



# **Child Protection & Safeguarding Policy**

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## 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, September 2023)

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 2023
- UN Conventions and Rights of the Child 2017
- NSPCC Knowledge and Information Service Briefing Sept 2022

## 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 are 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.

### **Designated Safeguarding Leads (DSL's) 2023/24**

#### **Early Years**

DSL - Joe Eyles

Deputy DSL - DSL Dawn Warby



#### **Primary school**

DSL - Joe Eyles

Deputy DSL - Nicola Wardlaw



#### **Secondary school**

DSL - Erica Warne

Deputy DSL - Helen Duffy

(Deputy DSL - Iveta Slavětínská - Maternity Leave)



## SECTION 1:

### Ensuring a Safe and Supportive Environment

#### Safer Recruitment and Selection

Park Lane International School pays full regard to 'Keeping Children Safe in Education' (2022) 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 members of staff who are involved in the recruitment process will have completed the NSPCC online Safer recruitment course, which should be updated every 3 years, or The National College Annual Certificate in Safer Recruitment for International Schools.**

## 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.

## 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.

All pupils from Year 3 to Year 13 have knowledge of and access to our pupil voice safeguarding platform, Tootoot, where they can anonymously log their concerns and reach out to members of staff discreetly.

## 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.

## Partnerships with Outside Agencies

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).

## Czech Legislation

**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, maturity is attained earlier.

According to s. 8, Civil Code, maturity shall be acquired by reaching the age of eighteen years; before reaching this age, maturity 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;
- 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>.

## 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 meets 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;
- 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 Child Protection & Safeguarding 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 with an induction of the School's Child Protection Policy, Safe Pupils, Safe Staff Policy, the School's Whistleblowing Policy, and

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

E-Safety Policy and informed of the School's child protection arrangements.

All members of the Park Lane team are expected to confirm that they have read the relevant child protection and safeguarding policies. The DSL's 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 *Keeping Children Safe in Education: Part 1* (2022), a copy of this policy and 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 OSPOD, the Police or in some cases, an Embassy. Contact details for support and advice on the Prevent Duty can be found below.

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

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

With regards to local **Czech requirements**, the 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.

## **Referrals in the Czech Republic:**

### **Parents should be informed:**

- in cases of repetitive verbal or visual demonstrations of possibly extremist subtext;
- in case of a reasonable suspicion of students belonging to an extremist group;
- in case of violence used with extremist, racist, xenophobic or antisemitist subtext.

**The Police should be informed** 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 similarly motivated forms of physical violence.

Appendix 3 gives further information about the School's duty to prevent extremism in the Czech Republic.

## **Child on child sexual violence and sexual harassment**

### **Definition:**

*Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of this guidance, all staff working with children are advised to maintain an attitude of 'it could happen here'*

(KCSIE 2023 Part 5)

### **Sexual violence**

- Rape
- Assault by penetration
- Sexual assault
- Causing someone to engage in sexual activity without consent

### **Sexual harassment**

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone

- sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - consensual and non-consensual sharing of nude and semi-nude images and/or videos. As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;
  - sharing of unwanted explicit content;
  - upskirting (is a criminal offence<sup>20</sup>);
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media;
  - sexual exploitation; coercion and threats.

This list is not exhaustive.

In June 2022, Ofsted (the UK school inspectorate) published a review of sexual abuse in schools and colleges which came about after the publication of thousands of testimonials from young people in the UK regarding the sexual harassment and violence they had experienced in schools.

It is essential that any such behaviour witnessed by members of staff is addressed immediately and highlighted as unacceptable. *“All reports of this nature should be taken seriously and staff made aware that girls are more likely to be victims of sexual violence or sexual harassment... A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment.”* (KCSIE 2023)

If a member of staff witnesses sexual violence or sexual harassment, or a disclosure of this nature is made, it should be logged on MyConcern.

Further detailed guidance on how schools should respond to cases of reported sexual violence/sexual harassment, can be found in, KCSIE (2023) Part 5 and [Sexual violence and sexual harassment between children in schools and colleges](#).

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

Staff will be supported by the designated persons and members of the Senior Management Team.

The designated persons will be supported by the SMT, Managing Board (when appropriate) and by the Child Protection, Safeguarding and Pastoral Care Governing Board Committee responsible for child protection matters (See Appendix 1 for details).

## **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
- Medicines, Drugs and Illegal Substances
- Essential Guide to Data Security
- Whistleblower

## **Photographic /Video Images of Pupils:**

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).

