


ISR INTERNATIONAL SCHOOL
ON THE RHINE

SAFEGUARDING POLICY

ACADEMIC YEAR
2025/2026

ISR Safeguarding Policy			
Applicable to	ISR School Community (all schools)		
Teams / Individuals	ISR faculty, parents, and students		
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Related policies and procedures

This policy statement should be read alongside our organizational policies and procedures, including:

- ISR Behaviour Policy
- ISR Mobile & Electronic Device Policy
- ISR Anti-Bullying Policy
- ISR Code of Conduct
- ISR Acceptable Use Guidelines/Policy

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1 Introduction

At ISR International School on the Rhine, we believe that every child deserves to learn, grow, and thrive in a safe and nurturing environment. As an international school serving a diverse community of students, we recognize the importance of safeguarding and promoting the welfare of children. Our safeguarding policy reflects our unwavering commitment to ensuring the well-being and protection of all members of our school community. For the purposes of this policy, the term “child” or “student” refers to a young person under the age of 18 or a person who is over 18 and is a student at ISR.

To ensure clarity and consistency in our safeguarding efforts, this policy provides definitions of key terms related to safeguarding and child protection. These definitions help to establish a common understanding among all stakeholders and facilitate effective communication and reporting of safeguarding concerns.

At International School on the Rhine (ISR), we are guided by the principles of respect, dignity, and always focusing on the best interests of the child in all aspects of our operations. We recognize that safeguarding is a shared responsibility that requires collaboration, vigilance, and ongoing commitment from everyone involved in the education and care of our students.

In the following sections of this policy, we will delve into the legal framework that underpins our safeguarding efforts, the key principles that guide our approach, the roles and responsibilities of various stakeholders, our procedures for reporting and responding to concerns, and our mechanisms for monitoring and reviewing the effectiveness of our safeguarding practices.

By implementing and upholding this safeguarding policy, we affirm our dedication to creating a safe, inclusive, and nurturing environment where every child can flourish academically, emotionally, and socially.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing 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 an aspect of safeguarding but is focused on how we respond to prevent children suffering, or being likely to suffer, significant harm.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

1.1 Purpose of the Safeguarding Policy

Our safeguarding policy's main purpose is to outline our approach to safeguarding and child protection within the school setting. It serves as a guiding framework for all staff, students, parents, and visitors, outlining their roles, responsibilities, and expectations regarding safeguarding matters. This policy aims to create a culture of vigilance, accountability, and transparency, where every member of our community is empowered to recognize and respond to safeguarding concerns effectively.

The purpose of this policy is multifaceted, encompassing several key objectives:

Protection of Children:

The primary purpose of our safeguarding policy is to safeguard and promote the welfare of our ISR students. We are committed to creating an environment where children feel secure, valued, and free from harm, abuse, neglect, and exploitation. By establishing clear guidelines and procedures, we aim to prevent and respond effectively to safeguarding concerns, thereby protecting the rights and dignity of every child in our care.

Legal Compliance:

Our safeguarding policy ensures compliance with relevant laws, regulations, and standards related to child protection. We adhere to German legislation, international conventions, and best practices in child safeguarding to uphold the highest standards of care and accountability. By aligning our policies with legal

requirements, we demonstrate our commitment to ethical conduct and accountability in safeguarding matters.

Risk Management:

Safeguarding is a proactive process aimed at identifying and mitigating risks to children's safety and well-being. Our policy establishes risk assessment procedures to identify potential hazards and vulnerabilities within the school environment. By implementing preventive measures and risk management strategies, we strive to create a secure and supportive environment that minimizes the risk of harm to children.

Promotion of a Positive School Culture:

A culture of safeguarding is integral to fostering a positive and inclusive school community. Our policy emphasizes the values of respect, dignity, and compassion, promoting an ethos where every member of the school community feels valued, supported, and empowered. By promoting open communication, mutual respect, and accountability, we cultivate a culture of trust and collaboration that enhances the overall well-being of our students.

Clear roles and responsibilities:

Our safeguarding policy empowers all stakeholders, including students, staff, parents, and volunteers, to play an active role in safeguarding efforts. By providing clear guidance, training, resources and regular and rigorous monitoring we equip individuals with the knowledge, skills, and confidence to recognize and respond to safeguarding concerns effectively. Safeguarding efforts and implementation of the policy will be rigorously monitored regularly. Empowering stakeholders strengthens our collective ability to protect children and promote a culture of vigilance and accountability.

Continuous Improvement:

Safeguarding is an ongoing process that requires continuous monitoring, evaluation, and improvement. Our policy includes mechanisms for regular review and evaluation to assess the effectiveness of safeguarding practices and identify areas for enhancement. By soliciting feedback and incorporating lessons learned, we strive to continuously improve our safeguarding efforts and adapt to evolving challenges and best practices.

In summary, the purpose of our safeguarding policy is to uphold the highest standards of care, protection, and accountability for every child within our school community. By prioritizing the safety and wellbeing of our students, we demonstrate our unwavering commitment to creating an environment where every child can thrive and reach their full potential.

1.2 Safeguarding Training & Staff Induction

The ISR Designated Safeguarding Lead and any deputies will undertake the necessary training to keep fully informed of current legislation and requirements with regard to Child Safeguarding and Protection.

All other school staff, including non-teaching staff, will undertake appropriate induction training (including online safety) in their first term at ISR and then will have further training as and when necessary, at least once a year.

All staff are provided with the school's Safeguarding Policy including information about identifying abuse and who to report it to.

1.3 Application and Review

This safeguarding policy applies to all aspects of school life, including but not limited to academic activities, extracurricular programs, school events, and interactions within the school premises or online platforms. It applies to all members of the school community, including students, staff, volunteers, parents, cooperating partners, and visitors. Additionally, this policy extends to safeguarding concerns that may arise outside of the school environment if these concerns impact the welfare of our students.

It is the responsibility of the School Director to ensure that their school and its staff and visitors adhere to this policy. In implementing this policy, school staff must take account of any advice given to them in regard to Safeguarding and Child Protection.

If there is any question or doubt about the interpretation or implementation of this policy, the Designated Safeguarding Lead (DSL) should be consulted.

