



THE ENGLISH COLLEGE IN PRAGUE  
ANGLICKÉ GYMNÁZIUM

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# Safeguarding, Child Protection 2024-25

## The English College in Prague

Agreed by the Board of Governors: Pending

Review date: Autumn 2024

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## Introduction

The College's policy has been developed with reference to Czech and UK legislation. The College has used the following DfE documents.

- ['Keeping Children Safe in Education' 2024](#)
- 'Working Together to Safeguard Children' 2018
- '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 2024. [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, as well as the statutory document [Keeping Children Safe in Education \(2024\), Part One](#).

## 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. ECP aims to ensure the safety and wellbeing of all its students.
- This policy aims 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 identity, age, gender, sex, 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](#). This will be reviewed in 2024-25 once we move to our temporary school base at Elektra.

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. These include COBIS, HMC, the Czech Ministry of Education, the Czech Ministry of Health, Mental Health First Aid England and external mental health professionals.

## Terminology

### Safeguarding:

- Protecting children from maltreatment;
- Preventing the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes

*DfE Keeping Children Safe in Education (2024)*

**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):**

David Brookes                      david.brookes@englishcollege.cz

**Deputy Designated Safeguarding Lead (DDSL):**

Mgr. Tereza Dneboská              tereza.dneboska@englishcollege.cz

**Deputy Designated Safeguarding Lead (DDSL):**

Tony Emmerson                      tony.emmerson@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 of Education 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 and DDSLs 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 DSLs 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 Preventative Programme 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 outside of Prague, if the student's residential address is elsewhere in the Czech Republic) or the police in accordance with this guidance and local procedure.
- Notifies social services in Prague (or elsewhere) if there is a concern that a child has gone missing.
- Notifies social services in Prague (or elsewhere) 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, contact is made with their next school, and 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 at least an annual Safeguarding Report to governors.

The Deputy DSLs are appropriately trained and, in the absence of the Designated Safeguarding Lead, carry 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 deputies will assume all of the functions above.

## The Safeguarding Committee

A Safeguarding Committee chaired by the DSL meets at least on a termly-basis. The membership of the committee is:

- David Brookes - Designated Safeguarding Lead and committee chair
- Tereza Dneboská - Deputy Designated Safeguarding Lead
- Tony Emmerson - Deputy Designated Safeguarding Lead
- Katie Schoultz - Safeguarding Governor
- Anna Štrosová - HR Manager
- Markéta Mašovská - School Office Manager
- Dr Nigel Brown - Headmaster

## **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.



## Safer Recruitment

The following staff have completed the Safer Recruitment training and will complete refresher training in 2024-25:

- Dr Nigel Brown, Headmaster
- Tony Emmerson, Senior Deputy Head
- David Brookes, Deputy Head (Pastoral and Upper School)
- Markéta Mašovská, School Office Manager
- Anna Štrosová - HR Manager

In addition:

- All interview panels will include colleagues with up-to-date Safer Recruitment training
- In order for Heads of Faculty and Heads of Department to take part in interviews, they need to have completed the TES Develop Safer Recruitment training course.
- Every job advertisement and applicant information pack will include a safeguarding statement including reference to the requirement for an International Child Protection Certificate and / or a Czech Police check.
- All appointments will be subject to satisfactory references and International Child Protection Certificates (if the person is British or has ever worked in the UK) and Czech criminal record excerpt checks.
- 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.
- In line with guidance in KCSIE, an online check will be carried out of all shortlisted candidates and the recorded in the SCR.

## Single Central Register (SCR)

During 2020-21, the DSL and HR Manager fully audited and restructured the Single Central Register. During this process, over 40 members of staff were asked to apply for fresh Czech Criminal Record excerpt certificates and / or International Child Protection Certificates. We will now aim to refresh these documents on a rolling 3-yearly basis. In addition, the board of governors has also provided fresh certificates when the documents we held on file were not recent. From 2021-22, our recruitment process includes checking a candidate's name on their birth certificate and recording this in the SCR. From 2022-23, our recruitment process includes doing an online check for shortlisted candidates. This includes checking the UK Department for Education barred teachers page. This page will be checked at least once a quarter by the DSL outside of the recruitment process.

## Mental health

Mental health problems are a safeguarding issue, and the English College is committed to promoting mental health and student wellbeing.

- All staff are aware of the importance of mental health, and that mental health problems can sometimes be an indicator of a wider safeguarding or child protection issue
- Only appropriately-trained professionals can attempt to make a diagnosis of a mental health problem. In the event that the safeguarding team at the English College think a professional diagnosis will be in a student's interests, we will work to facilitate this.
- Where children have experienced abuse, neglect or any adverse childhood experiences, the safeguarding team will make colleagues aware of these issues on a need-to-know basis.
- If staff have a mental health concern about a student, this should be treated like a safeguarding issue and it should be reported immediately to the safeguarding team.

