



# **Child Protection Policy**

**September 2017**

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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.**

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.'

*Keeping Children Safe in Education, 2016*

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:

- NCT/DBS update as in commentary Page 18/22
- 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
- Keeping Children Safe in Education KCSIE Sept 2016
- UN Conventions and Rights of the Child 2017

For all pupils within the Early Years, the Designated Safeguarding Lead (DSL) is **Mr Joe Eyles** and in his absence the Prague 5 Site Leader **Ms Dawn Warby** should be considered.

Across the Primary school, the DSL is **Mr Joe Eyles** and in his absence the Deputy Head, **Ms Nicola Wardlaw** should be consulted.

For all pupils within the Secondary school, the DSL is **Ms Erica Warne** Should Ms Warne be absent, the matter should then be referred to **Mrs Kim Goodman** (Deputy DSL) or another member of the **Secondary 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 Keeping Children Safe in Education, 2016 guidance. 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 two professional and character references at least one of which should be from their current employer, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and conducting an overseas and prohibition disqualification check via COBIS.

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 have been DBS or CRO checked as 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.

**All staff have completed a Disqualification by Association declaration.**

#### 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.

In the Czech Republic, child protection is guaranteed by the state and is mainly provided via local authorities (orgány sociálně-právní ochrany dětí – OSPOD).

Cooperation with OSPOD should emerge only in very serious cases when the child is at risk and child protection measures need to be undertaken. Schools in the Czech Republic are required to refer all allegations of child abuse and neglect to the local authorities (child protection department).

**Social and legal protection is afforded to all children on the territory of the Czech Republic, notwithstanding their nationality.** Differences apply only to the extent of the provided social and legal protection.

The Social and Legal Protection Act (SLP Act) defines a child as a **person under legal age**, in accordance with the Convention on the Rights of the Child. According to Article 1 of the Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier. According to s. 8, Civil Code, majority shall be acquired by achieving the age of **eighteen years**; before achieving this age, majority can be acquired only by **entering into a marriage** (not earlier than at the age of 16).

According to s. 2(2) of the SLP Act social and legal protection shall be provided to a child, who:

- has permanent residence within the territory of the Czech Republic,
- according to Act No. 326/1999 Coll., on the residence of foreign persons in the territory of the Czech Republic, as amended, **has been granted a residence permit or has been registered for residence in the territory of the Czech Republic for a period of at least 90 days**,
- **has filed a motion to commence procedure on granting of international protection** in the territory of the Czech Republic (i.e. asylum procedure or subsidiary protection according to Act No. 325/1999 Coll., on asylum, as amended, hereinafter referred to as "Asylum Act"),
- **is authorized to permanent residence** in the territory of the Czech Republic, or
- resides in the territory of the Czech Republic with a **parent, who** has applied for a **temporary protection residence permit in the territory of the Czech Republic or already resides** in the territory of the Czech Republic **under a granted temporary protection residence permit** according to Act No. 221/2003 Coll., on Temporary Protection of Aliens, as amended.

The SLP Act in s. 2(3) **stipulates an obligation to grant social and legal protection also to children not meeting the above stated conditions**, provided that such social and legal protection shall be granted **within an indispensable extent** as specified directly in s. 37 of the SLP Act. This provision imposes the obligation to grant social and legal protection on **municipal authority and municipal authority of a municipality with extended competences (city authority, in Prague authority of the relevant metropolitan district)** and the obligation

consists in adoption of measures to protect life and health and to secure basic needs to the minimum necessary extent including health care<sup>1</sup>.

## 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 Governing Board meet twice per year for an annual review of child protection and safeguarding issues. During these meetings the following is discussed: consideration of the revised policy, a training and induction update and the nature of any concerns, without names.

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. Those who are new to the school are given the relevant child protection and safeguarding policies, and are given CP & SG induction by the primary/secondary DSL.

All staff (including temporary/visiting staff and volunteers, as well as those joining the school mid-year) are provided an induction with the School's Child Protection Policy, Safe Pupils, Safe Staff Policy (which details the School's whistleblowing policy), and E-Safety Policy and informed of the School's child protection arrangements. [This form](#) is filled in by all members of the Park Lane team, confirming that they have read the relevant child protection and safeguarding policies (the form collects the email address of the person completing the form and a receipt is sent to them). The admin team check the list twice per year to ensure all staff have completed the form. All staff who are yet to complete child protection training are provided with the PowerPoint information slides from the Kidscape training given most recently.

