



International
School
Olomouc

SAFEGUARDING

Child Protection Policy 2021/2022



(Sociálně-právní ochrana dětí a žáků)





Child Protection Policy

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

School: Česko Britská Mezinárodní škola a Mateřská škola s.r.o., Sokolovská 76/6, 779 00 Olomouc	
Policy Leader: Mgr. Eva Pluskalová	Date & Signature:  16/08/2021
Checked & authorised by: Petr Pospíšil, M.A. (Dunelm)	Date & Signature:  20/08/2021
Scope: This policy applies to the whole school community.	
Effective from: September 2021	Effective to: June 2022

Child Protection Policy:

Date Due for review: June - August 2022.

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.

Contents

Policy statement	5
The legal and policy framework for this policy is based on	7
Main Safeguarding Contacts & Telephone numbers	8
Aims	8
Objectives	9
Types of abuse and safeguarding issues	9
Possible signs of abuse	10
Recognizing abuse and neglect with children having special needs (SEN)	10
A guideline for action regarding a Safeguarding issue	10
Reporting	11
Action by the DSL	11
Safeguarding and Child Protection Records	11
Allegations against Staff, Volunteer or Contractor & Head/proprietor	12
Allegations Against Pupils	12
Missing Children	12
Children Missing from Education	12
Child going missing during the School day	13
Online Safety	13
Safe Intimate Care within ISO	13
Safer Recruitment Practices and Visitors	14
The Prevent Duty	14
Informing parents	15
Confidentiality	15
Bullying	15
Peer on Peer Abuse	15
Health & Safety	15
Children who may be particularly vulnerable	16
Early Help within the local context	16

Attendance	17
Helping children to keep themselves safe	17
Support for pupils, families and staff involved in a child protection issue	18
Complaints procedure	18
Whistle-blowing	18
Training	19
The review of the policy	19
Roles and responsibilities of the Designated Safeguarding Lead (DSL)	21
1. Roles & Referrals	21
2. Training	21
3. Raising Awareness	22
4. Eradicating deficiencies	22
The Designated proprietor	22
Duty of employees	22
Definition of abuse	26
Signs and symptoms	31
Accidental and non-accidental injuries	33
Accidental injuries	33
Non-accidental injuries	34
Allegations made against/Concerns raised in relation to proprietors, teachers, including supply teachers, other staff, volunteers and contractors	36
Managing a disclosure	40
What action to take?	41
Safeguarding Children, Child in need – Expression of concern	44
Peer on Peer Abuse	48
Prevention	48
Types of abuse	48
Physical abuse	48
Sexually harmful behaviour/sexual abuse	48
Bullying (physical, name calling, homophobia)	49
Cyber bullying	49

Sexting	49
Initiation/Hazing	49
Prejudiced Behaviour	50
Teenage relationship abuse	50
Procedures following allegations	50
For the young person who has been harmed	51
For the young person who has displayed harmful behaviour	51
After care	51

Policy statement

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children has an important role to play. School staff are particularly important as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. It is important all staff (including those who do not work directly with children) recognise the important role they play in protecting children.

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.

Staff working with children are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff must always act in the best interests of the child. If staff have any concerns about a child's welfare, they must act on them immediately. If staff have a concern, they must follow the ISO Child protection policy and speak to the designated safeguarding lead (or deputy).

The school works closely with 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 or her deputy. 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 \(September 2021\)](#), 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 (Code of Conduct) Policy

Behaviour Policy

Anti-Bullying Policy

Online Safety Policy & Acceptable Use Agreements

Health & Safety Policy

Safer recruitment & Appointment Policy

SEND Policy

Equal Opportunities Policy

Staff Handbook

First Aid Policy

Safe Care Practise

Lost child procedure

Mental Health and Wellbeing 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
- 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 and neglect: physical, emotional, sexual, neglect. All staff will have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk. Other safeguarding issues all staff must be aware of include:

- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- 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.
- Forced marriage
- Mental health
- Preventing radicalisation
- Bullying including cyber-bullying
- Peer on peer abuse
- Honour based violence (click here to learn more: [HBV](#))

- Serious violence
- Domestic abuse
- Cybercrime
- Modern slavery
- County lines

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 at 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

The school has the systems in place for children to confidently report abuse, knowing their concerns will be treated seriously (worry box in the classroom and in the corridor)

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.
- Reassure victims 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 abuse, sexual violence or sexual harassment including those that have happened outside of the school premises, and or online. Nor should a victim ever be made to feel ashamed for making a report.
- 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 or proprietor if the allegation involves 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 contact 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 child who has complained, provided that the child 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/Preschool's office for all pupils and preschool 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. The proprietors will take her place in case of her absence. Any allegation against the Head of School or proprietor must be reported directly to the local authority (OPD) or police.

