



ISD Child Protection and Safeguarding Policy and Procedure

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POLICY 7.16

SUBJECT: CHILD PROTECTION and SAFEGUARDING

ISD Policy 7.16

Subject: Child Protection and Safeguarding Policy

Our moral and legal responsibility is to safeguard and promote each child's universal right to protection from violence, exploitation, neglect and abuse (whether physically, psychologically, emotionally or sexually). To this effect, we are committed to providing a safe and welcoming environment where children are respected and valued. The school will appoint a Safeguarding Lead in order to best promote and support the education and training of staff as related to child protection under German school law ¹to ensure that all suspicions of abuse are promptly reported and appropriately responded to.

PROCEDURE 7.16.1

SUBJECT: CHILD PROTECTION and SAFEGUARDING

The procedures contained in this policy apply to all personnel working for, or on behalf of, ISD (generally referred to as staff) are consistent with those of German child protection law and will be reviewed annually.

1. Definitions of Safeguarding and Child Protection

Definition of Safeguarding

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.

At ISD Safeguarding is the preventative work that is in place to broadly support the safety for all of our students.

¹ German School Law Section 42, Paragraph 6: Care for the well-being of students requires that schools pursue every suspected case of abuse or neglect. The school must decide in a timely manner if and when to involve the child protection authorities

Definition of Child Protection

Child protection is the protection of children from violence, exploitation, abuse and neglect. Article 19 of the UN Convention on the Rights of the Child provides for the protection of children in and out of the home.

At ISD Child Protection refers to the work that we do to keep students safe who are at risk of harm. The risk of harm may be from a single event, or serious concerns over time. Child protection concerns are investigated if they happen in or out of school, as mandated by German law.

2. German Child Protection Protocol

Following adherence to ISD's procedures for internally reporting a child protection concern, there are two government agencies, which may be subsequently involved.

Düsseldorf Centre for School Psychology (CSP) / Zentrum für Schulpsychologie
+49 (0)211-89-95340

Düsseldorf Child and Youth Welfare Office (YWO) / Jugendamt
Bezirkssozialdienst Stadtmitte (Stockum, Lohausen, Kaiserswerth, Wittlaer, Angermund,
Kalkum)
Bismarckstrasse 43
40210 Düsseldorf
+49 (0) 211 8995450
bsd201@duesseldorf.de

The Centre for School Psychology (CSP) is a first-step, advisory resource for clarifying our legal responsibilities, determining the best course of action for each case and offering necessary professional support. Should the CSP recommend a case be further reported to the Youth Welfare Office (YWO), it will be in the best interests of our student that we follow this recommendation.

The YWO is the official, government child-welfare organisation which may then process each case via the German court system.

- It is important to note that once a case has been reported to the authorities, child protection law supersedes privacy law.
- In all cases where contact is made to either the CSP or YWO, the ISD Director must also be informed.

- Should an individual decide to contact either the CSP or YWO directly, they will be asked if the school has also been informed and encouraged to do so.
- German law and the student's age could affect the way the case is dealt with. Individuals under 14 years are viewed as "children" while students from 14 years to 18 years are considered "youth". A student of 18 years is no longer a minor but still a student at our school. The authorities manage cases according to these definitions.
- Depending on the type and severity of abuse, immediate treatment and referral for assessment may be required (eg. sexual, physical). In specific cases, this will include involvement of the CSP and as determined, the YWO.
- The ISD Child Protection and Safeguarding Policy and Procedure is intended for ISD students and their siblings. However, if a staff member were to be alerted to the potential threat to the safety and wellbeing of a non-ISD student they should take action accordingly to ensure the young person's safety by either informing the ISD Safeguarding Coordinator and/or external agencies.
- The ISD Child Protection and Safeguarding Policy and Procedure is intended to support any action taken regarding a student's safety or wellbeing in or out of school time. We are required by German Law to take action if we are alerted to a situation where a child/young person may be at risk of harm, this is not limited to their time in school.
- We take guidance from the following German regulations in relation to Child Protection and Safeguarding our students:
 - **Art. 6 Abs. 2 LV NW** (Landesverfassung) - constitution for the state of North Rhine-Westphalia
 - **§ 1, 4 KKG** (Gesetz zur Kooperation und Information im Kinderschutz) - law about the cooperation and information in child protection
 - **§ 14 SGB VIII** - Sozialgesetzbuch - Social Code
 - **§ 8a SGB VIII**
- We are mandated by law to take the following steps in response to a concern about a student's safety:
 - 1. Discuss the situation with the student and guardian;
 - 2. Work towards the acceptance of support from outside, if the protection of the child/young person is not jeopardized. The school has the right, and access, to special support from respective public offices and experts from the CSP as mentioned above. When seeking this advice we will not share identifying details of the individuals we are discussing;
 - 3. If the school cannot work with the student, or their guardian, to improve the situation for the student, we have the right to inform the YWO (Jugendamt) but must inform guardians and students before making this referral, unless our impression is that informing the student and/or guardians could jeopardise the student's safety.

