



PORG International School

Safeguarding Policy

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Last update by:	Barbora Gazdova	Date: September 2022
Approved by:	Dagmar Dluhosova	

Introduction

This policy has been developed to ensure that all adults (teachers, staff and volunteer staff) are working together to safeguard and promote the welfare of children and young people. We recognize our moral and statutory responsibility to safeguard and promote the welfare of all our pupils. We endeavor to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. We at PORG International school aim to create and maintain a safe, caring, positive and stimulating learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously.

This Safeguarding Policy and the Code of Conduct applies to all pupils and adults in the school, including when being educated off-site and undertaking an educational visit. It also applies to pupils who are on an exchange and being hosted by the School.

Ethos

Throughout everyday practice and procedures we respond to children's needs. The children have access to appropriate curriculum opportunities, including well-being and emotional health, to support the development of the skills needed to stay safe and healthy. Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of others.

Publication

This Policy is updated annually and is published to all staff and volunteers.

Overview of this policy

- Abbreviations
- The Curriculum
- Staff awareness

- Aims and objectives of safeguarding in our school
- Actions where there are concerns about a child
- Identifying concerns – types and signs of abuse and neglect
- Specific safeguarding issues
- Actions where there are concerns or allegations about the conduct of an adult
- Responsibilities and training
- Proprietorial oversight
- Contact details

Abbreviations

- DSL – Designated Safeguarding Lead
- ICT – Information and Communication Technology
- SEN – Special Educational Needs
- STI – Sexually Transmitted Infections
- OSPOD – Child’s Service
- FGM – Female Genital Mutilation
- CSE – Child Sexual Exploitation

The Curriculum

All children have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect for others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life. All pupils will know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect. Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities, which promote respect and empathy for others.

Staff awareness

All our staff members are aware of the systems within The PORG International School which support safeguarding. **All** staff are made aware of the early help process and understand their role in this. This includes staff being able to identify emerging problems, liaising with our designated safeguarding lead, sharing information with other professionals to support early

identification and assessment and, in some cases, where appropriate, acting as the lead professional in undertaking any early help assessment.

All staff know what to do if a child tells them he/she is being abused or neglected. Staff understand how to maintain an appropriate level of confidentiality, while at the same time understand the requirement around sharing information appropriately with the designated safeguarding lead and other relevant professionals.

Aims and objectives of safeguarding in our school

Our commitment is to safeguard and promote the welfare, health (including mental health) and safety of our pupils by creating and maintaining an open, safe, caring and supportive atmosphere.

We have three primary aims:

- Prevent harm
- Protect pupils from harm
- Support pupils and staff when child protection and safeguarding incidents occurs

The school achieves these aims by:

- Ensuring the recruitment of individuals who are suitable and appropriate to work with children and who have positive safeguarding attitudes.
- Providing excellent pastoral care and fostering optimism and a positive school atmosphere where pupils feel secure and are encouraged to talk. Pupils are encouraged to talk to pastoral care about any issues which may be worrying them.
- Valuing and promoting effective relationships with parents and other children.
- Teaching pupils, via the curriculum, to identify, reduce and manage risks. This includes educating pupils, through regular internal and externally provided ICT safety talks, about the safe use of electronic equipment and access to the internet.
- Ensuring that children are safeguarded from potentially harmful and inappropriate online material through embedding a whole school approach towards online safety.
- Ensuring that all staff are properly trained, supported and supervised to enable them to identify abuse and welfare concerns and deal with such concerns appropriately and sensitively.
- Encouraging staff to discuss child protection, safeguarding and welfare concerns confidentially with the Designated Safeguarding Lead (DSL) in order to ensure they

have confidence in their own abilities to identify and appropriately handle welfare concerns and cases of abuse and neglect.

- Following the procedures laid down in this Policy and by the local Child Services support agencies as appropriate.

Actions where there are concerns about a child

Safeguarding is everyone's responsibility

Safeguarding is everyone's responsibility and all staff, regardless of their role, should exercise vigilance and be watchful for, and aware of, signs that a child may be in need of help as well as the signs of abuse and neglect. If staff members have nagging doubts or questions they should speak immediately to the DSL or Headteacher. The DSL will discuss the matter with the member of staff and will decide on an appropriate course of action.

Steps to be taken by the staff if concerns arise

Staff members at PORG International School are advised to maintain an attitude at all times of “**it could happen here**” where safeguarding is concerned. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the designated safeguarding lead (DSL). When concerned about the welfare of a child, staff members should always act in the best interests of the child. However, the signs of child abuse might not always be obvious and a child might not tell anyone what is happening to them. There are four key steps to follow to help you to identify and respond appropriately to possible abuse and/or neglect.

- **Be alert** to the signs of abuse and neglect (read the policy on Safeguarding carefully)
- **Questioning behaviors** if something seems unusual (try to speak to the child alone, if appropriate, to seek further information)
- **Ask for help** if you have concerns about a child's welfare. You should discuss your concerns with designated safeguarding lead
- **Refer** to local authority children's social care (OSPOD, POLICE) if, at any time, you believe a child is being harmed or is likely to be. If you see further signs of potential abuse and neglect, report it and refer again.

Early help and inter-agency work

All staff should be alert to identifying children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life. If a member of staff has a concern that a child may be in need of early help then s/he, in the first instance, should discuss early help requirements with the DSL.

Effective early help in a school setting involves the School (under the guidance of the DSL) providing high quality support, in cooperation with or coordinating other agencies as appropriate, to help address the assessed needs of the child and their family early, in order to significantly improve the outcomes for the child. It is hoped that in each case this should improve the welfare of the relevant child. However, each case should be kept under constant review, and consideration should be given to a referral to children's social care if the child's situation does not appear to be improving.

Child in need, suffered or at risk of significant harm or in immediate danger

If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. If you have concerns about the safety or welfare of a child and feel they are not being acted upon by your Headteacher or named/ designated safeguarding lead, it is your responsibility to take action.

Reporting and handling a concern

When reporting and/or handling a concern about a child all staff should act with the utmost discretion and any pupils who are involved will receive appropriate care and support. Staff should always listen to a pupil who wants to talk about a concern. If a child tells a member of staff that they know about or have been a victim of child abuse or neglect the member of staff should:

- Allow the child to speak freely and remain calm. Do not interrupt the child or be afraid of silences.
- Provide reassuring nods and words such as, "I am so sorry this has happened", "You are doing the right thing in talking to me". Avoid saying things like, "I wish you had told me about this earlier" or "I cannot believe what I am hearing".
- Limit questioning to the minimum necessary for clarification and avoid leading questions such as, "Has this happened to your siblings?"
- At an appropriate time tell the child that the matter will be referred in confidence to the appropriate people. Promises of confidentiality should not be given (see Confidentiality section below).
- Tell the child what will happen next. The child may want to accompany you to see

the DSL, otherwise let the child know that someone will come to see them before the end of the day.

- Seek support if they feel distressed.

Peer on peer abuse

If a member of staff thinks for whatever reason that a pupil may pose a risk of harm to himself or to others (this includes but is not limited to cases of serious bullying) the member of staff should talk to the DSL or Headteacher immediately.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse; and that children are capable of abusing their peers. Such abuse should never be tolerated or normalised through the common myth that it is part of growing up. This is most likely to include but is not limited to bullying (including cyber bullying), gender based violence, grooming, inappropriate or harmful sexualised play (younger children), sexual assaults, sexting and gender issues within groups of girls and boys. Should an allegation of abuse be made against another pupil all children involved (whether perpetrator or victim) will be treated as being "at risk". Where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, the allegation will be referred to children's social services (OSPOD). The concern may indicate that one or more of the pupils concerned may be in need of additional support by local agencies and in those cases the DSL should follow local inter-agency procedures. Where appropriate, the matter will be dealt with under the School's Behaviour Policy with the use of relevant disciplinary sanctions.

Confidentiality

Staff should never guarantee confidentiality to pupils or adults wishing to tell them about something serious as this may ultimately not be in the best interests of the child. They should guarantee that they will not tell anyone who does not have a clear need to know and that they will pass on information in confidence only to the people who must be told in order to ensure that the appropriate action is taken. All staff involved will also take whatever steps they can to protect the informant from any retaliation or unnecessary stress that may occur after a disclosure has been made.

Identifying Concerns – Types and signs of abuse and neglect

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

Abuse is 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 another child or children.

One of the best ways to help children is by being aware of the signs of possible abuse. All staff should be aware of the signs of abuse and neglect so that they are able to identify children who may be in need of help or protection. These signs can take many forms including physical injuries and behavioural indicators. Although in most cases these signs will manifest themselves in children who are themselves the victims of abuse, it is important to remember that adults can also display significant indicators which suggest the existence of their own abuse as children. Staff should also be alert to any comments or jokes made by other children in the School.

All staff should familiarise themselves with the list below which, although not exhaustive, includes common signs of abuse which, if present, may indicate a problem requiring follow up. It is important to recognise that some young people who are being sexually exploited or abused do not exhibit any external signs of this abuse. Sometimes children don't even realise that what's happening is abuse. It is also sometimes difficult to tell the difference between injuries suffered as part of normal childhood activities and those caused by abuse. If a staff member is unsure he/she should discuss the case with the DSL.

Types of abuse	Signs
Domestic	Aggressive, anti-social behaviour, depression or anxiety, not doing as well at school
Sexual (contact and non-contact)	Avoidance of being alone with people, such as family members or friends, frightened of a person, reluctant to socializing, sexually active in young age, promiscuous, STI, anal or vaginal soreness, pregnancy
Online	Spending much more or much less time online, texting, gaming, after internet use feeling withdrawn, upset or outraged, have secrets about

	who they are talking to and what they're doing online
Physical	Bruises- on head, ears, neck, abdomen, back and buttocks, defensive wounds on the forearm, upper arm, burns or scalds, bite marks, fractures or broken bones, others like scarring, effects of poisoning, respiratory problems from drowning, suffocation
Emotional	Overly-affectionate towards strangers, lack of confidence, anxious, not having a close relationship with parents, being aggressive, lacking social skills, seeming isolated from their parents

Neglect

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

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, 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)
- ensure access to appropriate medical care or treatment.

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

Signs of possible neglect include:

- the child seems underweight or is very small for their age
- they are poorly clothed, with inadequate protection from the weather
- they are often absent from school for no apparent reason
- they are regularly left alone, or in charge of younger brothers or sisters

Types of neglect	Signs
Physical	Inadequate basic needs –food, clothing, shelter, supervision of child and their safety

Educational	Failing to ensure child's education
Emotional (The most difficult to prove)	Inadequate stimulation, ignorance, humiliation, intimidation, isolation
Medical	Failing to provide appropriate health care, including dental care, refusal of care or ignorance of medical recommendations.

Behavioural signs of abuse and neglect

If a child is being abused, their behaviour may change in a number of ways. For example they may:

- behave aggressively or be disruptive, demand attention and require more discipline than other children
- become angry or disinterested and/or show little creativity
- seem frightened of certain adults
- become sad, withdrawn or depressed;
- have trouble sleeping
- become sexually active at a young age
- exhibit inappropriate sexual knowledge for their age or sexualised behaviour in their play with other children
- refuse to change for gym or participate in physical activities
- develop eating disorders;
- self-harm;

- refuse to attend school or run away from home;
- lack confidence or have low self-esteem; or use drugs or alcohol

Signs of abuse or neglect manifested by the parents or other responsible

adult

- unrealistic expectations of the child i.e. demands a level of academic or physical performance of which they are not capable
- offers conflicting or unconvincing explanation of any injuries to the child
- appears indifferent to or overtly rejects the child
- denies existence of or blames the child for the child's problems at home or at school
- sees and describes the child as entirely worthless, burdensome or in another negative light
- refuses offers of help for the child's problems
- is isolated physically/emotionally

Children with Special Educational Needs and/or Disabilities

Children with SEN and disabilities can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children. These include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- that children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and communication barriers and difficulties in overcoming these challenges.

Specific Safeguarding Issues

All staff should have an awareness of safeguarding issues. Safeguarding can link to issues such as drug-taking, alcohol abuse, truanting and sexting. Sexting can become an aspect of online safety abuse, between adults/children.

Female Genital Mutilation

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present it could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, he or she has a statutory duty to personally report it to the police. Those failing to report such cases to the police will face disciplinary sanctions. Unless the teacher has good reason not to they should still consider and discuss the case with the DSL and involve children's social care as appropriate. Any other adults with concerns about FGM should report their concerns to the DSL immediately.

Child Sexual Exploitation

CSE is a form of abuse which involves children receiving something in exchange for sexual activity. CSE involves an imbalance of power in the relationship; it can involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. In addition to the behavioural indicators above, key indicators of CSE include appearing with unexplained gifts or new possessions; associating with other young people involved in exploitation; and having older boyfriends or girlfriends. Any concerns regarding CSE should be immediately reported to the DSL.

Action if a pupil is missing

The School needs to be aware of those pupils who are persistently absent or missing from school as this may be an indicator of welfare concerns, including abuse or neglect. All staff must also be aware of their role to prevent children from going missing from education.

Corporal punishment

Corporal punishment, or the threat of it, is never permitted in this school.

Actions where there are safeguarding concerns or allegations about the conduct of another adult

The safety and wellbeing of children in our school is dependent on the vigilance of all our

staff and their prompt communication to the DSL or Headteacher of any concerns, no matter how small, about any conduct by an adult which causes you to doubt that adult's suitability to work with or have access to children. Such concerns may arise in relation to any adult. All references in this section to "adult" should be interpreted as meaning any adult (defined above) and any visitor, unless otherwise stated. The school is conscious of its duty of care to pupils and will always act, including if alerted to the possibility of abuse arising from situations or persons outside the school setting.

The notification and prompt handling of all concerns about adults is fundamental to safeguarding children. It helps to identify and prevent abuse and to protect adults against misunderstandings or misinterpretations. It also encourages openness, trust and transparency and it clarifies expected behaviours. Those raising concerns or reporting allegations in good faith will always be supported, and adults in respect of whom concerns or allegations have been raised will not suffer any detriment unless the concern or allegation is found to be substantiated.

Confidentiality and Information sharing

The person against whom an allegation is made, and parents or carers of a child or children involved, should normally be informed as soon as possible after the result of the initial investigation is known. However where a strategy discussion is needed or police or children's social care need to be involved neither the person against whom the allegation has been made, nor the parents, should be informed until these agencies have been consulted.

During the course of the investigation the School in consultation with the local social services will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with.

When the individual against whom the allegations have been made is spoken to, he/she will be warned that anything said will be recorded. The School will appoint a representative to keep the person informed of the likely course of action and the progress of the case. They should also advise the individual to contact their trade union representative, if they have one, or a colleague for support. They should also be given access to welfare counselling or medical advice.

Circumstances where suspension will be considered

If there is cause to suspect that a child or children at the school are at risk of harm from the accused person or if the case is so serious that it might be grounds for dismissal then the person concerned may be suspended.

Miscellaneous

Disciplinary, Grievance Procedures

Where a safeguarding concern or allegation triggers another procedure such as grievance or disciplinary, that procedure shall only be followed once the immediate safeguarding concern or allegation has been fully investigated.

Support for staff

Where the impact of a serious child protection case, or allegation against an adult working in or linked to the school, has a detrimental effect on staff well-being, the principal will facilitate access to support and/or counselling if requested.

Parents and pupils

If a parent or pupil has a safeguarding concern, question, doubt or allegation about the conduct an adult, s/he should raise it with the Headteacher. If a parent or pupil raises their concern with another member of staff, it will be immediately passed onto the Headteacher in accordance with this policy.

Responsibilities and Training

Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead takes lead responsibility for safeguarding and child protection in the school. The responsibilities of the DSL include: managing referrals, working with other professionals and agencies, keeping up to date with relevant training, keeping staff up to date with relevant safeguarding training, maintaining a secure awareness of child protection and safeguarding, maintaining accurate records, transferring records.

All child protection and safeguarding concerns, discussions and decisions made and the reasons for such decisions are kept in paper form. It's carefully managed by the DSL.

Inter-agency working

We are fully committed to inter-agency working in line with statutory guidance. We work with all external agencies in the best interests of the child. We will always adhere to the procedures and practice of the local authority as part of the inter-agency safeguarding procedures. Information will be shared securely with other professionals and local agencies. This commitment includes for children who are in the care of local authority where we recognise additional vulnerability to under-achievement.

Support for and supervision of staff

All staff should feel comfortable and confident approaching the DSL, Deputy DSL or any other member of senior leadership about any safeguarding and/or pastoral care concerns, including in relation to unsafe practice. If a staff member would like additional support and/or training in order to fulfil their safeguarding responsibilities, including in identifying and/or handling concerns they should speak to the DSL who will work with the member of staff to ensure that they are adequately supported. Safeguarding and pastoral care responsibilities are a key part of staff appraisals and staff should use this process to build and improve their knowledge, confidence and experience in this area.

Training

All adults working at PORG International School will be given a briefing on the child protection policy and procedures. This includes the briefing of new staff as part of their induction after arrival at the school and refresher training for all staff at three-yearly intervals. Part-time and voluntary staff who work with students will be made aware of arrangements.

At induction (and annually thereafter, as minimum) staff are trained on:

- identifying signs of abuse
- knowing what to do to raise concerns
- knowing how to make a referral (including if the DSL is not available or the DSL is not acting)
- recognising the need for early help

Staff are expected to sign to note they have read and understood the Safeguarding and Child Protection Policy. Refresher training for staff is provided regularly. All staff are provided with safeguarding and child protection updates annually. The DSL leads on ensuring that regular safeguarding and child protection updates are circulated to all staff.

The DSL receives advanced safeguarding and child protection training at least annually.

Proprietorial oversight

Dagmar Dluhošová is the proprietor responsible for the School. Dagmar Dluhošová, the Chairman, is safeguarding trained.

Contact details

The following pages outline the contact details of named staff in school and external agencies linked to child protection and safeguarding.

Where a child is in immediate danger or at risk of harm a referral should be made to children's social care (OSPOD) and/or the police immediately.

PORG CONTACTS

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| • Designated Safeguarding Lead | Katerina Mlcochova
mlcochova@porg.cz |
| • Principal | Barbora Gazdova
gazdova@porg.cz |
| • Proprietor | Dagmar Dluhosova
dluhosova@porg.cz |
| • Psychologist | Jana Sklenářová
sklenarova@porg.cz |



LOCAL AUTHORITY CONTACTS

- OSPOD

+420 723 089 261

- National telephone number for information and advice on childrens' issues-advice service

+420 116 111

- Childrens' support services

+420 737 267 939

- Helpline for parents

+ 420 840 111 234

pomoc@rodicovskalinka.cz

POLICE

- POLICE

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- Local POLICE

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