



AKADEMEIA
HIGH SCHOOL

Akademeia High School Safeguarding and Child Protection Policy



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The Safeguarding Team

Role	Name	Email
<i>Safeguarding Lead</i>	Kay Czepli-George	kay.czepli-george@akademeia.edu.pl
<i>Head of Wellbeing</i>	Dr Diana Diaków	diana.diakow@akademeia.edu.pl
<i>Head of Learning Support</i>	Lucy Pawlik	lucy.pawlik@akademeia.edu.pl
<i>Head of Fifth Form</i>	Peter Davidson	peter.davidson@akademeia.edu.pl
<i>Head of Sixth Form</i>	Aleksandra Ladzińska	aleksandra.ladzinska@akademeia.edu.pl

Introduction and Aims

ISP and Akademeia High School take their responsibilities in terms of safeguarding children seriously; in doing so we aim to act in reference to the highest standards required in Poland, as well as the UK. Our overriding aims are to ensure our students are protected from harm and feel safe, and all staff are aware of the potential risks to student welfare as well as the mechanisms available for reporting these. This policy has been agreed with senior management of Akademeia High School and takes account local legislation, international best practice and UK government publications: *Working Together to Safeguard Children (2018)* and *Keeping Children Safe in Education (2024)*

This policy is addressed to all members of staff, volunteers, and anyone working on behalf of Akademeia High School and is applicable to operations that occur at the school both inside and outside (e.g. Summer Schools) of core term time dates.

Akademeia High School will:

- ensure the protection and welfare of children is of paramount importance at all times and is the responsibility of all staff.
- ensure all staff are aware of their statutory responsibilities with respect to safeguarding.
- ensure all staff are properly trained in recognising and reporting safeguarding issues.
- fully co-operate with the relevant authorities and parents/legal guardians in relation to child protection and welfare matters
- adopt safe working practices to reduce the chance of harm coming to students.
- respect confidentiality requirements when dealing with safeguarding concerns.

Definitions

Safeguarding and promoting the welfare of children means:

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm.

Neglect is a form of abuse and 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.

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Akademeia High School will take a preventative approach to keeping children safe, incorporating student health and safety; behavioural management and preventing bullying; providing emotional and medical support to students; supporting new students when they join the school.

For the purposes of this policy and Akademeia's approach to safeguarding:

- **Staff** means all those working for or on behalf of Akademeia.
- **Parent** means birth parents and other adults who are in a parenting role.
- **Child** means *all* students at our school *and* any child under the age of 18 who comes into contact with our school.
- **Victim** is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.
- **Alleged perpetrator(s)** and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

Principles

The following principles and expectations, as well as the procedures and processes, must be adopted by all members of Akademeia High School. The policy also describes the steps that are taken in meeting our commitment to safeguarding students, at both school and organisational level.

Given our international context, ISP and Akademeia High School recognise and accept their responsibility to safeguard all students under the UN Convention on the Rights of the Child (1989) and, in particular, the obligation under the following Articles of the UN convention:

- Article 3: which states that the best interests of children must be the primary concern in decision making about them.
- Article 13: which states that children have the right to get and share information as long as it is not damaging to them or another child.
- Article 14: which states that children have the right to think and believe what they want and to practise their religion
- Article 19: which states children have the right to be protected from hurt and mistreatment, physically and mentally.
- Article 34: which states that Governments should protect children from sexual exploitation and abuse.
- Article 35: which states that Governments should take all measures to ensure that children are not abducted, sold or trafficked.
- Article 36: which states that children should be protected from any activity that takes advantage of them or could harm their welfare and development.
- Article 37: which states that no one is allowed to punish children in a cruel or harmful way. All

member states of the UN have signed up to the 1989 convention, with the exception of the United States of America. All the UN articles can be found at the following link:
http://www.unicef.org/crc/files/Rights_overview.pdf

Equality statement

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs and/or disabilities (SEND) or health conditions.
- Are young carers.
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality.
- Have Polish as an additional language.
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence.
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation.
- Are asylum seekers.
- Are at risk due to either their own or a family member's mental health needs.
- Are missing or absent from education for prolonged periods and/or repeat occasions.
- Whose parent/carer has expressed an intention to remove them from school to be home educated.
- Are boarding, especially students living far away from home.

Roles and Responsibilities

Safeguarding and child protection is **everyone's** responsibility. In Poland if a person was/is a witness of child abuse, the law mandates that they must report this to the police. Within a school context it is acceptable to report this to the DSL first (who is the best positioned to take the matter further) unless the child is at risk of immediate harm, in which case police must be contacted immediately. All staff must be aware that failure to report is punishable by up to three years imprisonment (Penal Code Art. 240; Code of Criminal Procedure Art. 304).