However, to comply with the data protection legislation (GDPR), the school needs a parental permission to photograph or make recordings of your child. The consent with processing your child's personal data is expressed by filling in and signing a form provided to you together with the Enrolment Contract. The consent grants the school a right to use the photos and/or videos in future. Names of children are often required for particular achievements to be reported (e.g. academic, sporting or musical triumphs). Should you change your mind about the consent, it can be withdrawn anytime or vice versa.

## **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 authorised by the Principal/Head of Primary.

*Staff are not permitted to use their personal devices to record or photograph pupils.*

## Primary School

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.

*Photographic evidence that is used for assessment purposes is recorded on Tapestry.*

## Secondary School

### **Mobile Technology (e.g. phones, tablets, smart watches etc.)**

**The school acknowledges that many pupils bring mobile technology to school, especially for reasons of safety when using public transport independently.** However, students must adhere to the following guidelines to ensure there are no disruptions to learning, and that mobile technology is used responsibly.

#### **Key stage 3 students (and all students when visiting the Valdštejnská or Pohádka sites):**

Mobile technology must be switched off from 8:05 am (the beginning of Registration) until 3:25 pm (the end of lesson 8), and kept in school bags/lockers unless permission has been given by a teacher for it to be used under supervision. Smart watches can be worn during this time, but may only be used for timekeeping. Mobile technology items which are seen or heard between these hours will be confiscated for the duration of the school day, to be picked up from the school office by the student. For repeat offenders, parents will be contacted.

#### **Key stage 4 and 5 students on the Klárov or AAU sites:**

Students may use their mobile phones before school, at break and lunch times, as well as after school. Mobile technology should not disrupt lesson time under any circumstances and students should seek teacher permission to use their phones (to record homework, for example), during a lesson. Use of mobile technology items which does not stick to these guidelines will be confiscated for the duration of the school day, to be picked up from the school office by the student. For repeat offenders, parents will be contacted.

## **Pupil Information**

In order to keep children safe and provide appropriate care for them, the School requires accurate and up-to-date information, updated annually, 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.

## **Sensitive data**

The education services we provide require us to collect and process special categories of data, i.e. sensitive data. By sensitive data we mean:

- health data (e.g. medical history, allergies, diet) including medical diagnoses and counselling;
- learning support information;
- safeguarding and child protection data.

We collect and process sensitive data for the purposes of safeguarding, the protection of your children and the wellbeing of those within our care. We do not disclose or share special categories of data without explicit and unambiguous consent unless we have to do so where we are required to by law, or where we have good reason in protecting the vital interests of an individual, or where not doing so would place someone else at risk. The consent with processing your child's sensitive data is expressed by filling in and signing a form provided to you together with the Enrolment Contract.

## **Roles and Responsibilities**

The groups and designated persons listed below are responsible for the following:

### **The Governing Board:**

- must ensure 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;
- must ensure the School operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- must ensure 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;
- must ensure a senior member of the School's management team and a deputy are designated to take lead responsibility for child protection;
- must ensure staff undertake appropriate child protection training;
  
- must ensure that any deficiencies or weaknesses regarding child protection arrangements are remedied without delay;
- must review their policies and procedures annually.

### **The Principal:**

- must ensure the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- must ensure sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities;
- Must ensure 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.

### **Designated Safeguarding Leads and Deputy-designated Safeguarding Leads:**

- must 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;



- 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;
- 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 procedures outlined below (page 20/21).

## **SECTION 2:**

### **Identifying Risk of 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.

### **Guidance from the Czech Authorities**

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

- parents of the children died;
- the parents fail to meet their parental obligations/responsibilities;
- the parents fail to exercise, or abuse their parental responsibility;
- the children have been placed in the custody of a person other than a parent and this person fails to meet their obligations of care towards the child;
- the child plays truant from school
- the child leads an '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;
- the child repeatedly runs away from the parents or other natural or legal persons responsible for its upbringing;
- 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;
- 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;
- 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;

- children, who are applicants for asylum and are separated from their parents or other persons responsible for their upbringing.

## Definitions of Abuse

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.

- **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.
- **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.
- **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.
- **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.

- **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.

**Other safeguarding issues:** school staff can access further information on the safeguarding issues listed below at [this link](#).

- bullying (including cyberbullying)
- Child on child sexual violence and sexual harassment
- 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
- serious crime involvement
- sexting
- trafficking
- upskirting

*Keeping Children safe in Education, 2022*

## SECTION 3

### Taking Action: What to Do if You Have a Concern

It is a requirement of employment 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 legal 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 appropriate Designated Safeguarding Lead, or in their absence the Deputy Designated safeguarding Lead, Principal or other member of the Senior Management Team, prior to any discussion with parents.

#### 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 using MyConcern as outlined below (page 23) and handed immediately to the designated persons.

**Disclosures should never be discussed with colleagues who are not members of the Designated Safeguarding Team or SMT.**

## 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 following the Confidential Cause for Concern procedure.

**Staff should not discuss child protection/safeguarding matters with any colleagues other than those on the Designated Safeguarding Team.**

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.

## Confidential Causes for Concern

If you have a concern about the wellbeing of a pupil, please use **MyConcern** to record your concern, including the following information:

- Name of the pupil
- A brief summary of your concern
- Who you wish to send the concern to (in most cases this will be the Designated Safeguarding Leads group)
- Date and time of your concern
- A factual and detailed account of your concern
- Location of incident
- Any action taken thus far
- Any relevant documents

**Please do not discuss the disclosure with anyone other than the relevant DSL/ deputy DSL**

Please avoid using any opinion or assumption.

The confidential cause for concern should be **factual**.

If a child or adult discloses something to you, please let them speak and try to avoid asking too many questions. If you feel you need to do so at any point, your questions should be non-leading and open.

Of course, no promises should be made about keeping a secret. You must be open about the fact that you will need to report safeguarding matters to the Designated Safeguarding Lead.

The person making the disclosure should be made aware that the information contained will be shared with the DSL/deputy DSL and the reasons for this.

Once the concern has been reported on MyConcern, the DSL group will be immediately informed and take next steps.

Please do not feel you need more evidence before you report something. Any concerns, instincts or worries should be shared with the DSL at the earliest possible time.

If a disclosure is made to you, we understand that this can be upsetting and we will do all we can to support you with your wellbeing as part of our follow-up.

## Action by the Designated Safeguarding Lead

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/is likely to have 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;
- Decide that further monitoring is necessary;
- Decide that it is 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.

Designated Safeguarding Leads should avoid taking unilateral decisions and consult with the relevant people concerned, whilst maintaining an appropriate level of confidentiality.

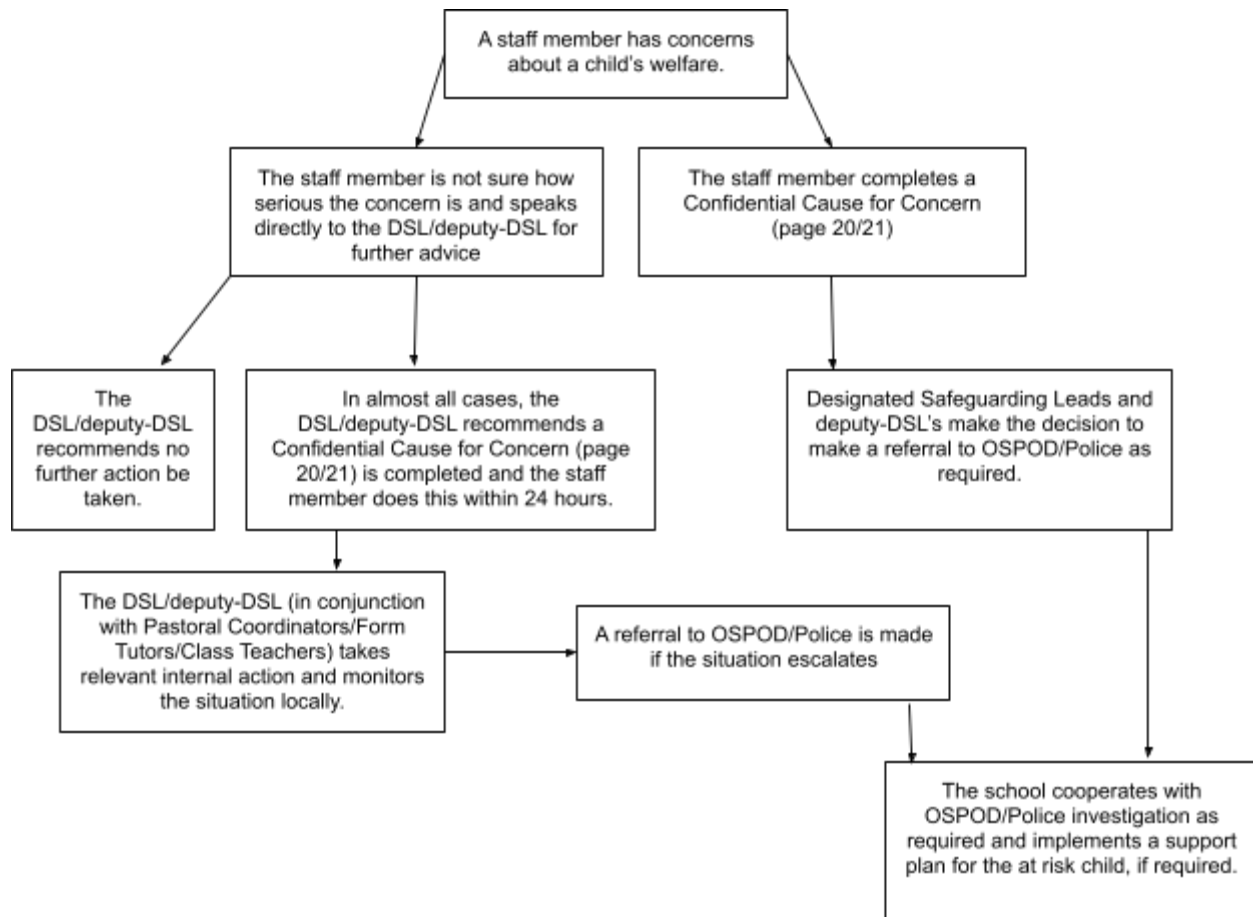
## Action following a child protection referral