### The Prevent Duty

We recognise 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 recognise 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 radicalisation.

Staff will consider the level of risk to identify the most appropriate referral, which could include reference to Channel or Children's Social Care. Contact details for support and advice on the Prevent Duty can be found below.

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

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<sup>1</sup> Resource: Ministry of Labour and Social Affairs - The Act on Social and Legal Protection.

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

With regards to local Czech requirements, the headteacher, DSL's, Deputy DSL's 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.

This list is not exhaustive. Appendix 3 gives further information.

### **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 Management 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 and Documentation**

The following policies are directly linked to child protection and safeguarding and we ensure all staff have read these and signed to confirm they have done so:

- Safe pupils, safe staff
- E-safety (which refers to pupil and staff acceptable use)
- Staff handbook including Code of Conduct
- Behaviour policy

Photographic; Video Images of Pupils:

To comply with the Data Protection Act, the school needs parental permission to photograph or make recordings of your child. It is the school's policy to assume that parents are happy to have their son/daughter photographed or videoed for the purpose of school records, and for assessment and publicity purposes (e.g. the school website and prospectus). The school for use in future publications may then store these images. Names of children are often required for particular achievements to be reported (e.g. academic, sporting or musical triumphs). Please let the Principal know in writing if you object in any way to this practice.

Mobile Phone Usage:

To ensure the safety of all children on the site. Park Lane International school ask that

all parents refrain from taking photographs or video footage while on school premises unless authorized by the Head of Primary.

Bringing mobile phones and other portable electronic equipment to school is strongly discouraged, except for reasons of safety. If your child is travelling by public transport, school bus or walking a permission slip must be completed by a parent/guardian. Mobile phones must be handed in to the class teacher at the beginning of the school day and may be collected on dismissal for the journey home.

*Taken from Nursery and Reception welcome booklets and the pre-Nursery family guide.*

*Staff are not permitted to use their personal devices to record or photograph pupils. Photographic evidence that is used for assessment purposes is recorded on Tapestry.*

## **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**

- Know 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 using the *Confidential Cause for Concern Form* (Appendix 2).

## **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. The Czech authorities suggest the following as typical circumstances which may require action from social and legal protection services:

- a. parents of the children died; they fail to meet their obligations arising out of parental responsibility; they fail to exercise or abuse rights arising out of parental responsibility,
- b. the children have been placed in the custody of another natural person (than a parent) and this person fails to meet obligations arising out of the decision on granting the custody of the child,
- c. the children lead a truant or immoral life, particularly they neglect school attendance, do not work even though they have insufficient resources for living, they drink alcohol or use other addictive substances, make their living as prostitutes, they commit a crime or in case of children under 15 years of age an act that would otherwise be a crime, repeatedly commit offences or otherwise threaten public order,
- d. the child repeatedly runs away from the parents or other natural or legal persons responsible for its upbringing,
- e. a crime was committed against the children that threatened their life, health, freedom, human dignity, moral development or property, or there is a suspicion of such a crime having been committed,
- f. children, who upon a request of the parents or other persons responsible for the upbringing of the child were repeatedly placed into institutions providing constant childcare or placement of whom in such a facility lasts for more than 6 months,
- g. children threatened by violence perpetrated between the parents or other persons responsible for the upbringing of the child, or by violence among other physical persons,
- h. children, who are applicants for asylum and are separated from their parents or other persons responsible for their upbringing,

## 2.1 Definitions

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

1. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by 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 others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

2. **Physical abuse:** a form of abuse which 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.
3. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a 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 (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
4. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
5. **Neglect:** 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, clothing and 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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**6. Other safeguarding issues:** school staff can access further information on the safeguarding issues listed below at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550511/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)

- bullying (including cyberbullying)
- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking

*Keeping Children safe in Education, 2016*

### **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;
- Whether a criminal act has taken place;
- Discussing the matter with other agencies already involved with the family;

- The child's wishes.

Then:

- If a criminal act (as defined in the [Czech Criminal Code 40/2009 version 306/2009](#)) has taken place, the School must, under Czech law, contact OSPOD who will determine whether the matter is for them or the Police to deal with;
- 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. Under Czech law, the School is not obliged to inform the parents when contacting OSPOD, but may wish to do so if appropriate.

**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 OSPOD.
- 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 local police, 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. In addition, the school will, in the case of British teachers, notify the DBS and National College for Teaching and Leadership.

## Appendix 1

### CONTACTS

#### SCHOOL

<b>Early Years Designated Safeguarding Lead</b>	<b>Mrs Joe Eyles</b>
<b>Primary Designated Safeguarding Lead</b>	<b>Mr Joe Eyles</b>
<b>Primary Deputy Designated Safeguarding Lead</b>	<b>Ms Nicola Wardlaw</b>
<b>Secondary Designated Safeguarding Lead</b>	<b>Ms Erica Warne</b>
<b>Secondary Deputy Designated Safeguarding Lead</b>	<b>Mrs Kim Goodman</b>
<b>Principal</b>	<b>Paul Ingarfield</b>
<b>Parent 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 (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.klokanek-laskova.cz">www.klokanek-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</b>	841 220 220	
<b>pro pedagogy</b>	777 711 439	
Helpline for teachers		

## 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		

### Appendix 3

#### What to do - Teacher Interventions - translated from Czech

<b>WHAT TO DO - TEACHER INTERVENTIONS</b> <b>Risk behaviours in a school environment - a framework concept</b>  Attachment 9 <i>Extremism, racism, xenophobia, anti-Semitism</i>	
<b>Type of risky behaviour</b>	<p><b>Extremist behaviour</b> can be considered as consciously held beliefs in favour of political, religious and ethnic movements and ideologies that are against the foundations of a democratic constitutional state. Students / pupils usually only take incomplete positions and forms of support, which often have only a weak ideological grasp of the basic principles.</p> <p><b>Racist behaviour</b> is such that, on the basis of the attribution of psychological / mental abilities and abilities to groups that are defined by biological, racial or ethnic origin, members of these groups are discriminated against and in extreme cases such behaviour is damaging.</p> <p><b>Xenophobic behaviour</b> is defined as extreme dislike or fear of foreigners, their customs, religions, cultures and anything alien to their own beliefs / circumstances. In extreme cases this can be detrimental.</p>

	<p><b>Anti Semitic behaviour</b> is hostility to, prejudice or discrimination against Jews or Jewish objects. This behaviour can be damaging.</p> <p><b>Extremism</b> can be divided into:</p> <ul style="list-style-type: none"> <li>- right-wing (rejects the equality of people and on this basis suppresses the freedom of some );</li> <li>- left-wing (universal equality of people at the expense of individual freedom); religious (claiming the sovereignty of religion at the expense of excessive violation of human rights and individual freedom);</li> <li>- Ethnic-regional (the right to sovereignty and separation of own ethnicity or region leads to excesses of suppressing the freedom of others).</li> <li>- environmental (the interests of subjectively conceived nature and its parts are superior to democratic principles and promoted excessively at the expense of human freedom)</li> </ul> <p><b>Risky Types of Student Behaviour:</b></p> <ul style="list-style-type: none"> <li>- Verbal and physical attacks on schoolmates, staff or school visitors for their political, religious beliefs or racial, ethnic or class origin (including conflicts of different extremist, ethnic / religious / religious groups);</li> <li>- revisionist questioning of official interpretations of history or conception of contemporary democracy in favour of extremist interpretation;</li> <li>- agitation in favour of extremist movements at school and the pursuit of new supporters among peers (including the possibility of creating extremist parties and groups at school);</li> <li>the use of school education and training to acquiring knowledge, skills and capabilities for immediate use in extremist scenes (martial arts, training in self-defence rings, etc.);</li> <li>- the use of school premises, equipment and devices in favour of extremism (eg the use of school computers and servers to create and use the location for extremist websites);</li> <li>- neglect of school responsibilities due to leisure-time extremist activities outside school (the range of extracurricular extremist activities is wide).</li> </ul>
<p>An inclination toward extremism can be influenced by personality dispositions, family, school and leisure environment. The influence of close peers and family is particularly strong (whilst recently in The Czech Republic the phenomenon of two-generational extremist families exists, where parents support their children in extremist behaviour). Personal experiences are also important (eg an attack by right-wing extremists can bring a young person into a militant left-wing extremist scene, or robbery by a Roma gang can reinforce racist prejudices, etc.). The political socialization of young extremist is influenced by a political situation.</p>	
<p><b>Sít' partnerů, spolupráce v komunitě, krajů</b></p>	<p>Ministerstvo školství, mládeže a tělovýchovy, Odbor speciálního vzdělávání, <a href="http://www.msmt.cz/ministerstvo">http://www.msmt.cz/ministerstvo</a> Školské komise/výbory krajů a měst</p>

<p><b>Support - websites, institutions</b></p>	<p>Odbor bezpečnostní politiky Ministerstva vnitra ČR, <a href="http://www.mvcr.cz/clanek/odbor-bezpecnostni-politiky.aspx">http://www.mvcr.cz/clanek/odbor-bezpecnostni-politiky.aspx</a></p> <p>Odbor prevence kriminality Ministerstva vnitra ČR, <a href="http://www.mvcr.cz/clanek/odbor-prevence-kriminality.aspx">http://www.mvcr.cz/clanek/odbor-prevence-kriminality.aspx</a></p> <p>Bezpečnostní komise krajů/města</p> <p>Ústav pro studium totalitních režimů, <a href="http://www.ustrcr.cz/">http://www.ustrcr.cz/</a></p> <p>Člověk v tísni o. s., <a href="http://clovekvtisni.cz/">http://clovekvtisni.cz/</a></p> <p>Nevládní organizace proti pravicovému a etnickému extremismu, rasismu, a xenofobii:</p> <p>Český helsinský výbor, <a href="http://www.helcom.cz/">http://www.helcom.cz/</a></p> <p>In-Iustitia, <a href="http://www.in-ius.cz/">http://www.in-ius.cz/</a></p> <p>Nadace Tolerance a občanská společnost, <a href="http://www.ecn.cz/tolerance/">http://www.ecn.cz/tolerance/</a></p> <p>Asi-Milovaní, <a href="http://www.asimilovani.estranky.cz/">http://www.asimilovani.estranky.cz/</a></p> <p>Lokální iniciativy v některých regionech (např. V Ústí neonacisty nechceme, <a href="http://www.vustineonacistynehceme.cz/">http://www.vustineonacistynehceme.cz/</a>)</p> <p>V případě rasistických střetů ve škole vyvolaných jednáním romských žáků (včetně jejich rasistického chování) možnost obrátit se na romské poradce, romské organizace (např. Romea, <a href="http://www.romea.cz">http://www.romea.cz</a> či Drom, <a href="http://www.drom.cz">http://www.drom.cz</a>) a případně na neoficiální romské autority v lokalitě.</p> <p>Proti antisemitismu:</p> <p>Liga proti antisemitismu, <a href="http://antisemitismus.wz.cz/">http://antisemitismus.wz.cz/</a></p> <p>Národní památník Terezín, <a href="http://www.pamatnik-terezin.cz/showdoc.do?docid=4">http://www.pamatnik-terezin.cz/showdoc.do?docid=4</a></p> <p>Židovské muzeum Praha, <a href="http://www.jewishmuseum.cz/">http://www.jewishmuseum.cz/</a></p> <p>V rámci boje proti levicovému extremismu možnost využití zájmových skupin poškozených komunistickým režimem (Konfederace politických vězňů, <a href="http://www.kpv-cr.cz/">http://www.kpv-cr.cz/</a> )</p> <p>Poradenství proti náboženskému extremismu: <a href="http://www.sekty.cz/www/index.php">http://www.sekty.cz/www/index.php</a></p> <p><a href="http://www.icej.cz">www.icej.cz</a></p>
<p><b>Legislativní rámec, dokumenty</b></p>	<p>Strategie boje proti extremismu, <a href="http://www.mvcr.cz/clanek/extremismus-vyrocní-zpravy-o-extremismu-a-strategie-bo-je-proti-extremismu.aspx">http://www.mvcr.cz/clanek/extremismus-vyrocní-zpravy-o-extremismu-a-strategie-bo-je-proti-extremismu.aspx</a></p> <p>Metodický pokyn Ministerstva školství, mládeže a tělovýchovy k výchově proti projevům rasismu, xenofobie a intolerance (v současnosti připravována jeho aktualizace),</p>

	<p><a href="http://www.msmt.cz/socialni-programy/metodicky-pokyn-ministerstva-skolstvi-mlade-ze-a-telovychovy">http://www.msmt.cz/socialni-programy/metodicky-pokyn-ministerstva-skolstvi-mlade-ze-a-telovychovy</a> .</p> <p>Zákon č. 198/2009 Sb., o rovném zacházení a o právních prostředcích ochrany před diskriminací a o změně některých zákonů (antidiskriminační zákon)(v platném znění) Zákon č. 40/2009 Sb., trestní zákoník (v platném znění).</p> <p>Směrnice Rady 2000/43/ES ze dne 29. června 2000, kterou se zavádí zásada rovného zacházení s osobami bez ohledu na jejich rasu nebo etnický původ, <a href="http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32000L0043:cs:HTML">http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32000L0043:cs:HTML</a></p> <p>Rámcové rozhodnutí Rady 2008/913/SVV ze dne 28. listopadu 2008 o boji proti některým formám a projevům rasismu a xenofobie prostřednictvím trestního práva, <a href="http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32008F0913:CS:HTML">http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32008F0913:CS:HTML</a></p>
<p><b>Type of prevention: specific prevention x nonspecific prevention</b></p>	<ul style="list-style-type: none"> <li>● General specific prevention: familiarizing students with the values of democracy, human rights, tolerance</li> <li>● curriculum to include extremism, negatives connected to the past and today's extremism, racism, xenophobia, antisemitism. Sanctions for the exhibition of extremism and related demonstration of intolerance towards others. Debates with people involved in these issues (discussion with victims of extremism)</li> <li>● Use of life stories, pieces of art - literature, music, film with a subsequent discussion</li> <li>● specific forms of prevention towards already existing extremists and their opinions (discussion with their potential aims)</li> </ul>
<p><b>Best practices and methods from teacher's point of view</b></p>	<ul style="list-style-type: none"> <li>● to find out about extremist, racist, xenophobic or antisemitic opinions among students, find out about their possible relations to any out of school structures</li> <li>● ignite a discussion about problems related in order to find out about their causes</li> <li>● suggest alternative extra curricular activities</li> <li>● focus teaching and learning on these issues</li> <li>● react immediately against such demonstrations of intolerance among the students</li> <li>● invite experts to discuss with students</li> </ul>

	<ul style="list-style-type: none"> <li>● inform parents in case of any findings related to the above and suggest cooperation with them</li> <li>● in case of more serious manifestations of such behaviour or opinions inform the police.</li> </ul> <p>Inconvenient approaches:</p> <ul style="list-style-type: none"> <li>● moralising, scandalising without understanding the problem</li> <li>● immediate threatening with punishment and legal sanctions in case of controversial opinions in usual discussions</li> <li>● no investigation on motivation towards such behaviour, opinions which may seem extremist only at first look, but may not be such.</li> <li>● Adopting of the extremist opinions in teaching in order to please the extremist oriented young people</li> </ul>
<p><b>When, who and in which case to notify - the scale of risk in relation to types of prevention.</b></p>	<p>Parents - inform them in case of repetitive verbal or visual demonstrations of possibly extremist subtext</p> <ul style="list-style-type: none"> <li>- inform them in case of a reasonable suspicion of students belonging to an extremist group</li> <li>- inform them in case of violence used with extremist, racist, xenophobic or antisemitist subtext</li> </ul> <p>Police - inform in case of suspicion of well considered extremist, racist, xenophobic or antisemitic actions (repeated verbal attacks with serious consequences on the victim's psychological well-being) and identically motivated forms of physical violence.</p>
<p><b>Teacher options and limits</b></p>	<p>Teacher can be trained in issues related to extremism, racism, xenophobia and antisemitism, can be trained in improving of his or her argumentative skills. Important role plays his informal authority and charisma. It is difficult to suggest anti-extremist procedures, opinions in those situations, where extremism, racism, xenophobia and antisemitism is supported by the family, partners or influential peers and models represented by other young people.</p>

Date due for review: September 2018