This policy applies to all staff and volunteers. Our policy and procedures also apply to extended school and off-site activities.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing students for to be global citizens, considering British, Polish and International values. This includes a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment. This will be underpinned by our:

- Anti-bullying policy
- Student code of conduct
- Parent code of conduct
- Pastoral policy and support system

- Planned programme of Relationships, Sex and Health education, which is inclusive and delivered regularly through our Personal Development Scheme, tackling issues such as:
 - Healthy and respectful relationships.
 - Boundaries and consent.
 - Stereotyping, prejudice and equality.
 - Body confidence and self-esteem.
 - How to recognise an abusive relationship (including coercive and controlling behaviour).
 - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support.
 - What constitutes sexual harassment and sexual violence and why they're always unacceptable.

Staff

Training and Support:

- Those individuals who have the Designated Safeguarding Lead responsibility in schools have appropriate, up to date knowledge and that they access appropriate additional and specialist training (approved by the ISP Group Head of Safeguarding). This will be refreshed every two years.
- All teaching and administration staff as well as temporary staff and volunteers are subject to a full induction, which includes an overview of what to do and who to contact if concerned about a student. This training will be available via the ISP Learning Hub, as well as face-to-face events.
- Appropriate staff are trained in safer recruitment. This safer recruitment training must be renewed every five years.
- Training for new starters must be complete before any new starter can have unsupervised contact with students.
- All teaching and administration staff as well as temporary staff and volunteers read and understand the AHS Safeguarding Policy as well as part 1 of Keeping Children Safe in Education. Annex B is covered during the annual safeguarding training and has been adapted for the school's local context in Poland.
- All teaching and administration staff as well as temporary staff and volunteers sign a declaration at the beginning of each academic year or before they start work at AHS to say that they have attended the training and reviewed the recommended guidance materials.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and wider safeguarding team, the student code of conduct.
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL and reporting on CPOMS, and sharing information with other professionals to support early identification and assessment
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals



- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence.
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.
- The fact that children can be at risk of harm inside and outside of their home, at school and online.
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBTQ+) can be targeted by other children.
- What to look for to identify children who need help or protection.
- The process for making referrals in Poland, including the role they might be expected to play; where a child is suffering, or is likely to suffer from immediate harm (threat of life), it is important that a referral to local authority (e.g. the police) is made immediately. In the event of an emergency you should call the emergency number 112, which is operated in both Polish and English.
- Their responsibility for reinforcing the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online).
- How to raise a safeguarding concern or allegation in relation to a member of staff or volunteer.
- Their responsibility for providing a safe space for students who are LGBTQ+ to speak out and share their concerns.

Designated Safeguarding Lead

The DSL is a member of the senior leadership team. The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety and understanding our filtering and monitoring processes on school devices and school networks to keep students safe online.

The responsibilities of the **Designated Safeguarding Lead (DSL)** are to:

- Support and advise all staff on matters of safety and safeguarding.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so. This includes involvement in discussions about early help provision
- Contribute to the assessment of children.
- Refer suspected cases, as appropriate, to the relevant body the relevant authorities, and support staff who make such referrals directly (wider Safeguarding Team)
- To ensure the safeguarding policy is fit-for-purpose and updated annually or whenever necessary.
- To ensure the correct procedures for reporting child protection and safeguarding concerns are adhered to internally, as well as ensuring concerns are recorded and stored properly and securely.
- Keep their understanding up to date with regards to harmful sexual behaviour and the most effective filtering and monitoring systems and processes.
- Keep the headmaster informed of any issues.
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support.

The wider responsibilities of the **Safeguarding Team** are to:

- Make referrals for all cases of suspected abuse to the relevant authorities. The referral process is

outlined in Annex 1.

- Support children and families who are subject to a safeguarding concern.
- Contact the Police in cases where a crime might have been committed.
- Ensure all staff receive relevant information in order to carry out their responsibilities.
- Work with the school's legal advisor regarding issues with legal implications.

The Headmaster

The headmaster is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems which support safeguarding, including this policy, as part of their induction.
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.
- Communicating this policy to parents/carers when their child joins the school and via the school website and parent information sessions.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.

Confidentiality

All staff are made aware:

- Timely information sharing is essential to effective safeguarding.
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.
- GDPR does not prevent, or limit, the sharing of information for the purposes of keeping children safe.
- That 'special category personal data' may be shared without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk.
- They should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.
- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:

With regards to confidentiality the DSL and Safeguarding team will consider that:

- Parents or carers should normally be informed (unless this would put the victim at greater risk)

- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made.
- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police.

Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system.
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved,
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

If staff are in any doubt about sharing information, they should speak to the DSL or another member of the Safeguarding team.

Recognising abuse

All staff are made aware of how to recognise types of abuse. During annual training guidance documentation and links to such guidance are shared. Guidance material includes documents such as *Working Together to Safeguard Children (2018) and updates*.

- **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 abuse may also involve fabricating the symptoms of, or inducing, harm to a child.
- **Emotional Abuse:** The persistent emotional ill treatment 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.
- **Sexual Abuse:** Forcing or enticing a child or young person to take part in violent or non-violent sexual activities, whether or not the child is aware of what is happening. Activities may involve physical contact, including assault by penetration (for example rape or oral sex), or non-penetrative acts such as masturbation, rubbing and touching outside of clothing.
- **Neglect:** The severe or 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 involve a parent or carer failing to: provide adequate food, clothing and shelter; protect a child from physical and emotional harm or danger, hunger, low opinions of self.