For full description see [Appendix 3](#)

Allegations Against Pupils

A pupil 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 receive a 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 (OSPOD).

*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 (or parents' workplace if known) 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. 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.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>)

Elective Home Education (EHE)

Many home educated children have an overwhelmingly positive learning experience. However, home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs. Where a parent/carers has expressed their intention to remove a child from school with a view to educating at home, the school and/or other key professionals work together to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has

been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

Safe Intimate Care within ISO

There are occasions in the School, including Toddles & 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.

For more information please see the Safe Care Practice.

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 (2021)', 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 Safer Recruitment Policy for further details.

All visitors to the School report to respective receiving teachers. Those visiting will be issued with a visitor tag 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 and Fundamental British 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 or Children's Social Care (OSPOD).

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

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

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. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. The Channel General Awareness course can be accessed on this [link](#).

With regards to local Czech requirements, the heads, deputy head, 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 rodinu a děti*" 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 rodinu a děti*".

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 or Czech as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.

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 to 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 2021 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 15 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 the 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. Schools have clear powers to share, hold and use information for these purposes;
- 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 and her deputy attend 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 and her deputy 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 Behaviour (Code of Conduct) Policy, and the Behaviour Policy)
- Their responsibility is to be alert to the signs of abuse and to refer to any concerns.
- The name and role of the DSL and her deputy and the member of staff who acts in their absence (the proprietor)
- 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 Part one: *Safeguarding information for all staff (KCSIE, 2021)* and all staff working with children must also read the Annex A (a condensed version of Part one) of this guidance (KCSIE, 2021).

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 refers 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 Czech Republic 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 Czech Republic.

- To share knowledge and information about the safeguarding of children, including online safety, 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 members of staff 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.**
- The DfE has produced a one-stop page for teachers on GOV.UK, which can be accessed here: Teaching about relationships sex and health. This includes teacher training modules on the RSHE topics and non-statutory implementation guidance.

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 and her deputy are appropriately trained to carry out their roles 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 Head of School.
- 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.
- All staff including new employees (no matter when employment starts in the school year) will be aware of systems within our school which support safeguarding and these will be explained to them as part of staff induction. This includes:
 - 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 role of the designated safeguarding lead (including the identity of the designated safeguarding lead and the deputy)
 - 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 **Staff Behaviour (Code of Conduct) Policy**
 - Read the School's **Behaviour Policy**
 - Read a copy of **KCSIE** Part One & Annex A.
 - Be aware of the safeguarding response to children who go missing from education;
 - 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:

