



THE ENGLISH COLLEGE IN PRAGUE
ANGLICKÉ GYMNÁZIUM

School Policies & Procedures

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Health & Safety Policy

The Governors recognise their responsibility as an employer to provide, so far as is reasonably possible, a safe and healthy working environment for the teaching and support staff, students, parents and other people on College premises.

The College's Safety Officer is the Logistics and Building Coordinator (LBC). The LBC and Headmaster, together with other members of the Senior Leadership Team, have ultimate responsibility for:

- the provision and maintenance of plant and equipment.
- arrangements for the use, handling and storage of articles and substances.
- the provision of information, instruction, supervision and training, as appropriate, to enable all employees and students to recognise hazards and contribute positively to the health and safety at work of themselves and others.
- the maintenance of the school buildings in a safe condition.
- the provision of a healthy working environment.
- to make clear through job descriptions, published school policies and School Code exactly what is expected of all members of the school community for the observance and maintenance of the highest possible standards of health and safety throughout the school.

The role and duties of Heads of Department, Faculty and teaching and non-teaching managers:

- (a) to be familiar with the Health and Safety at Work etc Act 1974 and any Czech legal requirements or codes of practice that are relevant to the work and operations of the College.
- (b) to implement the School's Health and Safety policy within their areas of responsibility.
- (c) to instruct staff, students and others under their jurisdiction or care in safe working practices, or to arrange professional training and instruction, as required.
- (d) to conduct regular health and safety inspections in their areas, to ensure compliance with policy and to detect and report any hazards to Logistics and Building Coordinator.
- (e) to ensure that all plant, machinery and equipment in their area of responsibility is properly maintained and kept in a safe and secure condition.
- (f) to instruct students in the safe, proper and responsible use of said plant, machinery and equipment, for example in the Science laboratories, Old Gym, ICT and Art rooms.
- (g) to ensure that substances hazardous to health, such as chemicals in the Science laboratories or cleaning materials, are correctly stored and used only in an appropriate, safe and authorised manner.
- (h) to ensure that appropriate disciplinary action is taken in the event of anyone acting in any way contrary to safe and healthy practices or to published rules of behaviour.
- (i) to undertake a risk assessment for all areas or activities for which they are responsible that may involve risk or hazard, especially in Science, Physical Education, sporting activities, the Art room, Drama and on school trips.

The roles and duties of all members of staff, teaching and non-teaching:

- (a) to be familiar with and to fulfil the requirements of the College's Health and Safety policy.
- (b) to be responsible for the health, safety and welfare of students under their care.
- (c) to take reasonable care of their own health and safety and anyone else who may be taking part in or affected by their activities.
- (d) to use all plant, machinery and equipment safely in accordance with published or given instructions.
- (e) to report to the Bursar's Office any defects or hazards on the premises, plant, equipment, machinery and facilities which they observe and which may be a threat to health and safety.
- (f) to be familiar with school policies, to be found in the Staff Handbook, on First Aid, evacuation of the building in the event of an emergency, the planning of a school trip and the supervision and welfare of students on a school trip.
- (g) to be aware of their 'duty of care' for all students at the College and to be responsible for their emotional, mental and physical wellbeing.
- (h) to send students who are injured or unwell immediately to the Deputy Heads' Office on the First Floor.
- (i) as Tutors, to make students aware of the Health and Safety rules published in their Student Planners and in the School Code.
- (j) to be aware of and to enforce the College's code of practice on computer use, especially access to the internet.

- (k) to be on the look-out for non-authorized persons on school premises, to challenge intruders and to take appropriate action. (All visitors to the school must sign in and wear a yellow Visitor's Badge.)
- (l) to be familiar with the duties required when being the Teacher on Duty during the opening hours of the College between 7.30 am and 4.30 pm as set out in the Staff Handbook.
- (m) to give road safety advice to their students at the start of the school year, especially about crossing the road to the Annex and Špitálská Gymnázium.
- (n) for those staff joining the College from the UK after May 2004, to have undergone DBS checks in the UK.

The role and duties of students:

Students are expected to behave in a way consistent with their own health and safety and the health and safety of others.

Students should:

- (a) take responsibility for their own health and safety by acting responsibly and following any rules that might apply when using equipment or taking part in lessons and activities involving risk;
- (b) if they see a danger or hazard, report it to a member of staff and not leave it to someone else, or they may become responsible;
- (c) in the event of an emergency, obey the directions given to them and, if required to do so, evacuate the building and assemble outside in accordance with the instructions published in the Student Planner;
- (d) take special care when moving to and from the Annex, cross at the crossing and make sure the highway code is followed;
- (e) if they feel ill or are injured, report to the Teacher on Duty or go directly to the Deputy Heads' Office, where a qualified person will either administer first aid, telephone their parents or seek professional medical help; students must not leave the premises without informing the office, Reception or a member of staff;
- (f) take extra care when using equipment which could be hazardous, for example, in the Science laboratories or Old Gym, and follow published rules or the instructions of teachers or other qualified people at all times;
- (g) take every care and follow the highway code when crossing roads near the school, especially when going to and from lunch at Špitálská gymnázium or to the Annex;
- (h) not misuse safety equipment, such as fire extinguishers, etc., which is both a serious matter and a criminal offence;
- (i) move about the building in an orderly manner: never run or obstruct corridors or stairways;
- (j) help to keep the College clean and tidy; remember that cleanliness and tidiness help to prevent accidents;
- (k) when snow has fallen, leave all cars untouched and do not bring snow into the school building;
- (l) if a teacher does not arrive within ten minutes of the start of a lesson or school activity, inform one of the Deputy Head Pastoral or the Senior Deputy Head immediately;
- (m) report any damage they cause or notice.