All staff members should be alert to signs of abuse, which could manifest itself in a range of ways. Although not necessarily an indication of abuse, all staff should be alert to children who:

- become overly aggressive.
- become withdrawn and/or too attached.
- demonstrate a changeable personality.
- show fear of being in certain situations or environments.
- exhibit injuries (for example bruising).

- behave in an inappropriate sexualised manner.
- display other forms of inappropriate behaviour.

Annex 1 provides information on the process if a child is suffering or likely to suffer harm, or in immediate danger.

Specific safeguarding issues

ISP and Akademeia High School believe the best way to protect our students is to teach awareness and understanding of risk, particularly through Relationships, Sex and Health Education (RSHE) as well as life skills and wellness programmes. The school's curriculum includes appropriate and frequent opportunities to teach children how to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action.

Child Sexual Exploitation

Child Sexual Exploitation is a form of sexual abuse. They might be given things like gifts, money or drugs, in exchange for performing sexual activities. Sexual exploitation involves varying degrees of coercion, intimidation, enticement etc, including unwanted pressure from peers to have sex and sexual bullying. It includes cyberbullying.

If a member of staff suspects Child Sexual Exploitation:

- They must report via CPOMS and tell the DSL or another member of Safeguarding team. Staff should not investigate.
- If the child is in immediate danger staff should follow the referral process outlined in Annex 1.

Child Criminal Exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

If a member of staff suspects CCE:

- They must report via CPOMS and tell the DSL or another member of Safeguarding team. Staff should not investigate.
- If the child is in immediate danger staff should follow the referral process outlined in Annex 1.

Radicalisation

Radicalisation refers to the risk of children becoming susceptible to an extremist ideology. Radicalisation might occur through many different methods (such as social media). If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL or another member of the Safeguarding team to first to agree a course of action.

Child-on-child abuse

Child-on-child abuse is where children abuse other children. All child-on-child abuse is unacceptable and will be taken seriously. It might take some of the following forms:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence and sexual harassment
- sexting

Akademeia recognises child-on-child abuse is growing and there are specific challenges with monitoring and preventing it, especially as it often occurs in an online setting and away from school premises.

We also recognise the gendered nature of child-on-child abuse. Most cases of students hurting other students will be dealt with under our school's code of conduct, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence.
- Could put students in the school at risk.
- Is violent.
- Involves students being forced to use drugs or alcohol.
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

If a student makes an allegation of abuse against another student:

- Staff must record the allegation via CPOMS and tell the DSL or another member of the Safeguarding team. Staff should not investigate it.
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s).
- If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

Please remember unless you are specifically asked to do so, never carry out an investigation about any suspected abuse. This can be highly specialist work and could interfere with a criminal investigation if

this were required and appropriate under local laws.

Akademeia High School recognises the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images.
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys.
- Ensure our curriculum helps to educate students about appropriate behaviour and consent.
- Ensure students are able to easily and confidently report abuse using our reporting systems.
- Ensure staff reassure victims that they are being taken seriously.
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum.
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed.
- Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
 - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
- That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to.
 - A friend may make a report.
 - A member of staff may overhear a conversation.
 - A child’s behaviour might indicate that something is wrong.
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation.
- That a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL or another member of the Safeguarding team if they have any concerns.
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side.

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn’t (in itself) prevent our

school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution.
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing.

Domestic abuse

The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition (Domestic Abuse Act 2021), both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected”.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Sharing of nudes and semi-nudes (Sexting)

All staff are made aware than any incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as ‘sexting’ or ‘youth produced sexual imagery’), must be reported it to the DSL or another member of the Safeguarding team immediately.

Staff must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a student to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL).
- Delete the imagery or ask the student to delete it.
- Ask the student(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility).
- Share information about the incident with other members of staff, the student(s) it involves or their, or other, parents and/or carers.
- Say or do anything to blame or shame any young people involved.

Staff should explain that need to report the incident, and reassure the student(s) that they will receive support and help from the DSL.

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding team or Headmaster. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to student(s).
- If a referral needs to be made.
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response.
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown).
- Whether immediate action should be taken to delete or remove images or videos from devices or online services.
- Any relevant facts about the students involved which would influence risk assessment.
- If there is a need to contact another school, college, setting or individual.
- Whether to contact parents or carers of the students involved (in most cases parents/carers should be involved).

If at any point in the process there is a concern that a student has been harmed or is at risk of harm, a referral will be made as per Annex 1.

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the student at risk of harm.

Students are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our RSHE and eSafety programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is.
- How it is most likely to be encountered.
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment.
- Issues of legality.
- The risk of damage to people's feelings and reputation.

Students also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images.
- The receipt of such images.

Female Genital Mutilation (FGM)

Keeping Children Safe in Education (2024) explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

Poland has ratified various international conventions condemning FGM, including the Universal Declaration of Human Rights (UDHR), the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW), the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT), the Convention on the Rights of the Child (CRC), the Convention for the Protection of Human Rights and Fundamental Freedoms (ECHR), and the Charter of Fundamental Rights of the European Union (2010/C 83/02).

Cases of FGM could potentially be criminally prosecuted under the general criminal law through Articles 156, 157 and 160 of the Penal Code, referring respectively to crimes of grievous bodily injury, bodily injury and impairment to health, and exposure to the danger of loss of life. If a person living

with the victim causes the bodily injury this changes the type of accusation, as referred to in Article 157, from a private to a public one. The principle of extraterritoriality is applicable, making FGM punishable even if it is committed outside the country.

General child protection provisions could be used in cases of FGM. As such, the Family Code refers to children at risk and the application of protective measures like the restriction or deprivation of guardian rights. The Law on Counteracting Domestic Violence provides, through Articles 12a and 12b, measures such as removing a child from the family in the event of a direct threat to the life or health of the child.

Any member of staff who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the DSL via CPOMS.

The above also applies in cases where a student is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine students.

Self-harm

Self-harm can take a number of physical and/or emotional forms. There are many reasons why children and young people try to hurt themselves. Once they start, it can become a compulsion. This is why it is so important for schools to spot it as soon as possible and do everything possible to help. Self-harm is not usually a suicide attempt or a cry for attention. Instead, it is often a way for young people to release overwhelming emotions and a way of coping. So, whatever the reason, it should be taken seriously.

The exact reasons why children and young people decide to hurt themselves are not always easy to work out. In fact, they might not even know exactly why they do it, but there are links between depression and self-harm. Quite often a child or young person who is self-harming is being bullied, under too much pressure, being emotionally abused, grieving or having relationship problems with family or friends. The feelings that these issues bring up can include: low self-esteem, low confidence, loneliness, sadness, anger, numbness and lack of control in their lives. Young people will sometimes go to great lengths to cover self-harm scars or injuries and/or they will explain any indications of self-harm as accidents.

There are some common themes that may help staff identify concerns including:

- Physical indicators such as cuts, bruises, burns, bald patches (where hair has been pulled out)
- Emotional indicators such as depression, sudden weight loss, drinking or drug-taking, or unusual eating habits and isolation or withdrawal.

If staff suspect that a student is self-harming this must be referred to the DSL who will consider the next steps. It is likely that this will require discussion with the student involved and their Parents/Carer's to agree a course of action or referral to an organisation that may be able to support the student.

Adverse Childhood Experiences

Adverse Childhood Experiences (ACE) is the term used to describe highly stressful, and potentially traumatic events or situations that occur during childhood or adolescence. It can be single event, or prolonged threats to, and breaches of, the young person's safety, security, trust or bodily integrity.

If staff suspect a student maybe suffering from ACE:

- They must report via CPOMS and tell the DSL. Staff should not investigate.
- If the child is in immediate danger staff should follow the referral process outlined in Annex 1.

As with all forms of abuse, staff should be alert to changes in behaviour which could indicate abuse has occurred, or may be about to. The above is not an exhaustive list of all the potential forms of abuse which staff may have to deal with on occasions. For further information please see 'Keeping Children Safe in Education' 2024. This is a UK publication but the types of abuse discussed are valid and can apply to any country around the world.

Procedures and Expectations

Online Safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place.
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology.
- Set clear guidelines for the use of mobile phones for the whole school community.
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- › **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism.
- › **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- › **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.

- › **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

To meet our aims and address the risks above, we will:

- Educate students about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring students are encouraged to do so, including where they're a witness rather than a victim.
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year.
- Educate parents/carers about online safety via parent information sessions, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety.
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but should follow appropriate use guidance provided as part of induction and during refresher training.
 - Staff should not take pictures or recordings of students on their personal phones or cameras.
- Make all students, parents/carers, staff and volunteers are aware that they are expected to follow the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.
- Explain the sanctions we will use if a student s in breach of our policies on the acceptable use of the internet and mobile phones.
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.
- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively.
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly.

Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

Akademeia High School recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard students. However, AI may also have the potential to

facilitate abuse (e.g. bullying and grooming) and/or expose students to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

We will treat any use of AI to access harmful content or bully students in line with this policy and our anti-bullying policy. Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

Students

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide. We recognise the importance of ensuring students feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for students to confidently report abuse.
- Ensure our reporting systems are well promoted, easily understood and easily accessible for students.
- Make it clear to students that their concerns will be taken seriously, and that they can safely express their views and give feedback.

Through assemblies, RSHE classes and mentors hour sessions students are advised of the following designated reporting channels, including anonymous reporting tools:

- Reaching out to any of the staff members, including teachers, mentors, wellbeing team members.
- Reaching directly to the Safeguarding Team members.
- Writing an e-mail to: safeguarding@akademeia.edu.pl
- Using an online and anonymous Safeguarding Box: <https://www.safeguarding.akademeia.edu.pl/>

Students given guidance related to reporting concerns anonymously that anonymized reports can limit further investigation. They are encouraged that if they choose to disclose their name it is treated on a confidential basis (adhering to Safeguarding rules), and every effort will be made to maintain confidence unless they themselves are at risk of immediate harm. In addition, anonymous is signposted as a means for students to alert the safeguarding team of concerns related to others. Students are encouraged to provide the information as outline below.