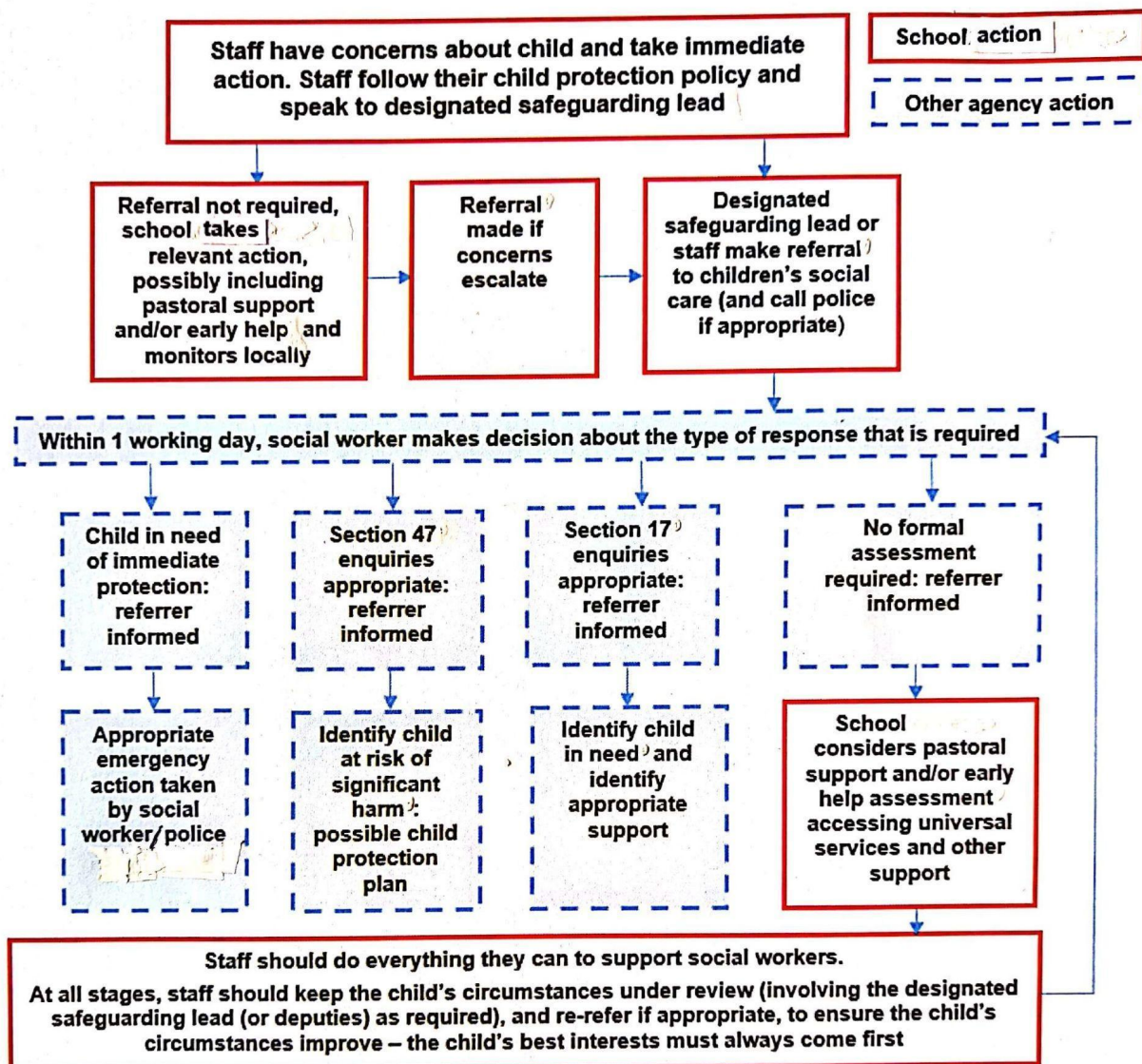
'Is the student safe?'

'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.

Actions where there are concerns about a child



Safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies operate with the best interests of the child at their heart. Where there is a safeguarding concern, proprietors and school leaders ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place, and they are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.



International
School
Olomouc

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 physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

Child Sexual Exploitation (CSE) can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. 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

This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

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

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 Criminal Exploitation (CCE): Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals must be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the country - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes. Children are also increasingly being targeted and recruited online using social media.

Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. Some specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity;
- owe a ‘debt bond’ to their exploiters; • have their bank accounts used to facilitate drug dealing

Modern slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either ‘cyber-enabled’ (crimes that can happen off-line but are enabled at scale and at speed on-line) or ‘cyber dependent’ (crimes that can be committed only by using a computer).

Cyber-dependent crimes include;

- unauthorised access to computers (illegal ‘hacking’), for example accessing a school’s computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or ‘booting’. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above. Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour.

Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected”.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing 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.

Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as '**teenage relationship abuse**'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

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.

Forced marriage

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. School can play an important role in safeguarding children from forced marriage.

Preventing Radicalisation:

Children are vulnerable to extremist ideology and radicalisation.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised.

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.

Mental Health: All staff must 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.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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 key that staff are aware of how these children's experiences can impact on their mental health, behaviour, and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

Peer on peer abuse: is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear as to the school's policy and procedures with regards to peer on peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it (see Anti-Bullying Policy for policy and procedures).