## 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 DSL and the deputy DSLs
- Keeping Children Safe in Education 2024
- 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. 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 that they can report all concerns regardless of how serious they might first appear. 'Nagging doubt' concerns can be communicated through the normal channels and are encouraged.

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.

- UK 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.

### **Child on Child abuse**

Incidents of child on child abuse should always be taken seriously, reported and followed up. Downplaying certain behaviours is not acceptable, for example dismissing sexual harassment as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys' can lead to a culture of unacceptable behaviours, and an unsafe environment for children. In worst-case scenarios this can lead to a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

### **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 from 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**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child on child abuse) in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it,

## **Sexual violence and sexual harassment**

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

## **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, for example, 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, 2022).

## **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 and Wellbeing) 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 handbooks 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.

## **Female Genital Mutilation (FGM)**

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

## **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 in 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. In most cases this should be done by the DDSL (who is a native Czech speaker and has contacts at the relevant parts of social services) unless there are some exceptional circumstances. However, anyone can make a referral although this should be reported to the DSL and DDSLs immediately.
- 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, DDSLs and Headmaster will then discuss the appropriate response, including whether it

is appropriate to inform and work with parents and whether state authorities should be involved.

3. Should the disclosure or accusation of abuse involve a member of school staff, the Headmaster will contact the Safeguarding Governor. The Safeguarding Governor will then inform the Chair of the Governors. Should the Headmaster be suspected, the staff member made aware of the allegation should report it to the **Designated Safeguarding Lead** who will assume all responsibilities of the Headmaster for the purpose of this policy. Should the Deputy Head be suspected, the staff member made aware of the allegation should report it directly to the Headmaster.
4. When deemed appropriate, the DSL and DDSs 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 DDSs 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 or to notify parents when abuse is suspected and perhaps a student has been taken to hospital.

## Dealing with Disclosures - guidance to staff at the English College

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

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

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

**Reassure** - Stay calm, no judgements, empathise.

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

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

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

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

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

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

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

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

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

## **Safeguarding Time of Need email address**

Students who are worried about themselves, about other students, who are being bullied or made to feel uncomfortable by anyone in school or elsewhere, or who have seen other students being bullied or harmed in anyway can speak to a member of staff. They can also send their concerns in an email to [caring@englishcollege.cz](mailto: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 visitors badge on a yellow lanyard at all times. On occasions when visitors do not have a Czech Criminal Record excerpt, DBS, ICPC or equivalent they will be accompanied by a member of staff at all times.

### **Inclusion**

The English College is an inclusive environment where students are free to express their views in line with the rules of the School Code. We do not have a formal uniform policy so students are free to dress in a way that makes them feel comfortable provided it is appropriate for an educational setting. The English College does not designate gendered clothing.

At the Graduation Ball, students have the right to dance with a same-sex member of staff for the traditional student-teacher dance. They also have the right to dance with a same sex person of significance for the traditional student-parent dance.

The English College will work with students and their families to reflect their wishes in terms of their identity, gender and use of language. The terms female/male are mostly used to refer to biological sex, while terms like man/woman/non-binary etc. refer to gender. Staff are aware of this and use these terms correctly. Information is also shared with staff when a student expresses preferences in terms of what pronouns they prefer. The DSL and DDSLs work within Czech educational laws in order to support students and families with the aim that they can freely express their gender and / or their identity at school without prejudice or discrimination.

### **Online security**

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. Our filters are reviewed formally twice a year by the DSL, Senior Deputy Head

and IT team. In addition we carry out regular email phishing drills with staff and students. Anyone who volunteers their data is contacted and receives the necessary guidance to keep them safe in the future.

### **Allergies**

We ask parents and families to share information with the English College about any known allergies when students join the school. In the case of food allergies, we take the following actions:

- Information about students who suffer from allergies is shared with all staff at the English College
- Medical and allergy information is taken into account when trip leaders are planning meals and working with venues in preparation for school trips
- For events held at the English College or hosted by the English College, the event organiser(s) will work with catering providers to ensure that any food served is clearly labelled irrespective of whether or not the ingredients could be a risk to allergy sufferers.
- Even when we cannot reliably account for what ingredients have been used, the event organiser will produce signs informing people of this, and advising them to exercise caution which will be prominently displayed.
- In any event involving the serving of food, the organiser(s) should remind themselves of the identity of any participants who might have a food allergy.

### **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.