



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:

- (a) the provision and maintenance of plant and equipment.
- (b) arrangements for the use, handling and storage of articles and substances.
- (c) 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.
- (d) the maintenance of the school buildings in a safe condition.
- (e) the provision of a healthy working environment.
- (f) 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

Agreed by the Board of Governors: November 2019.

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' 2019](#)
- '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 takes 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 2019. [All staff at the English College are expected to have read the section for school and college staff.](#)

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

Safety and Crisis Plan

In line with safeguarding standards in the Czech Republic, the English College has produced a Safety and Crisis Plan [which can be accessed through this link](#).

The ECP's Safety and Crisis Plan describes procedures that could be applied in order to solve some crisis situations usually connected to a risky behaviour that can occur at school. The aim of the Crisis Plan is to establish a procedure that all school staff need to be aware of over a range of issues.

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.

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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.cz

Safeguarding Governor: Katie Schoulz
katie.schoulz@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 takes 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 Safeguarding Committee

From September 2019, a Safeguarding Committee chaired by the DSL will be established and will meet on at least a termly-basis.

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.
- Online Safety training was provided to all staff in 2018-19.
- Enhanced Safeguarding training was provided to the Senior Pastoral Team in September 2016. The aim is to provide similar training in 2019-20.
- The Headmaster and key members of the Senior Leadership Team completed Safer Recruitment training in November 2017. This will be refreshed in 2019-20.
- From September 2019, all staff at The English College will complete a Child Protection Refresher course on the EduCare platform

- 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 and will complete refresher training in 2019-20:

- Dr Nigel Brown, Headmaster
- Tony Emmerson, Senior Deputy Head
- Laurence Baxter, Deputy Head (Pastoral)
- Markéta Mašovská, Headmaster's PA
- 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 schools central record.
- The induction for all new staff will include information about appropriate staff conduct, safeguarding and child protection procedures.

Single Central Register

During 2019-20, the DSL will be working with senior colleagues to fully review and redevelop our Single Central Register with the intention of being fully in line with best practice by June 2020.

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 on an ongoing basis, and 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.

Peer on peer abuse

Abuse can be defined as 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. All staff at the English College should be aware that children can abuse other children.

Serious violence

Staff should be aware of the signs and indicators that young people are involved in serious or violent crime. This could include increased absence from school, changes in friendships, signs of harm or self-harm, evidence of injuries, a decrease in academic performance, new possessions, or the existence of unexplained gifts. These could be indicators that young people are part of a gang or criminal network.

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. KCSIE (2019) also highlights the issue of upskirting which is typically when someone takes a picture under a person's clothing to gain sexual gratification, distress, alarm and cause humiliation.

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 planners 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
- Expected to 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 and 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 disbelieve 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 criticize 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 visitors 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.

Online filters

Users of the school wifi network are protected by filtering software that prevents access to unsuitable content such as pornography, extreme violence, gambling sites and hate speech. It also prevents the downloading of potentially malicious software that could damage devices or compromise user privacy, and the illegal downloading of intellectual property.

Registering attendance

Monitoring and recording a pupils' 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 16:00pm 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 groups, 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.

Headmaster's Directive on School Trips and Events Held Outside the School

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● Introduction

This directive is designed to ensure the safety and health of pupils on school trips and out-of-school events. The Directive is based in particular on the Methodological Instruction for Ensuring the Safety and Health Protection of Children, Pupils and Students in Schools Ref. 37014 / 2005-25 issued in Prague on 22.12.2005 and the School Code.

School trips and events are activities that are not common. There is an increased risk of injury and damage during such activities. Every trip and out of school event requires increased caution, greater discipline, and safety instruction.

● Basic obligations

○ Duties of the school

The school will:

- ensure the health and safety of pupils in during the out-of-school events
- identify, assess and evaluate risks associated with activities and the environment and to take measures that prevent those risks
- create conditions for the provision of first aid and medical treatment in the event of injuries and sudden illnesses
- inform the legal representatives about the aim and organizational arrangement of the trip or event and the schedule of the trip or event held outside the school
- inform pupils about the purpose of the trip or event and about the daily schedule
- check the medical fitness of pupils

- inform pupils and other participants about safety and health protection, fire protection, principles of safe and decent behavior, etc.
- monitor the health of the pupils during the event

- **Pupils' duties**

In particular, pupils are obliged to:

- comply with the School Code and other guidelines, instructions and rules they were informed about in order to protect everyone's health and safety
- follow the instructions of the trip leader, school staff, instructors, or other supervisors
- protect their health and the health of others,
- follow the daily plan and the instructions issued for the siesta and night lights-out
- follow the instructions of the operators of the facilities they use
- to act decently and considerately, to represent the school by their behavior
- immediately report any injury or illness

Adult pupils are also obliged to:

- inform the school about changes in medical fitness, health problems or other serious facts that could affect the trip or event
- to explain the reasons of their absence at the trip or event in accordance with the conditions set out in the School Code

- **Duties of legal representatives**

Legal representatives of pupils are obliged to:

- discuss serious issues related to a trip or out-of-school event; when invited to the school by headmaster or trip leader, they are obliged to attend the meeting
- inform the school about changes in pupil's medical fitness, health problems or other serious facts that could affect the trip or out-of-school event
- to explain the reasons of pupil's absence at the trip or out-of-school event in accordance with the rules set out in the School Code

- **Safety and health protection**

- **Pupils**

On the first day of the trip or before the start of the trip, pupils are instructed about the following rules and are obliged to follow them:

- on possible health risks and principles of ensuring safety and health protection in all activities in which they participate
- about the principles of safe and decent behavior
- about all prohibited activities
- about the School Code regulations, regulations of sports and accommodation facilities, etc.

- about the rules of fire protection or other emergencies
- how to proceed in case of accident or illness
- with other measures that may be of safety precaution
- about other possible risks

- **Supervision**

The Headmaster ensures proper supervision of pupils outside the school. It is based on specific conditions of each event and in particular the planned activities, the age of the pupils, their intellectual development and other risks.

In addition to pedagogical staff, supervision may also be performed by other persons who are of legal age, fully competent to perform legal acts and are in an employment relationship with the school.

For events held outside the school, where the meeting place for the pupils is not the school, supervision begins 15 minutes before the meeting time at the designated place. After the event, the supervision ends at a predetermined place and at a predetermined time. The place and time of the pupil assembly and the end of the event will be announced by the school either to the pupils' legal representatives or directly to the adult pupils.

- **Medical prerequisites for participation in the trip**

To participate in some of the school's events, the school may require a certificate of medical fitness, which is assessed and issued by a general practitioner for children and adolescents.

To participate in two or more day events, a Declaration form (no infectious disease) signed by legal representatives or an adult pupil must be submitted on the day of departure.

The pupil must also have health insurance valid in the Czech Republic and must have their health insurance card or a copy of it with them.

- **Residential trips rules and regulations**

Before the start of each trip or out-of-school event, participants will be instructed by the school on the appropriate equipment. Pupils cannot be admitted to the course without the necessary equipment.

The event is always organized by the trip leader, who manages other staff and qualified instructors. All staff regularly checks the compliance with regulations to ensure safety and health.

- **Code of conduct**

- pupils are obliged to comply with the School Code and other guidelines, instructions and rules they were informed about in order to protect everyone's health and safety,

- pupils are obliged to follow the instructions of the trip leader, school staff, instructors, or other supervisors,
- pupils must respect and follow the rules of the accommodation facility,
- it is the duty of each pupil to maintain cleanliness and order in the room, common rooms and sanitary facilities; use of electrical appliances, operation of heating, etc. must follow the instructions of the accommodation facility,
- pupils are obliged to follow the daily schedule, especially the time of the alarm clock, planned activities, siesta and the time of lights-out,
- if pupils are divided into teams, they are not allowed to leave the team without the permission of the trip leader, school staff, instructors, or other supervisors,
- pupils report any illnesses and injuries to the trip leader, school staff, instructors, or other supervisors,
- pupils may not leave the accommodation facility without the permission of the trip leader, school staff, instructors, or other supervisors,
- pupils meet in common rooms designated for this purpose,
- pupils must dress and behave sensibly, responsibly and appropriately,
- smoking and consumption of alcoholic beverages or addictive substances is strictly prohibited,
- all lost and found must be reported immediately to the instructors, teachers and trip leader,
- damage to the accommodation equipment must be reported immediately and paid for by the person who caused it,
- pupils communicate their wishes and complaints to the trip leader,
- pupils are obliged to act politely and decently with the accommodation staff,
- violation of the trip rules is punishable according to the degree of offense by expulsion from further stay in ski training, without the right to a refund of paid expenses (after prior consultation with the Headmaster),
- if the pupil is expelled from further stay in the ski trip, the school management will negotiate with the legal representatives the method of transporting them back to school or home; preferably the pupil will be picked up by a legal representative directly from the accommodation.

In addition to the general principles of residential trips, other special rules must be observed for certain activities. This is especially the case for the following activities:

- **Ski trip**

In addition to the Parents declaration (no infectious disease), and if necessary, a certificate of medical fitness, each pupil must submit a certificate of adjustment of ski safety binding. The certificate could be issued by certified ski service, or legal guardians can submit a solemn declaration (adult pupils sign the declaration themselves). Pupils must also have a ski helmet.

Pupils are required to comply with regulations and instructions to ensure safety and health, including the rules of safe movement on downhill and cross-country trails.

Pupils are divided into teams according to their performance and health; pupils may not leave the team without the permission of the instructor. The team follows the instructions

of a pedagogical worker or a qualified instructor. A suitable terrain will be chosen for the training, which corresponds to the ski maturity of the team, sick pupils will be excluded from the training.

Cable cars and lifts are used only after proper instruction on all rules and safety regulations on riding lifts and cable cars. During the stay in the mountains, it is necessary to follow the instructions of the Mountain Service and respect the warning signs. Under unfavorable conditions (thick fog, snowstorm, temperature below -12 ° C, etc.) training and mountain trips are limited or not held.

During the ski trip and ski training:

- safe storage of participants' belongings and skis will be ensured,
- ski training will be started by providing pupils with the necessary information, in particular: the organization of ski training, the rules of ski training, the rules of the accommodation facility, etc.
- care will be provided for the health of the pupils, and in the event of accidents, information for parents and the school will be provided

■ Ski trip - Code of Conduct

- pupils are obliged to comply with the School Code and other guidelines, instructions and rules they were informed about in order to protect everyone's health and safety,
- pupils are obliged to follow the instructions of the trip leader, school staff, instructors, or other supervisors,
- pupils must respect and follow the rules of the accommodation facility,
- it is the duty of each pupil to maintain cleanliness and order in the room, common rooms and sanitary facilities; use of electrical appliances, operation of heating, etc. must follow the instructions of the accommodation facility,
- pupils are obliged to follow the daily schedule, especially the time of the alarm clock, planned activities, siesta and the time of lights-out,
- if pupils are divided into teams, they are not allowed to leave the team without the permission of the trip leader, school staff, instructors, or other supervisors,
- pupils report any illnesses and injuries to the trip leader, school staff, instructors, or other supervisors,
- pupils may not leave the accommodation facility without the permission of the trip leader, school staff, instructors, or other supervisors,
- pupils meet in common rooms designated for this purpose,
- pupils must dress and behave sensibly, responsibly and appropriately,
- smoking and consumption of alcoholic beverages or addictive substances is strictly prohibited,
- all lost and found must be reported immediately to the instructors, teachers and trip leader,
- damage to the accommodation equipment must be reported immediately and paid for by the person who caused it,
- pupils communicate their wishes and complaints to the trip leader,
- pupils are obliged to act politely and decently with the accommodation staff,

