



## **Safeguarding and Child Protection Policy**

Zurich International School endorses the [Convention on the Rights of the Child](#), of which the host country Switzerland is a signatory and seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives, or exposed to a suspected or identified child sex offender.

## **About the Policy**

This policy has been informed by:

- Conventions on the Rights of the Child
- Keeping Children Safe in Education (KCSIE) - 2016
- 'Working Together to Safeguarding Children' - 2015
- 'Guidance for safer working practice for those working children and young people in education settings' - 2015
- CIS - The International Task Force on Child Protection (ITFCP)
- Girling Hughes Associates LTD - Independent Safeguarding Consultants
- Swiss Law

## **Application**

This policy applies to all ZIS Employees, including teaching faculty, non-teaching faculty and staff, support staff, peripatetic, contract staff and ancillary staff, volunteers / parent volunteers, and any other adults working at the School.

This Safeguarding and Child Protection Policy and the Code of Conduct applies to all children and adults in the school, including when being educated off-site and undertaking educational visits. It also applies to students who are on an exchange and being hosted by the School. This includes all visiting students hosted by ZIS when involved in events and activities organised through ATAC.

## **Publication**

This policy is updated annually and is published to all employees and volunteers and placed on the school website.

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*Date / Place*

*Lisa Lyle, Director of Zurich International School*

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*Date / Place*  
*School*

*Board Representative, Zurich International*

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November 2020

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## ***What do you need to know?***

### **1.0 Definitions**

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**1.1 Safeguarding** is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes - Keeping Children Safe in Education (KCSIE) 2016.

**1.2 Child Protection** refers to the action required to protect a child from a situation that is causing significant harm, or that is likely to do so.

### **2.0 Safeguarding and Child Protection - Aims & Objectives**

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ZIS is committed to the safeguarding and protection of children and to the prevention of child abuse in any form. We are committed to educating and supporting students, parents and teachers in ways that develop protective behaviours, and to working with all members of the ZIS community to help them recognize signs of abuse and give appropriate support where necessary.

Protecting the welfare of the students is the role of every adult who has contact with ZIS students. All faculty and staff employed at ZIS are required to report suspected incidences of physical, emotional or sexual abuse or neglect to the Campus Based Child Protection Team. The Senior Child Protection Officer must report all serious concerns to the Safety & Security Committee. Serious concerns include - a child in immediate danger, a situation which could involve external agencies or the authorities.

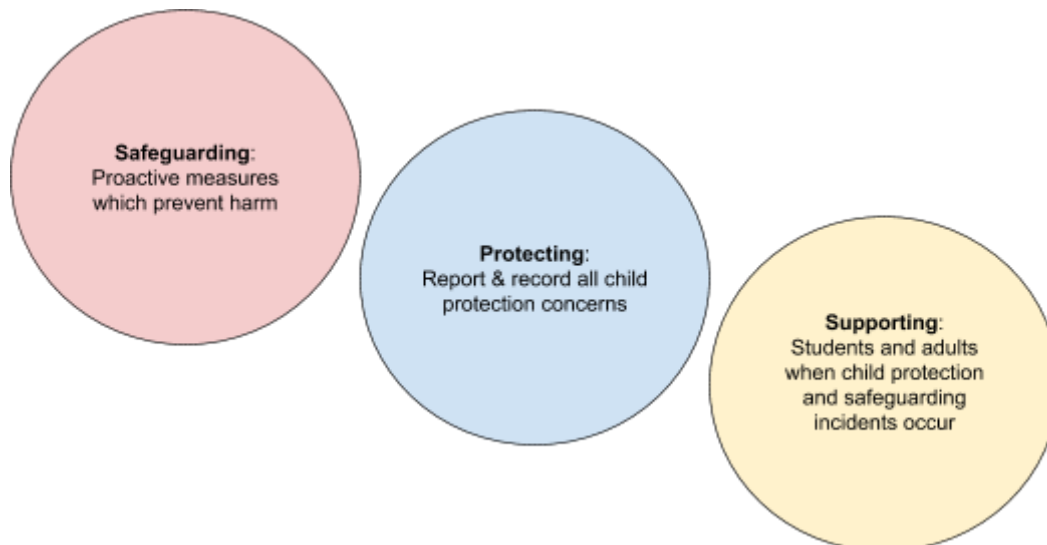
Reporting and follow up of all suspected incidences of child abuse or neglect will proceed in accordance with administrative regulations respective to this policy and with Swiss law, regardless of cultural interpretation. In addition, cases of suspected child abuse or neglect may be reported to the appropriate employer, to the respective consulate in Switzerland, and/or to the appropriate child protection agency in the home country.

Safeguarding and promoting the welfare of children is everyone's responsibility

We operate within a culture of openness and recognise and accept that abuse can happen in any organisation

We are a 'sharing organisation' - all concerns should be reported

We have three primary responsibilities:



The school fulfills these responsibilities by:

## 2.1 Safeguarding

- Ensuring the recruitment of individuals who are suitable and appropriate to work with children and who have positive safeguarding attitudes.
- Providing training to all employees regarding the procedures laid down in this policy and its supporting documents:
  - The Code of Conduct
  - Field Trips Risk Management
  - ZIS Manual
  - ZIS Responsible Use Policy
- Providing age appropriate lessons to help students understand personal safety needs and rights and to identify, reduce and manage risks. This includes educating students about the safe use of electronic equipment and behaviour in the virtual world.
- Ensuring that children are safeguarded from potentially harmful and inappropriate online material through embedding a whole school approach towards online safety, including the acceptable use of mobile technology and the use of appropriate filters and monitoring systems.
- Providing parent materials and information sessions to help parents better understand their role and responsibilities around safeguarding and child protection.
- All Safeguarding efforts will be documented including appropriate signatures

## 2.2 Protecting & Supporting

- Ensuring that all employees are properly trained, supported and supervised to enable them to identify abuse and welfare concerns and deal with such concerns appropriately and sensitively.
- Providing a positive school atmosphere where students feel secure and are encouraged to talk.
- Encouraging staff to discuss child protection, safeguarding and welfare concerns confidentially with the Child Protection (CP) Teams / Designated Safeguarding Lead (DSL) in order to ensure they have confidence in their own abilities to identify and appropriately handle welfare concerns and cases of abuse and neglect.
- Ensuring a culture of openness, trust and transparency in which any concerns about the conduct of staff, visitors and other adults in school will be shared and dealt with in an appropriate and sensitive manner.

