



# INTERNATIONAL SCHOOL IKAST – BRANDE SAFEGUARDING AND CHILD PROTECTION POLICY AND GUIDELINES

## 1. Key Contacts:



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<b>Ikast-Brande Police</b>	<a href="https://politi.dk/midt-og-vestjyllands-politi/ikast-brande-naerstation">https://politi.dk/midt-og-vestjyllands-politi/ikast-brande-naerstation</a>
Reference Documents	
<b>Professional Concern Document</b>	<a href="https://www.uvm.dk/-/media/filer/uvm/udd/frie/pdf14/140207-uk-publikation-den-professionelle-bekymring.pdf">https://www.uvm.dk/-/media/filer/uvm/udd/frie/pdf14/140207-uk-publikation-den-professionelle-bekymring.pdf</a>
<b>‘The Danish Approach to Countering and Preventing Extremism and Radicalization’</b>	<a href="https://www.ft.dk/samling/20151/almdel/reu/bilag/248/1617692.pdf">https://www.ft.dk/samling/20151/almdel/reu/bilag/248/1617692.pdf</a>

## 2. Policy statement and principles

### Key Points



- This policy applies to all students in the school. Legally, students aged 18 years and over may be treated differently by external agencies, i.e. as adults. Any student under the age of 18 will be regarded as a child for the purpose of this policy.
- All staff have a responsibility for the implementation of this policy.
- Any concerns regarding safeguarding and/or child protection must be reported immediately to the Designated Safeguarding Lead (DSL), or in their absence to a Deputy Designated Safeguarding Lead (DDSL).
- All staff must know who the trained DSL and DDSLs are.
- If a crime has been committed, it should be reported to the DSL immediately, who will then report it to the Police.
- All staff must have read and act in accordance with The Ministry of Education's document, *'Professional Concern – A guide for private independent schools on children and young people who have welfare issues and are in need of special support'*.
- All safeguarding and child protection concerns must be treated in the utmost confidence.

## Introduction

ISIB is committed to safeguarding and promoting the welfare of children and young people and expects all staff and those connected to the school to share this commitment.

This policy applies to staff, volunteers, and contractors who work with pupils on school premises or away from the school on an activity, visit or other educational pursuit.

This policy therefore complements and supports a range of other policies (e.g. those relating to Complaints, Behaviour, Trips, Health and Safety). The school will consider safeguarding aspects when undertaking development or planning of any kind.

The school's core safeguarding principles are:

- the school's responsibility to safeguard and promote the welfare of children is of paramount importance;
- safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play in keeping children safe;
- listening to children and to all members of the community is fundamental to safeguarding, and is in the best interests of each child;
- ISIB is committed to a 'speak up' culture and believes in the notion that if you see something or sense something then you should say something – no concern is considered too small. If concerns are raised early then help can be provided at an early stage;
- early indication that a child may need help is critical and a crucial part of our 'speak up' culture;
- all staff must have the attitude that 'it could happen here' with regard to safeguarding;
- safer children make more successful learners;
- representatives of the whole school community will be involved in safeguarding policy development and review;
- safeguarding and related policies will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review.

## Terminology



**Safeguarding and promoting the welfare of children** refers to the process of protecting children from maltreatment, preventing the impairment of 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.

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering, significant harm.

**Staff** refers to all those working for or on behalf of the school, full time or part time, including cleaners, temporary or permanent, in either a paid or voluntary capacity.

**Child** includes everyone under the age of 18. Our duty to promote the welfare and health and safety applies to all students in our care, whether they are under or over the age of 18.

**Parent** refers to birth parents, step-parents, guardians, foster carers and adoptive parents etc.



## Safeguarding includes:

- ensuring pupil health and safety;
- referring concerns or allegations about a child to the appropriate bodies promptly;
- counter-bullying measures;
- actions to prevent and/or address all forms of abuse;
- actions to prevent and/or address harassment and discrimination;
- use of physical intervention;
- meeting the needs of pupils with medical conditions;
- providing first aid;
- drug and substance misuse;
- educational visits;
- intimate care;
- internet safety;
- issues which may be specific to a local area or population, for example gang activity;
- school security.

## Child Protection Statement

ISIB fully recognises its moral and statutory responsibility in Denmark, as well as meeting international standards to safeguard and promote the welfare of all children.

We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

## Policy Principles

ISIB's principles are aligned with those of the United Nations Convention on the Rights of the Child (UNCRC). Central to this is the acknowledgment that every child has basic fundamental rights.

These include the right to:

- life, survival and development
- protection from violence, abuse or neglect
- an education that enables children to fulfil their potential
- be raised by, or have a relationship with, their parents
- express their opinions and be listened to.

Therefore, the welfare of the child is paramount.

- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection;
- All members of staff have equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm;
- Children and staff involved in child protection issues will receive appropriate support.

## Policy Aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities;
- To ensure consistent good practice;
- To demonstrate the school's commitment with regard to child protection to students, parents and other partners;
- To contribute to the school's portfolio of safeguarding policies.





## The School's Commitment

There are seven main elements to our policy:

1. Establishing a **safe environment** in which students can learn and develop; include in the curriculum activities and opportunities which equip children with the skills needed to stay safe from abuse and which will develop resilience and realistic attitudes to the responsibilities of adult life;
2. Ensuring the governance of **safeguarding and promotion of welfare is fully embedded** within the school;
3. **Raising awareness** of child protection issues and ensuring staff, volunteers and contractors working at the school are fully aware of the issues and how to act in the event of concerns being raised;
4. Ensuring the implementation of **safer recruitment practices** in full accordance with the requirements of The Ministry of Education's, 'Professional Concern – A guide for private independent schools on children and young people who have welfare issues and are in need of special support,' document.
5. **Supporting students** who are in need of protection, or who require additional help to achieve good outcomes;
6. **Listening to the children in our care** and ensuring that children know that there are adults in the School whom they can approach if they are worried or in difficulty, as the ethos is one where children feel secure and are encouraged to talk, and are listened to;
7. Creating an **open culture** where staff feel confident to speak up whenever they have concerns about a child or an adult, and are aware of how and when to act on concerns that they have, and how to work in a safe and appropriate manner.

## Confidentiality

ISIB recognises that all matters relating to child protection are highly confidential. The Head of School or Designated Safeguarding Lead will share that information on a strict 'need to know' basis. Concerns about individuals should never be discussed elsewhere, inside or outside the school, unless in confidential meetings for that purpose.



### 3. SAFEGUARDING LEGISLATION AND GUIDANCE

ISIB is committed to being compliant with all standards for safeguarding in Denmark. Due to their day-to-day contact with students, members of staff in schools and colleges are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that members of school staff are alert to the signs of abuse and understand the procedures for reporting their concerns. The school will act on identified concerns and provide early help to prevent concerns from escalating.

#### Danish Legislation and Guidance

##### Duty of Notification

The duty of notification is described in the Danish Consolidation Act on Social Services.

##### Danish Consolidation Act on Social Services

The legal framework for the duty of notification is sections 152-155 of the Consolidation Act on Social Services, with the amendments as of 1 October 2013. These sections set out the general and more stringent duty of notification.

Section 154 describes the general duty of notification for all citizens who learn or become aware that a child or young person under the age of 18 is being neglected or abused by his/her parents or other persons, or is living under conditions endangering his/her health or development.

Section 153 describes the duty of notification for all persons providing public services or holding public offices. This is what is called the more stringent duty of notification.

As of 1 October 2013, section 153(1) shall apply:

Persons providing public services or holding public offices shall notify the municipal authorities if, in the exercising of their duties, they learn or become aware of any circumstances giving rise to the presumption that

- (i) a child or young person under the age of 18 may need special support;
- (ii) a child may need special support immediately after being born because of the circumstances of the expectant parents;
- (iii) a child or young person under the age of 18 may need special support on account of the child's or young person's unsanctioned absence from school or failure to meet the compulsory education requirement; or
- (iv) a child or young person under the age of 18 has been exposed to abuse

## The National Social Appeals Board

Section 65 describes the powers of the National Social Appeals Board without a complaint:

- (1) The National Social Appeals Board may, on its own initiative, review cases involving support for children and young persons where it must be presumed that a municipal council, in a specific case, has failed to take the necessary case planning steps or has failed to make the necessary decisions in compliance with the best interests of the child or young person. The National Social Appeals Board may in such cases order the municipal council to take the necessary case planning steps or to make the necessary decisions.
- (2) Where there is a need for measures under sections 52 or 52a above and the municipal council fails to implement such measures as appropriate, the National Social Appeals Board may, on its own, make a provisional decision to implement such measures.
- (3) Moreover, the National Social Appeals Board may on its own make a decision under sections 51, 58, 63 and 68a.
- (4) The National Social Appeals Board may order the municipal council to enforce decisions under subsections (1)-(3) and may also order the decisions to be enforced within a specified time limit where this must be deemed necessary to protect the best interests of the child or young person.
- (5) Where citizens, professionals or any other persons have grounds to assume that the municipal council has failed to take or make such case planning steps or decisions as are prescribed in the Act in compliance with the best interests of the child or young person, these persons may notify the National Social Appeals Board thereof. The National Social Appeals Board shall subsequently assess whether a basis exists for reviewing the case pursuant to subsection (1) above.