3. Safeguarding and Child Protection Roles at ISD

The school will appoint a Safeguarding Lead in order to best promote and support the education and training of staff as related to child protection under German school law² to ensure that all suspicions of abuse are promptly reported and appropriately responded to.

The Safeguarding Governor, Safeguarding Lead and Safeguarding Coordinators are the school's designated employees responsible for overseeing, administering and implementing the child protection policy and its relevant procedures.

ISD has one Safeguarding Lead for the whole school and two Safeguarding Coordinators, one for elementary and one for senior school.

Roles and Responsibilities of the Safeguarding Lead

- Reports to the Director of ISD.
- Ensuring that all personnel working for, or on behalf of, ISD have been informed of the ISD Child Protection and Safeguarding Policy and Procedures. This includes completing a declaration that they have read and understood the ISD Child Protection and Safeguarding Policy and Procedure and agree to uphold them within the capacity of their role at ISD.
- Ensuring that all personnel working for, or on behalf of, ISD know who to contact in the case of a child protection concern and how to complete the required paperwork.
- Leading a child protection and safeguarding staff induction programme at the beginning of each school year for all new staff.
- Leading a child protection and safeguarding programme for all new coaches, parent volunteers, music teachers, activity supervisors and other personnel working on behalf of ISD.
- Ensuring staff, and other personnel working on behalf of ISD, have access to child protection and safeguarding refresher training every three years.
- Provide an annual refresher training for all employees to include legal obligations according to German law, daily best practices, indicators of abuse, responding to concerns/disclosures, recording of concerns and disclosures, and confidentiality.
- Providing consultative support to staff for any specific child protection issues.
- Liaising with the Dusseldorf Center for School Psychology (Zentrum für Schulpsychologie) and the Child and Youth Welfare Office (Jugendamt) as required.

² German School Law Section 42, Paragraph 6: Care for the well-being of students requires that schools pursue every suspected case of abuse or neglect. The school must decide in a timely manner if and when to involve the child protection authorities

- Following a process to monitor, review and evaluate the system for the protection of students at ISD in conjunction with the Safeguarding Governor on the ISD Board.
- Overseeing relevant child protection and safeguarding education for students in the curriculum.
- Raising awareness of child protection matters within the ISD community.
- Working with any and all reported child protection issues in a confidential manner.
- Being an active member of the child protection committee.

Roles and Responsibilities of the Safeguarding Coordinators; Elementary and Senior Schools

- Reports to the Director of ISD.
- Promoting and implementing ISD's Child Protection Policies and Procedures.
- Child protection point of contact within assigned areas of the school; Senior School or Elementary School.
- Receiving and acting upon all reported child protection concerns.
- Ensuring that paperwork is accurately completed, reviewed, is GDPR compliant and securely stored at all times.
- Leading the relevant child protection team. Child protection teams are different for each case and will include, but are not limited to, the relevant safeguarding coordinator, principal or Director of Sports and Activities, nurse and counsellor for that case.
- Ensure that students who are the victim of child abuse and/or neglect are provided with support from school counsellors or adequate external professional services.
- Liaising with the Dusseldorf Center for School Psychology (Zentrum für Schulpsychologie) and the Child and Youth Welfare Office (Jugendamt) as required.
- Working with all reported child protection issues in a confidential manner.
- Being an active member of the child protection committee.

Safeguarding Governor

The Safeguarding Governor is a designated member of ISD's Board of Trustees. They are responsible for ensuring that the school meets its statutory responsibilities of students attending school and that students are safe. They will support the work of the Safeguarding Lead and Safeguarding Coordinators and ensure that ISD Child Protection and Safeguarding Policy and Procedure are adhered to.

Any concerns regarding the Director, Principals, Safeguarding Lead, or Safeguarding Coordinator would be reported to: Safeguarding Governor

Online Safety Delegate

An Online Safety Delegate is appointed for the whole school and is responsible for providing guidance and advice around keeping our students safe online. Their role is to advise and ensure General Data Protection Regulations are being complied with. They are a member of the Child Protection Committee.

Child Protection Committee

The purpose of the committee is to uphold, review and revise the ISD Child Protection and Safeguarding Policy and Procedures, discuss child protection issues that arise within the ISD community and plan responses accordingly. The committee will provide support for the work of the Safeguarding Lead and Safeguarding Coordinators and are a direct link to the school leadership.

Committee Members: Safeguarding Governor, Safeguarding Lead, Safeguarding Coordinators, Elementary School Principal, Senior School Principal, Director of Sports and Activities, Nurse, Online Safety Delegate, Administrative Support.

4. Best Practices for ISD Staff

Physical Contact with Students

As a general rule, any physical contact between school personnel and the student should be in response to the needs of the student and not the needs of the adult.