Serious violence: All staff must be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff must be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Responding to the report

It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

The starting point regarding any report should always be that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated.

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-depreciation ('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

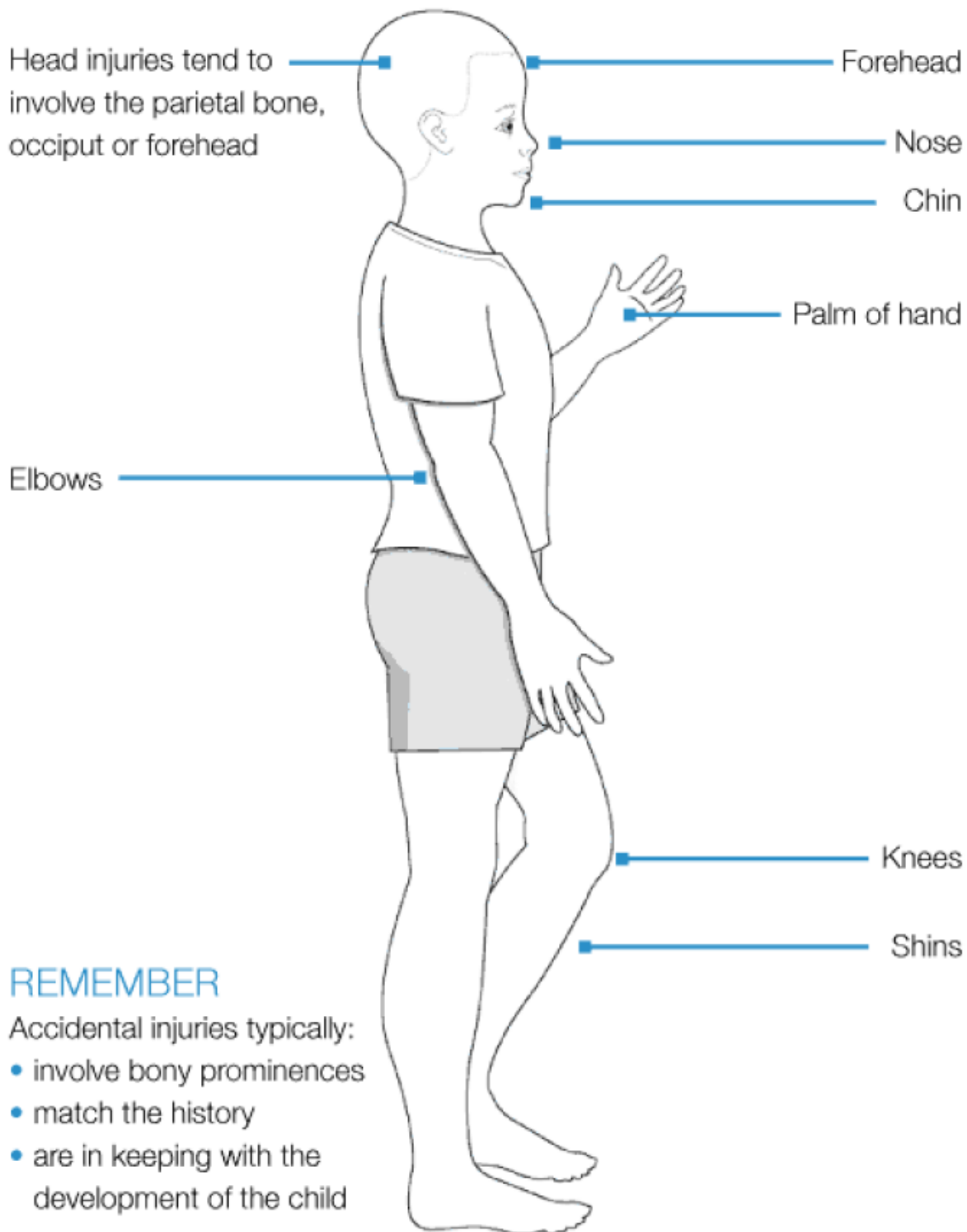
Serious violence

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.

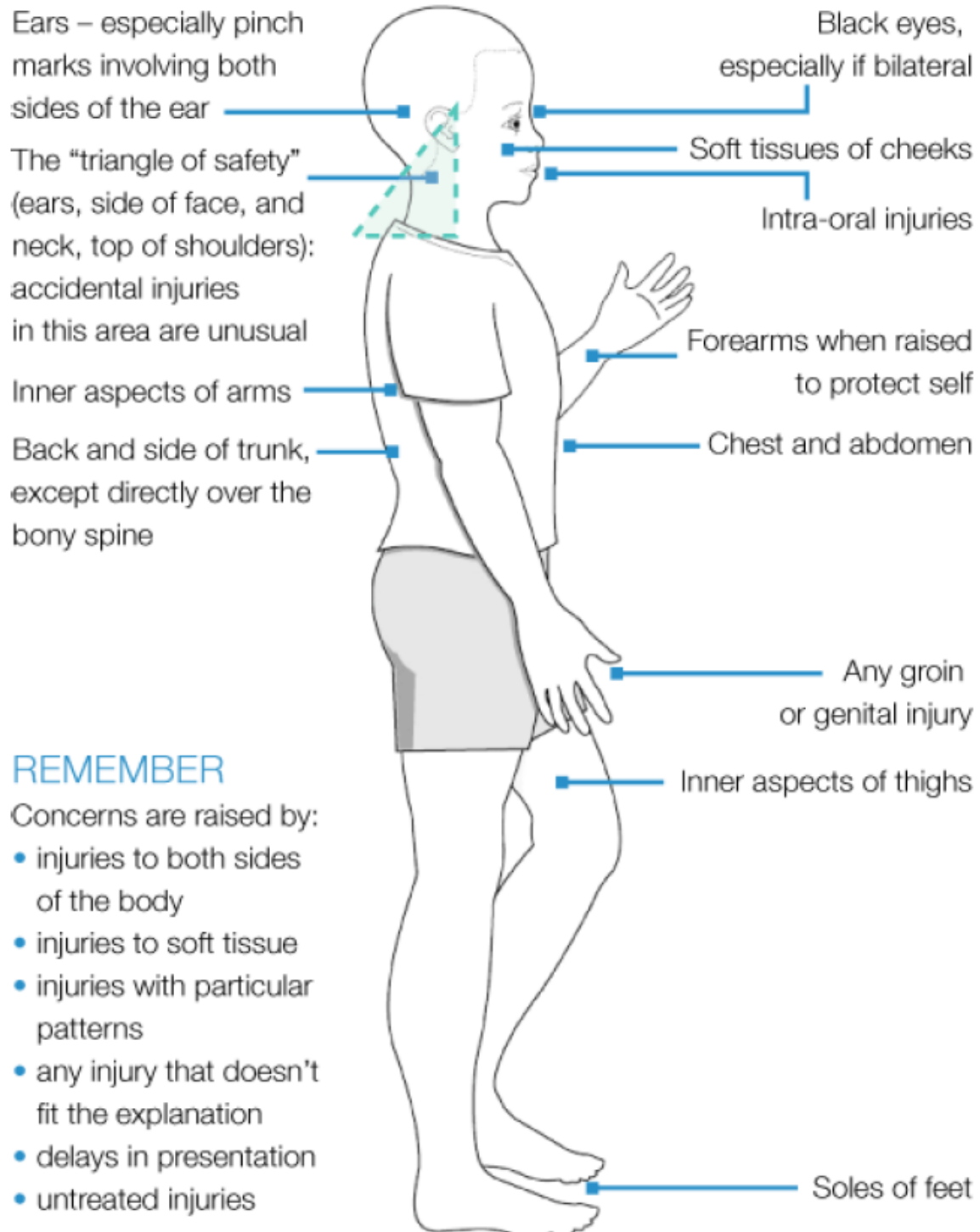
Early intervention is about recognising and responding to the indicators of potential vulnerability, providing early support that is effective. When a young person begins to show the signs of exploitation or vulnerability to exploitation, and therefore at increased risk from Serious Violence, we should 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



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



International
School
Olomouc

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 made against/Concerns raised in relation to proprietors, teachers, including supply teachers, other staff, volunteers and contractors

We distinguish between the two levels of allegation/concern:

1. Allegations that may meet the harm threshold.
2. Allegation/concerns that do not meet the harms threshold ('low level concerns')

Allegations that may meet the harm threshold

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

- behaved in a way that has harmed a child, or may have harmed a child and/or;;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

will be dealt with as detailed below.

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

The Head will make immediate contact with the Child Protection Services in Czech Republic 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 Czech Republic 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 Czech Republic 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.

Supporting those involved: The School has a duty of care towards children and its employees and as such, it will ensure that effective support is provided for anyone involved in the case.

The welfare of a child is paramount and this will be the prime concern in terms of investigating an allegation against a person in a position of trust. However, when an allegation or safeguarding concern is being investigated it is likely to be a very stressful experience for the adult subject of the investigation, and potentially for their family members. The proprietor offers appropriate welfare support at such a time and recognises the sensitivity of the situation. Information is confidential and should not ordinarily be shared with other staff or with children or parents who are not directly involved in the investigation. Proprietors must manage and minimise the stress caused by the 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 Czech Republic 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).

Suspension: it should not be an automatic response when an allegation is reported. All options to avoid suspension should be considered prior to taking that step. The case manager must consider carefully whether the circumstances warrant suspension from contact with children at the school or college, or until the allegation is resolved. It should be considered only in cases where there is cause to suspect a child or other children at the school or college is/are at risk of harm, or the case is so serious that it might be grounds for dismissal.

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 Czech Republic. 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.

Allegation outcomes

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject of the allegation;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence; or,
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

Unsubstantiated, unfounded, false or malicious allegations: the designated safeguarding lead should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the School's **Behaviour 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 2021.

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 unless the individual gives their consent for retention of the information.

Allegation/concerns that do not meet the harms threshold ('low level concerns')

The term '**low-level**' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harm threshold. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff Code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO (OSPOD)

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language

The proprietors set out our low-level concerns policy within the staff Code of conduct and safeguarding policies to make it clear what a low-level concern is and the importance of sharing low-level concerns, and an explanation that the purpose of the policy is to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour which are set out in the staff Code of conduct are constantly lived, monitored and reinforced by all staff.

All low-level concerns should be recorded in writing by the designated safeguarding lead (or her deputy). The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

For further information see **Staff behaviour (code of conduct) policy**.



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 classteacher)

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

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



International
School
Olomouc

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”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

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

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

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.

There are four likely scenarios for schools to consider when managing any reports of sexual violence and/or sexual harassment. It is important to look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, the school decides on a course of action and takes preventive measures to minimise the risk of it happening again. The four scenarios are:

1. Manage internally - in some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or that referrals need to be made to statutory services and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour policy and by providing pastoral support.
2. Early help - the school decides that the children involved do not require referral to statutory services but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life.
3. Referrals to children's social care - where a child has been harmed, is at risk of harm, or is in immediate danger, school makes a referral to local children's social care. The school does not wait for the outcome of a children's social care investigation before protecting the victim and other children. DSL (or a deputy) works closely with children's social care (and other agencies as required) to ensure any actions the school takes do not jeopardise a statutory investigation. Consideration of safeguarding the victim, alleged perpetrator(s), any other children directly involved in the safeguarding report and all children at the school is immediate.
4. Reporting to the Police - any report to the police will generally be in parallel with a referral to children's social care.

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 and KCSIE 2021, paragraph 452.

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 a 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. All staff should be able to reassure victims 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 abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

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. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

If in doubt about recording requirements, staff should discuss with the DSL or her deputy.

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.

Children's social care assessments must consider where children are being harmed in contexts outside the home, so it is important that school provides as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

A risk assessment will be considered along with an appropriate supervision plan. Support should be given to all child 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 identify 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 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.

Safeguarding and supporting the victim. The needs and wishes of the victim should be paramount (along with protecting the child) in any response. The victim must never be made to feel they are the problem for making a report or made to feel ashamed for making a report. A victim of sexual violence is likely to be traumatised and may struggle in a normal classroom environment. While school avoids any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities.

Unsubstantiated, unfounded, false or malicious reports

If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead considers whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the school considers whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed.