

Child Protection & Safeguarding Policy

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1.Introduction

This policy applies to all staff, governors, and volunteers, working in or on behalf of Park Lane International School.

The Governing Board, Principal, and Senior Management Team take their responsibility under Section 11 of the Children Act, as well as their duties under *Working Together to Safeguard Children*, seriously. They are committed to promoting the welfare of children and collaborating with other agencies to ensure that adequate arrangements are in place to identify and support children who are suffering harm or are at risk of harm.

We recognise that all staff and governors have a full and active role to play in protecting our pupils from harm and that the welfare of the child is our paramount concern.

Park Lane International School should provide a safe, caring, positive, and stimulating environment that promotes the social, physical, and moral development of each child - free from discrimination or bullying - where children can learn and thrive.

This policy has been written in line with the statutory guidance document, *Keeping Children Safe in Education (KCSIE, 2024)*. All teaching and support staff at Park Lane International School are expected to have completed annual child protection training for international schools with The National College and sign to confirm that they have read this policy, plus [Part One](#) and [Annex B](#) of *KCSIE (2024)*.

Colleagues who do not have the level of English required to be able to read these documents or carry out the online course are provided with face to face training in Czech.

The policy has been developed with reference to Czech and UK legislation. The School has used the following UK DfE documents:

- [Keeping Children Safe in Education \(KCSIE\) 2024](#)
- Working Together to Safeguard Children 2023
- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014,
- The Children Act 1989 (and 2004 amendment)
- Statutory guidance on the Prevent duty
- The Human Rights Act 1998
- European Convention on Human Rights (ECHR)
- The Equality Act 2010,
- The Public Sector Equality Duty (PSED),
- The statutory framework for the Early Years Foundation Stage
- UNCRC

The School adheres to the following 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 authorised 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 care¹.

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

2.Important contacts

EYFS & Primary DSL	Joe Eyles	joe.eyles@parklane-is.com
Secondary DSL	Erica Warne	erica.warne@parklane-is.com
Deputy-DSL (EYFS)	Dawn Warby	dawn.warby@parklane-is.com
Deputy-DSL (Primary)	Nicola Wardlaw	nicola.wardlaw@parklane-is.com
Deputy-DSLs (Secondary)	Iveta Slavetinska	iveta.slavetinska@parklane-is.com
	Helen Duffy	helen.duffy@parklane-is.com
	Chris Gibbins	christopher.gibbins@parklane-is.com
Principal	Paul Ingarfield	paul.ingarfield@parklane-is.com
Head of Secondary	Paul Churchill	paul.churchill@parklane-is.com
Designated person	Markéta Frývaldská	marketa_fryvaldska@yahoo.com
Proprietor	Jan Bebr	j.bebr@parklane-is.com

3.Aims

Park Lane International School aims to ensure that:

- All staff are aware of their statutory responsibilities with respect to safeguarding
- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- Consistent good practice takes place across the school
- Staff are properly trained in recognising and reporting safeguarding issues
- Clear guidance on responsibility and lines of communication in the event of a disclosure by a student or any suspicion that a student has suffered abuse or is at risk of abuse is given. It is the legal responsibility of all staff to follow the procedures outlined in this policy.

4. Equality Statement

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs and/or disabilities (SEND), health conditions or are on the EAL register
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of female genital mutilation (FGM), sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are missing or absent from education for prolonged periods and/or repeat occasions
- Whose parent/carer has expressed an intention to remove them from school to be home educated

5. Roles and Responsibilities

5.1 Safeguarding and child protection is everyone's responsibility.

This policy applies to all staff, volunteers and governors in the school. Our policy and procedures also apply to extended school and off-site activities.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in an international context, and a

culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment. This will be underpinned by our:

- Behaviour policy
- Pastoral support system
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice and equality
 - Body confidence and self-esteem
 - How to recognise an abusive relationship (including coercive and controlling behaviour)
 - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support
 - What constitutes sexual harassment and sexual violence and why they're always unacceptable

All staff will:

- Read and understand **part 1 and annex B** of the UK Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually
- Fully comply with the School's policies and procedures
- Attend appropriate training
- Inform the designated persons of any concerns using MyConcern
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns

All staff will be aware of:

- Our systems that support safeguarding, including:
 - this Child Protection and Safeguarding Policy
 - the Staff Code of Conduct for Safer Working Practice
 - the role and identity of the Designated Safeguarding Leads (DSL) and deputies (DDSL's)
 - the Secondary Relationships & Behaviour Policy and Primary Behaviour & Relationships Policy
 - Secondary Network, e-Safety & Internet Acceptable Use Policy.
- The process for making referrals to local authority children's social care

(OSPOD)

- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse, neglect and exploitation, including:
 - domestic and sexual abuse (including controlling and coercive behaviour, as well as parental conflict that is frequent, intense, and unresolved)
 - specific safeguarding issues, such as:
 - child-on-child abuse,
 - grooming,
 - child sexual exploitation (CSE),
 - child criminal exploitation (CCE),
 - indicators of being at risk from or involved with serious violent crime,
 - FGM,
 - radicalisation and serious violence
- New and emerging threats, including:
 - online harm,
 - grooming,
 - sexual exploitation,
 - criminal exploitation,
 - radicalisation, and
 - the role of technology and social media in presenting harm
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children
- That a child and their family may be experiencing multiple needs at the same time
- What to look for to identify children who need help or protection

5.2 Designated Safeguarding Leads and Deputy-designated Safeguarding Leads:

The DSL's are a member of the senior management team. **Our DSL's are: Joe Eyles (EYFS/Primary) and Erica Warne (Secondary).**

The DSL's take lead responsibility for child protection and wider safeguarding in the school. This includes online safety, and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.

The DSL's will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body and support staff who make such referrals directly
- have a working knowledge of how local Children Safeguarding measures operate and how the referral process works within the Czech Republic
- Have a good understanding of harmful sexual behaviour
- Have a good understanding of the filtering and monitoring systems and processes in place at our school
- Keep the Headteacher / Principal informed of any issues
- Liaise with outside agencies as appropriate
- Know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search
- 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
- 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 that within the parameters of local law, child protection information is shared.

During term time, the DSL's will be available during school hours for staff to discuss any safeguarding concerns. Out of school hours the Secondary DSL can be contacted via school email.

When the DSL is absent, the **The deputy-DSL's - Dawn Warby (EYFS), Nicola Wardlaw (Primary), Iveta Slavětinská (Czech language link), Helen Duffy (KS3 & 4) and Chris Gibbins (KS5 & filtering/monitoring)** – will act as cover.

5.3 The Governing Board:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the Principal to account for its implementation
- Appoint a Designated Person from the GB to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated
- Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness. This includes:
 - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
 - Reviewing the [DfE's filtering and monitoring standards](#), and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards
- Make sure:
 - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
 - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
 - The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
 - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors).
 - That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised

Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):

- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed

- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
- Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

The chair of governors/proprietor will act as the 'case manager' in the event that an allegation of abuse is made against the Principal, where appropriate (see appendix 1).

All governors will read Keeping Children Safe in Education in its entirety.

5.4 The Principal:

The Principal is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems that support safeguarding, including this policy, as part of their induction
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
 - Communicating this policy to parents/carers when their child joins the school and via the school website
 - Ensuring that the DSL's have appropriate time, funding, training and resources, and that there is always adequate cover if the DSL's are absent
 - Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 1)
 - Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this

5.5 The Vice Principal/Head of EYFS and Primary

- For EYFS and Primary, ensuring the relevant staffing ratios are met, where applicable
- For EYFS, making sure each child in the Early Years Foundation Stage is assigned a key person and overseeing the safe use of technology, mobile phones and cameras in the setting

6. Confidentiality

- The Designated Safeguarding Lead will only disclose personal information about a child or young person to other members of staff **on a need-to-know basis.**
- However, all staff must be aware of their professional responsibility to share information with relevant agencies in order to safeguard children.
- Staff must also understand that they cannot promise a child to keep secrets that could compromise the child's safety, well-being, or that of another individual.
- We will always aim to inform parents/carers of our intention to refer a child to social services unless doing so could place the child at greater risk of harm or impede a criminal investigation.
- In some cases, we may contact social services (OSPOD) in Prague, the police, or our child protection consultant in the UK and carry out a no-names consultation.
- If a victim asks the school not to tell anyone about an incident of sexual violence or sexual harassment:
 - Even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis
 - The DSL will have to balance the victim's wishes against their duty to protect the victim and other children.
 - The DSL should consider that:
 - Parents or carers should normally be informed (unless this would put the victim at greater risk).
 - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care (OSPOD).
 - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 15, if the alleged perpetrator is under 15, the starting principle of referring to the police remains.

The UK government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information

If staff are in any doubt about sharing information, they should speak to the DSL (or deputy).

6.1 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.

6.2 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.

6.3 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.

7. Recognising Abuse and Taking Action

Teachers and other adults in school are well placed to observe physical, emotional, or behavioural signs that may indicate a child is suffering significant harm. The relationships built between staff, pupils, parents, and the wider school community - founded on respect, confidence, and trust - can lead to disclosures of abuse or alert staff to concerns.

Certain types of abuse may present with physical signs, such as bruising, bleeding, or broken bones resulting from physical or sexual abuse, or injuries sustained due to inadequate supervision. However, recognising these signs can be complex, as children may go to great lengths to conceal their injuries - often due to shame, embarrassment, or threats from their abuser. Additionally, distinguishing between accidental and deliberate injuries with certainty is difficult without medical training.

For these reasons, it is essential that staff remain vigilant, observant, and proactive in recognising not only physical indicators but also a range of behavioural and emotional signs that may suggest a child is at risk. Staff must have no hesitation in passing on any concerns regarding a child's physical or emotional well-being to the Designated Safeguarding Lead.

The following lists, while not exhaustive, may indicate that a child is suffering abuse. Staff should also remain alert to any other signs they deem concerning.

7.1 Signs of abuse.

It is the responsibility of all staff to report any concerns regarding a child's well-being. However, it is not their role to investigate or determine whether abuse has taken place.