Maintenance of this Policy is the responsibility of the School Director and the School Designated Safeguarding Lead

1.4 Responsible Persons

The following are the responsible persons as referred to in this policy:

The School Designated Safeguarding Lead (DSL):

Wayne May – Head of Wellbeing (as of August 2024)

wayne.may@isr-school.de

Tel: 0213140388

Local Authority

Jugendamt Neuss

jugend@stadt.neuss.de

Tel: 02131 90-5101

Anyone who has a safeguarding concern relating to a child at the school or enrolled at the school, a member of staff (paid or unpaid) of the school, a volunteer or contractor at the school, or anyone visiting or using school premises; or relating to an incident that took place at the school, should report the matter to the School DSL and it will be dealt with in accordance with the School Safeguarding Policy.

Where the subject of a safeguarding concern is a member of staff, a volunteer or contractor, the School DSL must report the matter to the School Director. The School Director must inform and take advice from the ISR HR Manager.

Where the subject of a safeguarding concern is the Director, the School DSL must report the matter to the School Proprietor.

Where the subject of a safeguarding concern is the School DSL, the matter must be reported directly to the School Director.

1.5 Associated Policies and Procedures

The following Policies are directly related to and complement this Safeguarding Policy and procedures:

- ISR Staff Code of Conduct
- ISR Staff Handbook

- ISR Student - Parent Handbook
- ISR KG Parent Handbook
- ISR Intimate Care Policy
- ISR Student Behaviour Policy
- ISR Online Safety and Computer Policy
- ISR Counselling Policy
- ISR Whistleblowing Policy
- ISR Staff Grievance Policy
- ISR HR: Recruitment, Selection and Disciplinary Policies and Procedures
- ISR Anti-bullying and Anti-discriminatory Policy
- ISR Attendance Policy

2 Legal Framework

2.1 German legislation on Child Protection

Germany has a robust legal framework in place to safeguard the well-being and rights of children, reflecting the country's commitment to ensuring a safe and nurturing environment for all young individuals. The German legislation on child protection encompasses various laws, regulations, and policies aimed at preventing harm, abuse, neglect, and exploitation, as well as promoting the holistic development and welfare of children.

At the core of German legislation on child protection is the Child Protection Act (*Kinderschutzgesetz*), which serves as a comprehensive legal instrument to safeguard children's rights and promote their welfare. Enacted in 2012, the Child Protection Act establishes fundamental principles and procedures for protecting children from harm and ensuring their best interests are upheld in all matters concerning their care and well-being.

Key elements of the Child Protection Act include:

Protection from Abuse and Neglect:

The act prohibits all forms of physical, emotional, and sexual abuse against children. It establishes mechanisms for identifying and reporting instances of abuse, including mandatory reporting requirements for professionals working with children, such as teachers, healthcare professionals, and social workers.

Preventive Measures:

The Child Protection Act emphasizes the importance of preventive measures to safeguard children's welfare. It promotes early intervention and support services for families at risk of experiencing difficulties, such as poverty, domestic violence, or substance abuse, to prevent child maltreatment and promote family stability.

Child Participation:

Recognizing children as active participants in decisions that affect their lives, the act emphasizes the importance of involving children in matters concerning their welfare. It promotes child-friendly and child-centred approaches to decision-making, encourages children's participation in family, school, and community life, and ensures their voices are heard and respected in safeguarding processes.

Interagency Collaboration:

The Child Protection Act mandates collaboration and coordination among various government agencies, including youth welfare offices, law enforcement agencies, health authorities, and educational institutions, to ensure a comprehensive and integrated approach to child protection. Interagency cooperation facilitates information sharing, joint assessments, and coordinated interventions to address complex safeguarding concerns effectively.

In addition to the Child Protection Act, Germany has enacted other laws and regulations that contribute to child protection efforts, including:

The Juvenile Courts Act (*Jugendgerichtsgesetz*), which governs legal proceedings involving children and adolescents, emphasizing the importance of child-friendly justice and rehabilitation measures.

The Youth Welfare Act (*Jugendhilfegesetz*), which outlines provisions for promoting the well-being and development of children and adolescents, including support services, counseling, and youth empowerment initiatives.

Combating Child Abuse and Neglect – a comprehensive report on Child Protection in Germany:

https://www.dji.de/fileadmin/user_upload/bibs/DAPHNEGermanReportLayoutFIN.pdf

Furthermore, Germany is a signatory to international conventions and treaties related to child protection, including the United Nations Convention on the Rights of the Child (UNCRC), which sets forth principles and standards for protecting children's rights and ensuring their well-being.

2.2 International Standards and Best Practices

UNICEF's child protection strategy defines the aim of child protection as 'preventing and responding to violence, exploitation, and abuse against children'. This is essential to ensuring children's rights to survival, development, and well-being, as stated in The United Nations Convention on the Rights of the Child (UNCRC):

<https://www.unicef.org/child-rights-convention/convention-text>

The United Nations Convention on the Rights of the Child (UNCRC) is a landmark international treaty adopted by the United Nations General Assembly in 1989. It serves as a comprehensive framework for protecting and promoting the rights and well-being of children worldwide. The UNCRC consists of 54 articles that outline the fundamental rights and principles that should guide the treatment and care of children, ensuring that their voices are heard, their needs are met, and their best interests are prioritized in all decisions and actions concerning them.

Key elements of the UNCRC include:

Non-discrimination:

The convention upholds the principle of non-discrimination, affirming that all children, regardless of race, ethnicity, gender, disability, religion, or socioeconomic status, are entitled to enjoy their rights on an equal basis.

Best interests of the child:

The UNCRC places paramount importance on the best interests of the child in all matters concerning their care, upbringing, and development. It requires governments and authorities to consider the child's well-being as a primary consideration in decision-making processes.

Right to life, survival, and development:

Children have the inherent right to life, survival, and development, encompassing access to healthcare, nutrition, education, and opportunities for social and emotional growth.

Respect for the views of the child:

The convention recognizes the right of children to express their opinions and have them taken into account in matters affecting them, according to their age and maturity.

Protection from harm and exploitation:

Children have the right to protection from all forms of abuse, neglect, violence, exploitation, and discrimination. The UNCRC obligates governments to take measures to prevent and respond to such violations effectively.

Right to education, healthcare, and social services:

The convention affirms children's rights to access quality education, healthcare, and social services essential for their physical, mental, and social development.

Right to play and leisure:

Children have the right to engage in play, recreation, and cultural activities that promote their creativity, imagination, and social interaction.