- during the ski training, pupils are divided into teams, which they are not allowed to leave without the permission of an instructor; this also applies to trips and other transfers,
- pupils are obliged to follow the instructions for riding on the cable car and ski lift, not overestimate their abilities and adjust their speed to their abilities, health, piste and weather,
- pupils who are excused from training may not leave the cottage without the permission of the trip leader, teacher or an instructor,
- ski equipment and gear are kept by pupils in order and clean, skis can be stored, repaired and maintained only in a place designated for that purpose,
- ski equipment must be stored in the designated area, otherwise the school does not bear responsibility for the equipment,
- violation of the ski trip rules is punishable according to the degree of offense by expulsion from further stay in ski training, without the right to a refund of paid expenses (after prior consultation with the Headmaster),
- if the pupil is expelled from further stay in the ski trip, the school management will negotiate with the legal representatives how the pupil will be transported back to school or home; preferably the pupil will be picked up by a legal representative directly from the accommodation.

- **Water sports, canoeing, water tourism**

Only swimmers can take part in the water tourism course.

Pupils are equipped with a life jacket and helmet. If conditions worsen or the risk increases while riding on white water, the course leader will interrupt the ride or stop the descent.

- **Cycling**

Before the start of the course, the mandatory equipment, technical condition of bicycles, including the obligation to wear a safety helmet, will be checked. Before each individual ride, the condition of the bike is checked by its user. The provisions of Sections 57 and 58 of Act No. 361/2000 Coll., On Traffic on Roads, as amended, apply to cycling.

- **Conclusion**

School trips and events held outside the school require increased attention, special instruction of participants and following the instructions of teachers and instructors in all circumstances.

This Directive shall enter into force on the date of signature by the Headmaster. The directive is established for an indefinite period and is binding on all pupils, their legal representatives and staff.

Data protection and ECP Privacy directive

Please go to : <https://www.englishcollege.cz/privacy-directive/>

School safety and crisis plan

The school safety and crisis plan describes procedures that would be applied in order to solve some crisis situations usually connected to a risky behaviour that can occur at school.

The aim of the crisis plan is to establish a procedure that all school staff need to follow in cases of a suspicion of occurrence or an occurrence of socially pathological phenomena among pupils.

The Safety and Crisis Plan is compiled in accordance with the Ministry of Education methodological guidelines and summarizes the crisis situations and procedures that may occur:

- Methodological Recommendation on Primary Prevention of Risky Behavior in Children and Youth (Document MSMT No. 21291/2010-28)
- Methodological guideline of the Ministry of Education, Youth and Sports on the solution of bullying in schools and school facilities (Document No. MSMT - 22294/2013-1)
- Methodological recommendation on the safety of children, pupils and students in schools and school facilities (Document ref. MSMT-1981/2015-1)

It is based on these laws:

- Act No. 359/1999 Coll., On Social and Legal Protection of Children
- Act No. 218/2003 Coll., On Youth Liability for Unlawful Acts and on the Judiciary in Youth Matters and on Amendments to Some Acts
- Act No. 200/1990 Coll., On Offenses
- Act No. 140/1967 Coll., Criminal Code
- Act No. 167/1998 Coll., On Addictive Substances

The role of the school in these situations is only preventive and counseling, the investigation is carried out by the Czech Police. The school staff is familiar with the school's crisis plan, as well as parents and pupils of the school.

In order to prevent socio-pathological phenomena, attention should be paid to any changes in behavior or welfare that occur with the individual or group at school.

Pupils' parents are regularly informed about the welfare and behavior of their children and have the opportunity to request explanations and clarifications at any time of the assessment or solution procedures. They have the opportunity to contact the school head at any time and ask for a review of the situation.

In case of crisis situations, only the school management has the right to provide information to the media.

Primary prevention of risk behavior among pupils in the competence of the Ministry of Education, Youth and Sports focuses on risk prevention, which is directed especially to the following risk manifestations in the behavior of pupils:

[Emergency situations](#)

[School bullying](#)

[Cyberbullying](#)

[Extremism, racism, xenophobia, homophobia anti-Semitism](#)

[Characteristics](#)

[Vandalism](#)

[Theft](#)

[Tobacco](#)

[Weapons](#)

[Self-harm](#)

[New religious movements](#)

[Risky sexual behavior](#)

[Affiliation to subcultures](#)

[Gambling](#)

Educational Committee

- Headmaster - Dr. Nigel Brown
- Deputy Head Pastoral - Laurence Baxter
- Deputy Designated Safeguarding Lead - Tereza Dneboská
- Deputy Designated Safeguarding Lead - Tony Emmerson
- Senior Tutor/Head of House
- Tutor

Important contacts:

Pedagogical and Psychological Counseling Center for Prague 9	U Nove skoly 871, 190 00 Praha 9 - Vysocany, poradna@ppp9.cz <ul style="list-style-type: none">• Mgr. Jaroslava Stolařová - manager, deputy director• M.Ps. Marie Jüngling - psychologist, jungling@ppp9.cz
Police	<ul style="list-style-type: none">• Prague 9 - Vysočany, Ocelářská 1360/33, 190 00 Prague 9, orp3.mop.vysocany.podatelna@pcr.cz, tel. 974 859 710
Children's Crisis Center in Prague http://www.ditekrize.cz	<ul style="list-style-type: none">• to schedule an appointment: 241 484 149, 777 715 215, ambulance@ditekrize.cz• immediate first aid without any appointment Tue, Wed, Thu 16:00 - 18:00• non-stop trust line: 777 715 215, problem@ditekrize.cz• risks of cyberspace: 778 510 510• safety line: 800 155 555
National Helpline www.linkabezpeci.cz	<ul style="list-style-type: none">• non-stop line for children and youth: 116 111• helpline for parents: 606 021 021

Emergency situations

An emergency situation may arise from within the school or may be notified from outside sources.