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.



**The flow chart below clearly outlines what to do if you have a concern and what will happen next:**



## 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/body map 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 on MyConcern file, separate from the child's main file and only accessible to the 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.**

## **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 those 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:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- 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 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 DSL.

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 DSL/deputy DSL and make a record;
- The DSL/deputy DSL will report the matter to the SMT;
- In the event that an allegation is made against the Principal/Head of Primary, this member of the SMT will not be involved in the enquiry;
- The DSL/deputy DSL will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs;
- The alleged reported individual will not be approached at this stage unless it is necessary to address the **immediate** safety of children;
- The DSL/deputy DSL may need to clarify any information regarding the allegation, however no person will be interviewed at this stage;
- The DSL, along with SMT will determine whether a referral to social care and/or the police for investigation is necessary;
- Consideration will be given throughout to support the needs of pupils, parents and staff;
- The Principal will inform the Governing Board members of any allegation at the appropriate time.

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 and for all teachers, COBIS, as well as other local schools.

## Monitoring and Review

The school will maintain a log of all reported Child Protection and Safeguarding matters and review this policy every year.

The Principal and DSL's should ensure that the policy is consequently implemented and all workers are aware of how to access the policy.

The school will maintain a log of all reported allegations and review the policy every 2 years or in line with any legislative changes, whichever comes first.

The SMT will ratify this policy with the following Park Lane School GB committees:

- Child Protection, Safeguarding and Pastoral Care

## Appendix 1: CONTACTS

### School contacts

EYFS & Primary DSL	Joe Eyles	<a href="mailto:joe.eyles@parklane-is.com">joe.eyles@parklane-is.com</a>
Secondary DSL	Erica Warne	<a href="mailto:erica.warne@parklane-is.com">erica.warne@parklane-is.com</a>
EYFS Deputy-DSL	Dawn Warby	<a href="mailto:dawn.warby@parklane-is.com">dawn.warby@parklane-is.com</a>
Primary Deputy-DSL	Nicola Wardlaw	<a href="mailto:nicola.wardlaw@parklane-is.com">nicola.wardlaw@parklane-is.com</a>
Secondary Deputy-DSL	Iveta Slavetinska	<a href="mailto:iveta.slavetinska@parklane-is.com">iveta.slavetinska@parklane-is.com</a>
Principal	Paul Ingarfield	<a href="mailto:paul.ingarfield@parklane-is.com">paul.ingarfield@parklane-is.com</a>
Head of Secondary	Paul Churchill	<a href="mailto:paul.churchill@parklane-is.com">paul.churchill@parklane-is.com</a>
Parent Governor	Markéta Frývaldská	

### Essential Contacts in the Czech Republic

	Telephone	Websites, Note
<b>Police</b>	158	
<b>Emergency</b>	155, 112 (English)	
<b>Social Care (OSPOD)</b>	Contacts can be found <a href="#">here</a> .	
<b>Support websites and helplines</b>	Contacts can be found <a href="#">here</a> .	
<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: Extremism, racism, xenophobia, anti-semitism: 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><b>Extremism, racism, xenophobia, anti-Semitism</b></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> </ul>