The UNCRC is the most widely ratified human rights treaty in history, with almost every country in the world being a party to it. Governments that ratify the convention commit to upholding its principles and implementing its provisions through legislative, administrative, and policy measures. The convention has

played a significant role in shaping national laws, policies, and programs aimed at improving the lives of children and ensuring their rights are respected and protected.

3 Key Principles

3.1 Best Interest of the Child

ISR believes that every student, regardless of age, has, at all times and in all situations, a right to feel safe and protected from any situation or practice that might result in any harm. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfill this responsibility effectively, all practitioners should make sure their approach is child centered. This means that practitioners should consider, at all times, what is in the best interests of the child. Refer to the Intimate Care Policy in [Appendix E](#) for clarity on contact with children.

ISR employees work in positions constituting a "mandated reporter" (teachers, teaching assistants, support staff, nurse, etc.) legally requiring the reporting of any Child Protection issue. Failing to report will constitute private liabilities on the part of the individual employees. Any person associated with ISR who violates this policy will be discharged, reported to the proper authorities, and prosecuted to the fullest extent of the law.

Rules and Prevention

1. Staff should avoid being physically and visibly isolated with a student in interactions. When this is not possible, have activities occur in an open room, well lit, easily accessible setting. Rooms not matching these criteria are not allowed for one-to-one children interactions. The only exception is the emergency room used by the school nurse and the school counsellors' rooms.
2. Student interactions should always occur in well-lit, visible, and easily accessible areas. Intimate and secluded settings are to be avoided.
3. Assistance in toileting should be instructional rather than physical assistance. In services where this is not possible, all efforts to achieve modesty should be made. Doors should be left open during assistance.

4. Generally, avoid touching students, especially by initiating contact. Patting students on the rear end/buttocks as a symbol of congratulations or encouragement, as often found in athletics, is forbidden. If a student hugs you, divert the contact so it becomes shoulder-to-shoulder rather than whole body contact.
5. Everybody is instructed to use the assigned restrooms. Staff must refrain from utilizing student restrooms and students are instructed to use grade appropriate restrooms (e.g. it is not allowed for upper school students to use primary student restrooms).
6. Transporting students in private staff members' cars is not allowed.
7. Do not play games with students in which students or staff hide, or have unaccounted for periods of time, or opportunities for intimacy or other misinterpretations.
8. Misconduct includes violation of "boundaries" of proper behavior and student management. Violation of such boundaries includes bringing students alone into a staff member's home, kissing students, communicating with students via private tel. number or private Email, requesting personal favors from students, and intimating that their successful treatment is dependent on personally pleasing or satisfying the staff member or others.
9. No after hours or "special" relationships during or following the student's involvement with ISR is allowed.

In addition to our Safeguarding Policy, we have policies to cover the roles of staff, students and parents in respect of health and safety, anti-bullying, and equality. We also ensure that issues of safeguarding and child protection are raised with students, and they are taught how to protect themselves from risks (including online) through the SEL Curriculum for all Kindergarten and elementary students and in Advising Lessons for all secondary students. Our policy applies to all staff, paid and unpaid, contractors, volunteers and others using or visiting the school, and references to "staff" in this policy apply to all these persons unless explicitly qualified.

There are a number of elements to our policy:

- Ensuring our Safer Recruitment Policy is implemented (Refer to [Appendix G](#) for the Safer Recruitment Policy).

- Raising awareness of safeguarding issues amongst all staff and volunteers and providing procedure to follow if they have concerns
- Ensuring that a system is in place to protect our students from mistreatment
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- Developing effective links with relevant agencies and co-operating, as required, with their enquiries regarding safeguarding matters including attendance at case conferences and core group meetings
- Establishing and maintaining a safe environment in which students feel secure, are able to learn and are encouraged to talk freely about anything that concerns them
- Fostering a culture where students feel heard and respected
- Ensuring students know there are adults in the school who they can approach if they are worried about anything
- Including opportunities in the SEL and Advising curriculum to develop and equip students with the skills needed to recognize risks and stay safe from abuse
- Supporting students who have been abused or may be at risk of harm in accordance with any agreed child protection plan
- Ensuring we respond appropriately to any concern or allegation about a member of staff or volunteer
- Ensuring staff follow accepted "safe practice" principles when working with students

3.2 Safe Practice

The ISR International School on the Rhine's safeguarding practices have been put into place to ensure that our students are safe.

Lockdown and evacuation procedures are in place to ensure the safety of our ISR students, staff and visitors during an emergency. (Refer to Appendix I for the Emergency procedures)

All Staff and visitors to the school:

- All staff to wear identification badges and visitors report to security and/or reception to sign in and receive a visitor's bag.

- Have a duty to report any concerns they have about the well-being of children to the Designated Safeguarding Lead
- Are responsible for their own actions and behaviour and should avoid any conduct which would lead to any reasonable person to question their motives or intentions
- Should work in an open and transparent way
- Are required to discuss with or take advice from school management on any incident which may give rise for concern

3.3 Advising Class Content

As part of the sex and health education content, children and students learn to recognize sexual abuse and inappropriate touching/comments, give them skills to avoid this and encourage them to report abuse they have experienced, are experiencing, or may experience in the future. The lesson plans and teaching materials are available from the Wellbeing Counsellor/Academic Coordinator.

In Elementary and Kindergarten identifying and voicing concern skills, are explicitly taught as part of the Social Emotional Learning (SEL) program during regular weekly lessons.

3.4 Reporting Outlet for Children

Staff

The role of the Designated Safeguarding Lead is exclusively responsible for addressing any concerns in this area. Part of the professional role is to be aware of students' private issues and be actively involved in preventive, follow-up measures.

Processes

Within all Advising and SEL classes, children and students are regularly taught and familiarized with ISR informal feedback and formal reporting facilities. Children and students may report to any member of ISR staff with whom they feel comfortable and have built rapport. The confidential and formal reporting form is available on the electronic shared folder and from Wellbeing Counsellors ([Refer to Appendix A](#)).

3.5 Partnerships with Parents

Our purpose is to educate and help students keep safe from harm and to have their wellbeing as our priority.

At ISR we are committed to working with parents in an open positive, and honest manner. We respect parents' rights to privacy and confidentiality and will not share sensitive information with anyone unless we have permission, or it is necessary to do so to protect the child.

ISR will share with their parents any concerns we may have about their child unless to do so may place a child at risk of harm.

3.6 Partnerships with Others

At ISR we acknowledge the vital importance of building strong and collaborative relationships with other agencies. It is a shared responsibility among all involved parties to exchange information, ensuring the safeguarding of all our students.

3.7 Recruitment, Selection, Training and Supervision of Staff

In order to ensure that students are protected whilst at the school, we will ensure that our staff are carefully selected, screened, and supervised.

- All staff hired by ISR for a position requiring regular presence at ISR premises will have to provide an "Erweiterte Führungszeugnis"/ "Extended Certificate of Good Conduct"
- In cases of non-local employees or employees where the "Erweiterte Führungszeugnis" covers less than 36 months, employees will be asked to provide similar documents from their recent place of residence
- ISR will not exclude any candidate who has spent time in jurisdictions where child abuse does not constitute a crime. For all candidates from such countries ISR will explicitly confront candidates in the interview process with questions around the candidate's opinion and suggested resolution procedures in child molestation case studies
- The required police clearance documents will have to be provided before starting the position

In addition, the school HR and SLT will ensure that the following checks are satisfactorily completed before a person takes up a position at the school:

- Identity checks to establish that applicants are who they claim to be
- Obtain attestation of academic qualifications, to ensure that qualifications are genuine
- Collect professional and character references prior to offering employment
- Satisfy conditions as to health and physical capacity
- Examine previous employment history to ensure that gaps are accounted for

Contracted Services

For employees of contracted service providers ISR will implement the following policy:

- Regularity/Duration of stay
 - o For employees who are regularly on ISR premises (“regularly” for this policy is defined as a minimum 3 times a term), ISR will require similar police clearance procedure as for ISR employees
 - o For all other employees of contracted service providers, ISR will require the service provider companies to verify police clearance documents are current and valid for their staff coming onto school campus
- Direct interaction with students (closeness to classroom)
 - o For persons who are working directly with students, ISR will require similar police clearance procedure as for ISR employees
 - o For all other employees of contracted service providers, ISR will not require police clearance documents

External Companies/Partners

The external companies/partners listed below are obliged to provide police clearance documents for permanent staff:

- Catering Service
- Cleaning Company
- Security Company
- Facility Maintenance company
- Coaches – team and individual sports

- Bus Transport Company

Volunteers

For volunteers ISR will implement the following policy:

- Regularity/Duration of stay
 - o For volunteers who are regularly on ISR premises (“regularly” for this policy is defined as a minimum 3 times a term), ISR will require similar police clearance procedure as for ISR employees
 - o For all other volunteers, ISR will not require police clearance documents
- Direct interaction with students (closeness to classroom)
 - o For volunteers who are working directly with students (e.g. Student Extra Curricular Activities - SEA), ISR will require similar police clearance procedure as for ISR employees
 - o For all other volunteers, ISR will not require police clearance documents

Update of police clearance documents:

ISR will not make a regular and complete update of all “erweiterten Führungszeugnis” ‘Certificate of Good Conduct’ of employees, service contractors and volunteers. Instead ISR will implement the following checking procedure:

- Each year in the first week of Term 2, ISR will randomly draw 15 people (from the pool of employees, contractors, volunteers)
- ISR will require the drawn individuals to present a new “erweiterten Führungszeugnis” no later than 4 weeks after the request

3.8 General Guidance

All staff are required to abide by the *ISR Code of Conduct* and make sure they:

- Set clear standards of appropriate safe behaviour
- Protect students from discrimination and avoidable harm
- Treat students with respect and dignity

If any member of staff has any concern regarding the treatment of any student in or outside school, they have a duty of care to report it to the appropriate member of staff – Designated Safeguarding Lead. It may be possible at some time that they

may have a concern regarding a colleague in school in which case they have a duty of care to report this to the ISR School Director. Please refer to [Appendix F](#) for the Whistle Blower Policy.

4 Safeguarding and Child Protection

4.1 What to do if you are worried a child is being abused

Everyone working with students needs to be familiar with local procedures and protocols for safeguarding their welfare. Adults have a duty to report any child protection or welfare concerns to a designated member of staff. In the case of a Child Safeguarding issue, they should contact the Designated Safeguarding Lead, and for general welfare concerns they should contact the Wellbeing Student Counsellor and the respective Head of School area. If staff members have any doubts, then they should speak to the Designated Safeguarding Lead for clarification.

All staff should be able to reassure students that they are being taken seriously and that they will be supported and kept safe. A student should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment; nor should a student ever be made to feel ashamed for making a report.

Where there is a safeguarding concern, the DSL should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.

4.2 Emerging Issues - Child-on-child Abuse, Radicalisation, Upskirting, LGBTQ and Mental Health

Staff will be kept updated through staff meeting/briefings on any emerging issues, as needed.

Child-on-Child Abuse

All staff should recognise that children are capable of abusing their peers (including online) and that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include but is not limited to: bullying (including cyberbullying), sexual harassment and sexual abuse, gender-based

violence/sexual assaults and consensual and non-consensual sharing of nude and semi-nude images and/or videos. Child-on-child abuse can happen both inside and outside of school, and online. Refer to [Appendix B](#) for the Online Safety and Computer Policy and [Appendix C](#) for the Anti Discriminatory and Anti Bullying Pledge.

At ISR abuse and harassment are not tolerated. Abuse is abuse and should never be passed off as “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. At ISR we recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. All staff understand the importance of challenging, inappropriate behaviours between peers. Different gender issues can be prevalent when dealing with child-on-child abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation-type violence. It is more likely that girls will be victims and boys will be perpetrators, but all child-on-child abuse is unacceptable and will be taken seriously.

Other forms of child-on-child abuse are:

- sexual violence such as rape, assault by penetration and sexual assault (including any online element that facilitates or threatens and/or encourages sexual violence)
- Harmful Sexual Behaviours (HSB) such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing
- physical harm (again this may include an online element which facilitates, threatens
- and/or encourages physical abuse)

- consensual and non-consensual sharing of nude and semi-nude images and/or videos
- (also known as sexting or youth produced sexual imagery)
- initiation/hazing-type violence and rituals (this may include an online element)

Any child experiencing child-on-child abuse should report the abuse to a member of staff, and that member of staff will report the concern to the DSL.