A child who is being abused or neglected may exhibit one or more of the following signs:

- Physical indicators:
 - Bruises, bleeding, burns, fractures, or other injuries

- Signs of pain or discomfort
- Keeping arms and legs covered, even in warm weather
- Reluctance to change for PE or swimming
- Hygiene and appearance:
 - Looking unkempt or uncared for
 - Consistently poor hygiene
 - Wearing ill-fitting or dirty clothes
- Behavioural and emotional changes:
 - Changes in eating habits
 - Difficulty making or maintaining friendships
 - Appearing fearful or overly anxious
 - Recklessness with their own or others' safety
 - Self-harming behaviours
 - Reluctance to go home or signs of not wanting to leave school
 - Changes in behaviour - e.g., becoming aggressive, withdrawn, or disengaged
 - Challenging authority
 - Losing interest in schoolwork
 - Appearing constantly tired or preoccupied
 - Wary of physical contact or flinching at sudden movements
 - Displaying sexual knowledge or behaviour beyond what is expected for their age
- Other concerns:
 - Sudden lack of concentration
 - Appearing tired and hungry
 - Talking about being left home alone, with inappropriate carers, or with strangers
 - Frequently missing school, arriving late, or being consistently late for pick-up
 - Drinking alcohol regularly from an early age
 - Expressing concern for younger siblings without explanation
 - Talking about running away

It is important to remember that individual indicators, in isolation, may not provide conclusive evidence of abuse. Instead, they should be viewed as part of a larger picture. Each piece of information contributes to the overall assessment by the Designated Safeguarding Lead, who will determine the appropriate next steps.

7.2 If a child is suffering harm, likely to suffer harm or is at immediate risk of harm.

You should make a referral to the OSPOD branch local to the child's home address and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or is in immediate danger.

Anyone can make a referral and it can be done so anonymously.

Tell the DSL as soon as possible if you make a referral directly. The DSL or deputy-DSL can help you to make a referral or do so on your behalf.

7.3 If a child makes a disclosure to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you.
- Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. **Do not promise to keep it a secret**
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL.
- Alternatively, if appropriate, make a referral to OSPOD and/or the police directly, and tell the DSL as soon as possible that you have done so. *Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process*
- Bear in mind that some children may:
 - Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
 - Not recognise their experiences as harmful
 - Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

7.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

If a staff member has any concerns about a child (as opposed to a child being in immediate danger), they must decide on an appropriate course of action. Wherever possible, they should discuss their concerns with the Designated Safeguarding Lead (DSL) to agree on the best way forward. **A MyConcern report should be completed.**

If, after a referral, the child's situation does not appear to be improving, the DSL (or the staff member who made the referral) should escalate the concern. It is essential

to ensure that concerns are adequately addressed and, most importantly, that the child's welfare improves.

If early help is deemed appropriate, the DSL should support the staff member in liaising with relevant agencies. The case should be kept under continuous review, and if the child's situation does not improve, consideration should be given to making a referral to social services in Prague (OSPOD).

Additionally, if a teacher, in the course of their professional duties, discovers that Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18, they must report this to the police via the DSL.

Staff must immediately report on MyConcern:

- 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).

7.5 Guidance from the Czech Authorities

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

- 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,
- 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,
- The children leads 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,

- 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,

provided that such circumstances have such duration or intensity that result in adverse consequences for the children's development or the circumstances cause or may cause improper development of the children.

(Ministry of Labour and Social Affairs, (February 2025), *System of Social and Legal Protection of Children in the Czech Republic*, Accessed: 7th March 2025, System of <https://www.mpsv.cz/en/system-of-social-and-legal-protection-of-children-in-the-czech-republic>)

Any concerns should be recorded using **MyConcern** as outlined below 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.

7.6 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, 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 safeguarding team and relevant SMT members where appropriate, whilst maintaining an appropriate level of confidentiality.

7.7 What to do if you have concerns about extremism

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, supporting terrorism or becoming terrorists.

What is terrorism?

We use the UK Prevent definition of terrorism: *a violent action that:*

- endangers a person's life, other than that of the person committing the action
- involves serious violence against a person
- causes serious damage to property
- creates a serious risk to the public's health and safety
- interferes with or seriously disrupts an electronic system (for example,

erasing computer data or preventing a programme from running)

Staff will consider the level of risk to identify the most appropriate referral - [notice, check, share](#) - which could include:

- The DSL via MyConcern
- OSPOD, or
- In some cases, an Embassy.

In cases where there is an **immediate risk**, the Police should be contacted (112). The most important consideration is whether sharing information is likely to stop a person being radicalised into terrorism. Information sharing must be necessary, proportionate and lawful.

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

The **Channel General Awareness** course can be accessed at [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 anti semitic 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 2 gives further information about the School's duty to prevent extremism in the Czech Republic.

7.8 If you have a concern about mental health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

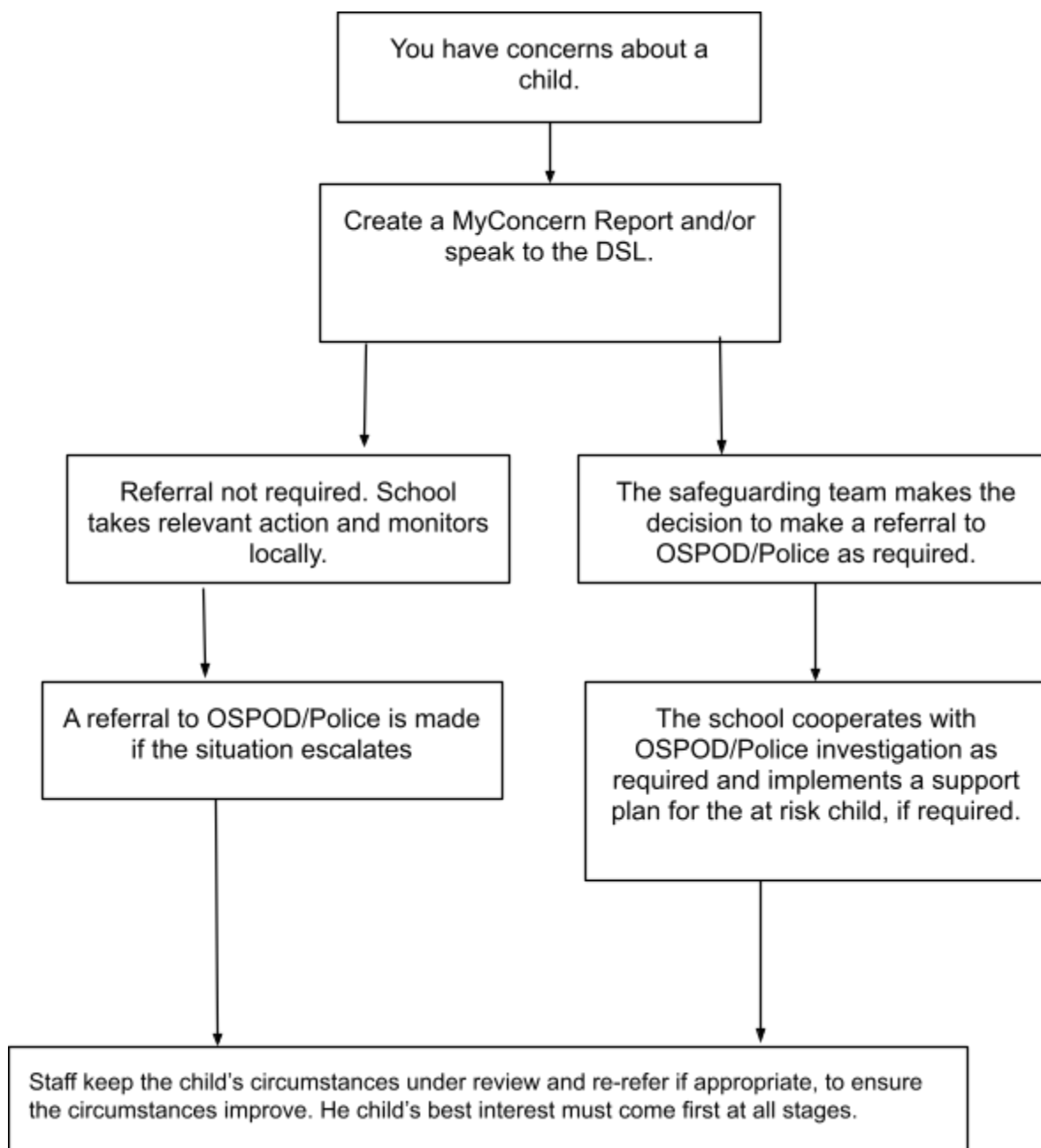
Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL or School Psychologist to agree on a course of action.

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, in immediate danger)

Note, if the DSL is unavailable, this should not delay action and one of the Deputy-DSL's should be contacted instead.



The UK Information Commissioner's Office (ICO) offers a [10 step guide to sharing information to safeguard children](#) that DSL's can follow. There is further up-to-date (May 2024) advice, including the *Seven Golden Rules for Sharing Information* from the DfE [here](#).

7.9 Concerns about a staff member (including supply teachers, volunteers or contractors)

If you have concerns about a member of staff, or an allegation is made about a member of staff posing a risk of harm to children, speak to the Principal as soon as possible.

If the concerns/allegations are about the Principal, speak to the Proprietor. This can be done with the support of the DSL.

The Principal/Proprietor will then follow the procedures set out in appendix 1, if appropriate.

If you receive an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, follow our school safeguarding policies and procedures, informing the DSL, as you would with any safeguarding allegation. More details can be found in the Whistleblower Policy.

7.10 Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up', as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

Procedures for dealing with allegations of child-on-child abuse

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact [Linka pro Rodinu a Školu](#) and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation

has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)

- The DSL will contact the children and our school psychologist, if appropriate

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
 - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
 - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:

- Children can show signs or act in ways they hope adults will notice and react to
- A friend may make a report
- A member of staff may overhear a conversation
- A child's behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or OSPOD to determine this
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

7.11 Sharing of nudes and semi-nudes ('sexting')

This approach is based on [guidance from the UK Council for Internet Safety](#) for all staff and for DSLs and senior leaders.

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the image or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the image (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s), in which case OSPOD should be contacted
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult. Note: where an adult poses as a child to groom or exploit a child or young person, the incident may first present as a child-on-child incident.
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to SEN)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13

- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or OSPOD. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or OSPOD, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to OSPOD and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through our Czech language Deputy DSL.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 15 of this policy also apply to recording these incidents.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our relationships and sex education and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

Teaching follows best practice in delivering safe and effective education, including:

- Putting safeguarding first
- Approaching from the perspective of the child
- Promoting dialogue and understanding
- Empowering and enabling children and young people
- Never frightening or scare-mongering
- Challenging victim-blaming attitudes

7.12 Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

Our reporting system for pupils is Tootoot. Each pupil from Year 3 upwards has a login and is trained on how to use this platform and who will receive a report if they make it.

At the start of the year, pupils are reminded of Tootoot and logins are checked. They are reminded of this platform in PSHEE lessons and Form Time.

8. Online Safety and the use of Mobile Technology:

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology
- Set clear guidelines for the use of mobile technology for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood or causes of harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above, we will:

- Educate pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year
- Educate parents/carers about online safety via communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present, as far as possible
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology

- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly

This section summarises our approach to online safety and mobile phone use. For full details about our school's policies in these areas, please refer to our online safety policy and policy for mobile technology - which can be found in the Relationships and Behaviour Policy - on our [website](#).

8.1 Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

Park Lane International School recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deep fakes', where AI is used to create images, audio or video hoaxes that look real.

Park Lane International School will treat any use of AI to access harmful content or bully pupils in line with this policy and our Anti-bullying and Relationships and Behaviour policies.

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

9. Notifying parents or carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with OSPOD before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

10. Pupils with SEND or health issues

We recognise that pupils with Special Educational Needs or Disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content or the consequences of doing so and then repeating the content/behaviours in school

We offer extra pastoral support for these pupils. This includes:

10.1 Supporting SEND Students and Overcoming Barriers to Learning

At our school, we are committed to the pastoral support and safeguarding of all students, with a strong emphasis on pupils with Special Educational Needs and Disabilities (SEND). We recognise that these students may face unique barriers to learning and well-being and take proactive steps to ensure they are supported effectively.

Communication and Monitoring of Needs

Staff are kept informed of students' learning needs through verbal updates or via school Robins when new information arises. This allows teachers to differentiate between students' 'typical' behaviours and new or concerning behaviours, ensuring a more responsive and informed approach. All concerns are logged on MyConcern, with the SENCo tagged for students on the SEND register and those under monitoring.

Collaborative and Holistic Support

There is close liaison between families, the pastoral team, learning support, and the school psychologists to identify students of concern and develop collaborative intervention strategies. Embedded support staff in classrooms or across sites report behavioural concerns directly to the SENCo and update relevant records via the LS Register and Provision Map, which are accessible to all staff.

Practical Tools and Pastoral Initiatives

- A pastoral checklist has been developed to help staff monitor for signs of neglect in high-risk individuals.
- SEL (Social and Emotional Learning) clubs, such as Minecraft Club and Gamers Club, promote positive peer interactions and reduce the risks associated with unstructured times.
- Assistive technologies, including live closed-caption tools, are intentionally used to enhance accessibility and inclusion. These tools are listed and available on the Provision Map for easy staff access.

This integrated approach ensures that our school is a safe, inclusive, and supportive environment for all learners. Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the SENCO.

11. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff are ready to work with and support OSPOD to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

12. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements

13. Pupils who are lesbian, gay, bisexual or gender questioning

We recognise that pupils who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children. See our Anti-bullying and Relationships & Behaviour policy for more detail on how we prevent bullying based on gender or sexuality.

We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL and the school psychologist will be consulted. When required, parents will be informed and in agreement with the pupil, short term in-school mental health support will be offered. In some cases it may be necessary to refer a young person for externally provided longer term mental health support and we have a directory of recommended providers in the city of Prague.

When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism spectrum disorder (ASD) and/or attention deficit hyperactivity disorder (ADHD). In the Czech Republic, only over-18 year olds can self-elect for an informal name change. Under 18s require written confirmation from a parent/carers to informally use an alternative name in school. All official documentation must use a student's legal name.

We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.

Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.

14. Complaints and concerns about school safeguarding policies

At Park Lane International School, we take all safeguarding-related complaints seriously. Concerns regarding pupils, staff, or premises are handled confidentially and in line with Czech legal requirements and international best practices. Complaints should be reported to the Designated Safeguarding Lead (DSL) or senior leadership. Reports are assessed promptly, with appropriate action taken to ensure student safety. Where necessary, cases are escalated to relevant authorities. The school maintains a clear process for review and resolution, ensuring transparency and accountability in all safeguarding matters.

A full outline of our process for reporting concerns about members of staff can be found in the Whistleblower Policy.

15. Record-keeping

All safeguarding concerns, discussions, decisions made, and the rationale for those decisions, must be recorded in writing. This should include instances where referrals were or were not made to another agency such as OSPOD, the Police, etc. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

Concerns and referrals will be kept in a separate child protection file for each child in MyConcern.

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

15.1 Transferring Student Documentation in the Czech Republic

If a student transfers between international schools **or** from a private school offering a foreign curriculum (e.g., IB, Cambridge, etc.), there is no obligation to automatically share student records. The transfer of documentation depends on a request from parents or an agreement between the schools.

GDPR and Data Protection

The transfer of personal data must comply with GDPR, which means:

If a student transfers from our school to another, the requirement to transfer documentation depends on the type of school:

- If the new school is Czech, it should formally request the records, and you must provide them.
- If the new school is international, there is no legal obligation, and the process depends on **parental consent**.

What Information is Transferred?

When transferring students' personal data between schools, it is essential to comply with the General Data Protection Regulation (GDPR). This means that schools must ensure that the shared data is relevant, limited to what is necessary, and protected against unauthorised access.

- Student's personal details (name, date of birth, address)
- Previous education records (attendance, academic performance)
- Pedagogical-psychological documentation (if applicable)
- Information on special educational needs (SEN)

Sharing Safeguarding Information:

When it comes to sharing information related to child protection, such as records on the safety and welfare of a student, extreme caution must be exercised. While GDPR emphasises the protection of personal data, it also allows for the processing and sharing of sensitive information if it is necessary to protect the vital interests of the data subject (in this case, the child).

In practice, this means that if a school considers sharing such information essential for ensuring the safety and well-being of the child at the new school, it may do so, while always considering the proportionality and necessity of such an action. It is advisable to inform the legal guardians of the student about this process and obtain their consent, especially when dealing with sensitive information.

When transferring student records, a secure method of transmission must be ensured to prevent unauthorised access to personal data.

When we receive safeguarding/child protection-related information about a student at enrollment, the following steps should be taken:

- Contact previous school a request any relevant documentation (with parental consent)
- Ensure the DSL and Head of Primary/Secondary are informed immediately
- If concerns are serious/ongoing, communicate with OSPOD

- Conduct a risk assessment assessing the level of support the child will need (e.g. emotional, behavioural, academic) and determine any safety measures required for the student or others
- Develop a support plan outlining key staff roles, check ins and referral procedures
- Train and inform staff who work directly with the student ensuring information is only shared on a need to know basis. Reinforce confidentiality protocols
- Monitor and review the student's progress and wellbeing regularly. Update the plan and inform OSPOD as needed
- Document everything on MyConcern

A Safeguarding Onboarding Checklist can be found in [appendix 5](#).

16. Training

16.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse, exploitation or neglect.

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring
- Have regard to the Teachers' Standards to support the expectation that all teachers:
 - Manage behaviour effectively to ensure a good and safe environment
 - Have a clear understanding of the needs of all pupils

Volunteers will receive appropriate training, if applicable.

16.2 The DSL and deputies

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

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

16.3 Governors

All governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding

The GB Child Protection, Safeguarding and Pastoral care sub-committee 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.

16.4 Recruitment – interview panels

At least 1 person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

See appendix 4 of this policy for more information about our safer recruitment procedures.

17. Links with other policies

This policy links to the following policies and procedures:

- Relationships & Behaviour
- Anti-bullying
- Staff Code of conduct for Safer Working Practice
- Complaints
- Health and safety
- Attendance
- Secondary Network, E-Safety and Internet, Acceptable Use
- Relationships and sex education
- First aid
- Curriculum
- Whistleblower Policy

Appendix 1: Allegations of abuse made against staff

Section 1: allegations that may meet the harm threshold

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the Principal, or the Proprietor where the Principal is the subject of the allegation. The case manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children

- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted

If in doubt, the case manager will seek views from the school's personnel adviser and the designated governor, as well as the police and OSPOD where they have been involved.

Definitions for outcomes of allegation investigations

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

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- Discuss the allegation with the designated governor. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or OSPOD. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated governor – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated governor as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated governor (and the police or OSPOD, where necessary). Where the police and/or OSPOD are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above

can be put in place. Advice will be sought from the designated governor, police and/or local authority children's social care services, as appropriate

- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to OSPOD
- If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated governor what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- If it is decided that further action is needed, take steps as agreed with the designated governor to initiate the appropriate action in school and/or liaise with the police and/or OSPOD as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with OSPOD and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)

If the school is made aware that an individual has a police record, we will immediately suspend that individual from teaching, pending the findings of the investigation.

Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply teachers and all contracted staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.

The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation

Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Specific actions

Action following a criminal investigation or prosecution

- The case manager will discuss with the designated governor whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or OSPOD.

Conclusion of a case where the allegation is substantiated:

- If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS (where

appropriate) for consideration of whether inclusion on the barred lists is required.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, unfounded, false or malicious reports

If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to OSPOD may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is:

- Determined to be unsubstantiated, unfounded, false or malicious, the GB and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to OSPOD may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and information sharing

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the designated governor, police and OSPOD, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arise

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with OSPOD or the police as appropriate.

We will retain all records at least until the accused individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations that have all been found to be false, unfounded, unsubstantiated or malicious
- Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

After any cases where the allegations are substantiated, the case manager will review the circumstances of the case with the designated governor to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened. Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Section 2: concerns that do not meet the harm threshold

The section is based on 'Section 2: Concerns that do not meet the harm threshold' in part 4 of Keeping Children Safe in Education.

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Safeguarding concern or allegation from another member of staff
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

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

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating pupils

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately. We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the Principal will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The Principal will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's Staff Code of Conduct for Safer Working Practice. The Principal will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harm threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to OSPOD and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues that would ordinarily be included in a reference, such as misconduct or poor performance

Appendix 2: Extremism, racism, xenophobia, anti-semitism: What to do - Teacher Interventions (translated from Czech)

WHAT TO DO - TEACHER INTERVENTIONS Risk behaviours in a school environment - a framework concept <i>Extremism, racism, xenophobia, anti-Semitism</i>	
Type of risky behaviour	<p>Extremist behaviour 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>Racist behaviour 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>Xenophobic behaviour 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>Anti Semitic behaviour is hostility to, prejudice or discrimination against Jews or Jewish objects. This behaviour can be damaging.</p> <p>Extremism can be divided into:</p> <ul style="list-style-type: none"> - right-wing (rejects the equality of people and on this basis suppresses the freedom of some); - 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); - Ethnic-regional (the right to sovereignty and separation of own ethnicity or region leads to excesses of suppressing the freedom of others). - environmental (the interests of subjectively conceived nature and its parts are superior to democratic principles and promoted excessively at the expense of human freedom) <p>Risky Types of Student Behaviour:</p> <ul style="list-style-type: none"> - 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);

	<ul style="list-style-type: none"> - revisionist questioning of official interpretations of history or conception of contemporary democracy in favour of extremist interpretation; - 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.); - 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); - neglect of school responsibilities due to leisure-time extremist activities outside school (the range of extracurricular extremist activities is wide).
<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>Support - websites, institutions</p> <p>Sít' partnerů, spolupráce v komunitě, kraji</p>	<ul style="list-style-type: none"> - Ministerstvo školství, mládeže a tělovýchovy, Odbor speciálního vzdělávání, http://www.msmt.cz/ministerstvo - Školské komise/výbory krajů a měst Odbor bezpečnostní politiky Ministerstva vnitra ČR, http://www.mvcr.cz/clanek/odbor-bezpecnostni-politiky.aspx - Odbor prevence kriminality Ministerstva vnitra ČR, http://www.mvcr.cz/clanek/odbor-prevence-kriminality.aspx - Bezpečnostní komise krajů/města Ústav pro studium totalitních režimů, http://www.ustrcr.cz/ - Člověk v tísni o. s., http://clovekv tisni.cz/ - Nevládní organizace proti pravicovému a etnickému extremismu, rasismu, a xenofobii: Český helsinský výbor, http://www.helcom.cz/ - In-Iustitia, http://www.in-ius.cz/ - Nadace Tolerance a občanská společnost, http://www.ecn.cz/tolerance/ - Asi-Milování, http://www.asimilovani.estranky.cz/ - Lokální iniciativy v některých regionech (např. V Ústí neonacisty nechceme, http://www.vustineonacistynehceme.cz/) - V případě rasistických střetů ve škole vyvolaných jednáním romských žáků (včetně jejich rasistického chování) možnost obrátit se na romské poradce, romské organizace (např.

	<p>Romea, http://www.romea.cz či Drom, http://www.drom.cz) a případně na neoficiální romské autority v lokalitě.</p> <ul style="list-style-type: none"> - Proti antisemitismu: Liga proti antisemitismu, http://antisemitismus.wz.cz/ - Národní památník Terezín, http://www.pamatnik-terezin.cz/showdoc.do?docid=4 - Židovské muzeum Praha, http://www.jewishmuseum.cz/ - V rámci boje proti levicovému extremismu možnost využití zájmových skupin poškozených komunistickým režimem (Konfederace politických vězňů, http://www.kpv-cr.cz/) - Poradenství proti náboženskému extremismu: http://www.sekty.cz/www/index.php - www.icej.cz
Legislativní rámec, dokumenty	<p>Strategie boje proti extremismu, http://www.mvcr.cz/clanek/extremismus-vyrocní-zpravy-o-extremismu-a-strategie-boje-proti-extremismu.aspx</p> <p>Metodický pokyn Ministerstva školství, mládeže a tělovýchovy k výchově proti projevům rasismu, xenofobie a intolerance (v současnosti připravována jeho aktualizace), http://www.msmt.cz/socialni-programy/metodicky-pokyn-ministerstva-skolstvi-mladeze-a-telovychovy.</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, http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32000L0043:cs:HTML</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, http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32008F0913:CS:HTML</p>
Type of prevention	<ul style="list-style-type: none"> - general specific prevention: familiarizing students with the values of democracy, human rights, tolerance - 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.

	<p>Debates with people involved in these issues (discussion with victims of extremism)</p> <ul style="list-style-type: none"> - use of life stories, pieces of art - literature, music, film with a subsequent discussion - specific forms of prevention towards already existing extremists and their opinions (discussion with their potential aims)
Best practices and methods from teacher's point of view	<ul style="list-style-type: none"> - to find out about extremist, racist, xenophobic or antisemitic opinions among students, find out about their possible relations to any out of school structures - ignite a discussion about problems related in order to find out about their causes - suggest alternative extra curricular activities - focus teaching and learning on these issues - react immediately against such demonstrations of intolerance among the students - invite experts to discuss with students - inform parents in case of any findings related to the above and suggest cooperation with them - in case of more serious manifestations of such behaviour or opinions inform the police. <p>Approaches to avoid:</p> <ul style="list-style-type: none"> - moralising, scandalising without understanding the problem - immediate threatening with punishment and legal sanctions in case of controversial opinions in usual discussions - no investigation on motivation towards such behaviour, opinions which may seem extremist only at first look, but may not be such. - Adopting of the extremist opinions in teaching in order to please the extremist oriented young people
When, who and in which case to notify - the scale of risk in relation to types of prevention.	<p>Parents</p> <ul style="list-style-type: none"> - inform them in case of repetitive verbal or visual demonstrations of possibly extremist subtext - inform them in case of a reasonable suspicion of students belonging to an extremist group - inform them in case of violence used with extremist, racist, xenophobic or antisemitist subtext <p>Police</p> <ul style="list-style-type: none"> - 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.
Teacher options and limits	<p>Teachers can be trained in:</p> <ul style="list-style-type: none"> - issues related to extremism, racism, xenophobia and antisemitism; - improving of his or her argumentative skills.

	<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>
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Appendix 3: DEFINITIONS & TYPES OF ABUSE

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 2 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 2 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. This also includes pseudo-images that are computer-generated images that otherwise appear to be a photograph or video.

Children includes everyone under the age of 18.

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

TYPES 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:

- bullying (including cyberbullying)
- Child on child abuse
- 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
- Unexplained or persistent absence from school

Further information on the safeguarding issues listed above can be found in **Annex B of *Keeping Children safe in Education, 2024***

Appendix 4: SAFER RECRUITMENT

Park Lane International School pays full regard to '*Keeping Children Safe in Education*' (2024) 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.

At least two people will carry out the shortlisting exercise and the same people will carry out the interview. They will consider any inconsistencies, looking for gaps in employment and reasons given for them. An online search of each candidate will be carried out (KCSIE 2024).

This policy is included on the Park Lane International School website.

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 or The National College Annual Certificate in Safer Recruitment for International Schools, which should be updated every 3 years.

Safe Practice

The School has adopted Safer Recruitment Consortium (2016) - based on the original work of the IRSC network (2006) - 'Guidance for Safe Working Practice' in the form of the 'Safe Pupils, Safe Staff Policy' 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.

Appendix 5: LOOKED AFTER CHILDREN CHECKLIST & RISK ASSESSMENT

Safeguarding Intake Checklist

Student Information

- ☐ Full name and date of birth
- ☐ Nationality and language(s) spoken
- ☐ Parent/guardian contact details
- ☐ Custody or legal guardianship documentation (if applicable)

Background Check

- ☐ Previous school reports and transfer documentation received
- ☐ Any existing child protection concerns or reports noted
- ☐ Communication with previous school regarding safeguarding (if appropriate)
- ☐ Consent obtained to contact external agencies (if applicable)

External Involvement

- ☐ Is the student currently under OSPOD supervision?
- ☐ Are there any active social services or medical interventions?
- ☐ Is there an existing Child Protection Plan (or similar)?
- ☐ Contact details for caseworker, psychologist, or support personnel

School Preparedness

- ☐ DSL and leadership team briefed
- ☐ Relevant staff informed (on a need-to-know basis)
- ☐ Individual Support Plan initiated
- ☐ Pastoral and counselling team notified (if available)
- ☐ Emergency contact protocols confirmed

Additional Notes

- ☐ Any known triggers, fears, or vulnerabilities
- ☐ Any strengths, interests, or positive support factors

Initial Review Date: _____

Reviewed by (name & role): _____

Child Protection Risk Assessment Template

Area of Concern	Details/Description	Risk Level (Low/Med/High)	Actions to Mitigate	Person Responsible	Review Date
Emotional well-being	E.g., history of trauma or anxiety	Medium	Weekly check-ins with counsellor; daily check-in with mentor teacher	School counsellor; Class teacher	[Insert date]
Peer relationships	E.g. potential bullying risk	Medium	Seating plan adjustments; peer buddy assigned; staff supervision	Class teacher; HOY	[Insert date]
Home environment	E.g. unstable care situation	High	Liaise with OSPOD; maintain regular contact with guardians	DSL	[Insert date]
Attendance	E.g. past truancy; EBSA	Medium	Monitor daily attendance; contact home after 1 absence	Admin & HOY/Class teacher; DSL	[Insert date]
Safety at school	E.g. risk of running away or self harm	High	Secure supervision plan; staff training; designated safe space	DSL and leadership	[Insert date]

Essential Contacts in the Czech Republic

	Telephone	Websites, Note
Police	158	
Emergency	155, 112 (English)	
Social Care (OSPOD)	Contacts can be found here .	
Support websites and helplines	Contacts can be found here .	
Drop-In Karoliny Světlé 18, Praha 1		The first place of contact for those in need of help connected with problems concerning non-alcoholic drugs.
Poradenská linka pro pedagogy Helpline for teachers	841 220 220 777 711 439	