	<ul style="list-style-type: none"> <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); 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 extremists is influenced by a political situation.</p>	
<p><b>Support - websites, institutions</b></p> <p><b>Sít partnerů, spolupráce v komunitě, kraji</b></p>	<ul style="list-style-type: none"> <li>- Ministerstvo školství, mládeže a tělovýchovy, Odbor speciálního vzdělávání, <a href="http://www.msmt.cz/ministerstvo">http://www.msmt.cz/ministerstvo</a></li> <li>- Školské komise/výbory krajů a měst 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></li> <li>- 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></li> <li>- Bezpečnostní komise krajů/města Ústav pro studium totalitních režimů, <a href="http://www.ustrcr.cz/">http://www.ustrcr.cz/</a></li> <li>- Člověk v tísni o. s., <a href="http://clovekv tisni.cz/">http://clovekv tisni.cz/</a></li> <li>- Nevládní organizace proti pravicovému a etnickému extremismu, rasismu, a xenofobii: Český helsinský výbor, <a href="http://www.helcom.cz/">http://www.helcom.cz/</a></li> <li>- In-Iustitia, <a href="http://www.in-ius.cz/">http://www.in-ius.cz/</a></li> <li>- Nadace Tolerance a občanská společnost, <a href="http://www.ecn.cz/tolerance/">http://www.ecn.cz/tolerance/</a></li> <li>- Asi-Milovaní, <a href="http://www.asimilovani.estranky.cz/">http://www.asimilovani.estranky.cz/</a></li> <li>- Lokální iniciativy v některých regionech (např. V Ústí neonacisty nechceme, <a href="http://www.vustineonacistynehceme.cz/">http://www.vustineonacistynehceme.cz/</a>)</li> </ul>

	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Proti antisemitismu: Liga proti antisemitismu, <a href="http://antisemitismus.wz.cz/">http://antisemitismus.wz.cz/</a></li> <li>- Národní památník Terezín, <a href="http://www.pamatnik-terezin.cz/showdoc.do?docid=4">http://www.pamatnik-terezin.cz/showdoc.do?docid=4</a></li> <li>- Židovské muzeum Praha, <a href="http://www.jewishmuseum.cz/">http://www.jewishmuseum.cz/</a></li> <li>- 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> )</li> <li>- Poradenství proti náboženskému extremismu: <a href="http://www.sekty.cz/www/index.php">http://www.sekty.cz/www/index.php</a></li> <li>- <a href="http://www.icej.cz">www.icej.cz</a></li> </ul>
<b>Legislativní rámec, dokumenty</b>	<p>Strategie boje proti extremismu, <a href="http://www.mvcr.cz/clanek/extremismus-vyrocní-zpravy-o-extremismu-a-strategie-boje-proti-extremismu.aspx">http://www.mvcr.cz/clanek/extremismus-vyrocní-zpravy-o-extremismu-a-strategie-boje-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), <a href="http://www.msmt.cz/socialni-programy/metodicky-pokyn-ministerstva-skolstvi-mladeze-a-telovychovy">http://www.msmt.cz/socialni-programy/metodicky-pokyn-ministerstva-skolstvi-mladeze-a-telovychovy</a>.</p> <p>Směrnice Rady 2000/43/ES 0  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).  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>



<b>Type of prevention</b>	<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>
<b>Best practices and methods from teacher's point of view</b>	<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> <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>Approaches to avoid:</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>
<b>When, who and in which case to notify - the scale of risk in relation to types of prevention.</b>	<p><b>Parents</b></p> <ul style="list-style-type: none"> <li>- inform them in case of repetitive verbal or visual demonstrations of possibly extremist subtext</li> <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><b>Police</b></p> <ul style="list-style-type: none"> <li>- inform in case of suspicion of well considered extremist, racist, xenophobic or antisemitic actions</li> </ul>

	(repeated verbal attacks with serious consequences on the victim's psychological well-being) and identically motivated forms of physical violence.
<b>Teacher options and limits</b>	<p>Teachers can be trained in:</p> <ul style="list-style-type: none"> <li>- issues related to extremism, racism, xenophobia and antisemitism;</li> <li>- improving of his or her argumentative skills.</li> </ul> <p>The teacher's authority or charisma play an important role.</p> <p>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>

## Appendix 3: Hybrid/Distance Learning Safeguarding Guidance

Our usual Child Protection and Safeguarding Policy, Anti-bullying Policy, Behaviour Policy, Secondary Network, E-Safety and Internet Acceptable Use Policy, and Personal Data - Privacy Policy all apply during DL/HL/IRL.

The following applies specifically to the use of Zoom, webcams and other distance/hybrid learning-related technologies:

The School has chosen Zoom for the delivery of distance and hybrid learning because it is the industry leader and offers a range of teaching and learning tools not offered by other video conferencing software. It enables teachers to deliver high-quality learning opportunities to our student community and allows students to collaborate effectively as they would in the usual classroom situation, for example by utilising screen share or organising students into breakout rooms.

In addition, Zoom allows for safeguarding functions to be implemented by the School.

### Safeguarding and Zoom:

All Park Lane International School Zoom user accounts have been set up as outlined below and can only be changed by the IT Systems Administrator.

- Every zoom meeting starts with participants being directed to the waiting room;
- Every Zoom meeting requires a passcode;
- Participants cannot join before the host;

- The host has full control of screen sharing and other functions during the course of the meeting;
- Hosts should be mindful of sharing only appropriate material during a Zoom meeting. For example, take care not to share your email screen or any confidential documentation. All such tabs should be closed before the meeting begins.
- Participants are muted and videos are off on joining the meeting (participants should be asked to switch these on when they arrive, as above);
- Chats cannot be saved;
- Zoom meetings cannot be recorded.

**In addition, the following safeguarding guidance applies:**

- Teachers and students are all registered with Zoom through their Park Lane International School email accounts;
- Teachers and students have been advised to download the Zoom App, rather than using Zoom in the web browser;
- **Primary teachers** Zoom meetings should be scheduled on distance learning timetables or posted on Tapestry / Class Dojo / Google Classroom in advance;
- **Secondary teachers** connect with students either via a Zoom Channel or by sharing a personal meeting ID on GoogleClassroom/Managebac;
- All members of the meeting/lesson should switch their cameras on once they have arrived at the meeting;
- Anyone using Zoom must ensure that the background is neutral, with no personal items (e.g. photographs) on display;
- Hosts and participants should be dressed appropriately, as they would for school, during the course of the meeting/lesson;
- Where possible, there should not be anyone else in the room or visible during the course of a meeting/lesson;
- Parents/carers or other third parties should not participate in distance/hybrid learning lessons unless the **written permission** of the teacher has been given.
- For younger EYFS pupils, parents may be encouraged to supervise (but not to appear on the screen);
- Recording, photos or screenshots of the Zoom meetings are not allowed by pupils;
- Zoom meetings may be recorded **by the hosting teacher with prior permission from parents/carers** and stored in line with the GDPR and ICT policies in case of one to one lessons and/or meetings;
- Access to the recording function will need to be agreed upon by a member of the SMT and the IT Director will need to be instructed to enable it in advance;

- If a teacher records a lesson, pupils will be reminded at the start of the session;
- The same behaviour expectations that are set within a classroom apply to the Zoom meeting and the teacher retains the right to terminate a pupil's participation for negative behaviour, following up with parents if this happens;
- A pupil's attendance in a lesson is confirmed by seeing the child on a Zoom meeting and attendance is recorded in the usual way;
- Teachers should continue to remind pupils of the expectations and rules that keep pupils and staff safe online;
- The usual behaviour expectations apply and any negative behaviour should be dealt with in the usual way, as per the relevant behaviour policy;
- When zoom meetings finish, pupils should exit Zoom first and the teacher should close the meeting once complete;
- We **recommend** that teachers avoid meeting one to one with students **outside of scheduled lesson times via Zoom** unless another adult member of the school staff is present in the room when they do so.

It is acknowledged that Zoom meetings could be recorded by a third party app or screenshots taken of meetings. From October 2020, we no longer allow students, teachers, parents/carers, or other members of the community to record or photograph Zoom meetings unless the prior written permission of all those in attendance (or their legal guardian in the case of those under 18) has been sought.

Parents/carers have given their permission for the school to utilise distance/hybrid learning tools such as Zoom, webcams, etc. for educational purposes.

Teachers will invite members of the Primary and Secondary Leadership Teams to drop into Zoom lessons on a regular basis. The purpose of these drop-ins will be to identify and promote best practice and to offer a further layer of safeguarding for teachers and pupils.