While physical contact can be used to comfort, reassure or assist a student, the following should be factors in assessing its appropriateness:

- it is acceptable to the student concerned
- it is open and not secretive
- it is appropriate to the age and developmental stage of the student

The use of physical intervention must only occur when a student is endangering himself / herself or others. This should be recorded and signed by a witness and shared with the relevant Safeguarding Coordinator.

Peer on Peer Abuse

- Staff must be familiar with the definition of Peer on Peer Abuse and understand that relationships between peers can be abusive and require intervention.

Email communication about sensitive information

- Sensitive and confidential information should be shared in person when possible.
- If communication must be by email amongst staff;
 - Never put a students' name in the subject line.
 - Try to avoid using a students' name in the first two lines of the email.
 - If it will be understood, use the students' initials rather than name.
 - Request a face to face meeting to discuss sensitive topics.
 - Do not forward emails with sensitive student information, and if unsure, check with the relevant Safeguarding Coordinator.
 - ensure any forwarded emails are directed only to those who need all of the information contained within.
- For emails from parents to the school office, for example regarding attendance, it is okay to have the students name in the subject line for ease of communication.

Guidelines

Staff should:

- Read and understand the school's child protection and safeguarding policy and procedures.
- Read and understand the school's relevant (ES or SrS) Faculty and staff handbook
- Read and understand the school's Changing Room Guidelines, see below
- Faculty and staff should set the example by conducting themselves appropriately at all times.
- Provide an environment and atmosphere for children which enables them to feel valued and secure.
- Treat all students with respect and encourage positive and safe behaviour among students.
- Be alert to changes in student's behaviour.
- Ask the student's permission before doing anything for them of a physical nature and where possible have a witness.
- Keep all direct communication with students through approved school systems.

Staff should not:

- Do things of a personal nature for a student which the student can do for him/herself.
- Promise a child to keep certain information confidential
- Be alone with a student where you cannot be seen or heard, unless;
 - *it is required for privacy for the benefit of the student, for example with a nurse or counsellor, or*
 - *the nature of the task requires it, such as rehearsal or IB assessments. In such cases, this should be cleared by the Principal and the Safeguarding Coordinator should be made aware that such a meeting is taking place, where and when.*

- *NOTE: if you will be having a one on one interaction with a student, consider things you can do to protect the student and yourself. Put yourselves in a position where you can be seen and/or heard, keep doors open, or allow a classmate to remain with the student if appropriate.*
- Body search students for any reason, or touch their personal possessions.
- Make inappropriate comments of a sexual or violent nature.
- Seek private contact with a student or students or extend/accept invitations outside of school hours, including digital contact via social media.
- Share any private contact information with students.

Changing Room Guidelines

These guidelines have been created because:

- Getting changed can make some children feel vulnerable
- Getting changed can cause anxiety for some children
- Staff can feel unsure about supervision and how to ensure that both children and adults are safe.

Guidelines for changing areas:

- Single-gender designated changing rooms are used.
- All students are treated fairly and with respect for their privacy and dignity.
- Adequate and sensitive arrangements for changing are taken into account for students with disabilities and children from different religions, beliefs, cultural backgrounds or gender identity - students and parents should be involved in making decisions involving additional care.
- Adults must always change or shower privately; never in the same space as students.

Guidelines for staff supervision of changing areas:

- It should not be necessary for adults to remain in the room in order to maintain good behaviour, being in close proximity and students being aware of this should be enough.
- Students should know that adults will enter the room if necessary - in response to a disturbance, for example.
- It is often possible to leave the door of designated changing rooms slightly open - to listen for disturbances.
- If there is a need for an adult to enter the room, it is recommended they should alert students to this by announcing it to give students the opportunity to cover up if they want to.
- Where possible, female staff should supervise girls and male staff should supervise boys.
- All adults, but particularly those of the opposite gender, should avoid just standing in the changing room watching students, or repeatedly going in and out without good reason.
- Behavioural expectations should be shared with students so they are clear about their conduct whilst they are unsupervised.

- Students who express concern about the behaviour of a member of staff or other students should be listened to, and appropriate enquiries should be conducted by the Child Protection Officers.
- Staff should be aware of any additional care issues for individual students - with disabilities and children from different religions, beliefs, cultural backgrounds or gender identity.
- Students of all ages should be encouraged to be as independent as possible; consider prompting and giving verbal help/encouragement before offering physical assistance.

5. Education and Training

Education

Child-protection education should include:

- staff, students and the wider ISD community.
- educational, research-based practice which suggests that an explicit learning about child protection issues might not be in the best interest of the child.
- preventative strategies
- resiliency education
- digital citizenship: [Digital Citizenship on isdedu.de](https://www.isdedu.de/digital-citizenship)

Staff

- Required annual refresher educational session for employees to include legal obligations, daily best practices, indicators of abuse, responding to concerns/disclosures, recording of concerns and disclosures, confidentiality.
- Required full training once every three years
- Provision of supporting materials and resources, to include access to trained, professional child protection staff.
- Continued professional development opportunities throughout the school year.

Students

- Required annual educational sessions for all students which are age appropriate
- Posters and leaflets around the school, making clear who the Safeguarding Coordinators are and how they can be contacted.
- Leaflets which provide targeted information for students such as cyberbullying and German Law.

6. Online safety

Online Safety Delegate

An Online Safety Delegate is appointed for the whole school and is responsible for providing guidance and advice around keeping our students safe online. The Online Safety Delegate is a member of the Child Protection Committee.

Digital Citizenship

Digital Citizenship is our school wide digital safety programme educating and encouraging all students to behave in a safe and responsible manner when working digitally.

Expectations for ISD staff when eLearning

1. Assess students' wellbeing

- In the event of a situation that leads to the implementation of the ISD eLearning plan, your students may be stressed or worried. Before diving into the curriculum, take the time to assess your students' mental, physical, and emotional wellbeing. How are they doing? How are their families? Continue regular check-ins with your students as long as the eLearning plan is in place.
- If you have a concern about the safety or well being of a child during school closure please complete the [Record of a Concern form](#). The information will go to Safeguarding Coordinators and Principals, please also email the relevant Safeguarding Coordinator to inform them you have submitted a Record of Concern form. If you are concerned that a student is at imminent risk of harm, contact a member of the Child Protection Team immediately.
- Where we have concerns about a student being away from school or at home for a long period of time, s/he will be on the 'Safeguarding Watch List.' Specific staff members will be assigned to check in with these students. If you have been asked to do this, please ensure you report back to the relevant Safeguarding Coordinator. Any concerns about these students should be immediately shared with the Child Protection Team by submitting the 'Record of Concern' form mentioned above.

2. Evaluate your students' conditions for Remote Learning

- While most students will have reliable online access at home and the necessary devices to shift to eLearning, others will not. Teachers should remember that each family's circumstances will vary and they should avoid assumptions about limitations or restrictions students are facing.
- Ask your students and/or their parents to confirm their location (maybe not Düsseldorf?) and time zone; whether their online access is reliable; and what devices the student has at their disposal.
- Open a dialogue with families and avoid assumptions that all students' circumstances are the same.

3. Keep yourself and your students safe

- Online video sessions should only happen during the normal school day, between 8:30 - 16:00.
- **Do not record any interactions with students.** If you do record an interactive session including students for educational purposes, for example, to share with those that might miss the session, you must ensure that all parties have consented to be in a session that will be recorded.
- If teachers are using an online video chat platform for instructional purposes it is **recommended that there be a minimum of 3 students** present in the video chat. If there are less than three students please see the guidelines in number 4 below.
- If a class video conference is complete and less than three students choose to remain for discussion with the teacher, continue with audio-only, turn videos off.
- At no point should you give your personal email, social media (including WhatsApp) or phone numbers to the student. All communication should be via school email.
- Everyone should adhere to the guidelines in the Digital Citizenship Agreement.

4. One-to-one, or one-to-two, conversations with students

- The preferable options for staff to have one-to-one, or one-to-two, interactions with students are via school email, Google hangouts via text chat (not with video), or audio-only chat (video off).
- However, in some situations, it may be necessary to schedule a video conference with less than three students. In these cases, all staff are to be mindful of how the interaction could be interpreted and are to always maintain a professional purpose to the interaction.
- When video conferencing with less than three students please adhere to the following points:
 - If a student is Grade 8 or below (or 13 years and younger), any one-to-one, or one-to-two, video conferencing must have a parent or guardian within earshot.
 - If a student is Grade 9 to 12 (or 14 years and older) students can give their own verbal consent for any one-to-one, or one-to-two, video conferencing and are old enough to make the choice to have their video on and be present for an individual meeting with a staff member.
 - In regards to individual counselling, for students 11 years old and under, parents must be within earshot of an individual video conference. For students 12 and 13 years of age, counsellors must get parental consent by email for individual video conferencing. Students 14 years and older can choose to have individual counselling sessions without parental consent.

5. Remain professional at all times

- Ensure that you are dressed appropriately and that your video conferencing takes place in an appropriate environment (i.e. neutral walls, not sitting in bed).
- If a student is dressed inappropriately or has inappropriate images/content in the background immediately end the call and request by email that they call back when dressed to the school dress code.
- Should a student or parent use language or behaviour that you deem inappropriate, offensive or abusive, you should give a warning. If this behaviour persists, immediately terminate the session and inform your line manager of what has happened.

7. Student Attendance

Students with prolonged unexplained absence from school may be at risk of harm. They may also be vulnerable to harm if they leave their home to go to school but do not arrive at school.

At ISD we have procedures in place to monitor attendance:

- If a student arrives at school after 8:45am, they are required to sign in with a secretary so the appropriate attendance records can be updated.
- If a student is absent and there is no communication explaining why, contact will be made with their parents to ensure they are safe.
- In cases of prolonged, unexplained absence, ISD will respond with a team approach to support the student and their family with a proactive plan that is relevant to the situation.

8. Handling Personal Observations and Reporting Concerns

To be documented using the Record of Concern Form and reporting protocol

- The process often starts with the child breaking down or demonstrating concerning behaviour. Key is for the observer to accurately document immediate and future observations.
- The observer should not promise confidentiality to the student.
- It is important to note how and when the student reported the incident. Is it reported in an email, phone call, or by other means rather than face to face to a

member of staff, in the evening, on a weekend or school break? Caution should be used not to further upset the student when documenting an incident.

- In the absence of the Safeguarding Coordinator, inform the relevant Principal and Director.
- If an incident involving an ISD student or staff member is reported by a third party to you, fill out the Record of Concern Form and submit to the Safeguarding Coordinator.
- If a staff member self-reports a child protection issue, s/he should be referred to the Safeguarding Coordinator.
- Concerns involving allegations against members of staff should be referred to the Safeguarding Coordinator who will contact the relevant Principal or Director of Sports and Activities immediately to agree on further action. For further details, see the section below titled "Allegations Against Staff".
- In the event that the Director, Safeguarding Lead, or Safeguarding Coordinator is believed to be involved, the contact person should be the Safeguarding Governor on the Board and advice will be sought from an external service.
- With regards to an allegation against an ISD Board member, a Safeguarding Coordinator must seek advice from an external service.
- If no Safeguarding Coordinator, Principal or Director is available at the time (out of country/school holidays/sick leave/PD), the case would be reported to the assigned person in charge of the school for that day.

9. Incident Reporting, Record Keeping and Confidentiality

Reporting

- Understand your role and responsibilities in reporting Child Protection incidents.
- Review and follow the Child Protection Reporting Flowchart, making sure that records should be factual and reflect the words used by the student/suspected victim. Observations should be supported by evidence wherever possible.
- Fill in and submit a Child Protection Record of Concern Form as soon as possible following the observation of a child protection incident, or being disclosed to about an incident.
- Any concerns or suspicions of abuse, including self harm or suicidal ideation, however insignificant should be reported to the Safeguarding Coordinator as soon as possible and more serious concerns immediately. Should the Safeguarding Coordinator not be available, the Principal should be notified.

Record Keeping

- All child protection records are confidential and shared only on a need to know basis.

- Records are kept by the Safeguarding Coordinator in a locked cabinet separate from school files, filed under the name of the student/s who the concern has been raised about. Only the relevant Principal will have access with a second key to the cabinet.

10. Allegations Against Staff

The term 'allegation' is presuming that a certain threshold has been crossed and there has been an observation or suspicion that a staff member has harmed a student. Appropriate child protection measures must be taken as outlined below in regards to this. There may be instances where this threshold is not met but there is discomfort around the actions of an individual, this would be considered a concern.

ISD agrees to respond to all concerns about an adult's behaviour toward or around students.

Management of any allegation of abuse toward a student must take into consideration the school's duty to the student, duty to the alleged perpetrator and the duty to the law and mandatory reporting obligations.

- Any member of the ISD community may raise concerns about poor practice of a staff member and should report this directly to a Safeguarding Coordinator, and in the absence of a Safeguarding Coordinator, the relevant Principal or Director of Sports and Activities.
- Staff who are concerned about the conduct of a colleague toward students are in a difficult position. They could be worried that they might have misunderstood a situation, and worry about the consequences for their colleague. In these situations, all staff must remember that the welfare of the student is paramount and must be at the centre of all actions that are taken.
- Those raising a concern can be reassured that their identity will be protected when possible and a sensitive inquiry will follow regarding the concern that is raised.
- The Safeguarding Coordinator and relevant Principal/Director of Sports and Activities will make a decision regarding further action based on the following examples of poor practice or allegations below.
- All Child Protection documentation will proceed with regard to the student as with any case.
- In all cases that there is a concern or allegation against an employee the Director and Human Resources Department will be informed and internal procedures for staff will be followed in accordance with German Labour Law and Child Protection Law.

- The management of staff conduct following the internal procedures mentioned above, will take place in a parallel process to the investigation in relation to the safety and wellbeing of the student/s the concern is in regard to.
- If the concern is deemed to meet the threshold of an allegation of abuse the Safeguarding Governor and Board Chair will be informed or, in the case of a staff member working within the Sportverein, the ISD Sportverein Board Chair.
- The ISD Director, Safeguarding Governor on the Board and Board Chair will be informed of all allegations against staff. Action taken will follow the schools internal procedures for staff that are informed by German Labour Law.
- The inquiry that will follow an allegation is a process to determine the facts and could be done internally or with the support of external agencies. Advice or involvement of external agencies will be sought when necessary.
- Staff who are subject to an allegation have the right to have their case dealt with quickly, fairly and consistently. ISD will work to provide effective protection for the student and at the same time support the staff member subject to the allegation.
- If the allegation is against the Director, a Board member, a Principal, the Director of Sports and Activities, the Safeguarding Lead, or a Safeguarding Coordinator, external advice will be sought immediately from the Dusseldorf Centre for School Psychology (Zentrum für Schulpsychologie) and/or the Youth Welfare Office (Jugendamt).
- If an allegation is historical this should be passed on to the local authorities to investigate.
- There is an expectation that allegations or concerns are raised out of genuine concern for the best interests of the child/ren or student/s. If, upon investigation, it is found to be a false accusation made with malicious intent, this will be addressed in a way that is appropriate to the role of the person making the false accusation.

11. Staff and Volunteer Recruitment and Vetting

- All external services (catering, cleaning, etc.) working at ISD have contractual obligations from the employer to provide police clearance checks.
- All ISD staff, including substitute teachers, are required to provide the Human Resources office an extended police clearance check from previous country of residence (if in Germany less than two years) as well as German police clearance check before they can begin employment.
- Police clearance checks must show a minimum of six months validity.
- Employee references must be obtained for every employee
- A maximum of 10-years of work history and character references may be requested.
- Job recruitment fairs (Search, CIS) hold confidential references for candidates which may suffice toward meeting these requirements. The school should check the validity of the references supplied.

- All private freelancers (coaches, music instructors, mother-tongue teachers) must also adhere to this procedure.
- Volunteers working directly with children in one on one situations where a private space is required must also adhere to this procedure.
- At least one member of ISD staff responsible for recruitment must complete safe recruitment training.

12. School Trips

For the purpose of this document, "chaperone" includes teachers, coaches, other staff members and volunteers.

- All staff involved with an excursion should be familiar with the need to prevent child abuse, to understand signs that a child is at risk or has been harmed, and to respond appropriately if he or she has concerns.
- Risk assessment - all trips should process a risk assessment prior to departure.
- Students should be briefed and encouraged to report any breaches on these procedures to the Safeguarding Coordinator.
- Students should be made aware of how to stay safe when being housed by guest families.
- The minimum required student to staff ratio of one staff member to ten students, should be known and adhered to for all trips.
- Start of trip / end of trip is defined as departure from and return to ISD, to include being picked up by parents.
- During a trip and wherever possible, a minimum of three students should remain together at all times.
- It is expected that both male and female chaperones will be present on trips involving both boys and girls.
- Staff may not be alone with a child where they cannot be seen or heard.

Responsibilities of staff chaperones

- All chaperones should have read and understood the Child Protection and Safeguarding policy and procedures.
- Make sure all proper documentation on participants and emergency procedures (contacts, medical, other) is accessible.
- Liaise with host organization
- Identify first point of contact for all incidents
- Demonstrate professional behaviour at all times
- Be available and prepared to handle incidents throughout the trip

Emergencies/accidents/injuries

- Wherever possible, use a plus one rule, meaning if a group needs to split up (i.e. an injured student needs to go to the hospital), always have an extra adult or student go along.
- Treating injuries - when a chaperone is in the position to treat injuries. Ask the student's permission before doing anything for them of a physical nature and where possible, have a witness.

Housing of guest students

- Please follow the ISD housing rules - located in the Student Handbook as well as the Sports and Activities Player/Parent Handbook.
- Please be familiar with the housing rules of the host organization

Travelling with students by private transportation

- Staff members may not travel alone with a single student using private transportation. This is to protect both the child and staff member from being in a vulnerable position where they may be open to accusations of abuse.

13. Visitors to the International School of Dusseldorf

- All members of the ISD community must have some form of identification on display when entering the school grounds. This will be monitored by security personnel.
- Anyone without ISD identification must sign in at the main entrances to Elementary and Senior schools and receive a visitors badge to have on their person at all times and sign out when they leave.
- A visitor must have an ISD staff member responsible for them at all times that they are onsite.
- If the visitor is to be alone with a student in a professional capacity, we must have parental agreement for this to happen and a copy of a police background check current within the last six months.

14. Staff Interactions with Students Outside of the School Setting

ISD recognises that due to the nature of the community that we live in, there are times where staff members may find themselves in positions where some of their professional obligations outlined in the Child Protection and Safeguarding Procedure are compromised.

Some examples may include;

- encountering students in social settings,
- staff members who are parents of students and are interacting with their child/ren's friends or peers,
- using a student as a babysitter,
- staff member babysitting students.

It is essential that in interactions with students outside of your role at ISD that you:

- understand that no matter what the setting, to the student you are in a position of authority.
- always maintain professionalism, transparency and common sense in your interactions
- never take advantage of your personal relationship with a student, for example; even if you have their personal contact details, for communication related to school, only use the approved school channels for communication.

15. Definitions of Abuse

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. ISD acknowledges that children with special educational needs and disabilities can face additional safeguarding challenges.

Abuse: *a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. ("Keeping Children Safe in Education" Statutory Guidance for Schools and Colleges, UK, September 2018)*

Child Sexual Exploitation: *(CSE) is a type of sexual abuse. Children in exploitative situations and relationships receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them. (www.NSPCC.org.uk)*

Female Genital Mutilation: *(FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision or cutting.*

Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence.

There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health. (www.NSPCC.org.uk)

Honour Based Violence: *(HBV) is a form of domestic abuse which is perpetrated in the name of so called 'honour'. The honour code which it refers to is set at the discretion of male relatives and women who do not abide by the 'rules' are then punished for bringing shame on the family. Infringements may include a woman having a boyfriend; rejecting a forced marriage; pregnancy outside of marriage; interfaith relationships; seeking divorce, inappropriate dress or make-up and even kissing in a public place. (www.domesticviolencelondon.nhs.uk/1-what-is-domestic-violence-/17-honour-based-violence.html)*

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. ("Keeping Children Safe in Education" Statutory Guidance for Schools and Colleges, UK, September 2018)*

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 and/or development. A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or more rarely by others (i.e. Internet). They may be abused by an adult or adults or another child or children.*

Peer on Peer Abuse: *any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations. Peer-on-peer abuse*

can take various forms, including but not limited to: serious bullying (including cyber bullying), relationship abuse, domestic violence and abuse, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour and/or prejudice-based violence, including but not limited to gender-based violence. Online peer-on-peer abuse is any form of peer-on-peer abuse with a digital element. For example, sexting, online abuse, coercion and exploitation, peer-on-peer grooming, threatening language via online means, the distribution of sexualised content, and harassment. (Cited from Farrer & Co Peer-on-peer abuse toolkit)

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.*

Self Harm: *can take lots of physical forms, including cutting, bruising, scratching, hair-pulling, poisoning and overdosing.*

Self-harm isn't usually a suicide attempt or a cry for attention. Instead, it is often a way for young people to release overwhelming emotions. It's a way of coping. So whatever the reason, it should be taken seriously. (www. NSPCC.org.uk)

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. 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 in education.*

("Keeping Children Safe in Education" Statutory Guidance for Schools and Colleges, UK, September 2018)

16. Glossary of Terms

Abuse: This covers all forms of abuse: physical, sexual, emotional/psychological and neglect.

Adult: Anyone 18 years of age and older

Allegation: refers to any concern that somebody has:

- a) harmed or abused a child, including physical, emotional, or sexual harm or abuse, exploitation, and neglect;
- b) behaved in a way that could constitute a criminal offence towards or related to a child; or
- c) behaved in a way that indicates they are not suitable to work with children.

Child: Anyone 13 years of age or younger.

Child Protection: is the protection of children from violence, exploitation, abuse and neglect. Article 19 of the UN Convention on the Rights of the Child provides for the protection of children in and out of the home.

At ISD Child Protection refers to the work that we do to keep students safe who are at risk of harm. The risk of harm may be from a single event, or serious concerns over time. Child protection concerns are investigated if they happen in or out of school, as mandated by German law.

Düsseldorf Center for School Psychology: The consulting agency to which cases may be referred to for guidance prior to contacting the Youth Welfare Office.

Düsseldorf Youth Welfare Office (Jugendamt): The government agency that responds to reports of child abuse or neglect.

Exploitation: This involves exploitive situations of young people under the age of 18 years old and may or may not include receiving something to perform certain inappropriate or illegal activities. Such as sexual activities.

GDPR: General Data Protection Regulation

Resiliency: An individual's ability to adapt to stress and adversity. Stress and adversity can come in the shape of family or relationship problems, health problems, or work related stressors, among others.

Safeguarding: 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.

At ISD Safeguarding is the preventative work that is in place to broadly support the safety

for all of our students.

Staff: an employee of ISD, or personnel working on behalf of ISD. This includes all coaches, music tutors, after school activity supervisors, mother-tongue teachers or parent volunteers. If a senior student is in a coaching or supervisory role of younger students, they are expected to comply with all ISD Child Protection and Safeguarding Policy and Procedures and for this purpose would be considered "Staff".

Suicidal Ideation: the formation of an idea to end one's life.

Violence: The intentional use of physical force to harm someone.

Youth: Anyone between the ages of 14 - 18 years old.

17. Contact Details for Key Personnel and Services

Emergency (Police or Ambulance): 112

Youth Welfare Office YWO (Jugendamt): +49 (0) 211 8995450

Dusseldorf Centre for School Psychology CSP (Zentrum für Schulpsychologie): +49 (0)211-89-95340

Safeguarding Governor: cp.board@isdedu.de

General ISD Safeguarding enquiries: safeguarding@isdedu.de

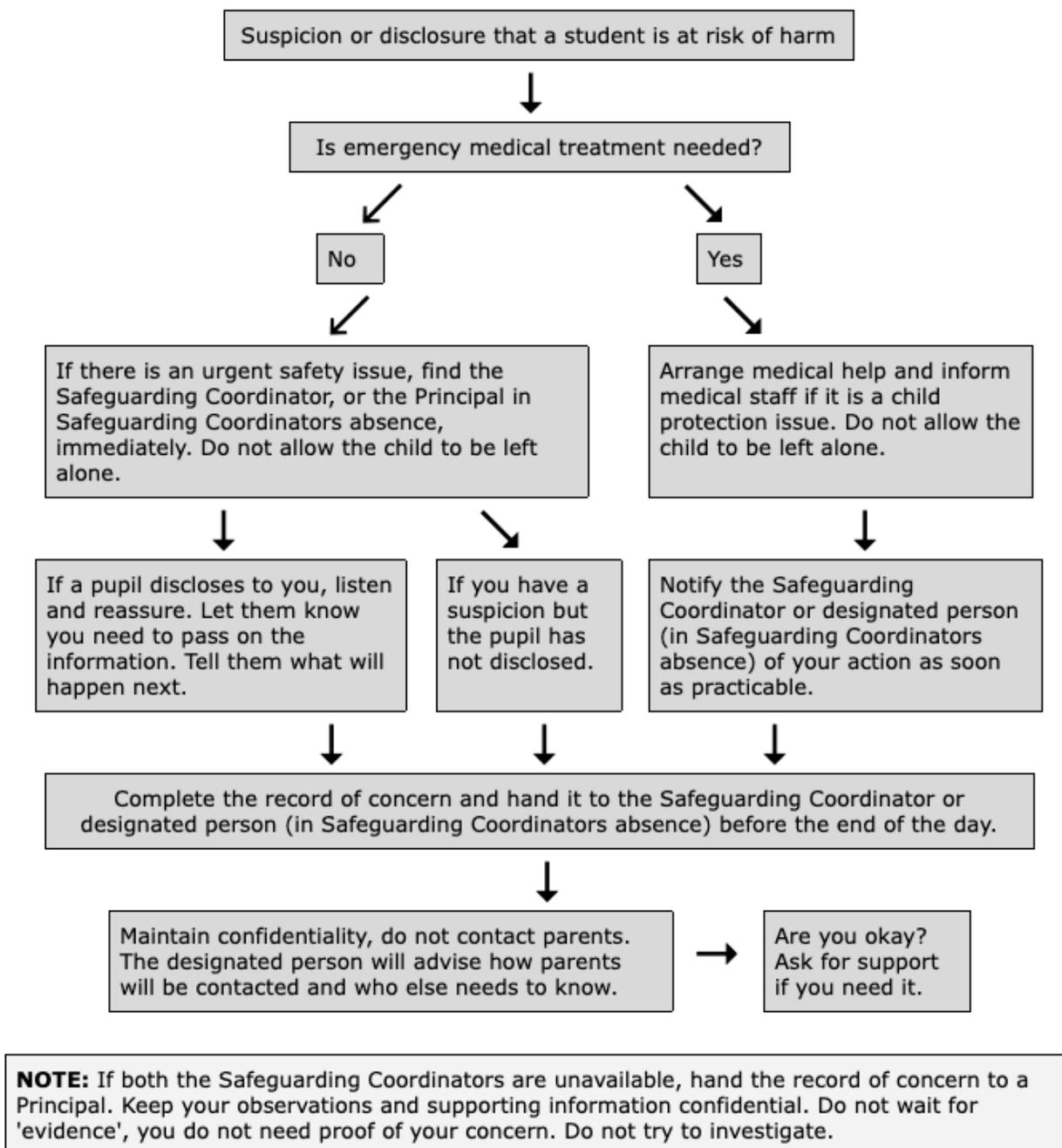
Supporting documents

- German law defined
- [Elementary Staff and Faculty Handbook](#)
- [Senior School Staff and Faculty Handbook](#)
- [Digital Citizenship Agreement](#)
- ISD Child Protection Flow Chart: Appendix 1
- ISD Record of Concern Template: Appendix 2

Appendix 1

International School of Düsseldorf e.V.

Reporting suspicion or disclosure of a child protection issue



Appendix 2

Child Protection - Record of Concern

Student's Name:	Class:
Name of person completing this form:	Date:
	Time:
<p><i>Please give a clear description of the concern, including detail of the concern child/young person's actual words when relevant.</i></p>	

Signature: