待行为零容忍
- Clear rules, routines, and behavioural expectations that apply both within school and in external or online contexts
清晰界定适用于校内、校外及网络环境的规则、日常行为规范及行为期望

- **Support structures for pupils with additional needs that may impact behaviour, including the responsibilities of designated staff**
针对可能影响行为表现的、有额外需求的学生，建立相应的支持体系，并明确指定教职员工的职责分工
 - **Preventative measures and response protocols for child-on-child abuse, including appropriate disciplinary action**
针对学生之间侵害行为的预防措施与应对机制，包括相应的纪律处分措施
 - **Guidance on the use of restraint or reasonable force, and the management of any necessary physical contact**
使用约束措施或必要肢体干预的指导原则，以及对任何必要肢体接触的管理规范
 - **Procedures for recording searches of students, their possessions, or rooms, with clear guidance on the rationale, authority, and timing of such actions**
对学生、其个人物品或房间进行搜查的记录程序，需明确说明搜查的理由、授权依据及执行时间的相关指导规范
- **Senior leaders are responsible for monitoring the use of restraint or physical interventions and must take prompt action to prevent inappropriate use. Where restraint has been used inappropriately or occurs with concerning frequency, the leadership team must respond effectively. Detailed records must be maintained, including:**
高层领导要负责监督约束措施或肢体干预的使用情况，并须迅速采取行动防止不当使用。若约束措施使用不当或发生频率令人担忧，领导团队必须予以有效应对。同时须保留详细记录，内容包括：
 - **Date and time of the incident**
事件发生的日期和时间
 - **Type of restraint or physical hold used**
所使用的约束措施或肢体控制方式的类型
 - **Staff and student involved**
涉及的教职员工与学生
 - **Antecedent behaviour and conclusions**
事件发生前的行为及结论
 - **Medical checks and parental communication**
医疗检查及与家长的沟通情况
 - **Any injuries sustained by staff or students**
教职员工或学生所受的任何伤害
 - **Plans to reduce future reliance on physical intervention**
减少未来依赖肢体干预的计划
- **Any student subject to restraint must have a behaviour management plan, personal handling plan, or care plan in place. These records must be accessible to the safeguarding team and retained in accordance with the school's data retention policy.**
任何被实施约束措施的学生，均须制定相应的行为管理计划、个人处理计划或照护计划。这些记录须可供安全保护团队查阅，并按照学校的数据保留政策予以保存。
- **In schools with both day pupils and boarders, boarders are actively supported in forming and maintaining respectful friendships within and beyond the boarding community.**
在同时接收走读生与寄宿生的学校中，寄宿生应得到积极支持，以便在寄宿社区内外建立并维护相互尊重的友谊关系。
- **Staff are equipped to help boarders understand and develop healthy, nurturing relationships. They are trained to recognise signs of harmful or exploitative relationships—including teenage relationship abuse, criminal exploitation, sexual exploitation, and child-on-child abuse—and to respond appropriately when concerns arise.**
教职员工应具备引导学生理解并建立健康、滋养型人际关系的能力。他们需接受培训，能够识别有害或剥削性关系的迹象——包括青少年恋爱关系中的虐待、犯罪剥削、性剥削以及学生之间的侵害行为——并在出现相关问题时做出恰当回应。

Standard 15 – bullying

标准 15：欺凌

- The school actively works to prevent all forms of bullying, including cyberbullying, prejudice-based, and discriminatory behaviour, through the development and implementation of a proactive and effective anti-bullying strategy. This strategy must include clear, accessible, and confidential systems that enable pupils to report concerns safely and without fear.

学校须制定并实施积极有效的反欺凌策略，积极预防一切形式的欺凌行为，包括网络欺凌、基于偏见的及歧视性行为。该策略必须包含清晰、便捷且保密的报告机制，使学生能够安全、无恐惧地反映相关问题。

- All incidents of bullying are addressed promptly and effectively. Staff take appropriate steps to support affected pupils and help them recover from the emotional and social impact. All members of staff are trained to recognise signs of bullying and understand the procedures for reporting and responding to concerns.

所有欺凌事件均须得到及时、有效的处理。教职员工应采取适当措施，为受影响的学生提供支持，帮助他们从情感和社交层面的影响中恢复过来。所有教职员工均应接受培训，能够识别欺凌的迹象，并了解相关问题的报告与应对程序。

- The school's anti-bullying strategy recognises the unique vulnerabilities of boarders, who may be unable to distance themselves from bullying behaviours due to the residential nature of boarding. The strategy must reflect this reality and include specific measures to protect boarders and ensure they feel safe and supported at all times.

学校的反欺凌策略应充分认识到寄宿生所面临的特殊脆弱性——由于寄宿生活的特殊性，他们可能无法有效远离欺凌行为。该策略必须反映这一现实，并包含具体措施，以保护寄宿生，确保他们在任何时候都能感到安全并获得支持。

BOARDERS' DEVELOPMENT 寄宿生的成长与发展

What are we trying to achieve: The boarding experience plays a vital role in supporting and enriching pupils' personal development. It fosters age-appropriate growth in social interaction, independent living skills, and emotional resilience. Through structured routines and guided challenges, boarders learn to navigate risk responsibly within a safe and supportive environment.

我们希望实现：寄宿生活在支持与丰富学生个人成长方面发挥着至关重要的作用。它有助于培养与年龄相适应的社交能力、独立生活技能以及情感韧性。通过有序的日常安排和适度的引导性挑战，寄宿生能够在安全且受支持的环境中，学会以负责任的态度应对风险。

To achieve this, Nord Anglia Education schools should meet, and be able to demonstrate and evidence the following standards:

为实现这一目标，诺德安达各个学校应达到并能够展示及证明其符合以下标准：

Standard 16 - Enrichment, recreation and access to the wider world

标准 16：拓展活动、休闲娱乐与外部世界的接触

- Schools must provide a stimulating and age-appropriate environment that supports the development of key skills. This environment should be inclusive and responsive to any specific needs or requirements of individual pupils.

学校须提供富有启发性且与年龄相适应的环境，以支持学生关键技能的发展。该环境应具有包容性，并能回应个别学生的特定需求或要求。

- **Boarders should have access to a broad and varied programme of activities beyond the classroom, including well-balanced and appropriately timed periods of free time each day. All activities are subject to thorough risk assessments, which are implemented effectively to safeguard pupils, without unnecessarily limiting opportunities for challenge, adventure, or personal growth.**

寄宿生应有机会参与课堂以外广泛多样的活动项目，包括每日均衡、时段合理的自由活动。所有活动均须经过全面的风险评估，并有效落实相应措施以保障学生安全，同时在保障安全的前提下，尽可能为学生创造挑战、探索与成长的机会。

- **A range of safe recreational spaces, both indoors and outdoors, must be available to boarders. These areas should encourage social interaction among peers while also offering quiet, private spaces for those who wish to spend time alone.**

学校须为寄宿生提供多样化的安全休闲空间，包括室内与室外场所。这些区域应既能促进同伴之间的社交互动，也要为希望独处的学生提供安静、私密的空间。

- **In schools where boarders face unusual or particularly demanding expectations, such demands must be appropriate to the pupils' age and capacity and must not compromise their overall wellbeing.**

若学校对寄宿生提出特殊或较高的期望要求，这些要求必须与学生的年龄和能力相适应，且不得损害其整体身心福祉。

- **Boarders should be able to access age-appropriate information about current events and developments beyond the school community, as well as make use of suitable local facilities to support their engagement with the wider world.**

寄宿生应能够获取与年龄相适应的、学校社区以外的时事等信息，并能利用适当的当地资源，接触更广阔的外部世界。

STAFFING, GUARDAINS AND PREFECTS

教职员配备、监护人及学生干部

What are we trying to achieve: Boarders are cared for by a team of well-trained, experienced, and competent staff who have undergone thorough vetting to ensure their suitability for working with children. Staffing levels are sufficient to meet the needs of all boarders, with strong continuity to foster stable and trusting relationships. Where prefects are involved in supporting younger pupils, their roles are clearly defined, age-appropriate, and carefully supervised to ensure safe and effective practice.

我们希望实现：寄宿生由一支训练有素、经验丰富且能力胜任的教职团队负责照护。所有成员均经过严格审查，以确保其适合从事与儿童相关的工作。人员配置充足，能够满足所有寄宿生的需求，并保持良好的连续性，从而促进稳定、信任的关系建立。在涉及学生干部辅助低年级学生的情况下，其职责须清晰界定、与年龄相适应，并受到审慎监督，以确保安全、有效的实践。

To achieve this, Nord Anglia Education schools should meet, and be able to demonstrate and evidence the following standards:

为实现这一目标，诺德安达各个学校应达到并能够展示及证明其符合以下标准：

Standard 17 - safer recruitment in boarding settings

标准 17：寄宿学校的安全招聘

- Schools must follow safer recruitment practices in accordance with Nord Anglia's safeguarding guidance, ensuring that all staff are appropriately vetted prior to employment.
学校须遵循诺德安达安全保护指引中的安全招聘实践，确保所有教职员工在录用前均经过适当的背景审查。
- Safety checks, aligned with Nord Anglia guidance, must be conducted for all individuals aged eighteen and over who reside in staff households but are not employed by the school or listed on its staff register. This applies to anyone living on premises shared with boarders, such as teacher housing located within the school grounds and accessed via common entry and exit points.
对于年满十八周岁、居住在教职员工家庭中但并非学校雇员或未列入学校员工名册的所有人员，须按照诺德安达指引进行安全审查。此规定适用于任何与寄宿生共用生活场所的人员，例如位于校园内且通过共用出入口进出的教师宿舍住户。
- A formal written agreement must be in place between the school and any adult not employed by the school but residing on the same premises as pupils. This agreement must outline:
学校必须与任何非学校雇员但与学生在同一场所居住的成年人签订正式的书面协议。该协议须明确以下内容：
 - Terms of accommodation
住宿条款
 - Expectations regarding contact with pupils
与学生接触的行为规范
 - Responsibilities for supervising their own visitors
对自己访客的监管责任
 - A clause stating that accommodation may be withdrawn if the individual is deemed unsuitable for regular contact with children. Additionally, these individuals must notify a designated senior member of staff, who is not personally connected to them, if they are charged with or convicted of any offence.
条款说明：若该员工被认为不适合与儿童发生常规接触，学校有权收回其住宿资格。此外，上述人员如受到任何刑事指控或经审判定罪，须立即向一名指定的、与其无个人关联的高级管理人员报告。
- All visitors to boarding or staff accommodation, including contractors, delivery personnel, and other external individuals, must be supervised appropriately to prevent any unsupervised access to boarders or their living spaces.
所有进入寄宿区或教职员工宿舍的访客（包括承包商、送货人员及其他外部人员）均须受到适当监督，以防止其未经监管接触寄宿生或进入其生活区域。

Standard 18 - staffing and supervision

标准 18：人员配置与监督管理

- All staff members and volunteers working with boarders must have a clearly defined job description outlining their responsibilities. Upon appointment, they receive induction training specific to boarding and are provided with ongoing opportunities for professional development, including regular reviews of their boarding practice.
所有与寄宿生一起工作的教职员工及志愿者，均须有明确界定的岗位职责说明，阐明其责任范围。到任后，他们应接受针对寄宿工作的入职培训，并获得持续的专业发展机会，包括对其寄宿工作实践的定期审查。
- The roles of spouses, partners, and other adult members of staff households within boarding houses must be clearly communicated and understood.
教职员工家庭中配偶、伴侣及其他成年成员在寄宿楼内的角色，必须予以明确说明并确保各方理解到位。

- Staff supervising boarders outside of teaching hours must be sufficient in number, appropriately trained, and experienced to meet the age, needs, and number of boarders, as well as the nature of the activities and locations involved.

- 在非教学时段照管寄宿生的教职员工，其数量必须充足，并具备相应的培训与经验，以适应寄宿生的年龄、需求及人数，同时兼顾所涉及的活动性质与地点。

- Boarders must always be under the care of a designated member of staff who is suitably qualified and experienced. As far as possible, staffing should be consistent to promote stability and trust.

寄宿生在任何时候均须由一名具备相应资质与经验的指定教职员工照管。在尽可能的情况下，人员配置应保持稳定，以促进安全感和信任关系的建立。

- Staff must be aware of the whereabouts of boarders in their care at all times, or know how to promptly determine their location.

教职员工必须随时掌握其照管范围内寄宿生的行踪，或知晓如何迅速确定其所在位置。

- All staff must understand and follow the school's policy and any local protocols regarding missing boarders. They must be proactive in locating missing pupils, including liaising with police when necessary.

所有教职员工必须理解并遵守学校关于寄宿生失踪的相关政策及本地规程。他们应主动采取行动寻找失踪学生，并在必要时与警方取得联系。

- Each boarding building must have an appropriate number of staff—at least one—on duty or sleeping on-site overnight, who is responsible for the boarders and available to respond to their needs.

每栋寄宿楼须安排适当数量的教职员工（至少一名）值班或留宿过夜，负责照管寄宿生并及时响应他们的需求。

- Boarders must be able to easily contact a member of staff in their building during the night and be clearly informed of how to do so.

寄宿生须能够在夜间轻松联系到本栋楼的教职员工，学校应明确告知他们具体的联系方式。

- Residential staff must be provided with suitable accommodation, including areas for dining, living, sleeping, and access to appropriate toilet and washing facilities. This accommodation must be clearly separated from the areas used by boarding pupils.

必须为住校教职员工提供适宜的住宿条件，包括用餐、起居、睡眠区域以及相应的卫生间和洗浴设施。此类住宿须与寄宿生使用的区域明确分开。

- Boarders must not access staff residential accommodation except in exceptional circumstances. In such cases, one-to-one situations must be avoided, and another adult should always be present. Staff must maintain professional boundaries, avoiding any form of inappropriate favouritism or personal contact.

除非在特殊情况下，寄宿生不得进入教职员工的住宿区域。如确有必要，须避免一对一的独处情形，并始终有另一名成年人在场。教职员工须保持职业边界，避免任何形式的偏袒或个人接触。

Standard 19 – prefects

标准 19 – 学生干部

- Any prefect system (or equivalent student leadership structure) must assign clearly defined duties and responsibilities that are appropriate to the age and maturity of the students involved.

任何学生干部制度（或类似的学生领导架构）所分配的职责与任务，必须与相关学生的年龄和成熟度相适应。

- Prefects must receive suitable training and operate under adequate staff supervision. Safeguards must be in place to prevent any misuse or abuse of authority.
学生干部须接受适当的培训，并在足够的教职员工监督下履行职责。学校须建立相应的保障机制，以防止任何权力误用或滥用行为。
- Prefects must not be placed in supervisory roles within boarding houses, ensuring that responsibility for boarders remains solely with trained and vetted staff.
- 学生干部不得在寄宿楼内担任监督性职务，确保照管寄宿生的责任完全由经过培训及背景审查的教职员工承担。

CHILDREN ACCOMMODATED OFF SITE 非校内寄宿安置

What are we trying to achieve: Boarders placed in off-site accommodation under the care of a third party must be safeguarded to the same high standards as those upheld within the school. All relevant policies, procedures, and practices must be consistently applied to ensure their safety and protection from harm at all times.

我们希望实现：安置在校外住宿场所并由第三方照管的寄宿生，必须享有与校内同等的高标准安全保障。所有相关政策、程序及实践均须得到一致执行，以确保他们始终安全、免受伤害。

To achieve this, Nord Anglia schools should meet, and be able to demonstrate and evidence the following standards:

为实现这一目标，诺德安达各个学校应达到并能够展示及证明其符合以下标准：

Standard 20 - Lodgings and host families

标准 20：寄宿家庭与房东家庭

- The school clearly communicates to parents whether pupil lodgings are arranged by the school or are the responsibility of parents.
学校须向家长明确说明：学生的校外住宿安排是由学校负责，还是由家长自行承担。
- Any lodgings arranged by the school must offer high-quality accommodation and appropriate supervision. These lodgings are subject to thorough checks prior to use and are monitored regularly, with formal inspections conducted at least once per term.
凡由学校安排的校外住宿，必须提供高质量的居住条件与适当的监管。此类住宿在使用前须经过全面检查，并接受定期监督，每学期至少进行一次正式检查。
- Lodgings provided or arranged by the school must meet standards comparable to those of the school's own boarding facilities.
由学校提供或安排的校外住宿，其标准必须与学校自有寄宿设施的标准相当。
- All adults providing lodgings on behalf of the school must complete safeguarding training at least every two years and demonstrate a clear understanding of the school's missing boarder policy and their role in its implementation.
所有代表学校提供校外住宿的成年人，必须至少每两年完成一次安全保护培训，并清晰理解学校的寄宿生失踪政策及其在落实该政策中所承担的角色。
- Adults offering accommodation arranged by the school are subject to the same safer recruitment procedures as school staff, ensuring suitability and safety.
凡为学校提供校外住宿的成年人，均须接受与学校教职员工同等标准的安全招聘审查，以确保其适合且安全。

- A formal written agreement must be in place between the school and each adult providing lodgings. This agreement outlines expectations, responsibilities, and safeguarding obligations.

学校与每位提供校外住宿的成年人之间必须签订正式的书面协议。该协议应明确界定相关期望、责任以及安全保护义务。

- Once per term, a senior member of staff must meet individually with each boarder living in lodgings arranged by or on behalf of the school to discuss their experience and wellbeing.

每学期至少一次，一名高级教职员工须与每位住在校外寄宿点的学生单独面谈，了解他们的生活感受和身心状况。

- The school provides comprehensive written guidance to host families accommodating boarders. This guidance includes clear expectations around safeguarding and covers key risks such as passive smoking, medication management, internet access, exposure to age-restricted content (e.g. movies rated 18), and access to alcohol.

学校须为接待寄宿生的寄宿家庭提供全面的书面指导。该指导应包含明确的安全保护要求，并涵盖关键风险领域，如被动吸烟、药物管理、互联网使用、接触年龄限制内容（例如不适合 18 岁以下未成年人观看的影片）以及获取酒精饮品等。

APPENDIX A: REQUIRED POLICIES AND DOCUMENTS

附录 A: 所需政策与文件

THE SCHOOL MUST MAINTAIN AND REGULARLY REVIEW THE FOLLOWING POLICIES AND DOCUMENTS TO ENSURE THE SAFETY, WELLBEING, AND EFFECTIVE CARE OF BOARDERS:

学校必须制定并定期审查以下政策与文件，以确保寄宿生的安全、福祉及照护服务的有效落实：

CORE POLICIES 关键政策

1. ANTI-BULLYING POLICY, INCLUDING CYBERBULLYING AND INITIATION/HAZING-TYPE BEHAVIOURS
反欺凌政策，包括网络欺凌及任何形式的入会式或欺辱类行为
2. SAFER WORKING PRACTICES FOR STAFF, WITH SPECIFIC GUIDANCE FOR BOARDING STAFF
教职员安全工作实践指南，并附有针对寄宿工作人员的专项指导
3. SAFEGUARDING AND CHILD PROTECTION POLICY
安全保护与儿童保障政策
4. BEHAVIOUR POLICY, INCLUDING SANCTIONS, REWARDS, AND USE OF RESTRAINT
行为政策，包括惩戒与奖励机制，以及约束措施的使用规范
5. STAFF DISCIPLINARY, GRIEVANCE, AND WHISTLEBLOWING PROCEDURES
教职员纪律处分、申诉及举报程序
6. MEDICAL CARE POLICY FOR BOARDERS, COVERING FIRST AID, EMERGENCIES, AND MEDICATION (PRESCRIBED AND NON-PRESCRIBED)
寄宿生医疗照护政策，涵盖急救、紧急情况处理及药物（处方药与非处方药）管理
7. HEALTH AND SAFETY POLICY
健康与安全政策
8. POLICY ON PUPIL ACCESS TO AN INDEPENDENT ADULT OUTSIDE THE SCHOOL STAFF GROUP
学生接触教职员以外的独立成年人的相关政策
9. PROVISION FOR PUPILS WITH SPECIFIC RELIGIOUS, DIETARY, LINGUISTIC, OR CULTURAL NEEDS
针对有特定宗教、饮食、语言或文化需求学生的服务规定
10. ONLINE SAFETY AND DIGITAL WELLBEING POLICY
网络安全与数字福祉政策

SUPPORTING DOCUMENTS 支持文件

11. STAFF HANDBOOK OR BOARDING STAFF GUIDANCE (MAY INCORPORATE SEVERAL POLICIES ABOVE)
教职员手册或寄宿工作人员指导（可包含上述多项政策）
12. STATEMENT OF THE SCHOOL'S BOARDING PRINCIPLES AND PRACTICES
学校寄宿原则与实践声明
13. COMPLAINTS PROCEDURE
投诉程序
14. PROCEDURE FOR PUPILS TO RAISE CONCERNS WITH ANY MEMBER OF STAFF
学生向任何教职员反映问题的程序
15. RISK ASSESSMENTS AND CONTINGENCY PLANS FOR FORESEEABLE CRISES
可预见危机的风险评估与应急计划
16. STAFF INDUCTION, TRAINING, AND PROFESSIONAL DEVELOPMENT PROGRAMME

教职员工入职、培训及专业发展计划

17. PREFECT ROLES, RESPONSIBILITIES, AND BOUNDARIES

学生干部的职责、权限范围与行为边界

18. KEY WRITTEN INFORMATION FOR NEW BOARDERS

提供给新寄宿生的关键书面信息

19. JOB DESCRIPTIONS FOR STAFF WITH BOARDING AND SAFEGUARDING RESPONSIBILITIES

负有寄宿及安全保护职责的教职员工岗位说明书

20. GUIDANCE ON STAFF CONDUCT WHILE RESIDING IN SCHOOL ACCOMMODATION

教职员工在校内住宿期间的行为规范指南

21. RISK ASSESSMENTS FOR SPECIFIC AREAS, TRIPS, ACTIVITIES, OR SITUATIONS

针对特定区域、外出活动、校园活动或特定情况的风险评估

22. STAFF DUTY ROTAS AND LOGS OF ON-DUTY PERSONNEL, INCLUDING OVERNIGHT SUPERVISION

教职员工值班表及当值人员日志，包括夜间值班记录

ADDITIONAL DOCUMENTS (AS REQUIRED) 附加文件（按需提供）

23. CLARIFICATION OF ROLES AND RESPONSIBILITIES FOR EDUCATIONAL GUARDIANS AND HOMESTAYS

教育监护人及寄宿家庭的职责与权限说明

24. WRITTEN AGREEMENTS WITH EDUCATIONAL GUARDIANS AND HOMESTAYS

与教育监护人及寄宿家庭签订的书面协议

25. CLARIFICATION OF SCHOOL RESPONSIBILITIES FOR LODGINGS ARRANGED BY THE SCHOOL

学校对自行安排的校外住宿所承担责任的说明

26. WRITTEN AGREEMENTS WITH ADULTS PROVIDING LODGINGS ON BEHALF OF THE SCHOOL

与代表学校提供校外住宿的成年人签订的书面协议

APPENDIX B: REQUIRED RECORDS

附录 B：所需记录

THE SCHOOL MUST MAINTAIN THE FOLLOWING RECORDS TO SUPPORT SAFEGUARDING, WELFARE, AND OPERATIONAL OVERSIGHT:

学校必须建立并维护以下记录，以支持安全保护、学生福祉及运营监督工作：

1. RECORDS OF CHILD PROTECTION CONCERNS OR ALLEGATIONS

儿童保护相关疑虑或指控的记录

2. DOCUMENTATION OF MAJOR SANCTIONS APPLIED

重大纪律处分记录

3. RECORDS OF INCIDENTS INVOLVING REASONABLE FORCE

使用合理武力事件的记录

4. COMPLAINTS AND THEIR OUTCOMES

投诉及处理结果记录

5. INDIVIDUAL BOARDER RECORDS, INCLUDING PERSONAL, HEALTH, AND WELFARE INFORMATION

- 寄宿生个人档案，包括基本信息、健康状况及身心福祉相关信息
6. **CONFIDENTIAL RECORDS OF MEDICATION ADMINISTRATION, TREATMENT, FIRST AID, AND ANY MEDICATION ERRORS**
保密药物使用记录，包括治疗、急救及所有用药差错情况
 7. **RECORDS OF SIGNIFICANT ILLNESSES**
重大疾病记录
 8. **DOCUMENTATION OF SIGNIFICANT ACCIDENTS AND INJURIES**
重大意外事故及伤害记录
 9. **PARENTAL CONSENT FOR MEDICAL/DENTAL TREATMENT, FIRST AID, AND NON-PRESCRIPTION MEDICATION**
家长对医疗/牙科治疗、急救及非处方药使用的同意书
 10. **RISK ASSESSMENTS AND ACTIONS TAKEN IN RESPONSE**
风险评估及相应整改措施记录
 11. **STAFF RECRUITMENT AND VETTING RECORDS, INCLUDING CHECKS ON INDIVIDUALS WITH UNSUPERVISED ACCESS TO CHILDREN OR RESIDENTIAL AREAS (IN LINE WITH NORD ANGLIA GUIDANCE)**
教职员招聘及背景审查记录，包括对可能无人监管接触儿童或进入住宿区域人员的核查（依据诺德安达相关指南）
 12. **STAFF DUTY ROTAS AND WORK RECORDS**
教职员值班表及工作记录
 13. **STAFF APPRAISALS AND TRAINING RECORDS**
教职员绩效考核及培训记录
 14. **FIRE SAFETY TESTS AND DRILL LOGS**
消防安全测试及演练日志
 15. **MENUS AND DIETARY PROVISION RECORDS**
菜单及膳食供应记录
 16. **PARENTAL CONSENT FOR HIGH-RISK ACTIVITIES**
高风险活动家长同意书
 17. **ASSESSMENTS OF OFF-SITE ACCOMMODATION USED BY THE SCHOOL**
学校使用校外住宿的评估记录
 18. **RECORDS CONFIRMING THE SUITABILITY OF GUARDIANSHIP ARRANGEMENTS**
监护人安排适宜性确认记录

MONITORING AND REVIEW 监督与审查

ALL RECORDS LISTED ABOVE MUST BE REGULARLY REVIEWED BY THE HEAD OR A DESIGNATED SENIOR MEMBER OF STAFF. THIS REVIEW SHOULD:

上述所有记录均须由校长或指定的高级管理人员定期审查。该审查应：

- **IDENTIFY TRENDS, GAPS, OR AREAS REQUIRING IMPROVEMENT IN WELFARE PRACTICES**
识别福祉实践中的趋势、不足或需改进之处
- **BE DOCUMENTED WITH EVIDENCE OF ACTIONS TAKEN OR POLICY UPDATES MADE**
形成书面记录，并附上所采取的行动或政策更新依据
- **INCLUDE DATED REVIEW LOGS, MEETING MINUTES, OR AUDIT CHECKLISTS TO DEMONSTRATE ACTIVE OVERSIGHT**
包含注明日期的审查日志、会议纪要或审计清单，以证明监督工作的有效开展

TO PROVE ONGOING REVIEW, SCHOOLS SHOULD MAINTAIN A RECORD OF MONITORING ACTIVITY, SUCH AS:

为证明审查工作的持续开展，学校应保留监测活动记录，例如：

- **A TERMLY SAFEGUARDING AUDIT**
每学期一次的安全保护审计
- **A WELFARE REVIEW SCHEDULE**
福祉审查计划表
- **ANNOTATED POLICY DOCUMENTS SHOWING UPDATES**
带有更新标记的政策文件
- **STAFF MEETING NOTES DISCUSSING RECORD FINDINGS AND FOLLOW-UP ACTIONS**
讨论记录审查结果及后续行动措施的教职员工会议纪要