We will support the victims of child-on-child abuse by thoroughly investigating the allegation. We will make a final decision about how to act on a case-by-case basis and will follow our procedures stated within the ISR Behaviour Policy. The risk assessment resulting from a report of sexual violence or harassment will consider the time and location of the incident and any action required to make the location safer. We will also consider the importance of any necessary support for siblings following incidents.

Radicalisation

“Radicalisation” is defined as the act or process by which an individual is persuaded to make fundamental changes to their beliefs, so that they come to favour violent extremism or terrorism to achieve fundamental changes in political, economic, or social conditions, institutions, or habits of the mind.

The following observable indicators are manifestations of possible radicalisation toward violent extremism and terrorism. Each indicator is just that—it indicates that a person may be radicalising toward violent extremism; it does not automatically deem them radical and/or a threat.

Key indicators are:

- Change in physical appearance and/or attire
- Disconnecting from previous friendship groups
- Active promotion of an extremist ideology
- Seeking to impose radical or extreme views on others
- Association with known extremist groups

Secondary indicators include:

- Increased incidents of verbal abuse / prejudicial language
- Conflict with peers
- Self-identified feelings of isolation
- Accessing inappropriate material on the internet

In schools these will often be manifested in:

- Attitude to authority
- Demotivation about learning
- Changes in friendship groups
- Seeking support / mental health issues
- Damage to property
- Breakdown in parent-student relationships (changes in communication style and frequency, mistrust, possible radicalisation of other family members – siblings, etc)

Upskirting

“Upskirting” typically involves taking a picture under a person’s clothing (not necessarily a skirt) without them knowing, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim.

Children who are lesbian, gay, bisexual, transgender and queer (LGBTQ)

The fact that a child or young person may be LGBT is not in itself a safeguarding concern, but staff must be aware that children who are LGBT may be targeted by other children. Children who are LGBT must have a trusted adult with whom they can be open. Staff must endeavour to reduce the additional barriers faced by children who are LGBT and listen to their concerns.

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff need to be aware that there may be a link between mental health problems and safeguarding issues.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences (ACEs), this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

If staff have a concern about the mental health of a student that is also a safeguarding concern, they should report this to the Designated Safeguarding Lead immediately.

4.3 Physical Abuse

Physical abuse may take many forms such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

The first indication of concern about a child's safety may be triggered by:

- Bruises, bite marks, burns, or other marks on child's body
- An explanation which is inconsistent with an injury
- Parents being undisturbed by an accident or injury
- Repeated presentation of minor injuries
- Unexplained changes in the child's behavior or personality

Domestic Abuse and Safeguarding

Domestic abuse in the home can have profound and lasting effects on children, even if they are not the direct victims of physical abuse. Witnessing domestic abuse can lead to emotional and psychological trauma, affecting a child's mental health, academic performance, and social interactions. Children may be reluctant or unable to disclose what they have witnessed, making it essential for the school to proactively create a supportive and responsive environment.

Recognizing Signs of Domestic Abuse

Children who witness domestic abuse may exhibit a range of signs and behaviors, including:

- Anxiety, depression, or excessive fearfulness
- Unexplained physical symptoms such as headaches or stomachaches
- Withdrawal from friends and activities
- Decline in academic performance
- Aggressive or disruptive behavior
- Reluctance to go home or talk about their home life

4.4 Sexual Abuse

Sexual abuse involves forcing a child to take part in sexual activities, whether or not the child is aware of what is happening. It includes both penetrative and non-penetrative acts.

It may also include non-contact activities such as forcing children to watch sexual activities or encouraging them to act in sexually inappropriate ways. Another form of sexual abuse is grooming young children, which involves building a strong bond with them to manipulate and exploit them.

Sexual abuse is not solely perpetrated by adult males, women can also commit acts of sexual abuse, as can other children.

Children who experience sexual abuse are often scared or ashamed of reporting the abuse. It may be difficult to recognize the abuse, as there may be no physical signs, but instead emotional or behavioral ones.

Behavioral indicators can be:

- Sexually explicit behavior inappropriate for their age

- Inappropriate sexual conduct
- Anxious unwillingness to remove clothes for e.g. sports events

Physical indicators can be:

- Pain or itching of genital area
- Blood on underclothes

Addressing Child Criminal Exploitation in Safeguarding

Child criminal exploitation (CCE) involves the manipulation, coercion, or deception of children into criminal activities. This form of exploitation can have severe and long-lasting effects on the physical, emotional, and psychological wellbeing of children. As an international school, it is essential to be vigilant in identifying and addressing the risks and instances of CCE within the safeguarding framework.

Understanding Child Criminal Exploitation

CCE can take many forms, including but not limited to:

- **Drug Trafficking:** Children being coerced into transporting, selling, or storing illegal drugs.
- **Theft and Burglary:** Children being manipulated into committing theft or burglary.
- **Violence:** Children being forced to participate in violent activities or used to intimidate others.
- **Gangs:** Children being recruited into gangs and exploited for criminal purposes.

Children involved in CCE often face significant risks, including exposure to violence, arrest, and legal consequences, as well as physical and emotional trauma. They may be reluctant to disclose their situation due to fear of retribution or loyalty to their exploiters.

Addressing Honour-Based Abuse in Safeguarding

Honour-based abuse (HBA) encompasses a range of harmful practices, including forced marriage, breast ironing, female genital mutilation (FGM), and other forms of violence committed to protect or defend the perceived honour of a family or community. This type of abuse can have severe physical and psychological

consequences for the victims, often involving coercion, intimidation, and violence. As an international school, it is crucial to recognize and address the complexities of honour-based abuse within the safeguarding framework.

Understanding Honour-Based Abuse

Honour-based abuse is often rooted in cultural, religious, or familial expectations. It may manifest in various forms, such as:

- Physical violence or threats of violence
- Emotional or psychological manipulation
- Forced marriage or threats of forced marriage
- Female genital mutilation (FGM)
- Social isolation or restriction of freedom

Victims of HBA may be reluctant to disclose their situation due to fear of retribution, shame, or loyalty to their family. Therefore, it is essential for school staff to be vigilant and proactive in identifying and responding to potential cases of HBA.

Safeguarding Measures

Training and Awareness: Provide comprehensive training for all staff members on the signs, risks, and cultural contexts of both honour-based abuse and child criminal exploitation. Staff should be equipped with the knowledge and skills to identify and respond appropriately to such concerns.

Cultural Sensitivity: Approach potential cases of HBA/child criminal exploitation with cultural sensitivity and respect. Understand the cultural background and context of the students while maintaining a firm stance on safeguarding and protection from abuse.

Confidential Reporting: Establish confidential reporting mechanisms that encourage students and staff to report concerns without fear of retribution. Ensure that these mechanisms are accessible and well-publicized within the school community.

Designated Safeguarding Lead (DSL): Ensure that the DSL is specifically trained in handling cases of honour-based abuse/child criminal exploitation. The DSL should serve as the primary point of contact for concerns and liaise with external agencies when necessary.

Risk Assessment: Conduct thorough risk assessments for students who may be at risk. This includes understanding their family dynamics, cultural background, and any previous incidents or warnings related to HBA.

Support Services: Provide access to counseling and support services for victims. School counsellors should be trained in dealing with trauma and cultural issues. Offer safe spaces and support groups where students can seek help and share their experiences. Refer to Appendix D for more information on our Wellbeing Counselling at the school.

Education and Empowerment: Integrate education about human rights, personal safety, and healthy relationships into the curriculum. Empower students with knowledge about their rights and the support available to them, fostering an environment where they feel safe to seek help.

Parental and Community Engagement: Engage with parents and the wider community to raise awareness about the harmful effects of HBA and promote cultural change. Provide information about the school's safeguarding policies and the importance of protecting all children from abuse.

Monitoring and Follow-Up: Regularly monitor the well-being of students at risk of HBA/child criminal exploitation and ensure ongoing support and follow-up. Document and track all concerns, reports, and interventions related to HBA to ensure a coordinated and effective response.

4.5 Neglect

Neglect is a persistent failure to meet a child's basic physical and/or psychological needs, which likely results in serious impairment in the child's health and/or development.

For a child this can mean:

- Lack of adequate nourishment/ shelter
- Not receiving medical attention when necessary
- Lack of interest in the child's welfare
- Inappropriate clothing
- No boundaries in terms of action and behavior
- Child's needs not being recognized by parents/guardians/nannies

Nanny Culture in Safeguarding

In international schools, the prevalence of nanny culture often coincides with parents who travel frequently or have demanding work schedules. This can lead to situations where parents are unable to consistently meet the emotional needs of their children, relying heavily on nannies for daily care and support. While nannies provide essential assistance, it is vital to ensure that this dynamic does not result in the emotional neglect of students.

Understanding the Impact

Children whose parents are often away may experience feelings of loneliness, anxiety, or emotional insecurity. Nannies, despite their best efforts, might not fully compensate for the absence of parental emotional support. This can affect a child's academic performance, social interactions, and overall wellbeing.

Safeguarding Measures

Communication Channels: Establish clear and regular communication channels between nannies, parents, and the school. Regular updates and check-ins can help ensure that any emotional or behavioral concerns are promptly addressed. This includes using technology to facilitate virtual meetings when parents are away.

Support Networks: Create support networks for nannies, including access to school counsellors and mental health resources. Providing nannies with the tools and support they need can enhance their ability to care for the children's emotional needs effectively.

Parental Involvement: Encourage parents to stay engaged in their children's lives despite physical absence. This can include regular virtual interactions, participation in school events through video calls, and scheduled quality time when they are available. Schools can assist by organizing virtual parent-teacher meetings and providing updates on the child's progress and wellbeing.

Monitoring and Reporting: Implement systems for monitoring the emotional wellbeing of students, with regular assessments by teachers and school counsellors. Any concerns about a child's emotional health should be documented and reported to the designated safeguarding lead. The school

should also provide a confidential way for nannies to report any concerns they may have about the emotional neglect of the children in their care.

Educational Workshops: Offer workshops for parents on the importance of emotional support and practical strategies for maintaining a strong connection with their children, even when physically distant. These workshops can also include guidance on how to work effectively with nannies to ensure a cohesive approach to the child's emotional and developmental needs.

By addressing the unique challenges of nanny culture and ensuring that both nannies and parents are equipped to meet the emotional needs of students, international schools can create a supportive and nurturing environment that promotes the overall well-being and development of every child.

4.6 Emotional Abuse

Emotional abuse may take many forms, such as conveying to a child that they are worthless or unloved, inadequate, or valued only if they meet the needs of another person. It may also include not giving a child the opportunity to express their views, deliberately silencing them or repeatedly making fun of what they say or how they communicate.

Emotional abuse may feature frequent developmentally inappropriate expectations - these may include interactions that are beyond the child's developmental capability, as well as overprotection and continuous limitation of exploration and learning, or preventing the child from participating in normal social interaction.

Some level of emotional abuse is involved in all types of abuse, but it may also occur on its own.

What emotional abuse can mean for a child:

- Persistent ridicule, rejection, and humiliation
- Living in atmosphere of fear and intimidation
- Being allowed no contact with other children
- Imposing inappropriate expectations
- Low warmth, high criticism
- Being bullied, scapegoated, and/ or isolated

4.7 Barriers to Taking Action

Reporting suspected child abuse is never easy and comes with certain barriers.

Addressing child protection issues is a critical responsibility for educators, but several barriers may hinder educators from taking immediate action when a student discloses such concerns. One significant obstacle is a lack of training or awareness, where educators may not feel adequately equipped to recognize or respond to signs of abuse or neglect. Fear of making the wrong judgment or facing potential legal repercussions can also paralyze educators, leading to hesitancy in reporting suspected cases. Additionally, concerns about disrupting relationships with students or their families, coupled with a reluctance to believe that such issues could occur within their school community, may further impede swift and decisive action. Overcoming these barriers requires ongoing professional development, a supportive school environment, and clear reporting protocols to empower educators to prioritize the safety and well-being of their students.

Factors that may hinder reporting:

- Fear of being wrong or misguided
- Fear of making things worse
- Uncertainty about what to do
- Believe it's not their responsibility

Things to keep in mind when dealing with younger students:

- Disclosure rate of abuse is lowest among preschoolers
- Most children between 3 and 6 years can provide at least one central detail about the abuse to informal disclosure recipients
- The most common type of disclosure (even in very young students) is verbal, followed by drawings and other types of schoolwork
- The most important deciding factor of disclosure is the connection/relationship with the adult

4.8 Talking and Listening to Children

When a child is disclosing, the most important factor is the recipient's reaction. When children disclose a child protection issue, engaging in open and empathetic communication is paramount. Listening attentively, without judgment, is the first step in creating a safe space for the child to share their experiences. It is crucial to use age-appropriate language, allowing them to express themselves

comfortably. Affirming their feelings and assuring them that they are not to blame can help build trust. Equally important is maintaining a calm demeanor, as children may be hesitant to disclose if they sense anxiety or unease. Encouraging them to share details at their own pace, while respecting their boundaries, fosters a sense of control. Lastly, assuring confidentiality within the bounds of child protection reporting obligations can provide reassurance, emphasizing the commitment to their well-being. Effective communication with children in such situations requires a delicate balance of sensitivity, empathy, and a commitment to their safety and protection.

Here are the most important do's and don'ts when talking and listening to children.

Do:

- Reassure the child that they are right to tell
- If you must ask questions, ask only open ones
- Explain what you need to do next!
- Record using the child's words
- Pass on to the DSL ASAP (hard copy, never by email)

Don't:

- Make false promises about confidentiality
- Interrupt the child
- Interrogate/ investigate
- Assume e.g. the child is lying
- Show anger, surprise, shock
- Tell the child to go and speak to someone else
- Forget to record accurately and pass on to the DSL (hard copy)

4.9 Reporting and Keeping Records

Members of staff are specifically asked not to initiate an investigation based on suspicions relating to child protection issues; if somebody believes that a child may be suffering or may be at risk of suffering significant harm, staff members must always refer such concerns to the Designated Safeguarding Lead.

Such concerns may relate to any of the following:

- Receipt of any information from a student of a child protection/welfare nature
- Where a student makes a direct allegation or implies that they have been abused
- If any person has suspicions that a student may be at risk of harm
- If any person observes injuries that appear to be non-accidental, or self-inflicted
- An allegation is made against a member of staff that s/he has harmed a child, committed an offense against a child or behaved in a way that questions his/her suitability to work with children

Any staff member filing a report of child protection issue/concern must file a written report of the incident within 24 hours using the Confidential Child Protection Recording Form (Appendix A). All reports must be placed in an envelope marked confidential and handed into the office designated below, either to:

- Safeguarding Designated Lead
- School Director

In every case of a report, ISR management will investigate and document the results.

The following definitions should be used when determining the outcome of allegation investigations:

- a. *Substantiated*: there is sufficient identifiable evidence to prove the allegation
- b. *False*: there is sufficient evidence to disprove the allegation
- c. *Malicious*: there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false
- d. *Unfounded*: there is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively, they may not have been aware of all the circumstances

- e. *Unsubstantiated*: this is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence

When an allegation is made, ISR will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The reporting restrictions apply until the point that the accused person is charged with an offense. The reporting restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so.

If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this guidance. It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible the accused should be given a full opportunity to respond to the allegations and make representations about it. However, recording the allegation and supporting evidence and judging whether it can be substantiated based on all the information available should continue even if the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

So-called 'compromise agreements', by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be used in these cases. Such an agreement will not prevent a thorough police investigation where that is appropriate.

Details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken, and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

The record ensures accurate information is recorded and available in case of any future request for a reference, where appropriate. It will provide clarification in cases where future disclosures reveal information from the police about an allegation that did not result in a criminal conviction, and it will help to prevent unnecessary re-investigation if an allegation re-surfaces after a period of time. The record should be retained at least until the accused reaches the normal retirement age or for 10 years from the date of the allegation if that is longer.

Cases in which an allegation was proven to be false, unsubstantiated, unfounded or malicious should not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. should also not be included in any reference.

5 Deporting Low-Level Concerns To Review This Section

5.1 Definition of Low-Level Concerns

Low-level concerns refer to any actions, behaviors, or patterns by staff or volunteers that are inconsistent with the school's code of conduct but do not meet the threshold for formal reporting or disciplinary action. These concerns may include, but are not limited to:

- Minor breaches of the code of conduct
- Inappropriate remarks or behavior
- Unprofessional conduct that, while not harmful, does not align with the school's ethos and values

5.2 Importance of Reporting Low-Level Concerns

Addressing low-level concerns is crucial in maintaining a safe and respectful school environment. By reporting and managing these concerns promptly:

- Potential issues can be identified and addressed early, preventing escalation
- Staff can receive appropriate feedback and support to improve their professional practice
- A culture of openness and trust is fostered, ensuring that all members of the school community feel safe and respected

5.3 Procedures for Reporting Low-Level Concerns

Confidentiality and Sensitivity: All low-level concerns should be handled with confidentiality and sensitivity to protect the dignity and privacy of all individuals involved.

How to Report: Any staff member, volunteer, student, or parent who observes or becomes aware of a low-level concern should report it to the designated safeguarding lead (DSL) or a member of the safeguarding team. Reports can be made verbally or in writing, depending on the reporter's preference and comfort level.

Details to Include in a Report:

- Date, time, and location of the incident or behavior.
- A detailed description of the behavior or concern.
- Names of any individuals involved or present.
- Any actions taken at the time of the incident (if applicable).

Anonymous Reporting: While the school encourages open reporting, anonymous reports will also be accepted and investigated to the extent possible. However, anonymous reports may limit the ability to fully address the concern.

5.4 Response to Low-Level Concerns

Initial Assessment: Upon receiving a low-level concern, the DSL will assess the report to determine the appropriate course of action. This may involve speaking with the individual who raised the concern, the staff member involved, and any witnesses.

Informal Resolution: Many low-level concerns can be resolved informally through discussion, feedback, and support. The staff member may be provided with additional training or guidance to prevent recurrence.

Record Keeping: All low-level concerns and the actions taken in response should be documented and stored securely. This ensures a record is maintained, which can be reviewed if patterns of behavior emerge over time.

Follow-Up: The DSL will follow up with all parties involved to ensure the concern has been addressed appropriately and to provide any further support if needed.

Escalation: If a low-level concern is repeated or escalates, it may need to be re-evaluated as a higher-level concern and handled according to the school's formal safeguarding procedures.

5.5 Training and Awareness

Regular training sessions and communications will be provided to ensure all staff and volunteers understand the importance of reporting low-level concerns and the procedures for doing so. This will include:

- Clear guidelines on what constitutes a low-level concern.
- The process for reporting and managing low-level concerns.
- Emphasis on the non-punitive nature of reporting low-level concerns, aimed at fostering a supportive and professional environment.