Information important for Integrated Rescue System:

- date, hour, location of emergency
- the nature of the incident,
- the impact of the incident,
- the number of injured, dead or missing children and employees
- measures already taken.

Important crisis numbers

- Integrated Rescue System: 112
- Police: 158
- Emergency: 155
- Fire Rescue: 150

Internal Emergency Situation

I.e. fire, explosion, accident, intrusion of an unauthorized person, etc.

The employee who finds out there is an emergency situation is obliged to **notify the Headmaster** or the most senior staff member present at school without undue delay.

External Emergency Situation

If an information is received from an external source (by telephone, in writing, by email), even if the message is anonymous, the recipient is obliged to **inform the Headmaster** without undue delay.

The person receiving the report shall **make a written record** of the date and time on which the message was received, who sent it, and this record shall be kept for further proceedings. The record is made on any paper.

Headmaster or a senior employee:

- makes the decision whether it is necessary to **inform the police/emergency/fire brigade** ("**integrated rescue system, IRS**") and if yes, then follows their instructions;
- takes immediate decisions and **communicates the situation** to other employees and persons staying in the facility and **order evacuation** of the building if necessary.

Evacuation

- Evacuation will be announced by the school radio.
- If the radio does not work, it will be announced by authorized persons, internal telephone or mobile phones. Evacuation takes place according to the **Fire Evacuation Plan**:
 - Evacuated people gather in the area in front of the Fénix Shopping Center.
- The organization of rescue work is organized by the school head, who cooperates with IRS units.

Intrusion of a stranger into the school premises

- Entrance to the school building is permitted only to employees, pupils, their legal guardians, and those responsible for bringing and picking up pupils.
- An employee at the reception monitors people who enter the building, identifies strangers, and requests information about the purpose of their visit. These persons can then be allowed to enter the building. They can only move around the building with a visibly placed tag.
- If a foreign person is found in the school's premises, an employee will find out the reason for the person's entry and immediately ensure that the person is permanently escorted until leaving the building.
- Supervision of pupils in the building is applied according to the duty schedule.
- Only the main entrance is used to enter the building. Other entrances are properly secured against the entry of unauthorized persons, but can be used in the event of emergency - emergency exit.
- Members of staff are forbidden to let any foreign person inside the building. They must stop this person, find out the reason for their visit and inform a senior member of staff.
- At the beginning and during the school year, all pupils are repeatedly instructed in the health and safety rules, including the prohibition to let any stranger in the building, and how to behave if a stranger moves around the building.
- If there is a foreign person in the building and there is reason to believe that this person is dangerous, then the employee who discovers this is obliged to immediately notify the Police of the Czech Republic and then immediately notify the Headmaster. Then it is necessary to wait until the patrol arrives and make the inspection of the building possible.

Active Attacker

An active attacker is a person who, for various reasons, has a need to hurt people around them. Their attack comes unexpectedly and is mostly very brutal.

Reaction in case of attack

- Escape. Get out of range of the attacker.
- Lock together in a room.
- Built a barricade behind the door.
- Close the window blinds.
- Try to calm down. Calm others in the room.
- Mute mobile phones (keep device on). Turn off electronic devices in the room (PC, data projectors) - silence is important.
- Warn the others (mobile, radio). Inform the school management immediately, give as much information as possible.
- Call 158.
- Lie down on the ground, keep a distance from doors and windows.
- Do not respond to people outside the door! An attacker may appear to be a wounded and frightened pupil, but also a policeman.
- If all of the above steps have been performed and the attacker has entered the room anyway, do everything possible to protect yourself and others.
- Wait for the arrival of the police.

Terrorist threat - anonymous announcement of a bomb

An announcement via phone - the location and type of explosive should be recorded. If the notification of the bomb is communicated in writing or electronically, the document must be saved for further investigation.

Procedure:

- call IRS (112) or Fire Brigade (150) line or the Czech Police (158)
- an immediate evacuation - evacuation will be carried out in the same way as in a case of fire (Fire Evacuation Plan)
- do not touch any suspicious object

Terrorist threat - receiving a suspicious parcel

How to identify a suspicious parcel:

- unexpected parcel from unknown sender
- threatening text on the cover
- the parcel can smell
- a parcel that contains a powder or suspicious item

Procedure:

- do not move or empty the parcel
- leave the room, wash your hands with water and soap and report the situation to the Fire Brigade (150) or the Czech Police (158)

Leakage of hazardous substances in an accident

Any employee who notices an accident involving a leak of dangerous substances is obliged to report this finding immediately to the reporting office, authorized employee, or to the HZS 150 line.

If a pupil observes an accident with a leak of dangerous substances, they report the situation to the nearest school employee who will report to the headmaster or to the Fire Brigade (150).

Main principles:

- keep away from the accident site
- hide according to the instructions given
- close and seal doors, windows and other openings
- turn off ventilation
- watch information on radio, TV and local radio
- leave the school building only on instruction

In the event of a radiological accident - prepare

- respiratory protection - water-moistened masks (handkerchief, towel, etc.),
- head protection - hat, scarf so that the hair is completely covered and the chosen cover also protects the forehead, ears and neck,
- protect the body surface with a jumpsuit, trousers, raincoat
- protection of hands - with gloves, plastic bag or wrapped with a piece of cloth, protect your feet with high boots
- iodine preparations (tablets) and individual protection means can only be taken and used on the basis of a public call

School bullying

Characteristics: *basic features - intentionality, repetition, aggression, and power disparity.*

Bullying is any behavior that intends to harm, threaten or intimidate a pupil or a group of pupils. It is targeted and repeated. Includes physical attacks, blackmail, robbery and damaging things, verbal attacks, slander, threats and humiliation. It may also take the form of sexual harassment or abuse. It is also manifested in an indirect form as a demonstrative disregard and ignoring of a pupil by other classmates. Often all bullying participants, including victims, prevent it from being disclosed. Teasing and one-time aggression are not considered as bullying.

Primary bullying prevention

Teachers systematically and consistently teach pupils about the principles of interpersonal relationships, teach them to respect the identity and individuality of others. They help develop positive interpersonal relationships and respect for the life of another person. They contribute to the prevention of classroom bullying, monitor the social climate in the classroom, react promptly to inappropriate behavior among children.

What can parents do

Parents report suspicion of bullying to a tutor or another teacher or staff member. In cases of demonstrable bullying, parents can directly contact the Headmaster.

School responsibility

In accordance with Section 29 of Act No. 561/2004 Coll. on pre-school, primary, secondary, tertiary professional and other education, schools are obliged to ensure the safety and health of children, pupils and students during all educational and related

activities, while also creating conditions for their healthy development and prevention of risky behavior.

The school has a reporting obligation when bullying occurs in the following cases:

- If bullying occurs during classes, related activities, the school is obliged to report this to the **legal guardian** of both the attacker and the victim.
- In the event of a bullying that could be a sign of an offense or a criminal offense, the school informs the **Police of the Czech Republic**.
- The school announces to the authority of **social and legal protection of children (hereinafter referred to as "OSPOD")** such facts that suggest that the child is at risk either because someone else is threatening them or because they are threatened by their own behavior.
- If the parents refuse to cooperate with the school and repeatedly refuse to attend meetings at school, the school is obliged to notify the OSPOD.

Investigation of Initial Bullying

- **Estimating the severity of bullying and determining its form.** Choosing a strategy, deciding whether a school will solve the problem or will refer it to a specialized institution.
- **Designating of the intervention team** (Headmaster, Safeguarding lead and Deputy safeguarding lead, Tutor, Senior Tutor, eventually external worker).
- **Interview with informants and victims.** The facts are received as they are given, no doubt or mistrust. Statements are recorded accurately, ideally in writing with the pupil's signature. Other pupils should not know about this step (especially aggressors). There must be no direct confrontation between the offender and the victim.
- **Informing parents about the investigation (formal way),** agreeing on mutual cooperation.
- **Finding suitable witnesses.** Identification of group members who will truthfully testify (select pupils who sympathize with, are friends with, or at least do not reject the victim, pupils independent of aggressors who do not accept bullying standards).
- Individual or confrontational **interviews with witnesses** (but no confrontation of victims and aggressors). Organize interviews so that others don't know about them.
- **Victim protection.** e.g. increase invigilation, victims can also stay at home.
- **Interview with aggressors** or confrontation between them. It's the last step in the investigation. It should happen after evidence is gathered; it makes no sense to conduct this conversation before. The goal is to stop the aggressors immediately and protect the victims and informers, but also the aggressors of their actions. Confessions are not needed.
- Education Commission - **decision on sanctions.** Written record is made, signed by everyone. A range of possible sanctions as an outcome of investigating a suspicion of bullying or proven bullying:
 - Tutor warning
 - Tutor reprimand
 - Headmaster reprimand
 - 2 or 3 for behaviour of behavior
 - transfer to another class
 - conditional expulsion
 - expulsion from secondary school

- advising parents to seek professional help (psychologist, PPP, etc.)
- **Submission of a report** to OSPOD.
- Informing **the police** in case of a more serious case of bullying.
- **Informing legal representatives** of all the participants of bullying about findings and conclusions of the school and sanctions.
- Working in the classroom. Public announcement of punishment of aggressors. Working with the whole class - it is necessary to deal with the traumas of those who watched, but did not intervene.

Investigation of advanced bullying

(sudden burst of group violence, school lynch)

- Immediate protection of the victim.
- Estimation of severity and form of bullying.
- Placing the victim in a protected environment with an adult supervision.
- Contacting parents who should pick up their child and agree on the next steps.
- Agreeing with teaching staff how to cooperate and investigate.
- Preventing aggressors from agreeing on false testimony.
- Continuing assistance and support for the victim. Consultation with a doctor.
- It is likely that a crime was committed. Reporting to police, parents, OSPOD.
- Interview with victim.
- Interviews with witnesses
- Interview with aggressors, or confrontation between aggressors.
- Education Commission.
- Informing legal representatives.
- Working in the classroom.

Cyberbullying

Cyberbullying is a form of aggression that applies to an individual or a group of people using information and communication technologies; it occurs repeatedly; it can be done by the original aggressor or by other individuals - "secondary attackers" (eg resharing, repeated commenting, etc.) One-off attacks, the impact of which is temporary, are classified as **online harassment**.

Although cyberbullying is generally defined as an intentional activity, it can also occur unintentionally - for example, as an inappropriate joke that gets out of control in an online environment.

Cyber Bullies may be anonymous, hidden behind a nickname, so the victim is often unable to identify the aggressor. In the case of both anonymous and non-anonymous attacks, the perpetrator often fails to perceive the impact of their actions, does not see the victim's direct response to the attack and is unable to assess the intensity of the attack.

Good practice for a victim of cyberbullying:

1. **Keep calm** - do not act hastily.
2. **Preserve evidence** - Preserve and track down all evidence of cyberbullying (SMS, e-mail messages, chat messages, www pages). On the basis of this evidence, an investigation may be initiated against the attacker.
3. **End communication with the attacker** - do not communicate with the attacker, do not try to discourage them in any way, do not threaten or revenge them. The attacker's aim is to provoke a reaction in the victim, whatever it may be.
4. **Block offenders and block the content they distribute** - try to prevent the attacker from accessing the victim's account or phone number and, if possible, the tool or service used (contact the service provider).
5. **Identify the offender** (if this does not endanger the victim).
6. **Report an attack to adults** (teacher, parent) - confide in a close person. Contact school and specialized institutions (PPP, Police, SVP, intervention services specializing in cyberbullying, psychologists, etc.).
7. **Do not be afraid to seek help from specialists** - contact specialized organizations, counseling or the Police of the Czech Republic.

Addressing cyberbullying from a school perspective

1. Support the victim and ensure their safety

- Calming the victim and offering support.
- Ensure that cyberbullying does not continue. Remove content from the Internet - eg delete videos that humiliate the victim, remove photos, block the offender's profile, etc. This can be done in conjunction with an IT specialist, on-line service provider, service administrators, etc.

2. Provide as much evidence as possible

- Before deleting the material, it is necessary to provide sufficient evidence - make a snapshots, download the website to a local computer, provide a list of pupils who have become cyberbullying audiences (eg within a social network discussion group) - ideally with links on their profiles, try to identify the aggressor (eg through their friends).
- If it is not possible to identify the aggressors because the cyberbullying took place in a closed group, contact a professional institution (eg E-Bezpečí, Seznam se bezpečně! or the Police of the Czech Republic).
- Evidence will be used in the investigation, in communication with the parents of the aggressors and the parents of the victim, in the interviews with the aggressors, etc.
- It is always necessary to ensure the safety of witnesses - ie it should not be clear from the evidence how the evidence was obtained (e.g. delete the name of the pupil from all written documentation).

3. Always investigate the incident

- All cases need to be thoroughly investigated - if the school is unable to investigate the incident, they can use the support of external institutions.
- Investigations include finding out where the incident took place, how long it took, who was involved, what impact it had on the victim, what technical means to stop the attack, etc.

4. Inform parents

- The victim's parents and the aggressor's parents must be informed about the incident.
- Parents will be informed about steps taken by the school, or about the fact that the specific cyberbullying case does not fall within the competence of the school (eg it took place outside the classroom and is not linked to bullying that takes place at school).

5. Consult the solution with other institutions

- In some cases, it is advisable to consult with the other institutions - the school founder or the Czech School Inspectorate and other institutions.

6. Request final verdict and information

- After the investigation, it is necessary to insist on the final opinion of all institutions involved (eg Police of the Czech Republic, OSPOD, pedagogical-psychological counseling...) and other subjects (eg parents).

7. Select appropriate measures

- When punishing aggressors, the school proceeds in accordance with the school code.
- In the case of less serious forms of cyberbullying, informal solutions can be used - eg to create a set of preventive materials on risky behavior on the Internet, prepare a lecture on the importance of responsible use of modern technologies, etc.

8. Implement preventive measures

- Preventive measures should be taken to prevent unwanted behavior from occurring in the future. This can be ensured - for example, through the implementation of project days aimed at prevention, preparation of materials to support prevention, through the so-called role-playing within or outside the classroom, strengthening good relations between pupils, etc.

Extremism, racism, xenophobia, homophobia anti-Semitism

Characteristics

- **Extremism** - violation or abuse of fundamental ethical, legal and other social standards, especially in conjunction with verbal or physical aggression, violence or threat of violence. It is mainly motivated by racial, national, religious or social hatred.
- **Racism** - attributing physical characteristics and mental abilities and skills to groups defined by biological, racial or national origin.
- **Xenophobia** - is a behavior that, on the basis of subjectively determined elements of alienity, raises concerns about subjects that are perceived as foreign and in extreme cases can lead to their deterioration.
- **Homophobia** - in the broadest sense, it includes attitudes and behaviors expressing animosity towards people with minor sexual orientation or gender identity, or towards people who deviate from normal gender standards.
- **Anti-Semitism** - hostility or bias towards Jews as representatives of religion, ethnic group or race.

The risk behavior of pupils is:

- Verbal and physical assault on schoolmates, staff or school visitors because of their religious beliefs, racial, national, ethnic or class origin.
- Agitation for the benefit of extremist movements in the school and the pursuit of new followers among peers.
- Neglecting school duties due to leisure time extremist activities outside school.
- Use of school premises, facilities and equipment for the benefit of extremism.

Procedure

- Find out the depth of extremist beliefs in individuals, or connections to an extremist group outside school.
- To find out the extent of these attitudes in the school.
- Immediately and vigorously oppose the manifestations of intolerance among pupils.
- The Education Commission will discuss possible disciplinary sanctions.
- Invoke a discussion of issues related to these attitudes to reveal their cause. Focus teaching on these issues. Invite experts to discuss with pupils.
- **Parents** should be informed in case of:
 - repeated verbal or visual manifestations of extremist opinions
 - in case of justified suspicion of the pupil's participation in an extremist group
 - in case of use of violence with extremist, racist xenophobic or anti-Semitic overtones.
- Inform the **police** in case of suspicion of extremist, racist, xenophobic or anti-Semitic activity (eg repeated racist verbal attacks with serious impacts on the victim's psyche) and more serious forms of violence motivated by racism, xenophobia, homophobia or antisemitism.

The basic legal norm affecting homophobia is Act No. 198/2009 Coll., On Equal Treatment and on Legal Means of Protection Against Discrimination and on Amendments to Certain Acts (Anti-Discrimination Act). This law explicitly prohibits discrimination based on sexual orientation (affects homosexual and bisexual people) as well as discrimination based on sexual identification (especially transsexual), including discrimination in "access to and provision of education".

Homophobia - specialized professional counseling centers in Prague:

<http://glbtiporadna.unas.cz/>

<http://www.gejt.cz/o-nas/o-gate>

Vandalism

Vandalism refers to the damage and destruction of public and private property or similar goods that do not bring any material enrichment to the perpetrator and for which the perpetrator usually has no motive - usually only for their own pleasure or for the need to relax. It is often under the influence of alcohol or other drugs.

Vandalism in school - when, who and in what case will be notified:

1. Legal representative
2. When legal representatives refuse to cooperate with school or if vandalism is repeated, OSPOD will be notified.
3. If there is no conciliation - compensation for the damage incurred, report the matter to the Police of the Czech Republic (up to CZK 5,000 solved as a misdemeanor, over CZK 5,000 solved as a criminal offense);
4. Staff, pupils and parents - in order to avoid rumors and distortion of the situation.

Theft

A theft reported by a pupil:

If the offender is unknown:

- Take a pupil's statement.
- Inform legal guardians.
- Alternatively, report the matter to the Police of the Czech Republic or instruct the legal representative of the pupil that they have this option.

If the offender is known:

- Find out the causes of theft.
- Inform legal guardians.
- Alternatively, report to OSPOD (if the offender is under 18) and at the same time hand over the case to law enforcement authorities.
- Apply sanctions according to school code.
- Record the whole process of investigation.

1. If the value of the stolen item is less than 5000 CZK (and it had been stolen without the use of violence or overcoming the obstacle) - it is an **misdemeanor against the property** according to § 50 of the Act. on Offenses No. 200/1990 Coll. as amended.
2. If the value of the stolen item is more than 5000 CZK it is a **crime** of theft under Section 205 of the Criminal Code.
3. If the value of the stolen item is less than 5000 CZK, but violence was used (a broken locker, a cloakroom); or violence against a person and an attempt to seize things - it is considered as a **robbery**, it is always considered as a crime.

When to report to the police?

- If the value of the stolen item is more than CZK 5,000.
- If the damage is not negligible, no one strives for redress and the school is not able to make such a remedy on its own. It must be an intentional theft, damage or destruction of the thing.
- If a pupil or their legal guardian requests the school to do so.

When to report to OS/PD?

If there is a pupil who repeatedly stole things and there was no effect of educational and other applied measures chosen by the school.

Tobacco

Smoking is prohibited in all indoor and outdoor areas of the school. When a pupil is caught consuming tobacco products at school or during school events:

- It is primarily necessary to prevent them from consuming it.
- To write a record of an event, possibly with a pupil's statement (from whom the tobacco product is).
- Inform Senior Tutor / Deputy Head Pastoral / Headmaster.
- Inform legal representatives.
- In serious cases (especially with regard to the age or behavior of the child) and if the conduct is repeated, the school shall notify the social services (OSPOD).
- Apply sanctions in accordance with the school code.

Weapons

A weapon is found in the school premises:

- The school senior leadership team is immediately informed.
- The weapon is deposited with the school management.
- The Police of the Czech Republic are informed about the finding.
- A written record is created.

The pupil enters the school space with a weapon:

- A school employee secures the weapon.
- The school management is informed about the weapon immediately.
- The weapon is securely deposited.
- A written record of the event is made (date, place and time of finding and pupil's name). The record must be signed by the pupil with whom the weapon was found. In case the pupil refuses to sign, the teacher will state this fact. The Headmaster or his deputy is present at the interview.
- The school informs the legal representatives of the pupil or the Police of the Czech Republic and OSPOD.

Self-harm

Self-harm is not a crime, but inducing / coercing someone to self-harm/suicide, or behaviour leading to self-harming such as sexual abuse, abuse, etc. are offenses and they must be reported.

Possible signs of self harming:

- unexplained burns, cuts, scars and other unusual skin problems, the common place of self-injury are arms, wrists and forearms of a non-dominant upper limb, but traces of self-injury can occur on any part of the body
- inadequate clothing (long sleeves and long pants in summer), wristbands and other wrist coverings, avoiding activities that require wearing swimsuit or shorts (swimming, gym), bandages and plasters
- atypical personal belongings (razor blades and other aids, usable for cutting or striking)
- signs of depression or anxiety

- incomplete or obviously stories if asked about injuries

Recommended action:

- Assess the current risk of serious harm and, if there is a serious risk, send the child (even against the will of the parents), into a psychiatric facility (you can call 112).
- Contact the family; long-term cooperation with the family is necessary.
- Encourage the child and the family to visit a specialist - crisis center, psychological / psychiatric clinic. Recommend a pedagogical-psychological counseling center or a psychologist that the child can see on a regular basis.

Inappropriate action:

- an effort to immediately remove self-harming behavior
- sanctions and ignorance

OSPOD

- The reporting obligation does not relate directly to self-harm, but to the other problems often accompanying self harming - bullying, sexual abuse, neglect, child abuse.
- There is an obligation to report if a child is being incited to self harm/suicide.

Direct risk of serious harm or danger to life (eg pupil holds a razor blade at school and plans to cut, talks about suicide, etc.)

- In the case of direct risk of serious injury or death due to self-injury, immediate and involuntary hospitalization in psychiatry is appropriate - in case of refusal of hospitalization the assistance of the Police of the Czech Republic is necessary.
- Act No. 20/1966 Coll., On Care for People's Health, as amended (§ 23). A person can be hospitalized without his / her consent if he / she shows signs of a mental disorder and is dangerous to himself or to his / her surroundings.

Indirect risk (eg teacher discovers old wrist scars, etc.) - if pupil is not currently at risk of serious self-injury.

- **psychiatric or psychological clinic** - ideally recommended by a GP. For children under 18 must be agreed by the parents.
- **Crisis Centers** - no need for any recommendations, prior telephone or e-mail agreement is appropriate but not necessary
 - Children's Crisis Center (V zápolí 21, 141 00 Prague 4, tel. 241 480 511, 777 664 672, ambulance@ditekrize.cz,
 - RIAPS crisis center (Chelčického 39, Prague 3, tel. 222 580 697, non-stop operation)
 - Crisis intervention center of the Psychiatric Hospital Prague-Bohnice (Ústavní 91, Prague 8, tel. 284016110, cki@plbohnice.cz)
- **Trust lines** (below are selected helplines for children and adults to call, others can be found at <http://www.dkc.cz/kontakty.php> or www.capl.d.cz/linky.php)
 - The Safety Line - phone: 116 111, pomoc@linkabezpeci.cz
 - Helpline of the Crisis Intervention Center PL Bohnice - tel. 284 016 666
 - Helpline of the Children's Crisis Center - tel. 241 484 149, problem@ditekrize.cz

- Helpline RIAPS - tel. 222 580 697, linka@mcssp.cz

New religious movements

As risky are usually being considered groups that could be described as cults and sects (many of these groups call themselves churches).

The following persons should always be informed of any suspected occurrence of the phenomenon:

- headmaster
- parents / legal guardian
- class teacher

In more serious cases, it is possible to contact:

- school counseling center (school psychologist, school prevention methodologist, educational counselor, special pedagogue)
- PPP (Pedagogical and Psychological Counseling Center)
- Educational Care Centers
- OSPOD (Department of Social and Legal Protection of Children)
- Police of the Czech Republic

If the family is a member of a community with the characteristics of a sect and there is no suspicion of neglect or other offense against the child, it is not possible for a staff member to influence the involvement of the child in that community.

If a staff member is sure that a crime has been committed, they are legally obliged to contact the law enforcement authorities; if there is such a suspicion, the law stipulates that the school facility is obliged to report this fact to the municipal authority, ie a social worker from the social and legal protection of children (OSPOD). If the legal guardians refuse to cooperate with the school and refuse to participate in the educational committees, the school is entitled to notify OSPOD.

Risky sexual behavior

Sexual risky behavior is considered to be a set of behavioral manifestations accompanying sexual activities that carry health, social and other risks (for example, unprotected sex, promiscuous behavior). There may also be a combination of multiple types of risky behavior, eg a combination of substance use and risky sex. It also includes posting of intimate photos on the Internet or their sending by mobile phone, ev. video recording at increased risk of misuse of such material.

There are three basic indicators of when sexual behavior can be considered harmful and when a teacher should intervene:

1. if it is not carried out in private by the child;
2. if there is any suspicion that he or she is hurting himself or someone else;
3. if sexual behavior becomes compulsive (that is, the child devotes so much space to it that it neglects its normal duties, hygiene, friends, learning, etc.).

Possible solutions according to the severity of the situation:

- cooperation with parents - solving the situation in the school
- facilitating contact with a specialized workplace that offers psychological, therapeutic and counseling services to families and their individual members in a difficult life situation.
- If parents are not interested in solving the situation, it is necessary to establish cooperation within their own network of important contacts for solving above-standard problems.

Adults are obliged to protect and promote the best interests of the child, they are obliged to report the detected violence against the child (even sexual) to the Child Social and Legal Protection Authorities (OSPOD) or to the Police of the Czech Republic.

Affiliation to subcultures

Subcultures are platforms for meeting individuals of one generation and, apart from a sense of belonging, create a space for intimate as well as sexual relationships. Thus, subcultures are a key space for adolescents, and the risk is that the individual may be willing to engage in activities they would refuse in other circumstances.

Membership in subcultures is not addressed by any legislation. Some behaviors regulated by the Criminal Code are linked to some extremist groups.

- The affiliation to a subculture does not automatically mean an occurrence of risky behavior.
- The aim of the solution should be to separate the membership of the subculture and the manifestations of risky behavior. I.e. not addressing and sanctioning membership of the subculture, but only risky behavior.
- If the teacher is certain that a crime has been committed, they are legally obliged to **contact the Police of the Czech Republic**.
- If such a suspicion is present, the law obliges the school to report this fact to the municipal authority, i.e. to a social worker from the OSPOD.

Gambling

Gambling is any action that requires irreversible investment (money or other value) with the prospect of profit based on chance or uncertain outcome. Those who play, gain pathological dependence on the game. With that comes the financial problems that players try to solve by participating in other games. This brings a wide range of other risks.

Gambling in the school is prohibited by the School Code.

- If there is a suspicion that a pupil is a gambler, the pupil's **parents will be informed**.
- If parents refuse to cooperate with a school employee, the school is entitled to notify the municipal authority, i.e. a **social worker from the body of social and legal protection of children** (OSPOD).
- In the case of serious or justified suspicion, the law even requires the school **to report this fact to the OSPOD**.
- If there is a reasonable suspicion that a crime has been committed, the school is obliged by law to contact the **Police of the Czech Republic**.