## 3.0 Commitment to Safeguarding - Adults Working with Children

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### 3.1 Recruiting

- ZIS Administrators will adhere to CIS Safer Recruiting Practices when hiring all faculty and staff, including:
  - Safeguarding and Child Protection Policy, and Safeguarding Code of Conduct placed on the employment pages of the website
  - Appropriate criminal background checks for employees (current and home country minimum)
  - Verbal reference checks, including current school head
  - Declarations as part of the ZIS application form
  - Child protection questions as part of interviews (documented)
  - A safeguarding induction will be provided for all new employees, including appropriate training and recorded understanding of safeguarding policies and procedures and ZIS Code of conduct.

### 3.2 Third Party Providers

- Third party providers must provide evidence of:
  - Criminal Background Checks for all adults working with children
  - Child Protection Policies (as appropriate)
  - Checked annually by ZIS

### 3.3 Volunteers

- For all volunteers who have regular access to small groups / individual children a criminal background check must be completed (e.g. Library Assistants, Reading volunteers)
- All volunteers who have regular access to small groups / individual children must be made aware of the Safeguarding and Child Protection Policy and the Code of Conduct
- Field Trips - Where a trip is not chaperoned by a ZIS employee, volunteers must have a

criminal background check completed and must understand the Safeguarding & Child Protection Policy, ZIS Field Trip Risk Management and Code of Conduct.

## 4.0 Commitment to Safeguarding - Preventative Education

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### 4.1 Faculty & Staff Training

- DSL / CPOs will run annual training sessions, appropriate to role, for all employees with regards to:
  - The Safeguarding & Child Protection Policy
  - The Safeguarding Code of Conduct
  - Awareness and Scenario based training around safeguarding and child protection
- The Safeguarding & Child Protection Policy and The Safeguarding Code of Conduct will be translated into German for local hire ancillary staff
- Safeguarding & Child Protection training will be provided in German for all ancillary staff and campus based 3rd party providers (catering staff, bus drivers)
- Principals / Counselors will work further with individual teachers as appropriate and as the need arises

### 4.2 Parent Education

The Following will be accessible on the school website:

- The Safeguarding and Child Protection Policy
- The Safeguarding Code of Conduct
- SOS helpline phone numbers
- Guidelines for appropriate use of technology for their children
- Links to websites of English-speaking parenting organisations in Switzerland

Parent sessions:

- Parent sessions will be held by campus based counseling teams with regards to safeguarding issues, including:
  - Safeguarding in the virtual world
  - Stress and transition
  - Reminding parents of positive parent techniques

Parent/ Teacher/ Counselor discussions

- **If** a teacher is concerned about a student in terms of basic parenting skills within the family, which relate to higher risk factors for child abuse: unrealistic expectations of their child, harsh discipline procedures, child is suffering from stress  
**Then:** Teacher should report to a CPO / DSL. Next steps, following consultation with the DSL and Kinderschutzgruppe, could involve the counsellor and have a meeting with the parent to share concerns and suggest positive measures to improve the situation.

#### 4.4 Students - Age Appropriate Curriculum

- Themes raised in the child protection policy are integrated into the curriculum at all levels in age-appropriate ways. Counselors to be involved in coordinating themes across the school and also to work with individual classes and groups as needed.
- Students taught language for protecting their rights from an early age. E.g. I don't like it when you....
- Role play that highlights children's rights and protective behaviours, and generates discussion about these.
- Education on group dynamics and the roles individuals play in bullying situations, teaching students how to develop a culture of no tolerance to bullying. E.g. Responsive Classroom in Lower School
- Lifestyle education, particularly regarding drugs, alcohol and the internet.
- Visiting speakers e.g. Police Youth Officer from the relevant gemeente
- Mentoring of students perceived to be at risk e.g. through Advisory at the Upper School
- Use of external survey data - Freedom from Chemical Dependency at the Upper School & Middle School
- All curriculum will be documented appropriately and is the responsibility of the curriculum leaders in the school
- The school will clarify expectations related to bystanders, and provide opportunities for students to learn disclosure strategies



***What do you need to understand?***

**5.0 Information about and indicators of abuse and neglect**

All members of the ZIS Community have a duty to report concerns in the following situations:

**Neglect:**

The neglect of a child that results in the impairment of the child's current or potential health and development. This includes students being left at home when both parents are away from home without ZIS being notified of contact details of an approved guardian

**Physical Abuse:**

Injury to a child where there is reasonable suspicion that the injury was inflicted or knowingly not prevented

**Sexual Abuse:**

An act of a person - adult or child - who forces, coerces or threatens a child to have any form of sexual contact or to engage in any type of sexual activity at the perpetrator's direction

**Emotional Abuse:**

An act of a person - adult or child - including confinement, isolation, verbal assault, humiliation, intimidation, infantilization, or any other treatment which may diminish the sense of identity, dignity, and self-worth

Definitions of abuse are complex and based in various cultures of child-rearing behaviours, gender and role responsibilities and expectations. The primary determination of abuse is that it is dependent on some form of a relationship that is used to meet the need of the more powerful person, either a member of the family, a teacher, or a friend. Research guides much of the definitions that are based on understanding the impact of certain behaviours.