When an incident is reported it should be remembered that the following details need to be included:

- When and where the incident happened
- Who was involved and who the witnesses were
(Year Group)
- What happened
- Anything else that is considered to be important for the case

Staff and volunteers

All Akademeia staff and volunteers have a responsibility to provide a safe environment in which children can learn. We are equally committed to the protection and welfare of our staff, who are expected to adhere to high standards of professional behaviour.

Each member of staff is expected:

- to protect students from abuse.
- to be aware of the Akademeia's child protection procedures and to follow them.
- to keep a sufficient record of any disclosure log via CPOMS.
- to report any matters of concern to the DSL, or another member of the Safeguarding team

Visitors

All visitors must report to the main reception desk upon arriving at the school. Visitors are required to sign in/out form and wear a school Visitor ID card while on the school premises. Scheduled visitors in a professional capacity (eg fire officer) are expected to provide evidence of their role when they arrive at school.

Physical Intervention/restraint

There may be times when adults in schools, in the course of their school duties, have to intervene physically in order to restrain students and prevent them from coming to harm. Such intervention should always be both reasonable and proportionate to the circumstances and be the minimum necessary to resolve the situation. UK government guidance has been issued in relation to the use of reasonable force and can be used as best practice advice.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

The Headmaster should require any adult involved in any such incident to report the matter to him/her as soon as possible. The staff member is required to document the incident in full giving a description and full account of the incident. Witnesses to the incident should be identified where possible.

Where intervention has been required, a senior member of staff should be asked to debrief the student and allow them to describe the incident from their point of view. Written notes of this conversation should be kept and the student checked for any injuries. Parents/carers should always be informed when an intervention has been necessary.

Recruitment

ISP and Akademeia High School practice safe recruitment in checking the suitability of staff and volunteers who work at our School. Procedures are outlined in detail in the school's Safer Recruitment Policy.

Children with Special Education Needs and Disabilities (SEND)

We recognise that students with SEND or certain health conditions can face additional safeguarding challenges, and are 3 times more likely to be abused than their peers. Additional barriers can exist

when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- Students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students.
- The potential for students with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

Staff are expected to be aware of the above. To address these challenges, extra pastoral support is considered for children with SEND and they are also encouraged to discuss their concerns. The Learning Support Department will work with all staff to identify students with additional communication needs.

Gender transitioning at our school

Our school is committed to providing a safe, inclusive, and supportive environment for all students, including those who may be undergoing or considering gender transitioning. We recognize that each student's journey is unique and deeply personal, and we are dedicated to respecting their autonomy, dignity, and confidentiality throughout this process.

Our approach to supporting students in gender transitioning is guided by principles of respect, understanding, and non-discrimination. We aim to foster a culture of acceptance and empathy, where students feel empowered to express their gender identity authentically and without fear of prejudice or harassment. Our safeguarding policy ensures that appropriate measures are in place to protect the well-being and rights of transgender and gender non-conforming students, including access to supportive resources, confidential counselling services, and policies that prohibit discrimination based on gender identity. We are committed to working collaboratively with students, families, and relevant stakeholders to ensure that our school remains a safe and affirming space for all members of our community. All measures are implemented in full compliance with the Polish legal framework.

Polish

As an international school operating in Poland, Polish is for many of our students and staff the first language. Although the Safeguarding Policy is in English (the official language of communication of the school), staff members who wish to raise a concern can do so in English or Polish. Any student who wishes to raise a welfare concern, or disclose information, can do so in English or Polish. The Safeguarding team includes several members who are fluent in Polish.

Mental Health

Any concerns staff have regarding self-harm, eating disorders or suicidal thoughts must be raised with the Head of Wellbeing, who will liaise with other member of the Safeguarding Team. Dealing with mental health issues might include consultation with parents or referral to other outside agencies, which will typically be handled by the Head of Wellbeing.

Mentor Groups/One-to-one Support

All students at Akademeia High School are assigned a mentor, who is always a member of staff working at the school. Mentors are responsible for overseeing the personal and academic development of the student and meet with him/her in a weekly group setting and on a one-to-one basis as required. There are typically up to twelve students assigned to one mentor. Any learning support, medical or welfare issues relating to the child is shared with relevant stakeholders by the mentor as part of our commitment to ensuring Akademeia focusses on the emotional and physical wellbeing of student, in addition to academic achievement. Staff should not have unnecessary contact with students outside school and should not give students their home address, private phone number(s) or email address, unless agreed by a member of the school leadership team.

Akademeia also delivers one-to-one lessons (either for students studying along toward qualifications or as an additional support). All such meetings will occur on the school premises, in unlocked rooms with glass doors and/or external visual access to the room.

As a rule, staff should not have social media contact with, share personal telephone numbers with, or have any social contact with, current students of Akademeia outside of a professional setting. If any such contact does occur, it must only be at the express approval of the Headmaster, who will exercise professional judgement.

Accommodation Measures

From September 2019, Akademeia has offered students a boarding option at a nearby Hotel o3. Akademeia ensures steps are taken to safeguard and protect our students in their place of residence, liaising with the accommodation providers to ensure a completely safe and secure environment for all boarding students. The AHS Boarding House Team comprises both female and male supervisors who are responsible for the welfare of students when at residence. All supervisors are teachers at Akademeia. The Team is supported by regular on-site visits from the Wellbeing Team. At Hotel o3, one floor has been assigned for Akademeia's exclusive use – no third parties have access to it. All rooms at Hotel o3 are ensuite, single sex and lockable.

AHS Boarding House provides an all-day care (24/7) to the boarders. Daytime and nighttime supervision is provided by a team of trained Supervisors.

Responding to Disclosures/Concerns/Allegations

All staff should record any concern about, or disclosure by, a student and report this to the DSL via CPOMS (please see Annex 2 for CPOMS procedure). Staff are expected to ensure this concern reaches the attention of the DSL as a matter of priority, including by verbal follow up if necessary.

Staff should not:

- Promise anything they can't deliver, including keeping secrets.
- Ask leading questions.
- Discuss the disclosure with anybody who does not need to know.
- Judge the student or make false promises.
- Conduct their own investigation into the disclosure.



Staff should:

- Listen carefully to the disclosure.
- Record what they are told as faithfully as possible.
- Reassure the student and take the disclosure seriously.
- Report via CPOMS the disclosure to the DSL
- Alert on CPOMS other members of the Safeguarding Team if necessary
- Place the immediate safety of the child before all other considerations.
- Follow Annex 1 if the child is in immediate danger.

Record keeping and information sharing

Akademeia will ensure written records of all safeguarding and child protection concerns are kept. Information about students at risk of harm is shared with members of staff on a “need to know” basis, with the Safeguarding Team making a judgement in each case.

- Child protection records should be separate to the general education file and they are safely stored on CPOMS, but the child’s general school record file should be marked with a special symbol to indicate that a child protection file exists. All staff who may need to consult a child’s school file should be made aware of what the symbol means and who to consult if they see this symbol.
- A child protection entry on CPOMS should be started for an individual child as soon as any member of staff is aware of any child protection concerns about that child.
- The record on CPOMS should include:
 - a. A record of the child’s details (e.g. name)
 - b. Date and time of the event/concern.
 - c. The nature of the concern raised.
 - d. The action taken and by whom
 - e. Name and position of the person making the record.
 - f. Who it is assigned to (DSL) and who should be alerted (any other member of the Safeguarding Team)

We are committed to working in partnership with parents and carers and will typically discuss initial concerns with them. However, we may not share information where there are concerns that if so doing would:

- place a child or staff member at increased risk of harm.
- prejudice the prevention, detection or prosecution of a serious crime.
- lead to an unjustified delay in making enquiries about suspected harm.

Early Help

If early help is appropriate, the DSL will support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate.

The DSL will keep each case under constant review and the school will consider a referral to local authority children’s social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Examples of more targeted/specialist early help strategies include:

- Referrals for specialist help or therapy including speech and language, social emotional and mental health support and support for children with special educational needs.
- Supporting relationships within a family dynamic, for example family conflict.
- Providing mentoring for young people to support mental health, school engagement and attendance.
- Support in liaising and engaging with local services such as health or education.
- Parenting support and parenting programmes.
- Support with food poverty or financial hardship

Procedure for dealing with allegations do not meet the harms threshold (Low level concerns)

We have an open and transparent culture where all concerns about adults are dealt with promptly and appropriately, and where all adults feel able to share their concerns. Where the harms threshold is not met, there are still concerns that can exist from: suspicion, patterns in behaviour, a ‘nagging doubt’ or incidents that are inconsistent with the Staff Code of Conduct.

Whilst there is a wide spectrum here from inadvertent/thoughtless actions to those actions intended to enable abuse. It is essential that these low-level concerns are fully addressed and appropriately recorded.

Taking action	
Staff	<p>All staff members should inform DSL of any safeguarding procedural concerns (inc. self-reporting) so that these can be checked, and appropriate action taken.</p> <p>All staff members should inform the Headmaster of any low-level concerns about staff or self-report.</p> <p>The Headmaster will complete internal informal investigation of concerns when appropriate. The Headmaster will also determine if a written warning is required.</p> <p>The Headmaster will record outcomes in the Low-Level Concern Log.</p>
Headmaster, Regional Safeguarding Lead, HR	<p>Trends for low level concerns will be analyzed to identify wider lessons learnt (i.e., whole school/regional-wide approach required such as additional staff training) and to ascertain if an individual member of staff poses a greater risk based on their reported low-level concerns in conjunction with other relevant information.</p> <p>Where this is the case, further formal investigation may be required. Whilst the Headmaster is the ultimate decision maker, they may wish to consult with the DSL and take a more collaborative decision-making approach.</p> <p>If in doubt about whether the information shared as a low-level concern in fact meets the harm threshold, the ISP Regional Safeguarding Lead or ISP Regional Director should be consulted.</p>

Self-reporting

It is important for staff to feel empowered to self-report their concerns as it allows staff to proactively address any actions or situations that may raise concerns. There may be occasions when a staff member feels that their behavior:

- Could be misinterpreted by others,
- Might appear compromising in certain situations, or
- Upon reflection, does not meet the standards outlined in the Staff Code of Conduct.

By encouraging self-reporting in such instances, the school ensures that potential issues are addressed swiftly and responsibly.

The Headteacher and Designated Safeguarding Lead (DSL) will prioritize creating a culture of approachability, responding with understanding and sensitivity to those who self-report, recognizing that such transparency is key to upholding the highest standards of care and professionalism.

Whistleblowing

Whistleblowing refers to a situation when a staff member reports any case of suspected wrongdoing, which may put students' or staff members' health (physical and mental) and safety in danger. Staff can raise concerns about unsafe practice and potential failures in the school safeguarding procedures. In the first instance they should raise their concerns with Headmaster. Otherwise, they can do so with reference to the Akademeia Complaints Procedure.

If a staff member wishes to raise concern anonymously, they should write an e-mail to whistleblowing@akademeia.edu.pl, using their private (anonymous) account or use our online and anonymous Whistleblowing box: www.whistleblowing.akademeia.edu.pl

If an allegation against staff member is raised, it will be immediately brought to the attention of the Headmaster.

If a staff member feels comfortable enough to make a report in person, they can approach the Headmaster (in person or via e-mail). In all cases (criminal or not) the Headmaster must be informed as soon as possible and certainly within 48 hours.

If the concern is about the Headmaster, the matter should be referred to the ISP Regional Director.

Please see AHS Whistleblowing Policy for further details.

Allegations against staff and volunteers

All staff must remember that the welfare of a child is paramount and must not delay raising concerns because of concerns relating to a colleague's career. Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the student and supports the member of staff who is the subject of the allegation.

If any staff member or other member of the AHS community suspects any staff member of behaving in such a way as to harm, commit an offence against or in relation to a child, or behave in an inappropriate manner towards a child, should report their concerns to the Headmaster or the DSL. The following steps should be taken:

- Staff or other member of the AHS community should record their concerns
- Staff or other member of the AHS community should immediately report the issue to the Headmaster unless the allegation is about one of the members of the Safeguarding team. If the case is reported to the DSL, they will always refer it to the Headmaster who will lead an internal investigation, seeking evidence if necessary.
- If a staff member or other member of the AHS community wishes to raise concern anonymously, they can write an e-mail to safeguarding@akademeia.edu.pl, using their private (anonymous) account or use an online and anonymous Safeguarding Box: <https://www.safeguarding.akademeia.edu.pl/>
- In the event of an allegation being made against a member of the school staff (or a volunteer helper), it will always be investigated by the Headmaster unless a criminal act has been committed, in which case the matter should be referred to the local authorities where appropriate.
- In all cases (criminal or not) the Headmaster must be informed as soon as possible and certainly within 48 hours.
- In the case of the allegation being against the Headmaster, the ISP Regional Director of Schools and the ISP Group HR Director should be informed.

The same steps should be taken in case of former staff members and historical allegations. Staff member who has been reported, will be asked to attend an official meeting with the Headmaster and another senior staff member to provide an explanation of the issues raised. The reported staff member may bring a witness to the meeting, if they wish. During the meeting, notes will be taken to prepare a formal document describing the course of the meeting. The document should be signed by all participants of the meeting.

Depending on the outcome of the meeting, further steps will be taken. If allegations are found to be substantiated, the reported staff member will face disciplinary consequences (including written warning, and/or suspension or immediate dismissal). Where appropriate, external institutions (e.g. the police) will be informed. In such cases, the school will also seek advice from the ISP Group HR Director before acting and will comply with national and locally agreed guidance on these matters. If allegations are found to be false, the case will be officially closed.

The circumstances should be kept strictly confidential, and all parties involved should make every effort to ensure confidentiality while an allegation is under investigation, unless abuse should be referred to the police.

Staff will reduce the possibility of an allegation being made by ensuring that they are aware of the expectations within the code of conduct for staff and volunteers and the guidance for safe working practice.



Parents

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, the above steps made not be followed and the school will seek advice from relevant agencies as outlined in Annex 1. In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when.

If parents need to report safeguarding concerns that may do so by speaking directly with the DSL or another member of the Safeguarding team or emailing direct to safeguarding@akademeia.edu.pl

Please see AHS Parent code of conduct (part of the Handbook) for further details.

Policy owner:	Kay Czepli-George, Deputy Head (Pastoral)
Policy published (date):	August 2023
Policy reviewed (dates):	August 2024, October 2024
Next review (date)	August 2025



Annex 1: Referral Process

If a child is not in immediate danger

Any member of the staff will report immediately any cases that may suggest abuse to a member of Safeguarding Team by CPOMS or in person.

The information provided should be detailed enough so that the Safeguarding Team is able to complete the 'Blue Card', including their observation and suspicions, as well as any account of the conversation with the child or other individuals that may be involved in the case directly or indirectly.

Based on the information provided, the DSL will complete a relevant 'Blue card' and thus instigate the procedure of reporting the case to the family division of the district court.

District Court Warsaw (family division)

V Wydział Rodzinny i Nieletnich
ul. Płocka 9/11 B
e-mail: 5rodzinny@mokotow.sr.gov.pl

tel. (22) 571 56 00 (8:30-15:30)

In the case of the above the school will host a meeting with parents of the student to express concerns and of the required next step to reach out to Social Services to enact the Blue Card Process. The meeting with parents will be arranged if they are not named as the alleged perpetrator.

Typically, a meeting and/or home visit will be conducted by a member of the Social Services Committee (Grupa Robocza or Zespół Interdyscyplinarny).

The school will continue to support the child and collaborate with Social Services.

A follow up meeting will be held with the child/family to ensure the child's continued safety and provide support for the family.

If a child is in immediate danger

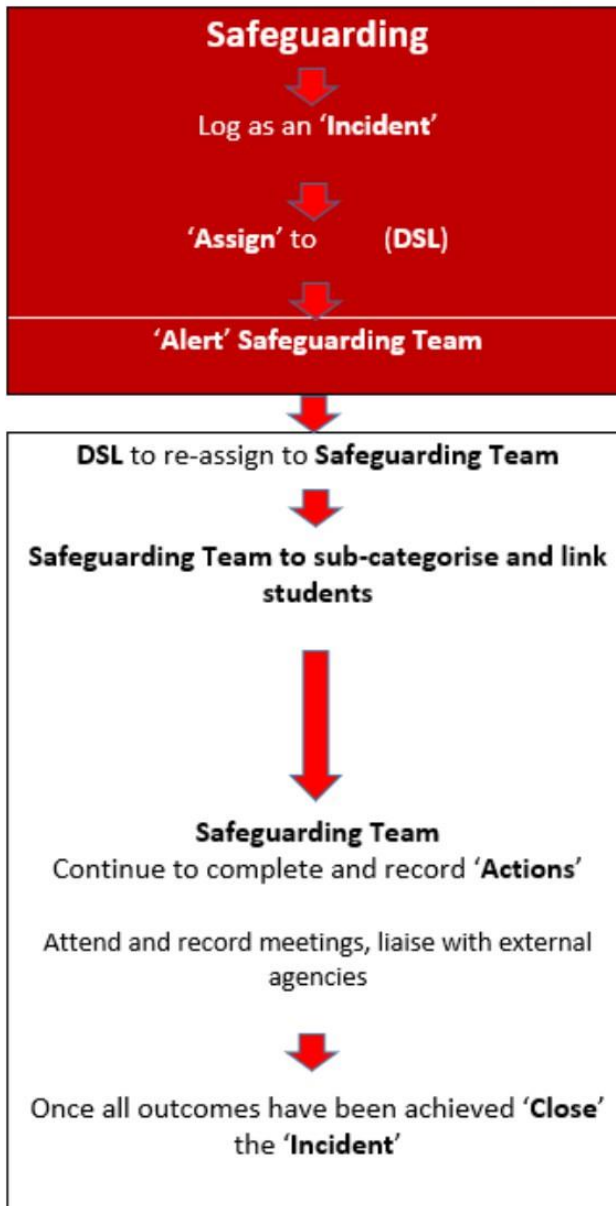
If a child is in immediate danger, the police must be informed immediately. Failure to report is punishable by up to three years imprisonment (Penal Code Art. 240; Code of Criminal Procedure Art. 304). The DSL should be informed. Emergency number is: 112. Detailed below is the closest Police Station in relation to the school.

Police Station Warsaw Wilanów

ul. Okrężna 5702 - 925 Warsaw, tel .: 0 22 603 18 31, 0 22 842 32 61 - open 24 hours, fax 0-22 603 18 51,e-mail:
wilanow@policja.waw.pl



Annex 2: CPOMS Procedure





Annex 3: Concern Reporting Form Paper (Can be used if CPOMS unavailable).

Staff member reporting:.....

Student name:.....

Student age:.....

Student's date of birth:

Type of concern (bullying, emotional distress etc):

Date and place of incident / observation:
.....

Signed (by reporting member of staff): Date:

To be completed by reporting member of staff

Please give details below of: nature of the concern, relevant dates/times, any action taken/adults informed

.....

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This section is to be completed by Safeguarding Team only

Action taken: Have the following been informed / made aware of concerns relating to the student
(please circle)

Parents	Authorized	Mentor	
Yes / No	services	Yes / No	Other (specify):
	Yes / No		

Details of responses made to disclosure:

.....

.....

.....

.....

.....

Signed: