



# **Child Protection Policy**

**September 2014**

**to be reviewed & updated June 2015**

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## **Child Protection Policy**

### **Introduction**

**This policy applies to all adults, including volunteers, working in or on behalf of Park Lane International School.**

'Everyone in the education service shares an objective to help keep children and young people safe by contributing to :

- Providing a safe environment for children and young people to learn in education settings; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure that they are kept safe both at home and in the education setting.'

*Safeguarding Children and Safer Recruitment in Education DCSF 2007*

A range of documents, circulars and guidance for good practice governs Child Protection work at Park Lane International School. Key documents which inform this policy, are:

- 'Safeguarding Children and Safer Recruitment in Education' issued by DCSF 2007
- 'Working Together to Safeguard Children' 1999 and 2006
- 'What to do if you are worried a Child is being Abused' 2006
- Sections 175 and 157 of the Education Act 2002, implemented June 2004
- The Children Act 1989 and 2004
- Human Rights Act 1998
- Sexual Offences Act 2003

For all pupils within the Primary school, the designated teacher for Child Protection is Ms Kate Benson and in her absence the Deputy Head of Primary, Mr Jay Wilson. Should

Ms Kate Benson or Mr Jay Wilson be absent, the matter should then be referred to another member of the Senior Leadership Team. For all pupils within the Secondary school, the designated teacher for Child Protection is Mr Michael Ferguson. Should Mr Michael Ferguson be absent, the matter should then be referred to another member of the Senior Leadership Team.

### **Aims and Objectives**

Park Lane International School is committed to safeguarding and promoting the welfare of all its pupils. Each pupil's welfare is of paramount importance. We are all responsible for creating a safe community and environment, in which the understanding and awareness of risk is embedded within the culture. We need to be pro-actively alert to the possibility of abuse (physical abuse, sexual abuse, emotional abuse and neglect) being caused to the pupils in our care. In situations where child abuse is suspected, our paramount responsibility is to the child. We recognise that some pupils may be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach and ask for advice in order that we can support all of our pupils as required by their individual needs.

These aims will be achieved by

- Continuing to develop awareness in all staff of the need for Child Protection and their responsibilities in identifying abuse.
- Ensuring that all staff are aware of referral procedures within the school.
- Monitoring any pupils who have been identified as being 'at risk'.
- Ensuring that outside agencies are involved where appropriate.
- Ensuring that key concepts of Child Protection are integrated within the curriculum, especially via Personal Social Health Education.
- Creating an environment where children feel secure, have their viewpoints valued, are encouraged to talk and are listened to.

## SECTION 1

### PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

#### 1.1 Safer Recruitment and Selection

Park Lane International School pays full regard to DCSF guidance 'Safeguarding Children and Safer Recruitment in Education' Jan 2007. We ensure that all appropriate measures are applied in relation to everyone who works in the School who is likely to be perceived by the children as a safe and trustworthy adult, including volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking Independent Safeguarding Authority and Criminal Record checks.

Statutory changes, underpinned by regulations, are that:

- A DBS (Disclosure and Barring Services) or CRO (Criminal records office) check is obtained for **all** new paid appointments to the School's workforce.
- A Criminal Records check is obtained for volunteers subject to a risk assessment considering the regularity, frequency, duration and nature of contact.
- The School will ensure that any contracted staff are DBS or CRO checked where appropriate.
- The School will keep a single central record detailing a range of checks carried out on their staff.
- Identity checks must be carried out on all appointments to the School's workforce before the appointment is made.

#### 1.2 Safe Practice

The School has adopted IRSC "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" in the form of the 'Safe Pupils, Safe Staff Policy', and has undertaken Safe Practice training to ensure that staff are safe and aware of behaviours which should be avoided.

Safe working practice ensures that pupils are safe and that all staff:

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Work in an open and transparent way.
- Discuss and/or take advice from senior management over any incident which may give rise to concern.

- Record any incidents or decisions made.
- Apply the same professional standards regardless of gender or sexuality.
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

### **1.3 Safeguarding Information for pupils**

The School is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have senior members of staff with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, of their right to be listened to and heard and of what steps can be taken to protect them from harm.

### **1.4 Partnership with Parents**

The School shares a purpose with parents to keep children safe from harm and to have their welfare promoted.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

The School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with class teachers and form tutors in the first instance. These colleagues are then able to pass the concerns on to a senior member of staff if necessary. The Child Protection Policy is also available to be downloaded from the School website and parents are made aware that they can obtain a paper copy of the policy on request.

### **1.5 Partnerships with others**

The School recognises that it is essential to establish positive and effective working relationships with other agencies e.g. Health, Police and Social care.

### **1.6 School Training and Staff Induction**

The School's members of staff with designated responsibility for child protection undertake authorised child protection training and refresher training at 2 yearly intervals.

The Principal and all other School staff, including non-teaching staff, undertake

appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at a maximum of 3 yearly intervals.

All staff (including temporary staff and volunteers) are provided on induction with the School's Child Protection Policy and informed of the School's child protection arrangements.

### **1.7 Support, Advice and Guidance for Staff**

Staff will be supported by the designated persons (See Appendix 1 for details), and the other members of the Senior Leadership Team.

The designated persons will be supported by the governor responsible for child protection matters (See Appendix 1 for details).

### **1.8 Related School Policies**

'.....safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety and bullying.....and a range of other issues, for example, arrangements for meeting the medical needs of children ....providing first aid, school security, drugs and substance misuse, etc. There may also be other safeguarding issues that are specific to the local area or population'

*Safeguarding Children and Safer Recruitment in Education DCSF 2007*

### **Confidentiality**

The School has developed a clear and explicit Confidentiality & Information Sharing Policy.

### **1.9 Pupil Information**

In order to keep children safe and provide appropriate care for them, the School requires accurate and up to date information regarding:

- Names (including any previous names), address and date of birth of child.
- Names and contact details of persons with whom the child normally lives.
- Names and contact details of all persons with parental responsibility (if different from above).
- Emergency contact details (if different from above).
- Details of any persons authorised to collect the child from School (if different from above).
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.).
- Any other factors which may impact on the safety and welfare of the child.

The School will collate and store this information to which access will be via the Principal or Head of Primary.

## **1.10 Roles and Responsibilities**

### ***Governing Body through their nominated representative should ensure that:***

- The School has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request.
- The School operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children.
- The School has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- A senior member of the School's management team and a deputy are designated to take lead responsibility for child protection.
- Staff undertake appropriate child protection training.
- The Governing Body remedies, without delay, any deficiencies or weaknesses regarding child protection arrangements.
- The Governing Body review their policies and procedures annually.

### ***The Principal should ensure that:***

- The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff.
- Sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

## ***Members of Staff with Designated Responsibility for Child Protection***

### **Referrals**

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Act as a source of support, advice and expertise within the educational establishment.
- Liaise with the Principal to inform him of any issues and on-going investigations and ensure there is always cover for this role.

### **Training**

- How to recognise and identify signs of abuse and when it is appropriate to make a referral.
- Have a working knowledge of how Local Children Safeguarding measures operate and how the referral process works within the Czech Republic.
- Ensure that all staff have access to and understand the School's child protection policy.
- Ensure that all staff have induction training.
- Keep detailed, accurate, secure written records of any incidents and concerns.
- Obtain access to resources and attend any relevant or refresher training courses at least every two years.

### **Raising Awareness**

- Ensure the Child Protection Policy is updated and reviewed annually and work with the governing body to this end.
- Ensure parents are made aware of the Child Protection Policy. This alerts them to the fact that referrals may be made and the role of the School in this process, with the aim of avoiding later conflict.
- When a child leaves the School, ensure the child protection file is copied for the new school as soon as possible and transferred to that new school separately from the main pupil file.

### **All staff and volunteers**

- Should fully comply with the School's policies and procedures.
- Attend appropriate training.
- Inform the designated persons of any concerns.

## **SECTION 2**

### **IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM**

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or School staff being alerted to concerns.

It is the duty of all staff to be vigilant and observant when dealing with pupils in their care and to have no hesitation in passing on concerns that they may have regarding the physical and emotional wellbeing of any child in the school. The following lists, while not exhaustive, may be indicators that a child is suffering abuse. Staff should also be aware of other signs they deem to be of concern.

#### **2.1 Definitions**

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18<sup>th</sup> birthday.

**Harm** means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another.

**Development** means physical, intellectual, emotional, social or behavioural development. **Health** includes physical and mental health. **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

**Abuse and Neglect** are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

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

harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.

Signs and symptoms of physical abuse could include:

- Unexplained injuries or burns which could be recurrent
- Improbable excuses to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishments that appear excessive
- Bald patches
- Withdrawal or physical contact
- Arms and legs covered during hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others

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

Signs and symptoms of sexual abuse could include:

- Sudden changes in behaviour or performance
- Displays of affection in a sexual way inappropriate to age
- Tendency to cling and need reassurance
- Tendency to cry easily
- Regression to younger behavioural traits
- Complaints of genital itching or pain
- Distrust of a familiar adult, or anxiety about being left with a relative or baby-sitter
- Unexplained gifts of money

- Depression and withdrawal
- Apparent secrecy
- Wetting day or night
- Sleep disturbances or nightmares
- Chronic illnesses, especially throat infections and venereal disease
- Anorexia or bulimia
- Unexplained pregnancy
- Fear of undressing for games
- Phobias and panic attacks

**Emotional Abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Signs and symptoms of emotional abuse could include:

- Physical and emotional development lags
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-depreciation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse

- Compulsive stealing or scavenging

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

- Provide adequate food and clothing, shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate caretakers).
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs and symptoms of neglect could include:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Neurotic behaviour
- No social relationships
- Running away
- Compulsive stealing or scavenging

### **SECTION 3**

#### **TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME**

It is a requirement of being employed at Park Lane International School, that all staff have a duty to report any concern or allegation of risk of harm to pupils. Doing so will not result in any penalty to themselves, even if the concern or allegation proves to be unfounded. Failure to do so, however, would be treated as a disciplinary matter if this

was later to come to light. As a School we have a duty to report any disclosure or suspicion of abuse to a welfare agency within 24 hours.

It is **not** the responsibility of the School staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. In accordance with school policy, all concerns regarding the welfare of pupils will be recorded and discussed with the designated persons for child protection, or in their absence the Principal or other member of the Senior Leadership Team, prior to any discussion with parents.

### **3.1 Staff must immediately report:**

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings, writings or play).
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
- Any concerns that a child is presenting signs or symptoms of abuse or neglect.
- Any significant changes in a child's presentation, including non-attendance.
- Any hint or disclosure of abuse from any person.
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).

Any concerns should be recorded on the *Confidential Cause for Concern Form* and handed immediately to the designated persons.

### **3.2 Responding to Disclosure**

It is important that all staff are aware of the importance of Safeguarding and Promoting the Welfare of Children and that they create a climate in which children can feel able to talk about their feelings, concerns and their worries and feel confident to come forward to disclose abuse if it arises. They must know it will be taken seriously, treated with sensitivity and respect and have their wishes and feelings taken fully into account.

Disclosures or information may be received from pupils, parents or other members of the public. Park Lane International School recognises that those who disclose such

information may do so with difficulty, having chosen carefully to whom they will speak. All staff will handle disclosures with sensitivity.

Such information **cannot remain confidential** and staff will immediately communicate what they have been told to the designated persons and make a contemporaneous record using the *Confidential Cause for Concern Form*. This form and any associated notes must then be signed and dated.

### **Principles**

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated persons in order that she/he can make an informed decision of what to do next.

Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm.
- Try to ensure that the person disclosing does not have to speak to another member of school staff.
- Clarify the information.
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- Try not to show signs of shock, horror or surprise.
- Not express feelings or judgements regarding any person alleged to have harmed the child.
- Explain sensitively to the person that they have a responsibility to refer the information to the senior designated person.
- Reassure and support the person as far as possible.
- Explain that only those who 'need to know' will be told.
- Explain to the person what will happen next and that they will be involved as appropriate.

### **3.3 Action by the Designated Persons**

Following any information raising concern, the senior designated person will consider:

- Any urgent medical needs of the child.

- Discussing the matter with other agencies involved with the family.
- Consulting with appropriate persons e.g. Prague Social Care Authority.
- The child's wishes.

Then decide:

- Wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk.
- Whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.

**OR**

- Not to make a referral at this stage.
- If further monitoring is necessary.
- If it would be appropriate to undertake an assessment and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented.

### **3.4 Action following a child protection referral**

The designated persons or other appropriate member of staff will:

- Make regular contact with Social Care.
- Provide a report for, attend and contribute to any subsequent Social Care investigation.

### **3.5 Recording and monitoring**

**The School will record:**

- Information about the child : name, address, d.o.b., those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from school, any court orders.
- Key contacts in other agencies including GP details.
- Any disclosures/accounts from child or others, including parents (and keep original notes).

- All concerns, discussions, decisions, actions taken (dated, timed and signed) and arrangements for monitoring/review.

**All records should be objective and include:**

- Statements, facts and observable things (what was seen/heard).
- Diagram indicating position, size and colour of any injuries (not photograph).
- Words child uses, (not translated into 'proper' words).
- Non-verbal behaviours.

All Child Protection documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be placed in a securely sealed envelope which is only accessible to the Principal and Designated Persons. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Senior Person Child Protection.'

**The School will monitor any cause for concern including where there could be serious child welfare concerns:**

- Injuries/marks
- Attendance
- Changes e.g. mood/ academic functioning
- Relationships
- Language
- Behaviour
- Demeanour and appearance
- Statements, comments
- Medicals
- Stories, 'news', drawings
- Response to P.E./Sport
- Family circumstances
- Parental behaviour/ care of child

**The Designated Persons will review all monitoring arrangements in the timescale and manner determined by circumstances. These details will then be recorded and clearly understood by all parties concerned in the particular case.**

### **3.6 Supporting the Child and Partnership with Parents**

- The School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents.

- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.
- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why.
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Persons will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

## SECTION 4

### Allegations regarding person(s) working in or on behalf of the School (including volunteers)

Where an allegation is made against any person working in or on behalf of the School, that he or she has:

- a. Behaved in a way that has harmed a child or may have harmed a child.
- b. Possibly committed a criminal offence against or related to a child.
- c. Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will apply the same principles as in the rest of this document.

We will always follow the Local Children Safeguarding procedures.

Detailed records will be made, which will include decisions, actions taken, and reasons for these. All records will be retained securely by the Principal.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be well founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

#### **Initial Action**

- The person who has received an allegation or witnessed an event will immediately inform the Principal and make a record.
- In the event that an allegation is made against the Principal the matter will be reported to the Managing Board directors who will proceed as the 'Principal'.
- The Principal will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs.
- The member of staff will not be approached at this stage unless it is necessary to address the **immediate** safety of children.

- The Principal may need to clarify any information regarding the allegation, however no person will be interviewed at this stage.
- The Principal will liaise with the Managing Board to determine whether it is appropriate for the allegation to be dealt with by the School or if there needs to be a referral to social care and/or the police for investigation.
- Consideration will be given throughout to the support and information needs of pupils, parents and staff.
- The Principal will inform the Managing Board members of any allegation.

The School has a duty to report to the Independent Safeguarding Authority, within one month of leaving the school, any person (whether employed, contracted, a volunteer or student) whose services are no longer required because they are considered unsuitable to work with children.

## Appendix 1

### CONTACTS

#### SCHOOL

<b>Primary Designated Persons</b>	<b>Kate Benson and Jay Wilson</b>
<b>Secondary Designated Person</b>	<b>Michael Ferguson</b>
<b>Principal</b>	<b>Paul Ingarfield</b>
<b>Governor with responsibility for Child Protection</b>	<b>Markéta Frývaldská</b>

#### Essential Contacts in the Czech Republic

Name	Telephone	Websites, Note
<b>Police</b>	158	
<b>Emergency</b>	155, 112 (English)	
<b>Social Care (OSPOD)</b>	Prague 12: 261 397 327 Prague 6: 220 189 611	
<b>Helpline (Dětské krizové centrum)</b>	241484 149 nonstop	<a href="http://www.dkc.cz">www.dkc.cz</a>

<b>Helpline</b> <b>(Linka bezpečí)</b>	116 111 for children 840 111 234 for parents and adults	<a href="http://www.linkabezpeci.cz">www.linkabezpeci.cz</a> (also in English)
<b>Nadace Naše dítě</b>	266 727 933	<a href="http://www.nasedite.cz">www.nasedite.cz</a> (also in English) Helping children in difficult situation e.g. abused, exploited, abandoned
<b>Helpline DONA</b>	251 511 313 nonstop	<a href="http://www.donalinka.cz">www.donalinka.cz</a> (also in English) for domestic violence victims
<b>FOD, Klokánek shelter</b> ul. Láskova 1803, Praha 4	271 912 500	<a href="http://www.klokane-k-laskova.cz">www.klokane-k-laskova.cz</a> shelter for mothers and children
<b>Office for International Legal Protection of children</b> Úřad pro mezinárodněprávní ochranu dětí Šilingerovo nám.3/4 602 00 Brno	542 215 522 731 654 879 - only for emergency calls	<a href="http://www.umpod.cz">www.umpod.cz</a> (also in English)
<b>Drop-In</b> Karoliny Světlé 18, Praha 1		The first place of contact for those in need of help connected with problems concerning non-alcoholic drugs.
<b>Poradenská linka pro pedagogy</b> Helpline for teachers	841 220 220 777 711 439	

## **Appendix 2**

### **Confidential Cause for Concern Form**

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# **Park Lane International School**

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## **Confidential Cause for Concern Form**

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 Person for Child Protection. If she/he is not available please pass this form to the Principal.

Name of Pupil \_\_\_\_\_ Class \_\_\_\_\_

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

Location of observed behaviour / discussion/ disclosure \_\_\_\_\_

What are your concerns about this pupil?

What have you observed and when?

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

What have you been told and when?

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

Have you spoken to the pupil? YES / NO

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

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

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

Please list

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

Any further details

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

Signature \_\_\_\_\_

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

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

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

<b>Action Taken</b>	<b>By Whom</b>	<b>Outcome</b>
Discussion with child		
Monitoring		
Check Pupil File		
Contact Parents		
Refer to Social Care		