Children and adolescents can suffer abuse from both adults and peers.

### 5.1 Physical Abuse is:

- Inflicting physical injury on a child by other than accidental means, causing skin bruising, burns, disfigurement, impairment of physical or emotional health, or loss or impairment of any bodily function, death; and/or
- Creating a substantial risk of physical harm to a child's bodily functioning; and/or
- Committing acts that are cruel or inhumane regardless of observable injury. Such acts may include, but are not limited to, instances of extreme discipline demonstrating a disregard of a child's pain and/or mental suffering; and/or
- Assaulting or criminally mistreating a child as defined by either the criminal code or school policy; and/or
- Engaging in actions or omissions resulting in injury to, or creating a substantial risk to the physical or mental health or development of a child; and/or
- Failing to take reasonable steps to prevent the occurrence of any of the above

#### ***POSSIBLE INDICATORS OF PHYSICAL ABUSE***

- unexplained bruises and welts on any part of the body
- bruises of different ages (various colours)
- injuries reflecting shape of article used (electric cord, belt, buckle, ping pong paddle, hand)
- injuries that regularly appear after absence or vacation
- unexplained burns, especially to soles, palms, back or buttocks
- burns with a pattern from an electric burner, iron, or cigarette
- rope burns on arms, legs, neck, or torso
- injuries inconsistent with information offered by the child
- immersion burns with a distinct boundary line
- unexplained laceration, abrasions, or fractures

**5.2 Emotional Abuse** is a pattern of intentional verbal or behavioral actions or lack of actions that convey to a child the message that he or she is worthless, flawed, unloved, unwanted, endangered, or only of value to meet someone else's needs.

***POSSIBLE INDICATORS OF EMOTIONAL ABUSE***

- Yelling or swearing
- Name calling or insults; mocking
- Threats and intimidation of violence or abandonment
- Ignoring or excluding
- Humiliating
- Intentionally frightening
- Lying
- Failing to check allegations of abuse against them
- Making derogative or slanderous statements about an individual to others
- Socially isolating an individual
- Withholding important information
- Demeaning an individual
- Intentionally misinterpreting another
- Repeatedly raising the issue of death
- Telling an individual that they are too much trouble
- Ignoring or excessively criticizing
- Being over-familiar and disrespectful
- Unreasonably ordering an individual around; treating an individual like a servant
- Denial of the abuse and blaming of the victim

**5.3 Neglect is** failure to provide for a child's basic needs within their own environment. Neglect may be:

- **Physical** e.g., failure to provide necessary food or shelter, or lack of appropriate supervision - this would include failure to provide proper adult guardianship such as leaving children unsupervised at home for any extended period of time. Should parents/guardians leave the home/country for any reason the responsibility for informing the school of all appropriate contact details lies with the parent or guardian. Temporary changes of guardian forms are available from ZIS. These are expected to be completed prior to parents/guardians leaving the country.
- **Medical** e.g., failure to provide necessary medical or mental health treatment.
- **Emotional** e.g., a pattern of actions, such as: inattention to a child's emotional needs, failure to provide psychological care, or permitting the child to use alcohol or other drugs.

***POSSIBLE INDICATORS OF NEGLECT***

- Child is unwashed or hungry
- Parents are uninterested in child's academic performance
- Parents do not respond to repeated communications from the school
- Child does not want to go home
- Both parents or legal guardian are absent from the Zurich area for any period of 24 hours or greater and have not arranged temporary guardianship
- Parents can not be reached in the case of an emergency.

**5.4 Sexual Abuse is:** committing or allowing sexual offense to be committed against a child as defined in either the criminal code of the host county or school policy, or intentionally touching either directly or through clothing, the genitals, anus, or breasts of a child for other than hygiene or child care purposes.

Sexual abuse has some different characteristics of child abuse that warrant special attention. While physical abuse is often the result of immediate stress and not usually planned, sexual abuse requires planning with results that are more insidious. The planning, referred to as *Grooming* (see 5.4 below), which results in victims accepting the blame, responsibility, guilt and shame for the sexual behaviour of the offender. Sexual abuse requires far more secrecy than other forms of child abuse, so is more difficult to report.

Many victims, through the process of *grooming*, are taught that the sex is a form of love, so tend to love their offender and often present as happy and well-adjusted children with no negative symptoms because of their perception of being loved.

Investigating sexual abuse or grooming requires the involvement of the local authorities or the engagement of independent safeguarding consultants.

Such investigations are not a role to be undertaken by school safeguarding teams without external support.

#### **POSSIBLE INDICATORS OF SEXUAL ABUSE**

- sexual knowledge, behaviour, or use of language not appropriate to age level
- unusual interpersonal relationship patterns
- venereal disease in a child of any age
- evidence of physical trauma or bleeding to the oral, genital, or anal areas
- difficulty in walking or sitting
- refusing to change into PE clothes, fear of bathrooms
- child running away from home and not giving any specific complaint
- not wanting to be alone with an individual
- pregnancy, especially at a young age
- extremely protective parents

## 5.5 Grooming - Understanding the Perpetrators

In the context of child protection, the term "Grooming" refers to a deliberate process undertaken by a child predator to prepare a child for sexual activity at a later time. Behaviour should only be seen as grooming where there is evidence of a pattern of conduct that is consistent with grooming the alleged victim for sexual activity and that there is no other reasonable explanation for it.

Grooming is where an adult communicates, by word or conduct, with a child under the age of 16 years or with a person who has care, supervision or authority for the child with the intention of facilitating the child's involvement in sexual conduct.

Grooming does not necessarily involve any sexual activity – for example, it may only involve establishing a relationship with the child, parent or carer for the purpose of facilitating sexual activity at a later time.

Groomers are 'master-manipulators'. Grooming behavior can also be targeted towards the parent, carer or other person who has a supervisory role towards the child with the intention of garnering the carer's trust to facilitate access to the child. Grooming of children can also happen online using a masked identity.

### What sort of behaviour may constitute grooming?

The types of behaviours that may lead to such a conclusion include (but are not limited to) the following:

- Persuading a child or group of children that they have a 'special' relationship, for example by:
  - Spending inappropriate special time with a child.
  - Inappropriately giving gifts.
  - Inappropriately showing special favours to one child but not to other children.
  - Inappropriately allowing the child to overstep rules.
  - Asking the child to keep this relationship to themselves.
  - Initiating and maintaining a 1:1 online personal relationship with a child
- Testing boundaries, for example by -
  - undressing in front of a child.
  - Encouraging inappropriate physical contact (even where it is not overtly sexual).
  - Talking about sex.
  - 'Accidental' intimate touching.
- Inappropriately extending a relationship outside of work (except where it may be appropriate - for example, where there was a pre-existing friendship with the child's family or as part of normal social interactions in the community).
- Inappropriate personal communication (including emails, telephone calls, text messaging, social media and web forums) that explores intimate personal or sexual feelings with a child.

An adult requesting that a child keep any aspect of their relationship secret or using tactics to keep any aspect of the relationship secret, would generally increase the likelihood that grooming is occurring.



#### **WHAT DOES A GROOMER LOOK LIKE?**

- I pay attention to individual students and make them feel special.
- I present the appearance of being someone you can trust and rely on.
- I get to know students' likes and dislikes very well.
- I go out of my way to buy gifts or treats students will like.
- I isolate students by involving them in fun activities so we can be together — alone.
- I may also choose to spend my free time helping children or taking them on "special outings" by myself.
- I take advantage of your child's natural curiosity about sex by telling "dirty" jokes, showing them pornography and playing sexual games.
- I will probably know more about what kids like than you do; i.e., music, clothing, video games, language, etc.
- I make comments like "Anyone who molests a child should be shot!" or "Sexually abusing a kid is the sickest thing anyone can do."
- I may touch a student in your presence so that he/she thinks you are comfortable with the way I touch them.

### **5.6 Peer on Peer Abuse**

All ZIS Employees should be aware that:

- safeguarding issues can manifest themselves via peer on peer abuse
- that children are capable of abusing their peers.

Such abuse should never be tolerated or normalised. This is most likely to include but is not limited to bullying (including cyber bullying), gender based violence, grooming, inappropriate or harmful sexualised play (younger children), sexual assaults, sexting and gender issues within groups of girls and boys. If an adult thinks for whatever reason that a student may pose a risk of harm to himself / herself or to others the adult should report their concern to the Campus Based CP Team as soon as possible. Should an allegation of abuse be made against another child, all children involved (whether perpetrator or victim) will be treated as being "at risk". Where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, the allegation will be referred to KESB and / or police, as appropriate. The concern may indicate that one or more of the pupils concerned may be in need of additional support by local support agencies. (See section 6.0 on reporting concerns)

## 5.7 Sexting

Sexting is where they share inappropriate or explicit images/messages online or through mobile phones. 'Sexting' has become an increasingly common activity among students. It is often seen as flirting by children and young people who feel that it's a part of normal life. It is seen as a social norm by some students. 'Sexting' can leave young people vulnerable to blackmail, bullying, unwanted attention and emotional distress.

'Sexting' can be illegal. By sending an explicit image/message, a young person is producing and distributing child abuse images and risks being prosecuted, even if the picture is taken and shared with their permission. ZIS will ensure that the risks associated with this issue is discussed with children on a regular basis as part of the curriculum around responsible use of technology. Where the school becomes aware of 'Sexting' that has occurred and involves a child or children from the school, parents and relevant authorities will be notified and appropriate steps are taken.

## 5.8 Female Genital Mutilation (FGM)

All ZIS employees need to be alert to the possibility of a girl being at risk of or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present (see below) it could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Faculty/staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

### Indicators of FGM

- a family arranging a long break abroad during the summer holidays.
- unexpected, repeated or prolonged absence from school.
- academic work suffering.
- have difficulty walking, standing or sitting
- spend longer in the bathroom or toilet
- appear withdrawn, anxious or depressed
- have unusual behaviour after an absence from school
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

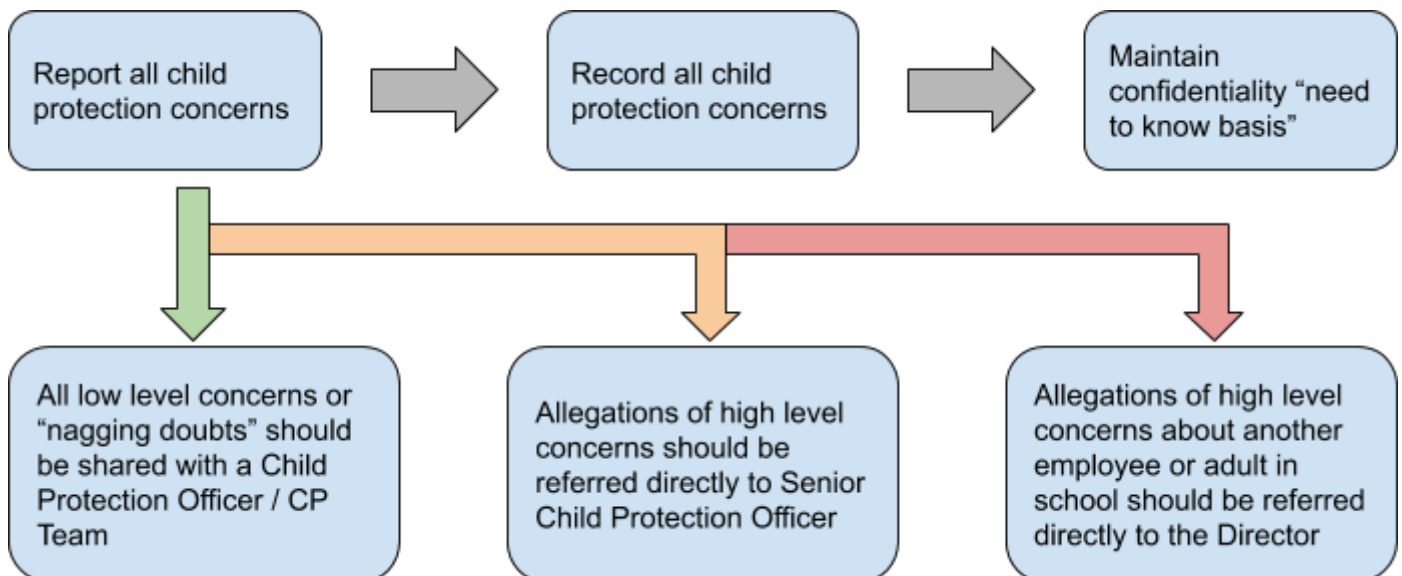


## What do you need to be able to do?

### 6.0 Reporting Concerns

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All ZIS employees have a duty to:



### Levels of Concern

Levels of concern primarily focus on the need for confidentiality rather than the severity of the incident

- Level 1 - A concern about behaviour which is a breach of a handbook, policy, or code of conduct which could put adults and/or children in a vulnerable position
- Level 2 - An escalated concern or an allegation of repeated inappropriate behaviour, or behaviour which puts children in a position of significant or immediate danger. A level 2 concern would involve external agencies and / or sensitive information about members of the community.
- Level 3 - All concerns raised / allegations made concerning individual ZIS employees.  
Or all concerns raised which involve a criminal investigation.

## 6.1 Handling a concern/disclosure

- **Receive** the information
    - Keep an open mind; do not judge
    - Listen to the child – it is not up to you to decide on the ‘truth’
  - **Reassure** the child
    - Have regard for their welfare - make them feel comfortable and reassure them
  - **React**
    - Be patient, even if the child is hesitant; listen to the child - say as little as possible yourself
    - Do not stop a child who is freely disclosing abuse.
    - Ask questions only in relation to the disclosure in an open manner to establish exactly what they are saying.
  - **Record & Report**
    - Record date, time, place, and exact words used.
    - Pass all information to a Child Protection Officer on your campus or the Designated Safeguarding Lead
    - **Do not promise confidentiality**
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- When reporting and/or handling a concern about a child all employees should act with the utmost discretion and any pupils who are involved will receive appropriate care and support.
  - ZIS Employees should always listen to a student/adult who wants to talk about a concern. If a child tells a ZIS employee that they know about or have been a victim of child abuse or neglect the faculty/staff member should:
    - Allow the child to speak freely and remain calm. Do not interrupt the child or be afraid of silences.
    - Provide reassuring nods and words such as, "I am so sorry this has happened", "You are doing the right thing in talking to me".
    - Avoid saying things like, "I wish you had told me about this earlier" or "I cannot believe what I am hearing".
    - Limit questioning to the minimum necessary for clarification and avoid leading questions such as, "Has this happened to your siblings?"
    - At an appropriate time tell the child that the matter will be referred in confidence to the appropriate people. Promises of confidentiality should not be given (see Confidentiality section below).
    - Tell the child what will happen next.
    - Seek support if they feel distressed.

## 6.2 Confidentiality

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

### **6.3 Whistle Blowing**

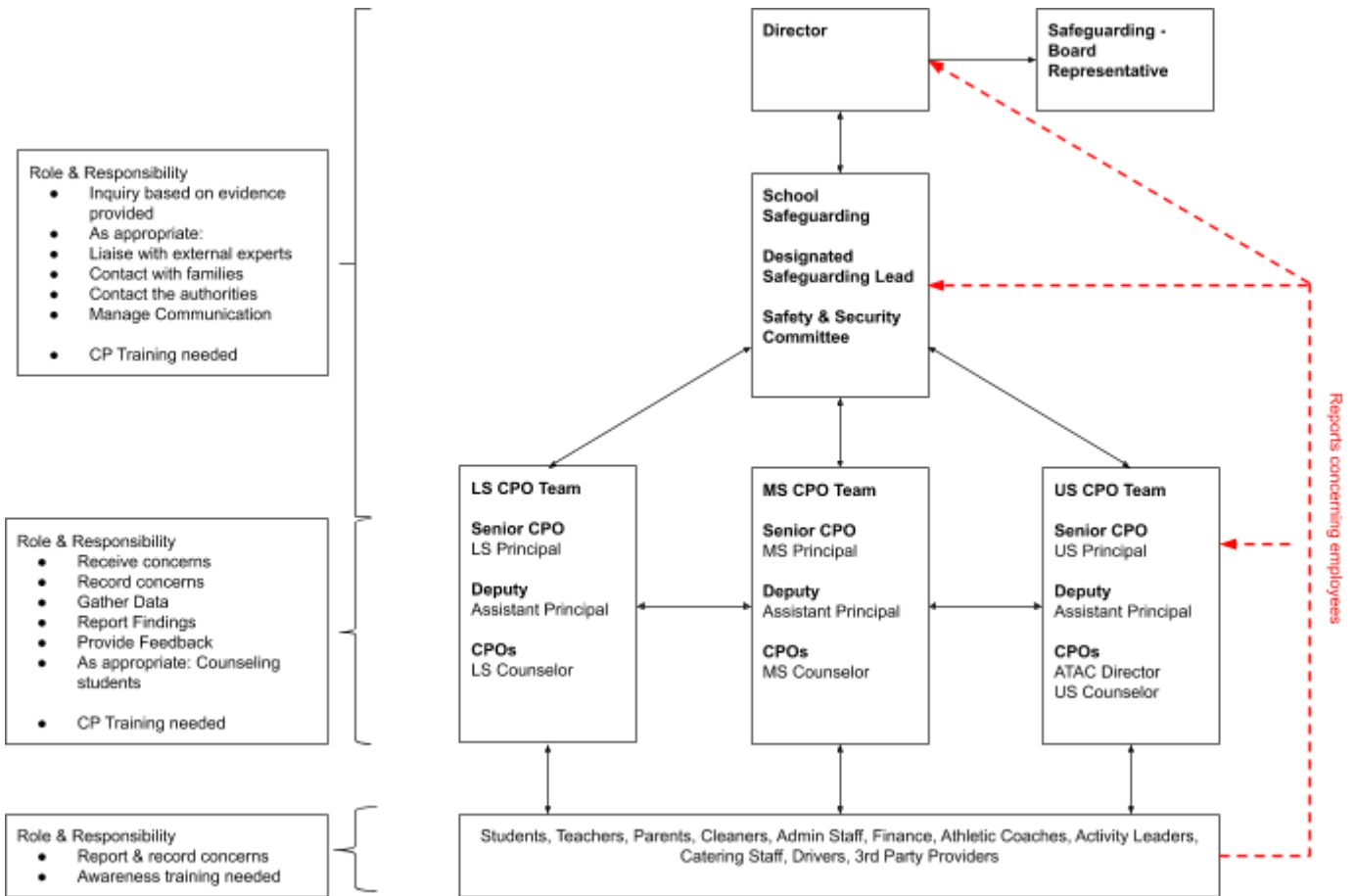
All adults have a responsibility to report any concerns about poor or unsafe practice, including in relation to the care and protection of children. If an employee believes that best practice in this area is not being adhered to or that practice may put students at risk, they should in the first instance report their concern to the Director. If their concern relates to the Director, they should report their concern to the Safeguarding Representative of the Board.

No employee will suffer a detriment or be disciplined for raising a genuine concern about unsafe practice, provided that they do so in good faith and following the whistleblowing procedures. Also, no employee, or student, may be harassed for “whistleblowing” or in any way subjected to personal or other disadvantages.

Complaints or reports made with malicious, slanderous or abusive intent, without any basis in fact, are exempt from this rule. Abuse of the right to lodge complaints or of the reporting channel will result in disciplinary measures including sanctions, warnings, termination without notice or expulsion.

### **6.4 Reporting Roles & Responsibilities**

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### 6.5 Key Personnel & Contact Details for Safeguarding & Child Protection

Safeguarding Role	Name(s)	Position at the School	Contact Details
<b>Whole School - Safeguarding &amp; Child Protection</b>			
Designated Safeguarding Lead (DSL)	Nick Bentley	Director of Student Life	058 750 2580 / 079 202 4658
Deputy DSL	Lisa Lyle	Director	058 750 2504 /
Safeguarding Committee	Mark Schulz	Deputy Director	058 750 2570 /
Safeguarding Committee	Michaela Seeger	Director of Community Relations	058 750 2530 /
<b>Lower School - Safeguarding &amp; Child Protection Team</b>			
Senior Child Protection Officer	Catherine Jolly	LS Principal	058 750 2204 /
CPO	Janna Trontvet	LS Assistant Principal	058 750 2205 /
CPO	Jill Wagner	LS Counselor	058 750 2221 /
<b>Middle School - Safeguarding &amp; Child Protection Team</b>			

Senior Child Protection Officer	David Wood	US Principal	058 750 2304 /
CPO	Suzanne Keys	MS Assistant Principal	058 750 2305 /
CPO	Karin Shipley	MS Counselor	058 750 2307 /
<b>Upper School - Safeguarding &amp; Child Protection Team</b>			
Senior Child Protection Officer	David Markus	US Principal	058 750 2404 /
CPO	Jonathan Kirkwood	US Assistant Principal	058 750 2505 /
CPO	Alison Callaghan	US Assistant Principal	058 750 24
CPO	Katie Richardson	US Counselor	058 750 2439 /
CPO	Greg Hart	US / MS ATAC Director	058 750 2581 /
<b>Board of Governors</b>			
Board Representative for Safeguarding and Child Protection			

## 7.0 Dealing with an Allegation / Reported Concern - Guidelines For CPOs & DSL

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### 7.1 Procedures for Emergency situations

Immediate action is required if:

**A child is thought to be in immediate or imminent danger:** Representative from the Campus CPO team to inform the appropriate organisation (Psychiatric Service, Police - Phone 117) and the DSL / Director.

**A child has physical injuries caused by suspected abuse:** The student must be taken to the hospital, preferably by the School Nurse and School Counselor.

The *Kinder- und Erwachsenenschutzbehörden KESB* in the town where the child lives must be informed. (See 8.1 & 8.3)

## 7.2 Procedures for Non-emergency Situations

If a teacher suspects that a child may have suffered or is suffering abuse, but there is nothing to indicate the child is in immediate danger, an internal inquiry will follow.

### Observe - CP Teams

- Keep close observation and make written records of relevant incidents / communication made
- Do not contact the suspected offenders
- Build relationship of trust with the student to follow up the concerns
- Work with parents unless they are the suspected abuser



### Seek Advice / Initiate Internal Inquiry - CP Teams & Safety & Security Committee

- Report to DSL and Safety & Security Committee
- Continue to gather information
- Contact outside advice agencies - Kinderschutzgruppe
- Monitor the wellbeing of the student and provide appropriate support



### Decide - Safety & Security Committee

1. *There is insufficient grounds for concern:*  
The CP team will work with the student, teacher and family to support needs
2. *There is reasonable cause for concern:*  
The Safety & Security Committee will do one of the following:
  - a. contact KESB and register the concern
  - b. initiate an independent safeguarding investigation
3. *There are grounds to make a criminal complaint:*  
The Safety & Security Committee will contact the police.

### 7.3 Decision Making

- If there is evidence of physical harm caused by suspected abuse, the student may be taken to hospital for examination. The KESB (Kinder-und-Ewachsenenschutzrecht - See 8.3) and police will be informed as appropriate.
- If it is felt that the student is in immediate or imminent danger, or a criminal offence has been committed, the police will be contacted and the KESB will be informed.
- If there is deemed to be insufficient evidence to warrant immediate action, the Child Protection Group (Kinderschutzgruppe - See 8.1) may be contacted for advice, and a period of observation and assessment will follow, leading to one of three conclusions highlighted above.

#### **Decision 1:**

*There are insufficient grounds to have reasonable cause for concern.* This conclusion may follow circumstances relating to:

- Student relations with peers
- Parenting skills related to disciplining children at home
- Student-parent relationships
- Mental health issues such as depression, low self-esteem, grieving

The school counsellor will work with the parents and teacher and will coordinate a programme to support the child. This may involve external support services.

#### **Decisions 2 & 3:**

*There are reasonable grounds for concern of child abuse or neglect, or suspicion of a criminal offence; or in case of an emergency:*

The school will follow advice from the Child Protection Group (Kinderschutzgruppe), KESB and, where appropriate, the police. Parents will be contacted if they are not the suspected abusers. If they are suspected of child abuse, advice will be taken from the Child Protection Group.

Where appropriate, the school will contact local psychological services to provide support to the student and family. Parental permission is needed for this.

An attorney will be consulted if it is deemed necessary.

#### **Further notifications:**

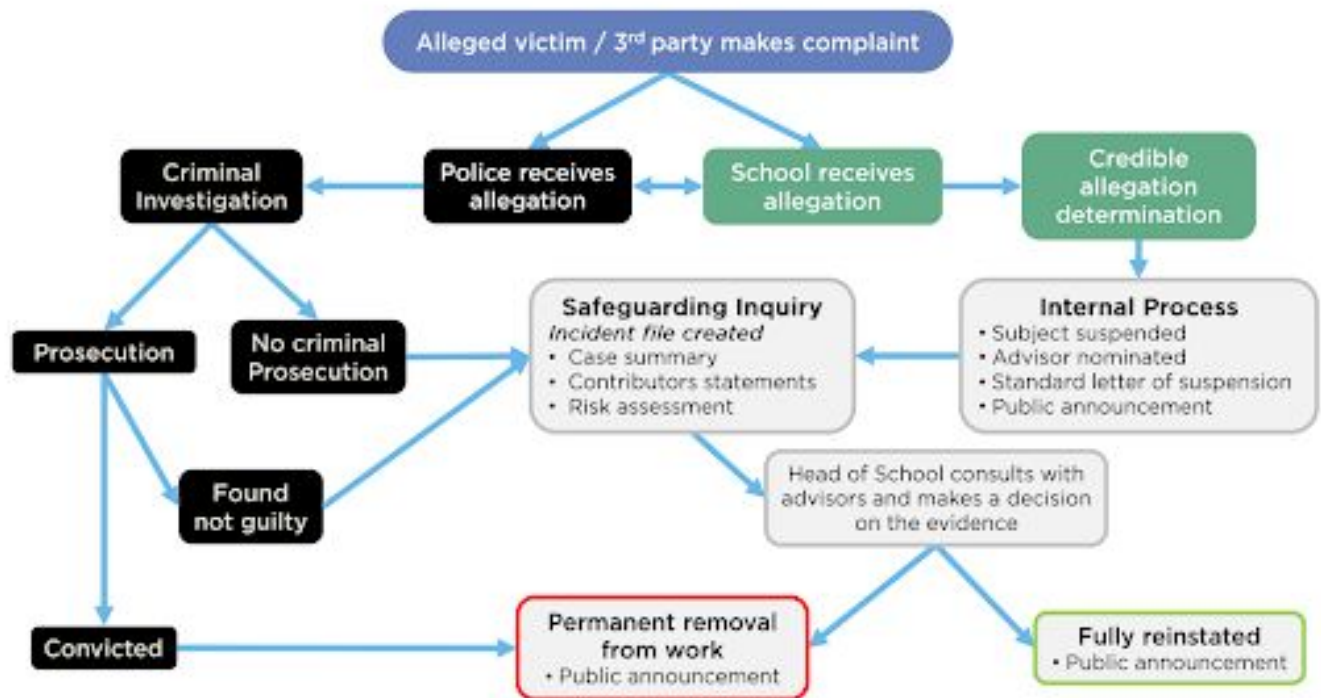
In addition to following advice and procedures given by the Child Protection Group (Kinderschutzgruppe), the KESB, and where necessary, the police, the school may notify:

- The management of the sponsoring employer of the concern with the child/family, or to the welfare office at the home-of-record.
- The consulate of the country of the involved family.

- Child Protection Groups in the home country

#### 7.4 Conducting an Independent Safeguarding Investigation of an Employee

If it is suspected that an employed in the school has abused a child the concern must be brought directly to the School Director, the case will be treated with the utmost gravity, and a full safeguarding investigation will follow (as highlighted below).



(CIS Task Force, 2017)

- A full safeguarding investigation, following an internal inquiry, is not the role of the school Safeguarding & Child Protection Teams.
- In cases where the police deem there is insufficient evidence for a criminal investigation, ZIS may engage the services of an independent safeguarding consultant to carry out a Suitability Assessment.
- This assessment is not to determine innocence/guilt but to assess the suitability of the person to work with children.
- All communication during in, and subsequent to, will be in line with Swiss Privacy and Swiss Labour Laws
- ZIS will develop a communication plan and welfare plan appropriate to the situation and with the advice of external authorities



## 7.5 Further Support for the Child and Family

- The counsellor, or assigned contact, will maintain follow up contact with the child and family to provide support and guidance as appropriate.
- The school counsellor will meet with the child's teachers (if appropriate) and the school principal to provide in-service training regarding the needs of abused or neglected children and the important role teachers play in assisting the child's recovery and future development.
- The counsellor will provide resource materials and strategies for teachers use.
- The counsellor will maintain contact with outside therapists and investigators to update the situation of the child in school.

All documentation of the investigation will be kept in the child's school *Confidential Records* file. Records sent to schools to which a student may transfer will only flag a confidential file for the child with prior parental consent. ZIS will only share information as appropriate to protect the child, in line with Swiss privacy laws.

## 8.0 Contact Details for Local Authorities & Support Services

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### 8.1 Overview of Organizations

**Child Protection Authority - KESB Kinder- und Erwachsenenschutzbehörden** – This is the child protection authority. If there is reasonable concern that a child is being abused, the suspicions are reported to the KESB. Each area has its own office and suspicions must be reported to the office responsible for the area where the student lives.

**Child Protection Group - Kinderschutzgruppen:** - This is a helpline which will give advice to schools when they have a concern about child abuse. Phone calls may be made anonymously. Horgen has a local office, and there is also a Child Protection group based at Zurich children's hospital.

**Youth and Family advisory service - Jugend- und Familienberatung** - This provides free legal advice and counselling to families, and is provided by the Gemeinde where the student lives. It may also be given legal guardianship over the student.

### **Psychological support for the student –**

*Child and Adolescent Psychiatric Service* – Zurich: Paid for by Krankenkasse Need parental permission for a student to be referred to these services.

### 8.2 External Contacts

Purpose	Organisation / Place	Name & Role	Contact
Emergency			117
Reporting Child Abuse	Zuerich Kantonspolizei, Kinderschutz	Herr Pfeiffer, Head of Department Frau Schubiger, Deputy Head of Department	044 247 21 85 044 247 21 84 (Office Hours)
Child & Adult Protection Authorities*	Kinder- und Erwachsenenschutzbe hörden KESB** / Horgen		044 718 40 40 www.kesb-horgen.ch contact@kesb-horgen.ch
Child Protection Group	Kinderschutzgruppe Bern	Katie Wiederkehr Director of the Swiss Child Protection Foundation	031 398 10 14 031 398 10 10 Kathie.wiederkehr@kinderschutz.ch www.kinderschutz.ch
Child Protection Group	Kinderschutzgruppe Horgen		043 259 92 38 kkb.horgen@ajb.zh.ch www.ajb.zh.ch
Emergency psychiatrist**	Sanatorium Kilchberg		044 716 42 42
Psychiatric Service**	Horgen		044 578 60 50 043 499 26 26
Helpline	Kinderspital Zurich	Child Protection Helpline	044 266 76 46:
Helpline	Kinderspital Zurich	24 Hr Hospital Helpline	044 266 71 11
Psychiatric Service**	Child and Adolescent Psychiatric Service, Horgen		044 578 60 50 043 499 26 26 www.ajb.zh.ch ail info.poliklinik@kjpdzh.ch
Horgen District Police Youth Specialist	Abteilung Allgemeine Kriminalitat Jugenddienst		<a href="http://www.jugenddienst.zh.ch">www.jugenddienst.zh.ch</a> <a href="mailto:shac@kapo.zh.ch">shac@kapo.zh.ch</a>
Independent Safeguarding Consultant	Girling Hughes Associates Ltd	Teresa Hughes	<a href="mailto:teresa.hughes@girlinghughes.com">teresa.hughes@girlinghughes.com</a>

\* Further Information about KESB below

\*\* Psychological support for students - Note: Parents have to sign to give their permission for these services. If the parent is the suspected abuser, take advice from the Child Protection Groups

### 8.3 KESB Kinder und Erwachsenenschutzbehoerden

In January 2013 a new child protection law came into force in Switzerland (Kinder- und Erwachsenenschutzrecht), creating new regional Child and Adult protection authorities *Kinder- und Erwachsenenschutzbehörden KESB*.

**Under this law, if there is a suspicion of child abuse, the school should contact the KESB in the town/city where the student lives** and send them a *Kindwohlgefahrungsmeldung* to register the concern.

To locate this list on the internet, copy and search for:

*Schweiz: Adressverzeichnis der Kindes- und Erwachsenenschutzbehörden KESB*

Merkblatt Gefährdungsmeldungen, Kanton Zurich

Available to download: <http://www.kesb-zh.ch/verfahren-und-rechtsschutz>

- By law, anybody who is worried about a child has the right to refer them to the KESB. This means that if a member of staff feels their concerns about suspected child abuse have not been taken seriously by the school, they have the right to refer the case to the KESB themselves. In this instance, the member of staff should both speak to the Director in person and inform the Director in writing of their decision to contact the KESB before doing so.
- Those in public service in the Swiss state system, including teachers, are obligated to report any reasonable concerns about child abuse to the KESB authorities. As a private institution, we may report concerns but are not required to do so.
- KESB groups will be composed of a lawyer, social worker and psychologist
- Canton Zurich: The committee will make decisions and prepare for the next steps – this will be ordered by law.
- Swiss law: You have the right to report but no obligation to report
- Reports can be made anonymously
- The process of filing a report with a concern for abuse
  - Work with parents before making a claim
  - Teachers are obligated to report suspected abuse to the School Director/ Designate to file the report
- By law, we are allowed to say we suspect abuse to the authorities **but** we do not have to say **if** we are in personal engagement with the family and working with them.