



International  
School  
Olomouc



**SAFEGUARDING**  
**Child Protection Policy**  
(Sociálně-právní ochrana dětí a žáků)





## Child Protection Policy

(Směrnice k zajištění sociálně-právní ochrany dětí a žáků)

<b>School:</b> Česko Britská Mezinárodní škola a Mateřská škola s.r.o., Sokolovská 76/6, 779 00 Olomouc	
Policy Leader: <b>Mgr. Eva Pluskalová</b>	Date & Signature:  15.8.2020
Checked & authorised by: <b>Petr Pospíšil, M.A. (Dunelm)</b>	Date & Signature:  21.8.2020
Scope: This policy applies to the whole school community.	
Effective from: September 2020	Effective to: June 2021

### Child Protection Policy:

Date Due for review: June - August 2021.

Policy is reviewed every year.

#### Distribution list:

1. Proprietors
2. Head of School/Preschool
3. Deputy Head
4. Teaching staff
5. Support staff
6. Parents/Legal guardians

This policy is addressed to all Proprietors, Heads, teaching and support staff including any external staff and self-employed staff using ISO premises, and any volunteers working in or on behalf of the school in either a paid or unpaid capacity, as well as any paid contractors who are working on site during term time. It can be viewed at any time on the open section of the School's website; a printed copy can be supplied to parents and students on request.



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## Policy statement

Safeguarding and promoting the welfare of children, for the sake of this policy is defined as:

- Protecting children from maltreatment
- Preventing the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

We support the children within our care, protect them from maltreatment and have robust procedures in place to prevent the impairment of children's health and development. Safeguarding is a much wider subject than the elements covered within this single child protection policy, therefore this document should be used in conjunction with the other school policies and procedures.

Our school will work with children, parents, external agencies and the community to ensure the welfare and safety of children and to give them the very best start in life. Children have the right to be treated with respect and to be safe from any abuse in whatever form.

The school works closely with the Oddělení péče o rodinu a děti, při Odboru sociálních věcí Magistrátu města Olomouce (OSPOD). Mgr. et Mgr. Andrea Kafková, the Head of the Department (tel. 585 562 219, mobile 734768467, door number 1/219, address Štursova 1, 779 11 Olomouc) is the first person to contact. The person responsible for the part of the city where our school is located is Mgr. Hana Štěpánková, tel. 585 562 225, door number 1/225. Please contact her if the Head of the Department is not available.

We also consult with clinical psychologists who have further experience in child protection services and who can be a source of advice and information for staff and families at the school.

We had the best experience with English speaking psychologist Mgr. Simona Cakirpaloglu, Ph.D. seated in Pedagogical Faculty of Palacký University, Žižkovo náměstí 951/5, 4th floor, "katedra psychologie a patopsychologie", tel. 585 635 813.

In accepting that children have the right to protection from *neglect, physical, emotional and sexual abuse*, International School Olomouc recognises its responsibility for:

- educating staff and pupils in such issues
- protecting children and learners
- reacting to any child protection issues that may be
  - suspected
  - reported
  - disclosed
- reporting concerns about pupil welfare or safety

International School Olomouc has a clear commitment to protecting children and promoting welfare. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the proprietors at the earliest opportunity.

All members of staff, supply staff, Proprietors and practitioners have a duty to protect and promote the welfare of children. Due to the many hours of care we are providing, staff will often be the first people to sense that there is a problem and report it to the Designated Safeguarding Lead. They may well be the first people in whom children confide about abuse. The school has a duty to be aware that abuse does occur in our society.

This policy lays out the procedures that will be followed if we have any reason to believe that a child in our care is subject to welfare issues including physical, sexual, emotional abuse or neglect.

Our prime responsibility is the welfare and well-being of all children in our care. As such we believe we have a duty to the children, parents and staff to act quickly and responsibly in any instance that may come to our attention. All staff will work as part of a multi-agency team where needed in the best interests of the child.

Although the words 'Safeguarding' and 'Child Protection' are often used interchangeably, they have different meanings.

- **Safeguarding** is everything that we do for all children and is everyone's responsibility. Safeguarding should be child centred and should be based on a clear understanding of the needs and views of children.
- **Child Protection** refers to the procedures we use for children at risk of significant harm or who have been harmed.

Other definitions within this policy are:

- **Staff** refers to all those working for or on behalf of the school, full-time or part-time, temporary or permanent, in either a paid or voluntary capacity.
- **Child** includes everyone under the age of 18.
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.



## The legal and policy framework for this policy is based on

The policy is based on statutory guidance from the UK government and builds on information provided in the [Keeping Children Safe in Education \(September 2020\)](#), hereafter referred to as KCSIE, and [Working Together to Safeguard Children \(July 2018\)](#), Section 157 of the Education Act 2002 and the Non-Maintained Special Schools (England) Regulations 2015., The **Teachers' Standards** state that teachers, including head teachers, must have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions; and maintain public trust in the teaching profession as part of their professional duties, [What to do if you're worried a child is being abused 2015 - Advice for practitioners](#) is non-statutory advice which helps practitioners (everyone who works with children) to identify abuse and neglect and take appropriate action. Then further also [The prevent duty: for schools and childcare providers \(July 2015\)](#), Counter-Terrorism and Security Act 2015 & Revised Prevent duty guidance: for England and Wales.

We also adhere to Czech legislation and are governed by the Czech law: *Act no 359/1999 Col., on Social and Legal Protection of Children*, as amended

For a comprehensive understanding of safeguarding children and child protection practice at International School Olomouc, this policy should be read in conjunction with the School's:

Staff Behaviour Policy (formerly the Staff Code of Conduct)

Behaviour Policy

Anti-Bullying Policy

Online Safety Policy & Acceptable Use Agreements

Health & Safety Policy

Safer Recruitment Policy

SEND Policy

Equal Opportunities Policy

Staff Handbook

First Aid Policy

Safe Care Practise

Lost child procedure

Mental Health and Wellbeing Policy

PSHE Policy

Relationships and Sex Education Policy

## Main Safeguarding Contacts & Telephone numbers

- Local Authority Social Services (Odbor sociálních věcí), +420 585 562 406
- Local Authority Designated Officer. Mgr. Andrea Kafková +420 585 562 219, +420 734 768 467 (mobile), [andrea.kafkova@olomouc.eu](mailto:andrea.kafkova@olomouc.eu)
- Contact Address: Oddělení péče o rodinu a děti (OPD), Odbor Sociálních věcí, Magistrát města Olomouce, Štursova 1, 779 11 Olomouc
- School Designated Safeguarding Lead: Mgr. Eva Pluskalová, +420 777 933 303 (mobile)



- DSL Deputy: Mgr. Jitka Young, +420 608 948 044 (mobile)

Roles and responsibilities of DSL are more closely described in [Appendix 1](#)

## Aims

We acknowledge that listening to children is an important and essential part of safeguarding them against abuse and neglect. Therefore we aim to establish and maintain a warm and supportive environment where

- children are encouraged to develop a positive self-image,
- children are encouraged to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development,
- children feel safe and secure,
- know that there are adults in the school whom they can approach if they are worried,
- children are encouraged to talk,
- teachers and other staff always listen to children
- children are given the opportunity through the PSHE curriculum to develop the skills needed to recognise and stay safe from abuse

## Objectives

The objectives of this policy are to ensure a clear understanding of the five main elements of the policy:

- 1/ the practice of safe recruitment - checking the suitability of staff and volunteers to work with children
- 2/ raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- 3/ developing and implementation of procedures for identifying and reporting cases, or suspected cases of abuse
- 4/ the support of pupil who have been abused, in accordance with his/her agreed child protection plan
- 5/ the establishment of a safe environment in which children can learn and develop

## Types of abuse and safeguarding issues

KCSiE defines the following types of abuse: physical, emotional, sexual, neglect. KCSiE also recognises the following as specific safeguarding issues:

- Child sexual exploitation.
- Female Genital Mutilation (FGM) – staff must report to the DSL in cases where they discover that an act of FGM appears to have been carried out or a pupil is at risk of it being carried out.
- Preventing radicalisation.
- Bullying including cyber-bullying.
- Peer on peer abuse.
- Honour based violence (click here to learn more: [HBV](#)).
- Serious violence

See [Appendix 2](#) for further information and guidance on different types of abuse and specific safeguarding issues.

## Possible signs of abuse

- The student says he/she has been abused or asks a question which gives rise to that inference.
- There is no reasonable or consistent explanation for a student's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries.
- The student's behaviour stands out from the group as either being unusual behaviour or extremely challenging behaviour; or there is a sudden change in the student's behaviour.
- The student asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons.
- The student's development is delayed.
- The student loses or gains weight.
- The student appears neglected, e.g. dirty, hungry, inadequately clothed.
- The student is reluctant to go home, or has been openly rejected by his/her parents or carers.

## **Recognizing abuse and neglect with children having special needs (SEN)**

Children with special educational needs can face additional safeguarding challenges. It is important to bear in mind that they can be often targeted and this group of children is in higher risk of being subject to different abuse including peer on peer abuse.

Extra barriers and risk in recognizing abuse in this group may be:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- being more prone to peer group isolation than other children
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers

Because of these barriers children with SEN often require closer support by class teachers or other members of the pastoral care team.

## A guideline for action regarding a Safeguarding issue

If a pupil discloses directly to a member of staff or volunteer, they must:

- Listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place.
- Not ask leading questions, that is, a question which suggests its own answer.
- Reassure the child but not give a guarantee of absolute confidentiality and explain the need to pass the information to the DSL who will ensure that the correct action is taken.
- Keep a sufficient written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the DSL. The written

record should not be made at the time the student discloses, but should be written up as soon as possible.

- Not investigate it any further.

All suspicions or complaints of abuse must be reported immediately to the DSL, except in cases where the allegation involves a member of staff where it must be reported to the Head of School.

If there is an immediate or serious risk to a child, and it is not possible to report to the DSL, a referral should be made to the Deputy DSL or directly to the local Child Protection Services in Olomouc. See above for the contacts numbers.

## Reporting

All suspicions, complaints or disclosures of abuse must be reported to the DSL in person and using the **Expression of Concern** form ([Appendix 5](#)).

## Action by the DSL

The action to be taken will take into account:

- The nature and seriousness of the suspicion or complaint.
- A complaint where a crime may have been committed will always be referred to the police without further investigation within the School.
- The wishes of the student who has complained, provided that the student is of sufficient understanding and maturity and properly informed. However, there may be times when the situation is so serious that decisions need to be taken, after all appropriate consultation, that override a student's wishes.
- The wishes of the complainant's parents provided they have no interest which is in conflict with the student's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the DSL is concerned that disclosing information to parents would put a child at risk, he or she will take further advice from the relevant professionals before making a decision to disclose.
- Duties of confidentiality, so far as applicable.
- The lawful rights and interests of the school community as a whole including its employees.

## Safeguarding and Child Protection Records

School records for children in need/child protection are kept in locked cupboards in the:

- Head of School's office for all pupils and children

Safeguarding records will be kept until the child reaches the age of 25.

## Allegations against Staff, Volunteer or Contractor & Head/Proprietor

Any member of staff, proprietor, volunteer, contractor or person on a work experience placement who receives an allegation made against another member of staff (including DSL), volunteer, contractor or person on a work experience placement must report this directly to the Head of School/proprietor. One of the proprietors will take his place in case of his absence. Any allegation against the Head/proprietor must be reported directly to the local authority (OPD) or police.

For full description see [Appendix 3](#)

## Allegations Against Students

A student against whom an allegation of abuse has been made may be suspended from the School during the investigation. Procedures outlined in the School's **Anti-Bullying Policy, Behaviour Policy** will apply.

If an allegation is received regarding abuse by one or more pupils against another pupil, and this does include bullying, where there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm, our child protection procedures will be followed and a referral to the local Social services will be made.

Whether perpetrator or victim, all parties will be treated as being "at risk".

## Missing Children

### Children Missing from Education

The school operates in accordance with statutory requirements prescribed by the Czech School Act No 561/2004 and broadly in line with *Children Missing Education (DfE 2016)*

All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education.

Attendance, absence and exclusions are closely monitored. The DSL will monitor unauthorised absence and take appropriate action, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

Where a pupil has 10 consecutive school days of unexplained absence and all reasonable steps\* have been taken by the school to establish their whereabouts without success, the school will make an immediate referral to the local authority Social Services (OPD).

\*Reasonable steps include:

- Telephone calls to all known contacts
- Letters home (including recorded delivery)
- Contact with other schools where siblings may be registered
- Possible home visits where safe to do so
- Enquiries to friends, neighbours etc. through school contacts
- Enquiries with any other Service known to be involved with the pupil/family
- All contacts and outcomes to be recorded on the pupil's file

The school is required by law to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

## Child going missing during the School day

The School follows its procedures for student absence should a student not appear for morning registration. However, if the student is known to have been on the School site but has subsequently become unaccounted for, then procedures outlined in the **Lost/Missing Child Procedure** will be followed.

## Online Safety

Online and Internet safety is a whole school responsibility (staff, pupils, parents). We should all endeavour to educate our pupils and provide support for parents, by teaching appropriate behaviour and critical thinking skills which enable both safe and legal use of the internet and related technologies (including when children are online at home). The details are expanded upon in the Acceptable Use and the Online Safety Policy for staff and children which are available on Google Drive/Public.

Curriculum materials are also available for classteacher whose responsibility is to deliver the curriculum content to children throughout the year and make a clear record of curriculum and learning objectives covered in the SkolaOnline register.

## Mental Health

We make sure our staff are “well placed” to observe children day-to-day and identify behaviour suggestive of a mental health problem or being at risk of developing one. All staff have an awareness of mental health problems as an indicator of abuse, neglect or exploitation and understand the lasting impact of abuse, neglect and adverse childhood experiences and impact on mental health, behaviour & education. Where there is a safeguarding concern, we follow the child protection procedure.

For further information, please see our Mental Health and Wellbeing Policy.

## Safe Intimate Care within ISO

See the Safe Care Practice.

There are occasions in the School, including Toddler & Preschool, where children may require an adult’s assistance with personal hygiene matters (e.g. removing wet/soiled clothing). When such an event takes place, staff must act in accordance with the **Safe Care Practice**:

Staff should:

- Make it very clear to the child precisely what they will do to help.
- Notify another member of staff about what has happened to the student and why they require assistance, what they plan to do and where they will go to help the child change.
- Consider the area where they go to assist the child with care, ensuring that the needs of the child for privacy and dignity are kept in mind.
- Notify the child’s parents / carers by the end of the day that this has taken place and what actions were taken.
- Ensure that the incident is logged in the HaS Log on the same day

Where a student requires intimate care on a regular basis a care plan should be drawn up and agreed between the child, parent / carer and the School.

## Safer Recruitment Practices and Visitors

International School Olomouc follows the UK Government's recommendations for the safer recruitment and employment of staff who work with children and acts at all times in compliance with the Independent School Standards Regulations. In addition to carrying out safe recruitment procedures as set out in the DfE's guidance 'Keeping Children Safe in Education', members of the teaching and non-teaching staff at the school including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work. All proprietors, volunteers, contractors working regularly during term-time, such as contract catering staff, are also subject to the relevant statutory checks. Confirmation is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils at school or on another site. The care for pupils extends off site and the school ensures that all off site staff have been checked for suitability. Our policies are reviewed by proprietors annually. Please refer to the school's Recruitment Policy for further details.

All visitors to the School report to respective receiving teachers. Those visiting will be issued with a visitor sticker which must be worn and visible at all times during their visit. The receiving teacher must accompany the visitor or ensure that they are accompanied by a member of School staff throughout their time on site.

Staff must take steps to ensure visiting speakers do not undermine our requirement to support our values, do not promote partisan political views and if they bring political issues to students' attention, they do so with a balanced presentation of opposing views.

## The Prevent Duty

We recognize that it is a key role of the school to support children and that school may provide stability in the lives of children who may be at risk of harm. We also recognize that our pupils can be vulnerable and exploited by others. Staff will be alert to the signs of vulnerability and/or susceptibilities to any extremist indoctrination.

Staff acknowledge the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to attitudinal changes of pupils which may indicate they are at risk of radicalization. Staff will consider the level of risk to identify the most appropriate referral, which could include reference to Channel (is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism) or Children's Social Care.

Contact details for support and advice on the Prevent Duty can be found below.

The Department of Education statutory Prevent Duty guidance can be accessed [here](#).

The Channel General Awareness course can be accessed on this [link](#).

With regards to local Czech requirements, the Heads, DSL, Deputy DSL and other relevant pastoral leaders are obliged to prevent students from radicalisation in the following suggested ways:

- creating a safe, mutually respectful, tolerant and collaborative environment in which to learn;
- developing a clear, positive ethos, offering clear examples of the ways in which different cultures, ethnicities and religions should be respected through the curriculum content, extra-curricular content and the way they learn;
- forging links with the parent community, in terms of promoting the values detailed above;
- dealing directly with intolerant, racist or xenophobic behaviours;
- offering opportunities for students to explore culture, for example theatre, art gallery trips and music events.

## Informing parents

Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the local “Oddělení péče o děti a rodinu” does not allow this. This will usually be the case where the parent or family member is the likely abuser, or where a child may be endangered by this disclosure. In these cases the investigating officers will inform parents.

## Confidentiality

All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the local “Oddělení péče o děti a rodinu”.

## Bullying

Our Anti-Bullying Policy is set out in a separate document. It is recognised that bullying results in pain and distress which, in extreme cases, has even resulted in the target’s suicide. Allowing or condoning bullying of any type may lead to consideration under safeguarding children procedures.

## Peer on Peer Abuse

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. Peer on peer abuse is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assault and sexting. [Appendix 6](#) outlines further details on Peer on Peer abuse and procedures dealing with this type of abuse.

## Health & Safety

Our Health & Safety Policy reflects the consideration we give to the safeguarding of our pupils both within the school environment and when away from the school when undertaking school trips and visits; it is available through the Health & Safety Coordinator.

## Children who may be particularly vulnerable

Some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability, including prejudice and discrimination; isolation; social exclusion; communication issues; a reluctance on the part of some adults to accept that abuse can occur; as well as an individual child’s personality, behaviour, disability, mental and physical health needs and family circumstances.

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

- Disabled, have special educational needs or have mental health needs
- young carers
- affected by parental substance misuse, domestic abuse and violence or parental mental health needs
- asylum seekers
- looked after by the Local Authority or otherwise living away from home



- vulnerable to being bullied, or engaging in bullying behaviours
- living in temporary accommodation
- living transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of child sexual exploitation (CSE)
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.

We ensure staff know who these children are, understand these students' academic progress & attainment and also support teaching staff to identify challenges they may face and the academic support and adjustments that could be made. At ISO we also maintain a culture of high aspirations for this cohort.

### Early Help within the local context

The school recognises that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life. All school staff are trained to notice any concerns about children which may help to identify that they would benefit from early help.

Early help might be simple and something the school is able to address with parents so that the child's needs are met quickly and easily. The school will keep a record of any such help to record clear targets and progress.

The school is committed to working in partnership with children, parents and other agencies to:

- identify situations in which children and/or their families would benefit from early help;
- in consultation with the local authority provide targeted early help services to address the assessed needs of a child and their family, developing an action plan that will focus on activity to improve the child's outcomes.

The school will be particularly alert to the potential need for early help for any child who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of engaging in antisocial or criminal behaviour;
- is in a family whose circumstances present challenges for the child, such as adult substance abuse, adult mental ill health, domestic abuse;
- is showing early signs of abuse and/or neglect; and/or
- is particularly vulnerable in any of the ways identified in paragraph 6 above.

The Early Help process can only be effective if it is undertaken with the agreement of the child's parents/carers. Young people in secondary schools may consent to early help. The school should seek advice from the local authority designated officer in those circumstances. The Early Help

process should involve the child and family as well as all the professionals who are working with them.

The school will keep the needs and circumstances of children receiving early help under constant review. If the child's situation does not improve and/or the child's parents and/or the child do not consent to early help, the school will make a judgement about whether, without help, the needs of the child will escalate. A referral to Children's Social Care may be necessary.

- is in a family whose circumstances present challenges for the child, such as adult substance abuse, adult mental ill health, domestic abuse;
- is showing early signs of abuse and/or neglect; and/or
- is particularly vulnerable in any of the ways identified above.

## Attendance

We recognise that full attendance at school is important to the well-being of all our pupils and enables them to access the opportunities made available to them at school. Attendance is monitored closely and we work in partnership with the Local authority social care unit when patterns of absence give rise to concern.

## Helping children to keep themselves safe

*Keeping Children Safe in Education, September 2020* requires governing bodies and proprietors to ensure that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a 'broad and balanced curriculum.'

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education and sex and relationships topic lessons as part of the International Primary Curriculum and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with the support of staff work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about online safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. The school continually promotes an ethos of respect for children and pupils are encouraged to speak to a member of staff of their choosing about any worries they may have.

Discussions about risk will include talking to children about the risks and issues associated with young people sending, receiving and/or disseminating indecent images of themselves and other young people, which is widely referred to as 'sexting'.

It is recognised that a young person may choose to share indecent images with another young person in the context of a romantic relationship and that she or he may do so without any intention to cause harm or distress to anybody. Although technically an offence, 'sexting' of that nature is referred to as 'experimental sexting' and it is usually not necessary or appropriate to criminalise young people in those circumstances.

However, there are clear risks associated with such behaviour. Staff are trained to be vigilant and to notice and record any concerns about young people sending and receiving indecent images, which includes listening to what young people say to each other and to staff, as they do with any other safeguarding concern.

When concerns are identified, staff will always speak to children and will inform parents about their concerns unless there is good reason to believe that doing so would place the child at increased risk of significant harm. The DSL will also need to consider the Fraser guidelines in making a

judgement about whether or not to respect a young person's request not to inform his/her parents/carers.

N.B. Children under the age of 13 are unable to consent to sexual activity. Any imagery containing sexual activity by under 13 year olds will therefore be referred to the Police.

We have adopted SWGfL Digital Literacy curriculum on personal safety programmes for Preschool, Primary and Lower Secondary, which is designed to fit in with the requirements of the PSHE Curriculum. This programme reinforces essential skills on how to keep safe online.

Children are also taught issues of consent and healthy relationships, fundamental British values, how children can keep themselves safe from all forms of bullying including online bullying, child sexual exploitation including issues of informed consent, sexting, drugs and alcohol.

## Support for pupils, families and staff involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously;
- nominating a link person (*usually the DSL*) who will keep all parties informed and be the central point of contact;
- where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest;
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety;
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
- storing records securely;
- offering details of helplines, counselling or other avenues of external support;
- following the procedures laid down in our child protection, whistleblowing, disciplinary procedures
- cooperating fully with relevant statutory agencies.

## Complaints procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by the head, other members of the senior leadership team and proprietors.

Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures.

## Whistle-blowing

We all have a duty, without fear of repercussion, to voice concerns, made in good faith, about the improper conduct of others. This can prevent problems from worsening, and reduces the risks to others, especially where the welfare of children might be concerned. Do not turn a blind eye to such

concerns or leave it to others to notice. As a recent report from Barnardo's, called *Sounding the Alarm*, puts it: 'If you ignore or collude with poor practice, it makes it harder to sound the alarm when things go wrong.' The sensible advice is not to think 'What if I were wrong about this?' but 'What if I were right about this and didn't alert others sooner to my suspicions?' You should voice your concerns or uneasiness as soon as possible. If you do not feel you have received a satisfactory response, then press again, or take your concern to someone of higher authority.

Our school has a separate whistle-blowing policy describing what is whistle-blowing and what the correct procedures are.

## Training

Designated Safeguarding Lead attends relevant or refresher training at least every two years, through contact with safeguarding organisations in the UK and/or with external experts in the Czech Republic.

The designated safeguarding lead should undertake Prevent awareness training.

The attention of the academic staff is drawn to the Child protection policy and the most important updates during the staff orientation days at the start of each academic year.

As part of the induction process, every new member of staff (including temporary and supply staff, volunteers and regular visitors) and the proprietors are made aware of:

- The safeguarding children arrangements in place. (Inc. Staff Code of Conduct and the Behaviour policy)
- Their responsibility to be alert to the signs of abuse and to refer to any concerns.
- The name and role of the DSL and the member of staff who acts in their absence.
- Where to find a copy of this policy.
- The confidentiality relating to child protection cases, either suspected or substantiated
- The need to take the EduCare online course called '*Child protection in International Schools*' and the subsequent refresher course at least every two years.

Regular INSET training is organised at school to keep staff knowledge up-to-date. All staff must also read the *Part one: Safeguarding information for all staff (KCSIE, 2018)* and all staff working with children must also read the Annex A of the KCSIE, 2018.

## The review of the policy

The Head of School and the middle management team, with proprietors, will monitor and evaluate the effectiveness of the Safeguarding and Child Protection Policy on at least an annual basis. The DSL will at least annually review this policy and the implementation of its procedures. As a minimum standard the annual review should take account of staff training, referral data, changes and updates to legal framework and further issues which have emerged in the School.



## Appendix 1

### Roles and responsibilities of the Designated Safeguarding Lead, proprietor and other employees in safeguarding

#### Role a odpovědnosti osob



## Roles and responsibilities of the Designated Safeguarding Lead (DSL)

### 1. Roles & Referrals

- To ensure that the school's Safeguarding and Child Protection Policy are known, understood and used appropriately by all members of the community.
- To take lead responsibility in receiving and dealing with all issues relating to the safeguarding of the pupils at school, as outlined in this document.
- Following receipt of information regarding an alleged or suspected case of child abuse, if the best course of action is not immediately clear, to discuss the situation in confidence with the Deputy DSL and the external contact at the local authority.
- To act as a source of support, advice and expertise when dealing with child safeguarding issues.
- To liaise with external experts in the field of the safeguarding of children.
- Where appropriate, to refer families to external experts.
- If parents would like the school and external experts to liaise, to ask them to give their permission for this in writing.
- Where necessary, to refer cases of suspected abuse to the relevant child protection contacts.
- To keep detailed, accurate, secure records of concerns and referrals.
- To ensure that when children leave the school, their child protection file is transferred to their new school as soon as possible. This should be done in secure transit ensuring confirmation of receipt is attained.
- To ensure that there is always cover for the role of DSL by the deputy DSL if the DSL is out of school
- To liaise in respect of police investigations or investigations which involve the School.
- To inform the local authority and if appropriate the Disclosure and Barring Service (DBS), formerly Criminal Records Bureau (CRB) in the UK if ever a member of staff leaves because of Child Safeguarding issues.
- To support staff who make referrals to local authority children's social care;
- To refer cases to local authorities where there is a radicalisation concern as required;
- To support staff who make referrals to local authorities;
- To refer cases where a crime may have been committed to the Police as required.
- Carries out employment checks and keeps the single central record up to date.

### 2. Training

- To recognise how to identify signs of abuse.
- To consider when it is appropriate to:
  - talk to parents
  - make a referral
- To have a working knowledge of the child protection procedures in Czechia as well as guidance offered by the United Kingdom.

- To attend relevant DSL or refresher training at least every year, through contact with safeguarding organisations in the UK and/or with external experts in Czechia.
- To share knowledge and information about the safeguarding of children with other members of staff.
- To suggest relevant INSET opportunities for other members of staff and volunteers every two years.
- To run or organise INSET training for other members of staff.
- To maintain Child Safeguarding reference/training material on the PUBLIC (Google Drive).
- To be aware of the records of staff Child Safeguarding training stored in EduCare and to ensure that staff training is refreshed at least every two years by:
  - suggesting relevant external INSET opportunities
  - running internal INSET
  - inviting external experts to deliver INSET at school
- To make sure that Child Safeguarding induction (Child protection in International Schools, Health and Safety, Fire Safety and Online Safety) training for new/temporary is completed via EduCare courses within the first two weeks of employment.
- To ensure all staff read this policy and **sign that they understand this policy on an annual basis before coming into contact with children in the educational setting.**

### 3. Raising Awareness

- To liaise with parents on issues relating to the safeguarding of children.
- To ensure that the topic of safeguarding and child protection is covered with children in an age appropriate way in assemblies, in tutor groups and through the PSHE curriculum, and that the children are aware of different mechanisms of support available to them in school.

### 4. Eradicating deficiencies

- To ensure that any deficiencies or weaknesses in our child protection arrangements will be remedied without delay.

### The Designated proprietor

The school has a Designated proprietor to oversee matters relating to safeguarding and child protection, Mr Petr Pospíšil. The Designated proprietor will have undertaken Advanced Safeguarding Children Training Level 3 and will attend refresher training at two-yearly intervals as well as relevant annual training.

The Designated proprietor makes sure that the DSL is appropriately trained to carry out her role and oversees that School's safeguarding procedures are consistent with best practice as well as the legal framework.

The Designated proprietor is also responsible for reviewing the Single Central Register of staff at least annually.

### Duty of employees

- To ensure the safety and welfare of all students.

- To protect all children from abuse.
- To report any matters of concern to the DSL, other than those involving another employee which are referred to the Headmaster.
- To be aware of the School's Safeguarding and Child Protection Policy and to comply with it.
- To have read, and to act upon, KCSIE Part One.
- To know how to make a referral to external agencies, if appropriate.
- To keep a sufficient record of any significant complaint, conversation or event.
- All temporary supply teachers will meet with the DSL for a Safeguarding and Child Protection briefing on the first day of their employment to make them aware of School policies and who the DSL is.
- Any volunteers in regulated activity will undergo Safeguarding and Child Protection training from the DSL and the usual security checks relevant to their position.
- To undertake refresher training (reading of the School's policy and a reminder of procedures) annually, to include appropriate training by external trainers at least every second year. This will always contain training in relation to Prevent.
- New employees (no matter when employment starts in the school year) will :
  - Undergo Safeguarding and Child Protection Policy training from the DSL, Deputy DSL or an external agency. They will provide evidence of successful completion of the online Educare Child Protection in International Schools course used by the school.
  - Know the identity of the relevant DSL for the area(s) of the School within which they work.
  - Read the School's **Safeguarding and Child Protection Policy**.
  - Read the School's **Code of Conduct for Staff**.
  - Read the School's **Behaviour Policy**
  - Read a copy of KCSIE Part One & Annex A.
- To follow guidance on appropriate professional behaviour to ensure that students and staff are not placed at risk of harm or risk of allegation of harm (refer to the Code of Conduct for staff).
- To report to the DSL any student that a member of staff suspects may be infatuated with a teacher or other employee, i.e. has feelings that go beyond the normal student-adult relationship.
- To raise all concerns including, but not limited to, poor and unsafe practice, or potential failures in safeguarding. The School is very open to hearing about any concerns.
- Be aware of the safeguarding issues concerning use of images as detailed in the **Online Safety Policy and sign the AUP form for Staff**.

It is important to remember that it is best practice to ask yourself:

**'Is the student safe?'**

**'Is this child in need?'**



**You cannot offer students confidentiality and must not ask leading questions.**

There is always someone to talk to about safeguarding or child protection concerns in School. If in any doubt, or if you have any concerns, then talk to the DSL.



**Appendix 2**  
**WHAT IS CHILD ABUSE?**  
Co je to týrání dětí?

## Definition of abuse

**Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include involving children in looking at, or in the production of, pornographic material, or encouraging children to behave in sexually inappropriate ways

**Emotional abuse** is the persistent emotional ill-treatment of a child causing severe and persistent adverse effects on the child's emotional development, often by making them feel they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person, age or developmentally inappropriate expectations being imposed on children, causing children frequently to feel frightened, or the exploitation or corruption of children.

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development, such as failing to provide adequate food, shelter and clothing, or neglect of, or unresponsiveness to, a child's basic emotional needs.

**Child Sexual Exploitation (CSE):** This involves exploitative situations, contexts and relationships where children receive something (gifts or even simply affection) as a result of engaging in sexual activities. These relationships are marked by an imbalance of power, with the perpetrator always holding some kind of power over the victim which increases as the exploitative relationship develops. As well as the exploitation some adults may make of young people, examples of CSE in schools include:

- Unwanted pressure from peers to have sex
- Sexual bullying including cyberbullying and grooming

It is important to note that some children who are being sexually exploited do not exhibit any external signs of this abuse.

### **Honour - based abuse**

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

**Female Genital Mutilation (FGM):** It is important to be aware of the issues and the possible signs surrounding a girl being at risk of FGM or already having suffered FGM. There is a range of potential indicators (see Child Abuse Signs and Symptoms below) that a child may be at risk of FGM. Each on their own may mean nothing, but the presence of two or more may indicate risk.

**Preventing Radicalisation:** Extremist ideology can run counter to some of the basic values which make our communities successful such as respect and tolerance for others, the rights of all to live free from persecution of any kind, freedom of speech, democracy, the rule of law and equality of opportunity and treatment. Extremism promotes fear and division and actively seeks to cause destructive relationships between different communities.

Those promoting an extremist ideology can have a strong fear or mistrust of others who they feel are 'different' from them which in extreme circumstances can lead to hatred of the other.

This poses a risk to the stability of our communities, particularly where that hatred may lead to individuals promoting or supporting violence or terrorism. The Prevent agenda aims to challenge extremist ideology where it exists primarily through education, dialogue, debate, mentoring and by supporting critical thinking.

Becoming involved in active extremism can put a vulnerable person at risk of being drawn into criminal activity and has the potential to cause significant harm. It is the Safeguarding duty of a range of public agencies to protect young people and vulnerable adults from harm, abuse or exploitation and hence this work will increasingly become a part of the mainstream Safeguarding agenda. Prevent work is in the 'non-criminal' area and is primarily about supporting individuals.

The emphasis should be on supporting vulnerable people, rather than informing on or "spotting" those who have become 'radicalised'.

Radicalisation, in this context, is defined as the process by which people come to support terrorism and violent extremism and, in very rare cases, to then participate in terrorist related activity. There is no obvious profile of a person likely to become involved in extremism or a single indicator of when a person might move to adopt violence in support of extremist ideas.

The process of radicalisation is different for every individual and usually takes place over an extended period. Vulnerable people can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet, for example, using websites, on-line forums etc.

If anyone has concerns about a child's well-being in any of the respects described above, it is their duty to report this to the DSL.

**Bullying:** We recognise bullying behaviour as all forms of physical and psychological abuse directed at victims who find this hurtful. This can include but is not limited to bullying which is racial, religious, cultural, sexual or sexist (including gender reassignment, pregnancy and maternity) homophobic, bullying of those with special educational needs and disability or because a child is adopted or is a carer. It may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email). It is usually repeated over time.

**Peer on Peer abuse:** All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse (see Anti-Bullying Policy for policy and procedures with regard to both). Peer on peer abuse is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-based violence/ sexual assaults, upskirting and sexting.

## Signs and symptoms

Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. The possibility of abuse should be investigated if a child shows a number of these symptoms, or any of them to a marked degree.



### **Sexual Abuse**

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Medical problems such as chronic itching, pain in the genitals, venereal diseases
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder
- Starting to wet again, day or night/nightmares
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra-good' or perfect; overreacting to criticism

### **Neglect**

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Untreated medical problems
- No social relationships
- Compulsive scavenging
- Destructive tendencies

### **Physical Abuse**

- Unexplained recurrent injuries or burns
- Improbable excuses or refusal to explain injuries
- Wearing clothes to cover injuries, even in hot weather
- Refusal to undress for gym
- Bald patches
- Chronic running away
- Fear of medical help or examination
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact - shrinking back if touched
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him study')
- Fear of suspected abuser being contacted

### **Emotional Abuse**

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-deprecation ('I'm stupid, ugly, worthless, etc.')
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Neurotic behaviour (rocking, hair twisting, self-mutilation)
- Extremes of passivity or aggression



### **Female Genital Mutilation**

What to look out for before FGM happens:

A girl at immediate risk may not know what is going to happen, but she might talk about:

- · Being taken 'home' to visit family
- · A special occasion to 'become a woman'
- · An older female relative visiting

### **Signs of FGM**

A girl may:

- · Have difficulty walking, sitting or standing
- · Spend longer than normal in the bathroom or toilet
- · Have unusual behaviour after an absence from school
- · Be particularly reluctant to undergo normal medical examination
- · Ask for help, but may not be explicit about the problem due to embarrassment or fear

### **Serious violence**

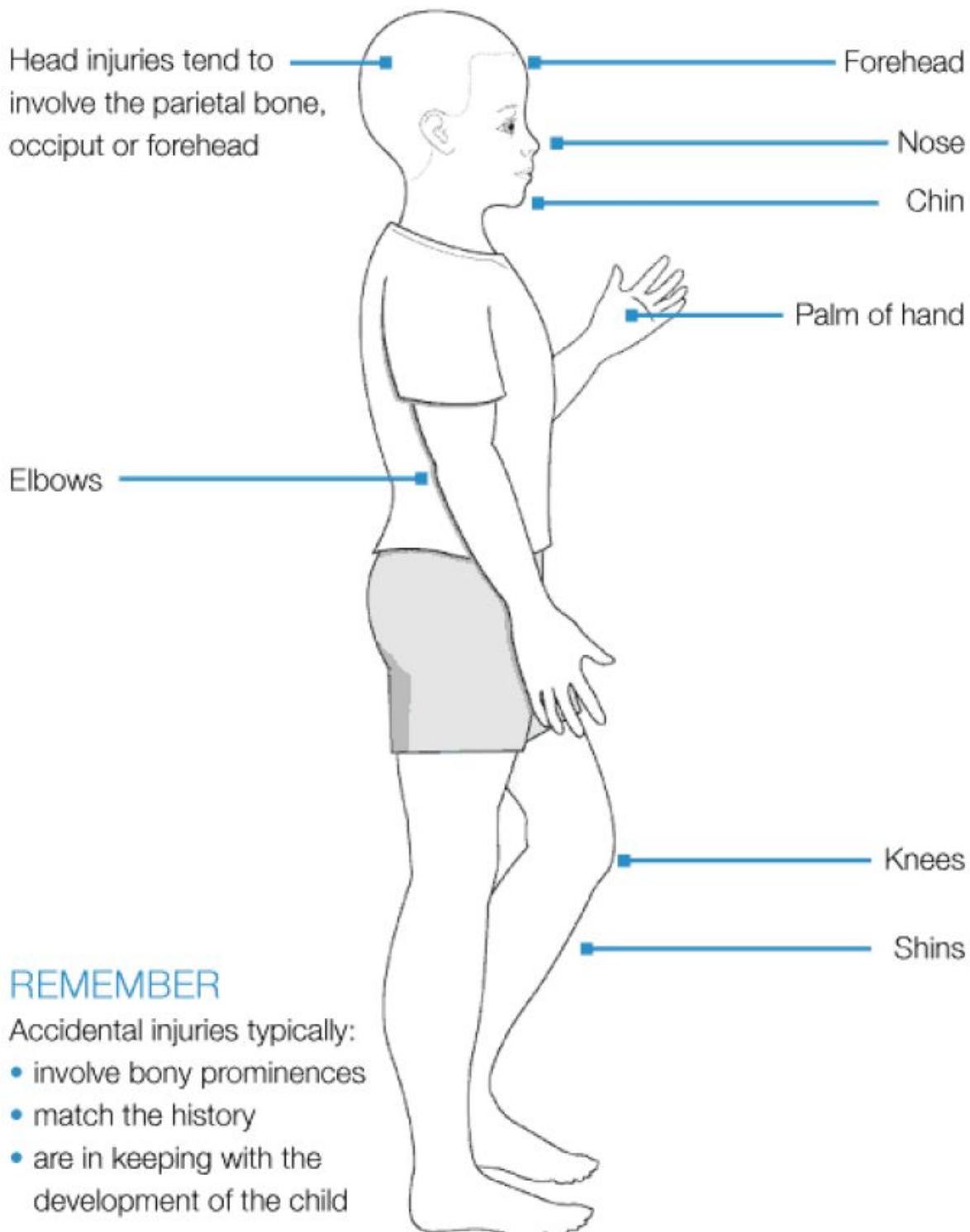
The Serious Violence Strategy, which was introduced by the government in 2018, identifies offences such as homicides and knife and gun crime as key factors which account for around one percent of all recorded crime. The impact of serious violent crime on individuals and the community is significant.

Early intervention is about recognising and responding to the indicators of potential vulnerability, providing early support that is effective. When a young person begins to show the signs of exploitation or vulnerability to exploitation, and therefore at increased risk from Serious Violence, we should be able to intervene as early as possible to help reduce the risk factors and increase the protective factors



## Accidental and non-accidental injuries (© Child Protection and the Dental Team, 2009)

### Accidental injuries



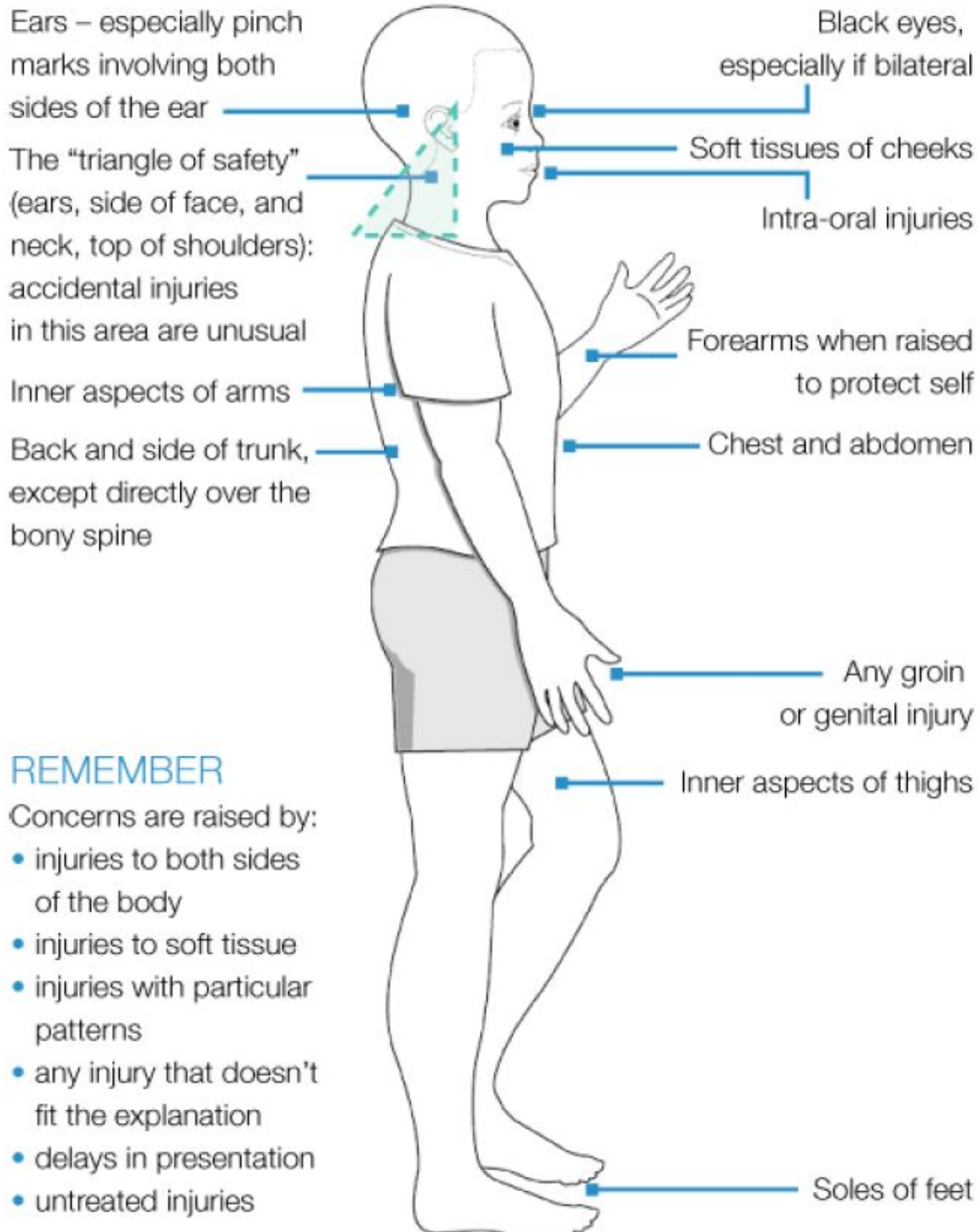
### REMEMBER

Accidental injuries typically:

- involve bony prominences
- match the history
- are in keeping with the development of the child



## Non-accidental injuries



### REMEMBER

Concerns are raised by:

- injuries to both sides of the body
- injuries to soft tissue
- injuries with particular patterns
- any injury that doesn't fit the explanation
- delays in presentation
- untreated injuries





### Appendix 3

## Allegations against a member of staff, volunteer or the Head of School or proprietors

Obvinění zaměstnanců, externistů, dobrovolníků, ředitele nebo jednatelů ze zneužití nebo týrání dítěte.

## Allegations against a member of staff, volunteer, Head of School or Proprietor

Any allegation that a member of staff, proprietor, volunteer or contractor has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if he or she works regularly or closely with children will be dealt with as detailed below.

Any member of staff, proprietor, volunteer, contractor or person on a work experience placement who receives an allegation made against another member of staff (including DSL), proprietor, volunteer, contractor or person on a work experience placement must report this directly to the Head of School. One of the proprietors will take his place in case of his absence. Any allegation against the Head must be made to the proprietor. Allegations against the proprietor must be reported to Police.

The Head will make immediate contact with the Child Protection Services in Czechia without investigating, within one working day. Discussions are recorded in writing and communication with students and parents agreed. In borderline cases, these discussions can be held informally with the Child Protection Services in Czechia and without naming the individual.

In cases of serious harm the Police will be informed by the Head from the outset.

Parental consent is not required before referring to the Child Protection Services in Czechia or the Police.

**Having contacted the Child Protection Services in Olomouc, the Head may choose to appoint a ‘case manager’.**

**Disclosure of information:** The case manager will inform the accused person of the allegation as soon as possible after the local Child Protection Services has been consulted. The parents or carers of the child(ren) involved will be informed of the allegation as soon as possible if they do not already know of it. Where the local Child Protection Services advises that a strategy discussion is needed, or the police or the local Child Protection Services need to be involved, the case manager should not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed. The parents or carers should be kept informed of the progress of the case, including the outcome of any disciplinary process. The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

**Further action:** The School has a duty of care towards its employees and as such, it will ensure that effective support is provided for anyone facing an allegation.

**Ceasing to use staff:** If the School ceases to use the services of a member of staff (including the Head), or a proprietor, volunteer, contractor or person on a work experience placement because he or she is deemed unsuitable to work with children, a settlement / compromise agreement will not be used and a referral to the local Child protection services and the DBS will be made as soon as possible if the criteria are met. (Where a referral is made to the DBS, a separate referral will also be made as soon as possible to the National College for Teaching and Leadership in cases of serious professional misconduct of teachers.) Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented by the Head to the proprietors and appropriate authorities in Czechia without delay. If the allegation is against the Head, the report is prepared and presented by the proprietors.

**Resignation:** If a member of staff (including the Head) or a proprietor, volunteer or contractor tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the School in accordance with this policy and a referral will be made to the DBS as soon as possible if the criteria are met, that is they have caused harm or pose a risk of harm to a child, (and a separate referral will also be made as soon as possible to the *Teaching Regulation Agency* in cases of serious professional misconduct of teachers).

Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

Where a teacher (including the Head) has been dismissed, or would have been dismissed had he / she not resigned, in circumstances where the threshold for a DBS referral have not been met, separate consideration will be given to whether the matter should be referred to the National College for Teaching and Leadership and the appropriate authorities in Czechia. This will include matters where there has been unacceptable professional conduct, conduct which may bring the teaching profession into disrepute, conviction at any time of a relevant offence or where a prohibition order may otherwise be appropriate.

**Unsubstantiated, false or malicious allegations:** Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the School's **Behaviour and Discipline Policy**.

Where a parent has made a deliberately invented or malicious allegation the Head will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.

Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

Allegations against a teacher who is no longer teaching and/or allegations of historical abuse should be reported to the DSL who will take them forward in accordance with the guidance contained in KCSiE 2018.

**Record keeping:** Details of an allegation will be recorded on the employee's file and retained at least until the employee retires or ceases to work in any capacity for a period of 10 years from the date of the allegation, if this is longer. Allegations proven to be false, unsubstantiated or malicious will not be referred to in any employer reference. Allegations found to be malicious will be removed from personnel records.



## Appendix 4

### Managing Disclosures

Jak postupovat, když se Vám dítě s něčím svěří?

## Managing a disclosure

Teachers and other staff in schools are in a unique position to observe children's behaviour over time and often develop close and trusting relationships with pupils. If a child discloses directly to you, the following procedures should be followed:

- Listen carefully to what is said.
- Find a quiet place to talk.
- Remember that it takes considerable courage for the child to make a disclosure because, for example, he/she may:
  - have been specifically told not to tell
  - feel that they are themselves to blame
  - be frightened that their disclosure will make things worse
- Remain calm, gentle, sensitive and reassuring; take the child seriously
- Believe the child

DO NOT:

- appear shocked
- show disgust
- deny what is said
- be judgemental
- condemn the alleged abuser
- make assumptions about the child's feelings.

Explain clearly to the child that you will do your best to support and protect them but that you cannot promise confidentiality; you will not be able to keep the disclosure secret but that you will speak to the DSL in order to find the best course of action.

Ask only open questions such as:

- 'How did that happen?'
- 'What was happening at the time?'
- 'Can you tell me about what is worrying you?'

Do not ask leading questions which may be considered to suggest what might have happened, or who has perpetrated the abuse, eg:

- 'Did your Dad hit you?'

You can avoid asking questions by repeating back what the child has said, allowing him/her to confirm, correct or add to what he/she has said.

Do ask if the child has shared their concerns with anyone else.

Do not attempt to examine a child in any way that would involve the removal of clothing.

Write down carefully what is said and check with the child that what you have written is an accurate reflection of what they want to disclose.

Reassure the pupil that he/she did the right thing in telling someone; acknowledge their courage in speaking out.

Acknowledge any feelings of, for example, anger, sadness or guilt that the child may express, but stress that he/she is not to blame for what has happened.

Explain that you would like to get some confidential advice yourself; listen sympathetically to any reservations he/she might express, but remember that you must report any concerns that you have.

**Tell the child that he/she will not be forced to repeat what he/she said in front of another person at school.**

Following a disclosure, the member of staff should talk immediately to the DSL and complete a written record.

Apart from telling the DSL, the disclosure must be treated as confidential. Although a disclosure can be extremely upsetting it is important to remain professional.

## What action to take?

*A/ If you see something that worries you:*

You should:

- Make a record using the referral form in the [Appendix 5](#) noting down the date, time, place and as far as possible the circumstances about the incident which causes you concern,
- Share the concern with the relevant staff (child's class teacher).

You should not:

- Share your worry with the child concerned.

Disclosure will most likely happen at a time when you least expect it. A child will disclose to someone he/she feels comfortable with, someone he/she feels worthy of trust. Do not panic or feel that you must involve another member of staff immediately. The child's welfare should be your focus.

*B/ If dealing with a disclosure (when a child has sought you out to confide in you and tell you of abuse):*

You should:

- Listen
- Reassure the child and make him/her feel comfortable about the need to talk
- Reassure the child that you will seek help but will do so discreetly and keeping confidentiality wherever possible
- Reformulate and recap what is being said to check your understanding and reassure the child that you are listening
- Record the date, time, place and as far as possible the exact words used in the disclosure at the most appropriate time after the event
- Report what happened to the DSL and give him/her the record of what you did

You should not:

- Appear shocked
- Ask any leading questions
- Promise to keep the information secret
- Allow the child to leave you if you fear he/she is in danger

Allegations which lead us to believe that a child may be at risk or in danger can reach us through many different routes. Our priority is to investigate the allegations without causing unnecessary worry or distress. The aim is to ascertain if further action is justified and if the DSL should be informed.

*C/ If attempting to verify an allegation (a claim made by another child or by an adult to know of, or to have heard of something) suggesting that a child is at risk or in danger:*

You should:

- Record the date, time, place and as far as possible the exact words used in the allegation at the most appropriate time after the event
- Share the allegation made with the relevant staff (child's class teacher)

The relevant staff will take action after any allegation to be able to make an informed decision about the next most appropriate course of action. They will:

- Establish a way to gather more information without raising undue concern (checking recent academic grades, checking recent referrals, asking other members of staff if they have seen any changes in behaviour, asking duty staff to keep an eye, speaking to the child about general school matters to ascertain an understanding of the situation, speaking to parents if that is deemed appropriate)
- Document fully any information which corroborates or refutes the allegation and pass to the DSL

You should not:

- Assume the allegation is either founded or unfounded
- Conduct your own investigation
- Approach the child with the allegation
- Ask other children about the allegation



**Appendix 5**  
**Expression of Concern**  
Formulář pro záznam incidentu





## **Safeguarding Children, Child in need – Expression of concern**

Use this form to record any concern about a pupil's welfare. Please do not interpret what you have seen or heard or attempt to investigate; simply record the facts. Please complete this form by hand. Once this form is completed it must be handed immediately to the Designated Safeguarding Lead. If she/he is not available please pass this form to the Deputy Head of Primary/Secondary.

**Child/Pupil**

**Class**

**Date:**

**Time:**

**Location of observed behaviour / discussion / disclosure:**

**What are your concerns about this pupil?**

**What have you observed and when?**

**What have you heard and when? (Record pupil's words verbatim if possible)**

**What have you been told and when?**

**I have discussed the issue of consent with \_\_\_\_\_ and they are aware that I will share this information with \_\_\_\_\_ and understand the reasons for this.**

**Have you spoken to the pupil? YES / NO**



**What did they say? (Record pupil's words verbatim if possible)**

**Are the parents / carers aware of this concern? YES / NO**

**Have you spoken to anyone else about your concern? YES / NO**

**Please list:**

**Is this the first time that you have been concerned about this pupil? YES / NO**

**Any further details**

**Name of member of staff completing this form** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Date** \_\_\_\_\_ **Time** \_\_\_\_\_

**Passed to Designated Person on** \_\_\_\_\_ **(Date)** at \_\_\_\_\_ **(Time)**

***-For use by the Designated Person***



<b>Action taken</b>	<b>By whom</b>	<b>Outcome</b>
Discussion with child		
Monitoring		
Check pupil file		
Contact parents		
OSPOD Referral		



## Appendix 6

### Peer on Peer Abuse

Řád upravující pravidla a postupy pro identifikaci a řešení  
šikany mezi žáky školy

## Peer on Peer Abuse

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

We are all responsible for the experiences children undergo at this school. Every child has the right to attend school and learn in a safe environment, be free from harm by adults in the school and other pupils. To achieve this all staff need to understand that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

This appendix outlines basic policy and procedures with regard to peer on peer abuse at International School Olomouc.

Overall statistics on sexual abuse and harassment show that it is more likely that girls will be victims and boys’ perpetrators, but all peer-on-peer abuse is unacceptable and will be taken seriously.

## Prevention

We recognise the importance of implementing appropriate strategies in order to prevent the issue of peer on peer abuse, rather than managing the issues in a reactive way.

At our school we will minimise the risk of allegations against other pupils by:

- Providing PSHE as part of the curriculum, which will help students develop their understanding of acceptable behaviours, healthy relationships and keeping them-selves safe.
- Having effective systems such as the telling boxes within our school for pupils to be able to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be looked into and addressed.
- Liaising and working with other professionals (OSPOD, SEND staff) to develop robust risk assessments for pupils that are identified as posing a potential risk to other children.
- Creating an open and honest environment, where our staff team feel confident and enabled to talk about issues and challenge perceptions of young people, including use of inappropriate language and behaviour towards one another.

## Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive.

### **Physical abuse e.g. (biting, hitting, kicking, hair pulling.)**

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally, before considering the most appropriate response.

### **Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault.)**

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

For more information on Sexual violence and sexual harassment see this [Advice](#) that is aimed for school proprietors, senior leaders and the designated safeguarding lead.

### **Bullying (physical: name calling: homophobia.)**

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over

time. Both young people who are bullied, and who bully others, may have serious, lasting problems. In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

### **Cyber bullying**

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter, to harass, threaten or intimidate someone for the same reasons as stated above. It is important to state that cyberbullying can very easily fall into criminal behaviour. In such situations and within the scope of wider legal framework the school will have no choice but to involve the police to investigate these situations.

### **Sexting**

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pictures', 'rude pictures' or 'nude selfies'. Pressuring someone into sending a nude picture, can happen in any relationship, and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are also taken as criminal offences.

### **Initiation/Hazing**

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

### **Prejudiced Behaviour**

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

### **Teenage relationship abuse**

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

### **Upskirting**

Which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

## Procedures following allegations

When an allegation is made by a pupil against another student, which is of a safeguarding nature, it should be reported to the designated safeguarding lead (DSL) as soon as possible. If the DSL is not available, the Head of Primary/Secondary or deputy DSL should be informed. They must then report this to the DSL as soon as possible.

A factual record must be kept (as normal safeguarding child protection procedures) and updated with all actions and outcomes. The incident should not be investigated at this time.

The DSL will contact the OSPOD to discuss the case and make a formal referral where appropriate. Parents of both the alleged victim and the student being complained about should be informed, this should be discussed during the consultation with OSPOD. After close consultation with OSPOD the decision about whether to inform police needs to be made in case the allegation indicates a potential crime has taken place.

A risk assessment will be considered at this time to protect all parties involved. It may be appropriate to exclude the alleged child against whom the report has been made for a fixed time, in line with our school's behaviour policy and procedures.

Police and OSPOD will lead any investigation, however where neither police nor social care thresholds are met, our school will then undertake a thorough investigation following our schools' policies and procedures.

A risk assessment will be considered along with an appropriate supervision plan. Support should be given to all children involved, and they should be involved in the relevant meetings and sign and agree to the plans that are set. The plan will be monitored and review dates set.

### **For the young person who has been harmed**

What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PHSE and SMSC that certain issues can be discussed and debated more frequently.

If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

### **For the young person who has displayed harmful behaviour**

In this circumstance it is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary.

Once the support required to meet the individual needs of the young person has been met, it is important that the young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the

investigation has concluded. In which case, the young person will need to be provided with appropriate support and education whilst off site.

Even following the conclusion of any investigation the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multi agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour. The school may also choose a punishment as a consequence such as exclusion or internal exclusion for a period of time to allow the young person to reflect on their behaviour.

### **After care**

It is important that following the incident, the young people involved continue to feel supported and receive help, even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour, either towards someone else or to themselves as a way of coping (e.g. self-harm). In which case, regular reviews with the young people following the incident(s) are imperative.

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To add on the school web:

***'Under the Education Act 2002 (Section 175 for maintained schools/Section 157 for academies/free/independent schools), schools must make arrangements to safeguard and promote the welfare of children. Parents/carers should know that the law (Children Act 1989) requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. Staff will seek, in general, to discuss any concerns with the parent/carer and discuss the need to make a referral to Children's Social Care if that is considered necessary. This will only be done where such discussion will not place the child at increased risk of significant harm or cause undue delay. The school will seek advice from Children's Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later found to be unfounded. Parents/carers will appreciate that the school's Designated Safeguarding Lead carries out their responsibilities in accordance with the law and acts in the best interests of all children.'***