## The SSD model – Social Services, School, Healthcare and Daycare



Part of the Child's Reform is section 49a, known as the 'SSD Model'. The model covers both municipal schools and private independent schools:

- (1) Schools, school-based leisure-time facilities, nurses, health visitors, dentists and dental hygienists working in the municipal healthcare service, daycare facilities, after-school facilities, and authorities solving tasks in the field of socially disadvantaged children and young persons may mutually exchange information on strictly private aspects concerning a child's or young person's personal and family circumstances if any such exchange of information is deemed necessary in the context of any early or preventive collaboration on socially disadvantaged children and young persons.
- (2) Any exchange of information under subsection (1) for the purpose of considering a case, compare parts 11 and 12, pertaining to a specific child or young person may be affected once at a meeting. In special circumstances, information may be exchanged at a subsequent meeting among the authorities and institutions set out in subsection (1) hereof.
- (3) Self-governing or private institutions, private clinics or private independent schools that solve tasks for the authorities set out in subsection (1) above may, mutually and in collaboration with the authorities and institutions set out in subsection (1) hereof, exchange information to the same extent as mentioned in subsection (1).
- (4) The authorities and institutions entitled to disclose information under subsections (1)-(3) hereof are under no obligation to do so.

## Professional Secrecy



Professional secrecy means that, as a professional, you are under a duty to observe professional secrecy with regard to any confidential information on children, young persons and their families to which you become privy in the course of your employment. The duty of notification is an exception to the duty to observe professional secrecy.

The purpose of having regulations on professional secrecy is to ensure due process protection and basic trust between citizens and the public officials with whom they come into contact. The regulations on professional secrecy ensure, among other things, that confidential information on children and young persons and their families is exchanged with other professionals only when necessary and when such exchange has an objective purpose.

You can read more about your duty to observe professional secrecy in section 27 of the Danish Access to Public Administration Files Act and sections 152 - 152f of the Danish Criminal Code and in the pamphlet "Dialog om tidlig indsats – udveksling af oplysninger i det tværfaglige SSD-samarbejde og fagpersoners underretningspligt" ("Dialogue on early intervention – Exchanging information within interprofessional SSD collaboration and professional duty of notification").



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The Danish Access to Public Administration Files Act 27. – (1):

Any person acting within the public administration is bound by professional secrecy, cf. section 152 and sections 152 c-152 f of the Danish Criminal Code, whenever information is designated as confidential by statute or other legally binding provision or whenever it is otherwise necessary to keep the information secret to protect material public or private interests, including in particular:

- (i) the security of the State and the defence of the realm;
- (ii) Danish foreign policy and Danish external economic interests, including relations with foreign powers and international institutions;
- (iii) prevention and investigation of any infringement of the law, prosecution of offenders, execution of sentences and the like, and protection of persons accused, witnesses and others in matters of criminal or disciplinary prosecution;
- (iv) implementation of public supervision, control, regulation and planning activities and of measures planned under taxation laws;
- (v) protection of public financial interests, including interests relating to public commercial activities;
- (vi) the interests of individual persons or private enterprises or societies in protecting information on their personal or internal, including financial, circumstances; and (editors' emphasis)
- (vii) the financial interests of individual persons or private enterprises or societies in protecting information on technical devices or processes or on business or operational procedures and policies.

## 4. CHILD PROTECTION PROCEDURES



Providing early help is more effective in promoting the welfare of children than reacting later. All our members of staff have a responsibility in school to identify the symptoms and triggers of abuse and neglect, to share information, and work together to provide children and young people with the help they need.

Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

Sometimes a single traumatic event may constitute 'significant harm'. However, more often it is a compilation of significant events, both acute and long-standing, which can change or damage a child's physical and psychological development. Some children live in families or social circumstances where their health and development are neglected. Such neglect may cause impairment to the extent of constituting significant harm, as may emotional, physical and/or sexual abuse.

### Recognising abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse.

Child abuse means the maltreatment of a child by *inflicting* harm (for example, by hitting a child), or by *failing to act to prevent* harm (for example, by leaving a small child at home alone, or leaving knives or matches within reach of an unattended toddler). Abuse may be committed by adult men or women, by other children, and by adolescents. Children may be abused in a family or in an institutional or community setting by those known to them, or by people they do not know (e.g. via the internet). Online abuse is a growing concern and staff should be aware of its existence and vigilant for signs that it is taking place.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse, and neglect. All staff should be aware that abuse, or safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

## Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

## Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's psychological state and 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 ridiculing what they say or how they communicate. Verbal abuse is a form of emotional abuse.

Emotional abuse may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including online bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.



## Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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.

Sexual abuse may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). It is important to be aware that sexual abuse can be perpetrated by men, women and children.

## Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

This form of abuse may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## Specific safeguarding issues

All staff should have an awareness of safeguarding issues, some of which are listed below:

- bullying, including online bullying (see below)
- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls
- hate
- mental health
- missing children and adults strategy
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking

The Ministry of Education's, *'Professional Concern – A guide for private independent schools on children and young people who have welfare issues and are in need of special support,'* document contains important additional information about specific forms of safeguarding issues. School leaders and those staff that work directly with children should read the document.

Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.



All staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include bullying (including online bullying), gender-based violence/sexual assaults, and sexting, but is not limited to these manifestations.

## Bullying

While bullying between children is not a separate category of abuse and neglect, it is a serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's well-being and in rare cases has resulted in suicide.

All incidences of bullying, including online bullying and prejudice-based bullying, should be reported and will be managed through our anti-bullying procedures. The school's Leadership Team should keep records of bullying-type behaviour, which should be submitted termly to the DSL. The School's Anti-Bullying Policy is reviewed regularly and published regularly.

The subject of bullying is addressed at regular intervals via the school's policies and curriculum for Personal Social and Health Education (PSHE). If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Head of School may consider implementing child protection procedures.

## Indicators of abuse

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

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries;
- show signs of pain or discomfort;
- keep arms and legs covered, even in warm weather;
- be concerned about changing for PE or swimming;
- look unkempt and uncared for;
- change their eating habits;
- have difficulty in making or sustaining friendships;
- appear fearful;
- be reckless with regard to their own or other's safety;
- self-harm;
- show signs of not wanting to go home;
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn;
- challenge authority;
- lose interest in their school work;
- be constantly tired or preoccupied;
- be wary of physical contact;
- be involved in, or particularly knowledgeable about drugs or alcohol;
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a larger picture, and each small piece of information will help the DSL to decide how to proceed. It is therefore essential that staff report their concerns. Staff do not need ‘absolute proof’ that a child is at risk, but should act on any hunches or worries in the knowledge that they will be supported in their safeguarding role.

## Impact of abuse

The impact of child abuse should not be underestimated. Survivors of child abuse may experience anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships, and long-term medical or psychiatric difficulties. Many children do recover and go on to lead healthy, happy and productive lives, although most adult survivors agree that emotional scars remain, however well buried.

## Taking action

Any child, in any family, in any school, could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”. Key points for staff to remember are:

- in an emergency, take the action necessary to immediately help the child;
- report your concern to the DSL as soon as possible;
- do not start your own investigation;
- share information on a ‘need to know’ basis only – do not discuss the issue with colleagues, friends or family;
- complete a record of concern – this should be kept on Engage, with only relevant staff members allowed access; and
- seek support for yourself, if you are distressed.

## If you are concerned about a child's welfare

There will be occasions when a member of staff may suspect that a child may be at risk, but have no concrete evidence. For example, the child's behaviour may have changed; his or her actions may reveal confusion or distress; physical but inconclusive signs may have been noticed. In these circumstances, the member of staff must try to give the child an opportunity to talk. The signs they have noticed may be due to a variety of factors; for example, a parent has moved out, a close friend or relative has died, a grandparent is ill. It is fine for staff to ask the child if they are OK or if they can help in any way.

Staff may discuss their concerns with the DDSL. If a child does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the child, if the member of staff remains concerned, they should discuss their concerns with the DSL.

## If a child discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened them with consequences if they tell anyone; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a child talks to a member of staff about any risks to their safety or well-being, the staff member will need to let the child know that they must pass the information on – staff are not allowed to keep secrets and must never promise to do so. The point at which you tell the child this is a matter for your professional judgement. If done immediately, the student may think that you do not want to listen. If left until the end of the conversation, the child may feel that s/he has been misled into revealing more than they would otherwise have done.

### During such conversations with children, staff should:

- allow them to speak freely;
- remain calm, and not overreact – the child may stop talking if they feel they are upsetting the listener;
- give reassuring nods or words of comfort (“I’m so sorry this has happened to you”; “I want to help”; “This isn’t your fault”; “You are doing the right thing in talking to me”, etc.);
- not be afraid of silences – members of staff must remember how hard this must be for the child;
- under no circumstances ask investigative questions (such as how many times this has happened, whether it happens to siblings too, or what the student’s parents think);
- tell the child at an appropriate time that in order to help them, the member of staff must pass the information on;
- not automatically to offer any physical touch as comfort. It may be anything but comforting to a child who has been abused;
- avoid admonishing the child for not disclosing earlier. Saying things such as “I wish you had told me about this when it started”, or “I can’t believe what I’m hearing” may intended as supportive, but could be interpreted by the child to mean that they have done something wrong;
- tell the child what will happen next. The child may agree to go to see the DSL. Otherwise, let the child know that someone will come to see them before the end of the day;
- report verbally to the DSL, even if the child has promised to do it by themselves;
- write up their conversation as soon as possible on the confidential record of concern form on Engage, and inform the Head of School; and
- seek support if they feel distressed.

### Notifying parents

The school will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively. The DSL will make contact with the parents in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the student or exacerbate the problem, advice will first be sought from other agencies where possible.

## Children with sexually harmful behaviour

It is important to recognise the potential for abuse by peers. With regards to peer-on-peer abuse staff will refer such concerns to the Head of School, who will consult with external agencies where there is a risk of significant harm. Allegations of peer-on-peer abuse will involve parents being contacted.

Staff will be aware of harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a child's behaviour warrants a response under child protection procedures, rather than anti-bullying procedures.

The management of children and young people with sexually harmful behaviour is complex. The school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves, and the child protection procedures will be followed for both victim and perpetrator. Members of staff who become concerned about a child's sexual behaviour should speak to the DSL immediately.

## Sexual exploitation of children

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people. Victims may be any gender. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking. All members of staff must be made aware of the indicators of sexual exploitation through safeguarding training. Any concerns should be reported immediately to the Head of School.



## Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved, but also to ensure that potential evidence is not compromised by being released into the public domain. Members of staff should only discuss concerns with the DSL or the Chair of the Board of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need to know' basis.

Child protection information will be stored and handled in line with GDPR principles. Such information must be:

- processed for limited purposes;
- adequate, relevant and not excessive;
- accurate;
- kept no longer than necessary;
- processed in accordance with the data subject's rights;
- secure.

Child protection records and other written information must be stored in on the school system. Any electronic information must be password-protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access. Sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. When members of staff write up safeguarding concerns, any files that are stored must be deleted from the staff member's email accounts and computer(s).

If it is necessary to store child protection information on portable media, such as a USB or portable hard drive, these items must also be kept in locked storage. Child protection information will be stored separately from the child's file; the file will be 'tagged' to indicate that separate information is held.

## Children and families requiring additional support

In cases where a child has suffered or is likely to suffer significant harm, where children and families need support from agencies beyond the school, we will respond after consultation with the Head of School. We will liaise closely to co-ordinate support, with the agreement of the child and their parent/carer(s), and in accordance with local children's social care procedures in Denmark, where available.

## 5. THE DANISH APPROACH TO COUNTERING AND PREVENTING EXTREMISM AND RADICALIZATION

The Danish approach to preventing and countering violent extremism and radicalization is based on extensive multi-agency collaboration between various social service providers, the educational system, the healthcare system, the police, and the intelligence and security services.

The Danish approach benefits greatly from existing structures and initiatives developed for other purposes. It includes state, regional, and local actors and is structured around efforts targeted respectively at the wider Danish society, extremist individuals and groups, and individuals involved, or in imminent danger of becoming involved, in illegal activities.

Concrete methods are continuously being developed, both top-down and bottom-up, to meet contemporary challenges, but the approach in its entirety rests on a set of fundamental premises ranging from understandings of the welfare state to understandings of crime and of how behaviour can be changed.

Staff should be aware of this document, 'The Danish Approach to Countering and Preventing Extremism and Radicalization':

<https://www.ft.dk/samling/20151/almdel/reu/bilag/248/1617692.pdf>

## Signs of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are various factors that may increase risk.

Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identity
- being a victim of, or witness to, race or hate crimes
- rejection by peers, family, social groups or faith.



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## Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially against those of other faiths or cultures
- making remarks or comments about being at extremist events outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online, so involvement with particular groups may not be apparent)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing on extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-democratic views
- advocating violence towards others

## 6. FEMALE GENITAL MUTILATION (FGM)

Female Genital Mutilation (FGM) is a form of child abuse and violence against women and girls, and therefore should be dealt with as part of existing child safeguarding/protection structures, policies and procedures.

Members of staff should recognise the possibility that a girl may disclose information relating to a sibling or close friend who has suffered abuse in the form of FGM. Suspected cases of FGM must be disclosed immediately to the Head of School.

## 7. ROLES AND RESPONSIBILITIES



### Professional expectations

Everyone who comes into contact with our children and their families has a role to play in safeguarding children. We place a high priority on identifying concerns early and providing help for children in order to prevent concerns from escalating. We do this because we are acutely aware that we play a vital role in the wider safeguarding system for children. Together with the police, health care system and other children's services, we promote the welfare of children and protect them from harm.

All our staff are aware that *ISIB's Code of Professional Conduct for Teachers* states that teachers, including the Head of School, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. These standards also apply to trainees, inductees and Newly Qualified Teachers (NQTs), and we fully adhere to these standards with rigour, applying our school disciplinary procedures, where appropriate, in cases of misconduct.

## 8. GOOD PRACTICE GUIDELINES AND STAFF CODE OF CONDUCT



To meet and maintain our responsibilities towards students, ISIB agrees standards of good practice, which are published as professional guidelines in the relevant handbooks.

Members of staff are expected to follow the guidance given in the Ministry of Education's document, 'Professional Concern – A guide for private independent schools on children and young people who have welfare issues and are in need of special support'.

### Good practice includes:

- treating all children with respect;
- setting a good example by conducting oneself appropriately;
- involving children in decisions that protect them;
- encouraging positive, respectful and safe behaviour among children;
- being alert to changes in children's behaviour and to signs of abuse and neglect;
- recognising that challenging behaviour may be an indicator of unhappiness or abuse;
- reading and understanding the School's Safeguarding and Child Protection Policy and guidance documents on wider safeguarding issues, including: Anti-Bullying, Behaviour, Trips, Social Media and online safety, First Aid, Health & Safety;
- asking the child's permission before initiating physical contact, physical support during PE, touching during music lessons for the purposes of demonstration, or administering first aid;
- maintaining appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language;
- meeting with a child in a room where the teacher can be seen, so that a child is never at risk or the teacher open to false allegations;
- being aware that the personal and family circumstances and lifestyles of some children may lead to an increased risk of abuse;
- applying the use of reasonable force only as a last resort and in compliance with best practice on the use of reasonable force;
- following the School's rules with regard to communication with children and use of social media and online networking.
- All staff will be expected to sign that they have read the Safeguarding Policy and Professional Concern Document at the start of each academic year

## 9. ABUSE OF TRUST



All members of staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards the children must be beyond criticism.

In addition, members of staff should understand that, under Danish law, it is an offence for a person over the age of 18 who is in a position of trust to have any kind of sexual relationship with a person under the age of 18, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a student under 18 would be a criminal offence, even if the student is over the age of consent.

It is also an offence for minors to distribute child pornography to each other, including photos and sexting, and through social media.

Members of staff must not use their status and standing to form or promote relationships with students which are of a sexual nature, or which may become so once the student leaves the school. Sexual relationships with former students may therefore be open to scrutiny in case the member of staff was grooming the person while they were a student of the school, and thereby constitute an abuse of trust.

The age of consent in the Kingdom of Denmark is 15, as specified by Section 222:[19]

§ 222. Whoever has sexual intercourse with a child under the age of 15, shall be punished by imprisonment for up to 8 years, unless the situation is covered by § 216 paragraph 2. In determining the penalty, it shall be an aggravating circumstance if the perpetrator has gained intercourse by exploiting his physical or mental superiority.

Section 223, part 1, reads: "Any person who has sexual intercourse with any child under 18, who is said person's adopted child, stepchild or foster child, or who is entrusted to said person for education or upbringing, will be liable to imprisonment for any term not exceeding four years", this includes teachers. Further, part 2 of § 223 establishes that the same punishment is applicable to any person found to have grossly exploited their age and experience-based superiority over a person under the age of 18 to seduce said minor into intercourse.

## 10. CHILDREN WHO MAY BE PARTICULARLY VULNERABLE



Some children may be at an increased risk of abuse. It is important to understand that this increase in risk is more likely due to societal attitudes and assumptions, and failures to acknowledge children's diverse circumstances, rather than the individual's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that our children receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs;
- living in a domestic abuse situation;
- affected by parental substance misuse;
- living away from home;
- vulnerable to being bullied, or engaging in bullying;
- living in temporary accommodation;
- living transient lifestyles;
- living in chaotic and unsupportive home situations;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality;
- involved directly or indirectly in sexual exploitation;
- who whose level of English makes it more difficult for them to express themselves to staff in school

This list provides examples of particularly vulnerable groups but is not exhaustive.



## 11. MISSING CHILDREN



The school must follow clear and consistent procedures for registration and attendance to ensure the safety of all children, and to carry out its duty of care. The school recognises that a child going missing from education could be a potential indicator of abuse or neglect, including sexual abuse and sexual exploitation. Members of staff must therefore respond promptly to absences and follow the School's Attendance Policy as appropriate. DDSL monitors any unauthorised absence at the start or end of any leave period, and must be particularly cautious if a child goes missing on repeated occasions; any concerns arising must be raised promptly with the Leadership Team.

The school recognises the duty to inform the parents of any student who fails to attend school regularly, or has been absent without the school's permission for a continuous period. If concerns are raised then the Head of School may inform the relevant Kommune, and the police and other relevant agencies, if required.

The Leadership Team recognises that it should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

## 12. HELPING CHILDREN TO KEEP THEMSELVES SAFE

Children are taught to understand and manage risk in various ways, including the PSHE programme. Children are encouraged to think about risks they may encounter and to work out how such risks can be overcome. These discussions are empowering and enabling. They aim to promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves in a safe and responsible manner. They are also regularly reminded about online safety and counter-bullying procedures. ISIB continually promotes an ethos of care and respect for others. Children are encouraged to speak to a member of staff in confidence about any worries they may have.

### 13. SUPPORT FOR THOSE INVOLVED IN CHILD PROTECTION ISSUES



Child abuse is devastating for the child. It can also result in distress and anxiety for staff who become involved. The school will support children, their families, and staff by:

- taking all suspicions and disclosures seriously;
- nominating a key adult (normally the Head of School) who will keep all parties informed and be the central point of contact;
- where a member of staff is the subject of an allegation made by a child, separate (independent) link people will be nominated to avoid any conflict of interest and appropriate support provided for him or her;
- responding sympathetically to any request from children or staff for time out to deal with distress or anxiety;
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
- storing records securely;
- offering details of help lines, counselling or other avenues of external support;
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures;
- cooperating fully with relevant statutory agencies.

### 14. COMPLAINTS PROCEDURE

The School's complaints procedure will be followed where a student or parent raises a concern about poor practice towards a pupil that does not initially reach the threshold for child protection action. Examples of poor practice include unfairly singling out a student or attempting to humiliate them, bullying or belittling a pupil, or discriminating against them in some way. Such complaints are managed by members of the Senior Leadership Team. Complaints from staff are dealt with under the School's Disciplinary and Grievance procedures.

## 15. STAFF CONCERNS ABOUT A COLLEAGUE



A member of staff who is concerned about the conduct of a colleague towards a child is undoubtedly placed in a difficult situation. They may worry that they have misunderstood the situation and will wonder whether a report could jeopardise a colleague's career. However, all staff must remember that the welfare of the child is paramount. The School's Whistleblowing Policy enables members of staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Head of School. Complaints about the Head of School should be reported to the Chair of the Board of Governors.

## 16. ALLEGATIONS AGAINST STAFF

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals can pose a serious risk to children, and we must therefore act on every allegation. Members of staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported to the Head of School. If the Head of School is absent, allegations against all staff should be reported to the Chair of Governors.

Allegations against the Head of School or a member of the Board of Governors should be reported to the Chair of Governors.

## 17. STAFF TRAINING



It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. Academic staff have access to online training and will be expected to undertake regular training in this on specific modules.

- New staff and governors will receive an explanation during their induction, which includes the School's safeguarding and child protection policy and procedures, reporting and recording arrangements, professional guidelines in the various staff handbooks, contact details for the DSL and a The Ministry of Education's, *'Professional Concern – A guide for private independent schools on children and young people who have welfare issues and are in need of special support,'* document.
- All staff, including the Head of School, will receive training that is regularly updated, in line with advice from the relevant statutory bodies in the Denmark and internationally, and should be familiar with the Ministry of Education's, *'Professional Concern – A guide for private independent schools on children and young people who have welfare issues and are in need of special support,'* document.
- The DSL and DDSL will receive child protection training updated at least every two years, including training in inter-agency procedures as appropriate in an international setting;
- Temporary staff and volunteers in regulated activity will have safeguarding and child protection training;

## 18. SAFER RECRUITMENT



The school endeavours to ensure that we follow safer recruitment best practices, together with best practice pertaining to contractors, coaches and partners etc.

Safer recruitment means that all applicants will:

- provide a CV/resume which includes their employment history, without gaps or missing dates;
- provide two referees, including at least one who can comment on the applicant's suitability to work with children; check verbally at least one of these references.
- provide evidence of identity and qualifications;
- be checked in accordance with the Børneattest or other agencies for other foreign nationals, meeting regulations as appropriate to their role;
- include prohibition checks for teaching staff;
- provide evidence of their right to work in Denmark to obtain a work visa;
- be interviewed.

Safer recruitment also means that the school will ensure that:

- the candidate's mental and physical fitness to carry out their work responsibilities is verified;
- at least one member of each recruitment panel will have attended safer recruitment training;
- all new members of staff undergo an induction that includes familiarisation with the School's Safeguarding and Child Protection and Policy and Procedures and identify their child protection training needs;
- all staff sign to confirm they have read the Safeguarding and Child Protection and Policy and Procedures.
- written confirmation is obtained from supply agencies that agency staff have been appropriately checked.



## Volunteers

Volunteers, including governors, will undergo checks commensurate with their work in the school and contact with the children.

## Supervised volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

## Contractors

The school checks the identity of all contractors working on site and requests police checks where appropriate.

## 19. THIRD PARTY USE AND OFF-SITE ARRANGEMENTS



### Procedure for third party users of the school facilities

The school's facilities, particularly sporting facilities and shared-use facilities at Hjerttet, may be hired by third party users, and under these arrangements the school has no control over, and assumes no liability for the conduct of individuals from third party users. However, the School will ensure, as far as it is able, that third party users have appropriate child protection and safer recruitment procedures in place. Third party users are also made aware of the school ground areas which are out of bounds.

Third party users will be required to obtain approval prior to being given for their use of the school's facilities.

The Head of School will be informed of any child protection allegation or incident which takes place on the school premises during use by that organisation.

### Procedure for dealing with an allegation of abuse by an individual of a third-party user using the school's facilities

If an allegation of abuse is made about an adult in a third-party user, the organisation must notify the Head of School on the same day as the incident occurred or the disclosure was made, or as soon as possible. The Head of School will require confirmation that appropriate action has been taken before further use of the school's facilities will be allowed.

### External organisations who have responsibility for children on another site

When our children attend off-site activities, including day and residential visits and work-related activities, we will check that effective child protection arrangements are in place.

## 20. PHOTOGRAPHY AND IMAGES



The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have safeguards in place.

To protect our children we:

- seek parental consent for photography of our students through the school's admissions form when children are admitted to the school.
- demonstrate respect, care and caution when including photographs of students in newsletters, our website, and any other school publication.
- encourage children to tell us if they are worried about any photographs that are taken of them; and
- follow GDPR principles as required.

## 21. ONLINE SAFETY

Children increasingly use mobile phones, tablets and computers on a daily basis. They are a source of information and entertainment, and a means of communication and education. However, we know that some adults and young people use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography, or face-to-face meetings.

The school's online safety policy is incorporated in the Acceptable Use of IT Policy. This explains how we try to keep children safe. Online bullying and sexting by children, via texts and emails, will be treated as seriously as any other bullying behaviour and will be managed through our anti-bullying procedures.





The computer network is owned by the school and may be used by children to advance and extend their knowledge and understanding.

The following measures are in place to promote online safety within the school:

- **Acceptable Use of IT Policy:** protects all parties by clearly stating what is acceptable and what is not. Children are expected to sign up to this at the start of each academic year and before access can be given to the School's ICT facilities.
- **ICT Education:** all children are taught appropriate use of the School's ICT facilities and other aspects of this policy. Homeroom Teachers must remind children at the start of each academic year about their obligations and code of conduct. This is reinforced by the PSHE and ICT programmes' content on online safety.
- **Monitoring:** in circumstances where the school believes unauthorised use of the computer system is, or may be taking place, or the system is, or may be, being used for unlawful purposes, the school reserves the right to monitor the use of computer systems, including the monitoring of internet use, interception of emails, and the deletion of inappropriate materials at all times, and to inform appropriate authorities and provide documentary evidence. Members of Staff also receive advice regarding the use of social networking and electronic communication with children.

**This means that staff should:**

- ensure that personal social networking sites are set at private and students are never listed as approved contacts;
- never use or access social networking sites of students;
- avoid giving their personal contact details to students, including their mobile telephone number;
- only make contact with students for professional reasons and in accordance with the School's policy, and only through the School email system or Engage
- recognise that text messaging or social messaging should only be used as part of an agreed protocol and when other forms of communication are not possible;
- not use internet or web-based communication channels to send personal messages to students.

## APPENDIX 1: INFORMATION FOR PARENTS



### **Child Protection: Safeguarding Students – Information for Parents**

ISIB aims to safeguard and promote the welfare of the children in its care and protect them from serious harm. This applies to all the activities the school undertakes, on campus and off-site. Staff and volunteers are vetted for their suitability to work with children prior to appointment. They receive training in safeguarding and child protection. They will report any concerns in accordance with official local safeguarding procedures. The school has a Safeguarding and Child Protection Policy, which is regularly reviewed, and published on the School's website.

#### **It is important for parents to be aware that:**

Staff and volunteers in the School have a duty to report concerns about a child, whether this means the child may be in need of additional support or help of some kind or whether it is thought that a child may have been abused or be at risk of harm. There are four categories of abuse: physical, sexual, emotional, and neglect.

In some cases the School is obliged to refer cases to external agencies so that a child's needs are assessed and to consider whether an investigation into possible child abuse is required. In many cases there will already have been discussions between the School and the parents of a child, and the situation and concerns will not come as a surprise to the parents. However, parents may not be told that the School has referred their child to external agencies if it is thought that this might either put the child at risk or it is in the best interests of the child for the parents not to be told.

If you think your child may have been abused, you can contact the school for support and advice. If you think the abuse may have happened in School (or during trips or extra-curricular activities), you should contact the Head of School. If the allegation of abuse involves a member of staff you should contact the Head of School directly, or if the Head of School themselves is involved, the Chair of the Board of Governors should be contacted (details are available on the School's website).

If members of the School's staff need to express concerns about a child and refer a child to the DSL, it is understood that this can cause distress for the child's parents. It is important that all parties – parents and members of the School's staff – try to discuss these matters as calmly as possible.