Miscellaneous:

- (a) First aid equipment is the responsibility of PA to Deputy Head Pastoral, who will arrange for the checking and replenishing of supplies from time to time.
- (b) Certain members of the administrative and teaching staff will have been trained in basic First Aid.
- (c) Fire practices will be held at least once a year.
- (d) Fire escapes are checked by the Caretaker daily. Fire extinguishers are checked by a special company annually.
- (e) Matters of Health and Safety can be discussed at Staff, Heads of Faculty, Senior Pastoral or Senior Leadership meetings, as required.
- (f) Injuries to students must be recorded in the register maintained by the PA to the Deputy Head Pastoral in the Deputy Heads' Office.
- (g) Parents accompanying school trips will be required to have a police check beforehand.
- (h) Risk assessments should be carried out before a major excursion or hazardous trip.
- (i) A list of common infectious diseases in a school setting is posted in the staff room with the English and Czech words, core information and suitable measures to be taken.

Safeguarding and Child Protection Policy

(This policy is in line with Keeping Children Safe (2016) - Updated June 2018)

Introduction

The College's policy has been developed with reference to Czech and UK legislation. The College has sought the guidance of UK-based child protection specialist, Mr Robin Watts, and has used the following DfE documents.

- 'Keeping Children Safe in Education' 2016
- 'Working Together to Safeguard Children' 2015
- 'Framework for the Assessment of Children in Need and their Families' 2000
- 'What to do if you are worried a Child is being Abused' 2015
- 'Use of Reasonable Force' 2013

The Board of Governors, Headmaster, and Senior Leadership Team take seriously their responsibility under Section 11 of the Children Act and duties under 'working together' to safeguard and promote the welfare of children; to work together with other agencies to ensure adequate arrangements exist within our setting to identify, and support those children who are suffering harm or are likely to suffer harm.

We recognise that all staff and Governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

Our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child free from discrimination or bullying where children can learn and develop happily.

This policy applies to all staff, Governors and volunteers working in our school. This policy has been written in line with Keeping Children Safe in Education 2016.

All staff will sign to confirm they have read and understood this policy.

Aims of this policy

- To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children
- To ensure consistent good practice across the school
- To demonstrate the school's commitment with regard to safeguarding children
- Adults looking after children or young people in schools should be aware of the risks of abuse by adults or other young people and take steps to reduce those risks. The Procedure for Child Protection at the ECP aims to ensure the safety and wellbeing of all its students.
- This policy is meant to give 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. It is the legal responsibility of all staff to follow the procedures outlined in this policy.

Core Policy Principles

- Welfare of the child is paramount - at the English College, we take a child-centred approach at all times
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Students and staff involved in child protection issues will receive appropriate support.

Consultants

On a regular basis the College consults with external specialists and consultants, either to advise with individual students or cases, or to help refine our structures and policies.

M.Ps. Marie Jüngling

Email: jungling.marie@gmail.com

Tel: 266 312 530, 266 310 939

mjr. Mgr. Jan Machuta

Email: krp.skpvook.podatelna@pcr.cz

Tel: 0042 097 482 6553

Mag. Renate Dosanj

Clinical and Health Psychologist

Mobile: +43 (0)676 930 8811

Email: renate.dosanj@yahoo.co.uk

Terminology

Safeguarding:

- Protecting children from maltreatment;
- Preventing the impairment of children's 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

DfE Keeping Children Safe in Education (2015)

Child Protection:

- A part of safeguarding and promoting welfare
- Refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer significant harm.

ESCC LSCB (2015).

Staff: all those working for or on behalf of the School, full-time or part-time, temporary or permanent, in either a paid or voluntary capacity.

Child: for the purposes of this policy includes all pupils at the English College in Prague. A child is considered a pupil until they have left the school.

Parent: refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Designated Staff

All schools must nominate a senior member of staff to coordinate child protection arrangements and this person is named in this policy guidance. The school ensures that the Designated Safeguarding Lead or a deputy will be either on site at all times that the school is functioning, or directly contactable.

Designated Safeguarding Lead (DSL):

Laurence Baxter

laurence.baxter@englishcollege.cz

Deputy Designated Safeguarding Lead (DDSL):

Mgr. Tereza Dneboská

[tereza.dneboska@englishcollege](mailto:tereza.dneboska@englishcollege.cz)

[e.cz](mailto:tereza.dneboska@englishcollege.cz)

Safeguarding Governor:

Katie Schoultz

[katie.schoultz@englishcollege.c](mailto:katie.schoultz@englishcollege.cz)

[z](mailto:katie.schoultz@englishcollege.cz)

The Board of Governors

The Board of Governors at The English College in Prague undertake an annual review of safeguarding policies and procedures that operate in our College.

The Board of Governors have a crucial role in monitoring and challenging staff on the effectiveness of safeguarding arrangements.

Our Governing body ensure that:

- A DSL for safeguarding and child protection is appointed who is a member of the Senior Leadership Team and who has undertaken the Advanced Child Protection and Safeguarding training in addition to basic child protection training.
- Child protection policy and procedures are published that are consistent with British School Overseas, COBIS and Czech Ministry requirements, and made available to parents through our website.
- Safer recruitment procedures that include the requirement for appropriate checks in line with national guidance and international best practice.
- A training strategy that ensures all staff, including the Headteacher, receive child protection training, with refresher training at three-yearly intervals.
- The DSL should receive refresher training at two-yearly intervals.
- Regular update sessions for staff regarding safeguarding take place. Keeping staff up to date with any changes and ensuring that safeguarding remains a priority within the English College.
- Arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection.
- Any weaknesses or areas of concern will be rectified without delay.

The Headmaster

- By Czech law the Headmaster is responsible for the communication and execution of the procedures in this policy.
- Ensures that the Safeguarding and Child Protection Policy and procedures are implemented and followed by all staff.
- Allocates sufficient time and resources to enable the DSL and Deputy DSL to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings.
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures.
- Ensures that the child's safety and welfare is addressed through the PSME and MPP curriculum.

The Designated Safeguarding Lead

The school has ensured that the DSL:

- Is appropriately trained.
- Acts as a source of support and expertise to the school community.
- Has an understanding of British and Czech procedures and international best practice in relation to safeguarding and child protection.
- Keeps written records of all concerns when noted and reported by staff or when disclosed by a child.
- Ensures that all records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file.

- Refers cases of suspected neglect and/or abuse to social services in Prague or the police in accordance with this guidance and local procedure.
- Notifies social services in Prague if there is a concern that a child has gone missing.
- Notifies social services in Prague if there is a reasonable concern that a child is at risk of serious harm.
- Ensures that when a child with a child protection file leaves the school, their information is passed to their new school.
- Ensures that all staff sign to indicate that they have read and understood this policy.
- Ensures that the Child Protection Policy is updated annually.
- Liaises with the nominated Governor and Headteacher.
- Keeps a record of staff attendance at child protection training.
- Provides an annual Safeguarding Report to Governors.

The Deputy DSL is appropriately trained and, in the absence of the Designated Safeguarding Lead, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the Designated person, the deputy will assume all of the functions above.

The role of school and college staff

Our staff at the English College are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

- All our staff at the English College in Prague have a responsibility to provide a safe environment in which children can learn.
- Our school/college has a Designated Safeguarding Lead who will provide support to our staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care when necessary.
- All our staff will be equipped to identify children who may benefit from early help. Staff know in the first instance to discuss their concerns with the Designated Safeguarding Lead, and understand they may be required to support other agencies and professionals in assessments for early help.
- All staff have a responsibility to maintain relationships with pupils based on the highest standards of professionalism.

Training

At the English College, we take seriously our responsibility to ensure our staff have good child protection training that is refreshed regularly.

- As a member school of COBIS, the College ensures that the DSL and DDSL undertake full advanced child protection training at least every two years. The current DSL and DDSL received received training in Advanced Safeguarding and Child Protection in an International Setting in May 2018.
- Basic face-to-face refresher training for all staff was provided by Robin Watts (Kidscape) in September 2016.
- Enhanced Safeguarding training was provided to the Senior Pastoral Team in September 2016.

- The Headmaster and key members of the Senior Leadership Team completed Safer Recruitment training in November 2017.
- From September 2018, staff at The English College will have completed online training on the following courses:
 - Child Protection for International Schools Level 2 (all staff)
 - Mental Wellbeing in Children and Young People Level 2 (all tutors and the Senior Pastoral Team)
 - Child Sexual Exploitation for International Schools Level 2 (members of the Senior Pastoral Team)

Safer Recruitment

The following staff and governors have completed the Safer Recruitment training:

- Dr Nigel Brown, Headmaster
- Tony Emmerson, Senior Deputy Head
- Laurence Baxter, Deputy Head (Pastoral)
- Markéta Mašovská, School Office Manager
- Stanislav Veselý, HR Manager

In addition:

- Every selection panel will include at least one person who has completed the Safer Recruitment training.
- Every job advertisement and applicant information pack will include a safeguarding statement including reference to the requirement for an enhanced DBS check or a Czech Police check.
- All appointments will be subject to satisfactory references and enhanced DBS check or Czech Police check.
- Every interview will be conducted by a minimum of 2 members of staff and will include questions relating to safeguarding whether or not the post involves significant contact with children.
- The details of all staff including temporary staff, volunteers and interns, will be recorded on the school's central record.
- The induction for all new staff will include information about appropriate staff conduct, safeguarding and child protection procedures.

What school and college staff need to know

All our staff at the English College are aware of the systems within our school/College which support safeguarding, these are explained to them as part of their induction and include:

- This child protection and safeguarding policy
- The Staff Handbook
- The role of the Designated Safeguarding Lead
- Keeping children safe in education
- Whistleblowing policy
- Managing allegations about staff or volunteers
- What to do if they have a concern about a child

All staff members receive appropriate safeguarding and child protection training which is updated at least every 3 years. In addition to this training **all staff** members receive safeguarding and child protection updates, when required but at least annually, to provide them with relevant skills and knowledge to be able to safeguard the children in our setting effectively.

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 they are being abused or neglected. Staff understand how to maintain an appropriate level of confidentiality, whilst at the same time understand the requirement around sharing information appropriately with the Designated Safeguarding Lead and other relevant professionals

Staff will never promise a child that they will not tell anyone about the allegation/disclosure that the child has made, as this may ultimately not be in the best interests of the child

Types of abuse and neglect

All school and college staff members are aware of the signs of abuse and neglect so they are able to identify children who may be in need of help or protection.

- HM Government advice: [What to do if you are worried a child is being abused - Advice for practitioners](#) provides more information on understanding and identifying abuse and neglect.
- Staff members at our school are advised to maintain an attitude at all times of 'it could happen here' where safeguarding is concerned.
- When concerned about the welfare of a child, staff members should always act in the best interests of the child.
- 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 or the Deputy.

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. They may be abused by an adult or adults or 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.

Child Sexual Exploitation

The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people, (or a third person or persons) receive something, (e.g. food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing and/or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidations are common, involvement in exploitative relationships being characterised in the main by the child's or young person's limited availability of choice, resulting from their social/economic and/or emotional vulnerability.

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.

Definitions taken from *Keeping Children Safe in Education* (DfE, 2015).

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing.

Our School policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms, such as cyber, racist, homophobic and gender-related bullying. The School delivers a zero tolerance approach to all forms of bullying including verbal, physical and cyber. See anti-bullying policy.

The Deputy Head (Pastoral) keeps a record of known bullying incidents.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures. Every student has information in their Student Planner on what to do if they are being bullied or see others being bullied and the subject of bullying is addressed at regular intervals in PSME education. If the bullying is particularly serious, or the procedures to tackle bullying are deemed to be ineffective, the Headteacher and the Designated Safeguarding Lead will consider implementing child protection procedures.

Prevent

As a British School Overseas and member of COBIS and HMC, we have studied The (UK) Counter Terrorism & Security Act 2015.

The Act places a Prevent duty on specified schools to have "due regard to the need to prevent people from being drawn into terrorism". The education and childcare specified authorities in Schedule 6 to the Act are as follows:

The proprietors of maintained schools, non-maintained special schools, maintained nursery schools, independent schools (including academies and free schools) and alternative provision academies, PRUs, registered early years providers, registered late years providers and some holiday schemes. Schools/settings subject to the Prevent Duty will be expected to demonstrate activity in the following areas:

- Assessing the risk of children being drawn into terrorism
- Demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies
- Ensure that their safeguarding arrangements take into account the policies and procedures of the Czech authorities
- Make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism

- Ensure children are safe from terrorist and extremist material when accessing the internet in school.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the Designated Safeguarding Lead.

What school and college staff should do if they have concerns about a child

If staff members have any concerns about a child (as opposed to a child being in immediate danger) they will need to decide what action to take. Where possible, there should be a conversation with the DSL to agree a course of action.

If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

If early help is appropriate the Designated Safeguarding Lead should support the staff member in liaising with other agencies.

If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to social services in Prague if the child's situation doesn't appear to be improving.

If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the DSL must report this to the police.

Confidentiality

- We recognise that all matters relating to child protection are confidential.
- The Designated Safeguarding Lead will disclose personal information about a child or young person to other members of staff on a need to know basis only.
- However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- We will always undertake to share our intention to refer a child to social services with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.
- In some cases we may contact social services in Prague, the Police, or our child protection consultant in the UK and carry out a No-Names consultation.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries;
- show signs of pain or discomfort;
- keep arms and legs covered, even in warm weather;
- be concerned about changing for PE or swimming;
- look unkempt and uncared for;
- have consistently poor hygiene;
- have ill fitting/dirty clothes;
- change their eating habits;
- have difficulty in making or sustaining friendships;
- appear fearful;
- be reckless with regard to their own or other's safety;
- self-harm;
- frequently miss school or arrive late;
- show signs of not wanting to go home;
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn;
- challenge authority;
- become disinterested in their school work;
- be constantly tired or preoccupied;
- be wary of physical contact;
- be involved in, or particularly knowledgeable about drugs or alcohol;
- display sexual knowledge or behaviour beyond that normally expected for their age;
- make strong efforts to avoid specific family members or friends, without an obvious reason;
- a sudden lack of concentration;
- tired and hungry;
- talk about being left home alone, with inappropriate carers or with strangers;
- regularly missing from school or education;
- reluctant to go home after school;
- poor school attendance and punctuality, or who are consistently late being picked up;
- drink alcohol regularly from an early age;
- are concerned for younger siblings without explaining why;
- talk about running away;
- shy away from being touched or flinch at sudden movements.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the Designated Safeguarding Lead to decide how to proceed.

What schools and college staff should do if a child is in danger or at risk of harm

- If a child is in immediate danger or is at risk of harm a referral should be made to social services in Prague and/or the police immediately. Anyone can make a

referral. In most cases, the DDSL will make the referral as a native Czech speaker.

- Where referrals are not made by the DSL or in most cases DDSL, the DSL should be informed, as soon as possible, that a referral has been made.

What school and college staff should do if they have concerns about another staff member

- If our staff members have concerns about another staff member then this must be referred to the Headteacher.
- Where there are concerns about the Headteacher, this should be referred to the Chair of Governors.
- Staff may consider discussing any concerns with the school's Designated Safeguarding Lead and make any referral via them.

What school and college staff should do if they have concerns about safeguarding practices within the school or college

- All our staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the college's safeguarding regime and that such concerns will be taken seriously by the Senior Leadership Team.
- Appropriate Whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the college's Senior Leadership Team.

Reporting and recording concerns

It is very important that staff report their concerns – they do not need 'absolute proof' that the child is at risk.

Action to be taken after disclosure or on suspicion of child abuse

1. An accurate record of the concern, allegation or disclosure must be made, stating the facts and including any evidence of injury, time and date, any explanations and any action taken. The record should be sent securely only to the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead [using this form](#).
2. On every occasion that any member of staff has reason to suspect that a student has suffered, or is at risk of suffering, abuse, the **Designated Safeguarding Lead (DSL)**, who is also the **Deputy Head Pastoral must be informed**. The DSL, DDSL and Headmaster will then discuss the appropriate response, including whether it is appropriate to inform and work with parents and whether state authorities should be involved.
3. Should the disclosure or accusation of abuse involve a member of school staff, the Headmaster will contact the Safeguarding Governor. The Safeguarding Governor will then inform the Chair of the Governors. Should the Headmaster be suspected, the staff member made aware of the allegation should report it to the **Designated Safeguarding Lead** who will assume all responsibilities of the Headmaster for the

purpose of this policy. Should the Deputy Head be suspected, the staff member made aware of the allegation should report it directly to the Headmaster.

4. When deemed appropriate, the DSL and DDSL will liaise and make contact with the social services department of the appropriate district, and in some cases the Police Youth Morality Department.
5. If a student is in urgent need of medical attention and there is suspicion of abuse, he/she should be taken to the accident & emergency department of the nearest hospital by the DDSL or be seen by the School Doctor or another doctor. The child's medical insurance or private insurance number will be needed for this purpose and should be taken from the child's medical documents. The Headmaster or Doctor will automatically make contact with the relevant authority. There must at all times be a responsible adult in attendance with the student.
6. When a referral is made to a state authority, the authority becomes responsible for determining what action will be taken including advising parents. It is **not** the responsibility of the school staff to make enquiries of or to notify parents when abuse is suspected and perhaps a student has been taken to hospital.

Dealing with Disclosures - guidance to staff at the English College

If a student asks to speak to you about a problem do not promise confidentiality but explain that it may be necessary to consult a colleague.

Receive - Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse. Listen quietly and actively, giving your undivided attention.

Allow silences when needed. Do not show shock or disbelief but take what is said seriously.

Reassure - Stay calm, no judgements, empathise.

Never make a promise that you can keep what a child has said a secret. Give reassurance that only those who need to know will be told.

Reassure the young person that they were right to tell you.

React to the student only as far as is necessary for you to establish whether or not you need to refer this matter, but don't interrogate for full details.

Don't ask leading questions – keep the open questions, e.g. 'is there anything else you want to say?' If you need to try to get more details again keep to open questions, 'tell me a bit more about that'. If you do ask questions remember to record the questions you ask as well as the responses the young person gives.

Do not criticise the perpetrator; the student may have affection for him/her.

Explain what you will do next – inform the Designated Safeguarding Lead, keep in contact.

Record - Make accurate notes about what you have been told as soon as is possible after the conversation and share them with the DSL. Keep these notes safe and secure, however rough they are until they have been passed to the DSL. If you are unable to make notes immediately after the conversation with the child, write down what was said as soon as you can.

Record what was actually said by the student rather than your interpretation of what they are telling you, be factual at all times.

Record the date, time, place and any noticeable nonverbal behaviour.

Safeguarding Time of Need email address

Students who are worried about themselves, about other students, who are being bullied or made to feel uncomfortable by anyone in school or elsewhere, or who have seen other students being bullied or harmed in anyway can speak to a member of staff. They can also send their concerns in an email to caring@englishcollege.cz - this address is always monitored and responded to promptly by the DSL and DDSL.

Safeguarding outside of the ECP main buildings and normal school day

- This policy covers all staff in all parts of the ECP building, Annex and also trips, visits or any school event.
- Trips, visits and school events that take place outside of our normal buildings are risk assessed in line with our risk assessment procedures and the documents are sent to, and approved by the DSL before the event can take place.
- It is the responsibility of all staff to ensure that the highest standards of safeguarding are maintained during events that take place outside of the normal school day, or in venues or locations outside of our normal buildings.
- Staff at the English College in Prague are not allowed to attend, supervise or contribute to events that involve our pupils that are not published within the ECP internal school calendar unless they have permission from the Headmaster or DSL.

Visitors to ECP

All visitors to the English College are required to sign in and be accompanied by a member of staff. All visitors are required to wear a yellow visitor's badge at all times. On occasions when visitors do not have a Czech Police check or DBS, they will be accompanied by a member of staff at all times.

Registering attendance

Monitoring and recording a pupil's attendance and whereabouts is the responsibility of all teachers. Teachers at the English College must complete registers in a timely fashion. It should be exceptional for a register to be taken after a lesson has ended. Teachers must not allow any students to be left unrecorded on our registration system after 16.00 each day.

Equal Opportunities Policy

The College is fully co-educational and is committed to achieving equality of opportunity through the creation of an environment in which individuals are treated on the sole basis of their relevant merits and abilities. This commitment is shared by students, staff, parents and Governors. We oppose all forms of unlawful or unfair discrimination on the grounds of race, colour, national or social origin, gender, gender identification (including gender presentation), sexual orientation, religion, language, physical ability, association with a national minority, property or birth and aim to ensure equal treatment for all. We would regard any behaviour, language, attitude or expression that could be considered offensive, discriminatory or hostile towards an individual or group as unacceptable. The College would take a very serious view of any incident of racial or sexual harassment by staff or students to staff or students. This also applies to any views that encourage racial or religious hatred. To this end, we fully subscribe to the principles enshrined in the European Convention on Human Rights regarding not just freedom of expression, but the importance of communicating responsibly and protecting other people's rights, safety and reputations.

Subject to the constraints of the school building, there is no intention to restrict access to any suitable academic course and where physical disability causes problems of access we will do all we can to accommodate individuals – for example through special timetabling. Similarly the College would wish to ensure that all students have equal access to all non-academic activities appropriate to their age and maturity.

The College aims to promote an atmosphere of positive recognition of each individual's achievements and contributions through both the academic curriculum and the 'hidden' curriculum. Lessons such as Personal, Social and Moral Education and the Tutor Time programme will deal with the topic specifically, but teachers in all subjects will seek to promote an attitude of equal opportunity. We also have embedded within our School Calendar points, events and assemblies designed to improve awareness and understanding towards different group, cultures and ways of life.

Admission Criteria

The College is academically selective. It must ensure that it will be able to educate and develop the prospective student to the best of his or her potential and in line with the general standards achieved by the student's peers.

Equality of Opportunity

The College's policy is to apply this criterion to all students and potential students regardless of any disability of which it is aware, subject to its obligations to make reasonable adjustments not to put any student at a substantial disadvantage because of his or her disability compared to a student who is not disabled.

Special Educational Needs

The College asks parents to identify any disability or special needs of a prospective student at the time of application or interview. In assessing any student or prospective student the school may take such advice and require such assessments it regards as

appropriate. The College has appointed a member of staff to advise on the specific educational needs of students with significant disabilities or specific learning difficulties that have been identified by qualified experts, and to offer appropriate support. Students with specific learning difficulties may be eligible for extra time and/or may be permitted to use a computer in public examinations.

School Buildings

One of the obvious problems which the school has is its layout and design. Classrooms are situated on four floors in a building which is over one hundred years old and has no lifts. Entry to the school also entails climbing a number of steps. Thus the school is only suitable for students who can manage to climb steps and stairs. The situation cannot be easily remedied by reasonable adjustment without making major alterations at prohibitive cost. Should the College take new premises it would be our expectation to ensure better disabled access than is the case at the moment.

Recreational and Sporting Activities

The College playground and gymnasium are accessible, but when physical education lessons take place at Podvinný mlýn - Sparta, access is by metro which requires the ability to negotiate steps.

Welfare

The College's policy is not to discriminate against students with disabilities. Students are made aware that students with disabilities have the same rights and aspirations as able-bodied students.

Policy on Smoking, Drugs and Substance Abuse

Introduction

Addiction to drugs is likely to have a damaging effect on the mental and physical condition of young people. It is the duty of The English College to make students aware of the dangers of drug and substance abuse and to make it clear to them that the possession or use of illegal substances on school premises or on school trips is totally forbidden. The English College must remain a smoke and drug-free zone.

Anyone using drugs or (other substances) recreationally risks experiencing negative effects not only on health but also, intellectual functioning, including learning, concentration and educational achievement. This includes cannabis or marijuana, which many young people wrongly believe to be harmless. There is plenty of medical evidence which links regular or heavy use of cannabis to mental illness, especially schizophrenia, psychosis, anxiety and depression.

Response

If a student's behaviour is unusual, or if his or her academic performance or behaviour deteriorates significantly, then that student will be interviewed and, if there appears to

be a problem of drug abuse, parents may be invited into the College, so that the Headmaster can advise them on further steps which must be taken in the best interests of the student and the rest of the College community.

If a student is discovered buying, offering, supplying or selling drugs to other students, then he or she forfeits his place at the College and must expect to be asked to leave the College immediately and permanently. Please refer to the School Code for specific details.

Students Seeking Help

If a student is addicted to drugs and wishes to seek help, he or she should tell the Headmaster or the Deputy Head (Pastoral). Self-disclosure will not incur any of the above sanctions, and the College will endeavour to offer support and advice to the student and his/her parents. The College has access to drug prevention agencies in Prague.

Those who smoke cigarettes are more likely to use cannabis than those who don't. Parents and teachers therefore need to work together to discourage young people from smoking.

Anti-Bullying Policy

Introduction

The English College aims to create a community in which relationships are based on trust and mutual respect. Each member of the College has the right to be valued as an individual and **not** to be bullied or abused in any way. Bullying and abuse at the College is fortunately rare, but, if it happens, it must be brought out into the open to demonstrate that anti-social and inappropriate behaviour is unacceptable and will not be tolerated.

General Definition of Bullying

Types of bullying include repeated unpleasant behaviour such as hitting, pushing, tripping someone up, harassment or intimidation, other forms of anti-social or devaluing behaviour, such as calling someone offensive names, teasing or making fun of them, interfering with their possessions, not talking to them or excluding them from a group of friends, etc.

Cyberbullying

"Cyberbullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself."

Report to the Anti-Bullying Alliance by Goldsmiths College, University of London.

The mobile, internet and wireless technologies provide increasing opportunities for misuse through 'cyberbullying'. It is crucial that students use their mobiles and the

internet safely and positively, and that they are made aware of the consequences of misuse.

Unlike other forms of bullying and abuse, cyberbullying can follow children into their private spaces outside school and outside school hours. Cyberbullies can communicate their messages to a wide audience with remarkable speed, and can often remain unseen and unidentifiable.

Types of Cyberbullying include:

- Text and instant message bullying involving sending unwelcome texts that are threatening or cause discomfort.
- Picture/video-clip bullying via mobile phone cameras used to make the person being bullied feel threatened or embarrassed, with images often sent to other people.
- Phone-call bullying via mobile phone using silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. The perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
- Email bullying using email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- Chat room bullying involving sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- Bullying through instant messaging (IM) as an internet-based form of bullying where children are sent unpleasant messages as they conduct real-time conversations online.
- Bullying via websites including the use of defamatory blogs, personal websites and online personal polling sites.
- Use of sexting is highly likely to fall under the definition of cyberbullying and almost always devaluing in its nature even if no objection is raised by the recipient of such messages. If discovered it will be treated with similar gravity to other types of bullying and cyberbullying. In many cases, sending sexual content whether it is text or images will be in contravention to the law in the Czech Republic.

Mobile phones, cameras or other devices must not be used to record, videotape or take photos of teachers or their lessons without the teachers' explicit permission. No information or material connected with the College may be placed on social media platforms, such as Facebook or YouTube or other public websites, or supplied to the media, without the permission of the Headmaster.

Cyberbullying and online abuse is a significant issue for many young people. School staff, parents and students need to work together to prevent this and to tackle it whenever it occurs. If it occurs, it will be treated in the same way as other forms of bullying.

What to do if you think bullying or cyberbullying is taking place

If a student feels unhappy because someone has been unkind or threatening, he or she should tell a friend, a parent, a teacher or a tutor. The bully must not be allowed to succeed. Parents should inform the College if they suspect or know that their son or

daughter is a victim of bullying or abuse. In the unlikely event of a student's feeling that he/she is being bullied by a member of staff, the student should see the Headmaster or either of the Designated Safeguarding Officers.

Signs of Bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school;
- Displays of excessive anxiety, becoming withdrawn or unusually quiet;
- Failure to produce work, or producing unusually poor work, or work that appears to have been copied, interfered with or spoilt by others;
- Books, bags, money and other belongings suddenly go "missing", or are damaged;
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary);
- Diminished levels of self-confidence;
- Frequent visits to the Medical Room with symptoms which may relate to stress or anxiety, such as stomach pains or headaches;
- Unexplained cuts and bruises;
- Frequent absence, erratic attendance or late arrival to class;
- Choosing the company of adults rather than peers;
- Displaying repressed body language and poor eye contact;
- Difficulty in sleeping or experiencing nightmares; or
- Talking of suicide or running away from home or school.

School Response

Teachers hearing about or witnessing any form of bullying or abuse towards another student must take immediate action to stop such behaviour and report it to the tutor and appropriate Senior Tutor. Whenever legally permitted by the school, the school will actively engage with instances of bullying even if it is perpetrated off the school site or out of school-time. This particularly applies to cyberbullying and online abuse.

The College will attempt to solve the problem by mediation between those concerned. The bully and the victim may be invited to see the pastoral staff and parents will be informed. Should the bullying be serious or if the problem cannot be solved through mediation, then the bully is likely to be subject to the College's disciplinary procedures and or involvement with social services and the police.

Policy On Academic Honesty and Cheating

It is important that all students of the ECP respect academic honesty and understand what cheating involves. This applies to all work, including classwork, homework, coursework and projects, and to all tests, assessments and examinations.

Academic honesty means that *all* work submitted by students (both written and oral) must be the student's own work. Where sources are used or referred to, they must be fully and appropriately acknowledged.

Cheating can involve any of the following:

- **Plagiarism:** this is defined as the representation of another person's work as your own. This could mean copying another student's work or copying from a book or the internet. It can also mean paraphrasing another person's work without acknowledging the source.
- **Collusion:** this is defined as working with another student to produce a piece of work when this has not been authorised by the teacher.
- **Taking unauthorised material into an examination** such as notes, USB devices, mobile phones or other electronic devices, unauthorised dictionaries or calculators, or correcting fluid / tape.
- **Exchanging information during an examination** or looking at someone else's work.
- **Duplication of work:** this refers mostly to IB work. For example, a student cannot do an extended essay on the same theme as any of their internally assessed coursework.
- **Any failure to comply with instructions of an invigilator during an examination**
- **Fabricating data for an assignment**
- **Stealing or attempting to gain access to examination papers or assessment materials**
- **Assisting another student in any of the above**

It is expected that students will make use of the internet and the Library for their research and essays, but any information students have found on websites or in books and copied must be acknowledged. Direct quotations from a text may be indicated by quotation marks. This includes not only using the text, but also photographs, illustrations, maps, graphs, etc.

Evidence of cheating is likely to result in students receiving written warnings, grades 2 or 3 for behaviour and a failing grade for the work in question. Cheating in public examinations such as IGCSE or IB will be reported to the examination boards and may result in disqualification in that or all exams. In the case of IB this will result in the Diploma not being awarded.

Students should also be aware, particularly at IB, of **Academic Infringement**. This is usually when a student does not properly reference information. For example, if in an Extended Essay a student refers to a study but then has no reference to this study in the Essay as an in-text reference or footnote, but only mentions a book that referred to it in the Bibliography, this could be academic infringement. All detailed information, including quotations, needs to be referenced in-text or using footnotes. This also applies to IB exams.

Parental Complaints Procedure

We hope that you will be satisfied with your choice of the English College for your child and that everything will run smoothly. However, should you ever have a complaint, you are asked to contact the subject teacher or Head of Faculty directly for academic matters, or for matters of welfare and behaviour, your child's tutor or Senior Tutor. If the matter cannot be resolved satisfactorily, you should contact the Senior Deputy Head or the Deputy Head Pastoral or, if these approaches fail, you should write to the Headmaster, if you feel the matter has not been resolved adequately on an informal basis. If you are not satisfied with his decision, you may appeal to the Governors, whose decision is final.

The matter will then proceed as follows:

- i) The Headmaster will send a full written statement to the designated Governors explaining how he has dealt with the situation, a copy of which will be given to the complainant.
- ii) The complainant must send a written statement to the designated Governors and the
- iii) Headmaster within five days of receiving the Headmaster's statement.
- iv) The complainant then has the right to a personal hearing with the designated Governors and other staff so that it involves at least three people who have not been directly involved in the matters detailed in the complaint. This meeting will be held as soon as possible after the statements have been received. The complainant will be invited to be accompanied at the meeting by a person of his/her choice. A decision will be taken at that meeting on the basis of the written statements and what is said at that meeting. Other witnesses may be called to speak at such a meeting.
- v) In the event of an Appeal against the decision by either the complainant or the Headmaster, this must be sent to the Chairman of Governors within one week of the decision. The Chairman's decision will be final.
- vi) Once a verdict has been reached – whether at point iii) or iv) – the decision should be communicated in writing to the complainant and, where relevant, the person(s) being complained about.
- i) Copies of any decisions reached at the formal stages outlined above should be kept confidential by the Headmaster's Office and reported to the Governors' meeting that immediately follows.

General Regulations: Diploma Programme

Please go to

<https://www.ibo.org/globalassets/publications/become-an-ib-school/dp-general-regulations-en.pdf> for the official IB document.