By implementing these procedures, the school aims to maintain a safe, respectful, and supportive environment for all students, staff, and volunteers.

Appendix A: ISR Child Safeguarding /Protection Recording Form – Confidential

This form should be filled in for any Child Safeguarding concern, even if you feel your concern may be trivial. It will help to build a bigger picture and hopefully avoid missing important information. Notes made during disclosure can be written on this form and continuation sheets or can be attached to this form. All information will be stored confidentially in the Child Safeguarding file on this student, accessible only to the Designated Safeguarding Lead, and School Director.

Student Name: _____ Grade/Section: _____ Student ID #: _____ Staff member completing form: _____
Students' Allegation or concern (include specific details including names, dates, times):

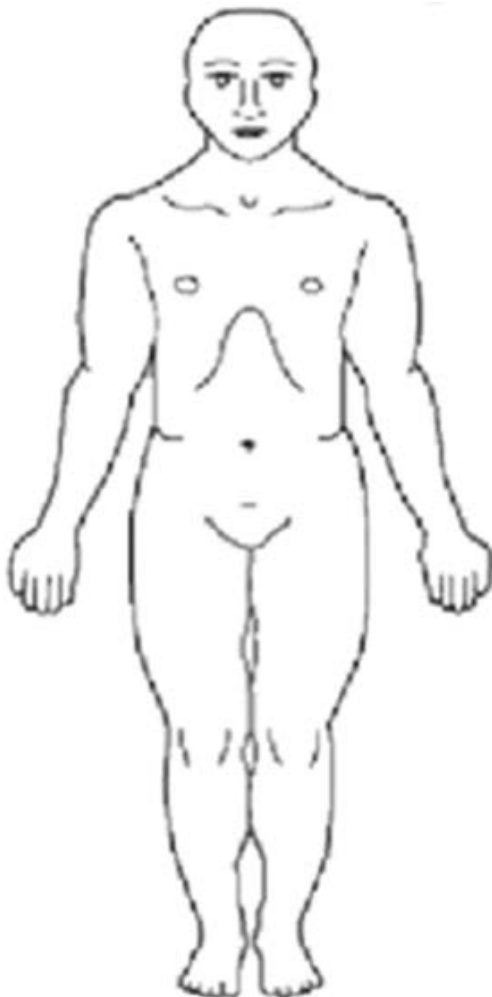
Signed: _____		Date: _____	
Response by Designated Person:			
Signed: _____		Date: _____	

Appendix A: ISR Child Safeguarding /Protection Recording Form – Confidential

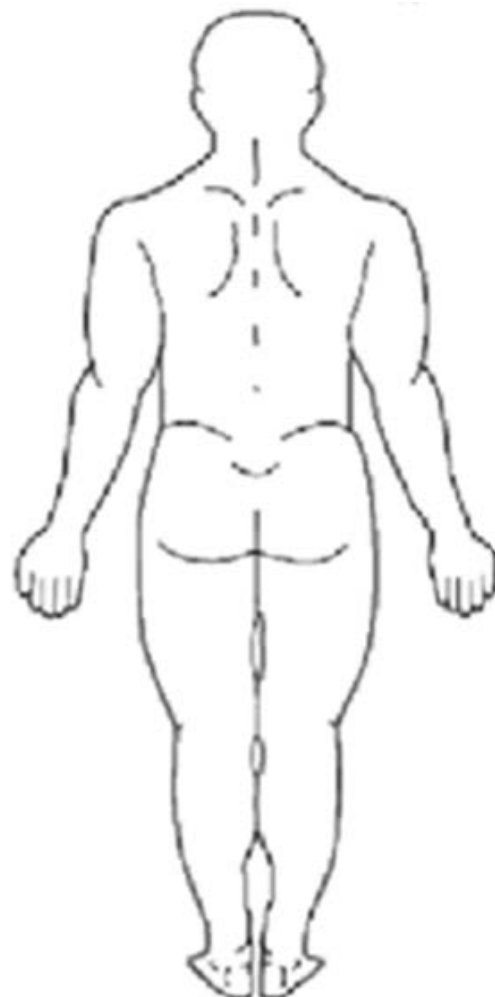
PART 2

In cases reported of physical abuse/inappropriate touching, demarcate where it has occurred.

Front



Back



Student Abuse Disclosure: A Basic Step by Step Process

1. Student discloses to a trusted teacher/staff. (Ensure the following discussion occurs in a quiet and safe area for the student).
2. Staff Member records in writing (word for word as much as possible) disclosure on process sheet, which will be stored confidentially with the Designated Safeguarding Lead at ISR. Make sure you only record the students' words as precisely as possible, in your documentation.
3. Once student disclosure is complete, staff member mentions that they cannot maintain confidentiality because they are obliged to disclose to the DSL of school but will include student in all further steps for reassurance.
4. Designated Safeguarding Lead continues the process further.

Appendix B: ISR Online Safety and Computer Policy

The School's Internet connection offers students an unparalleled opportunity to participate in a global community of information and learning. With such an opportunity comes responsibility. For a student at ISR to use the Internet, he or she must comply with the following rules and sign the **Acceptable Use Agreement**. The agreement must also be signed by a parent or guardian.

The School's Internet connection is intended for educational purposes only. All authorized students are prohibited from knowingly accessing portions of the Internet that do not promote the education or instructional mission of the school. Access to the Internet is a privilege, not a right. Inappropriate use not only reflects on the school and may lead to penalties including revoking of Internet privileges, disciplinary actions and, if warranted, legal action.

The **Acceptable Use Agreement** also applies to the use of email and the use of **Artificial Intelligence**. (Please also refer to [Appendix H](#) for the Student Artificial Intelligence Guidelines.)

Acceptable Use Agreement

This Acceptable Use Agreement has six conditions or facets of being a Digital Citizen.

1. Respect Yourself

- I will show respect for myself through my actions.
- I will select online names that are appropriate.
- I will consider the information and images that I post online.
- I will consider what personal information about my life, experiences, experimentation or relationships I post.
- I will not be obscene.

2. Protect Yourself

- I will ensure that the information, images and materials I post online will not put me at risk.
- I will not publish my personal details, contact details or a schedule of my activities.

- I will report any attacks or inappropriate behaviour directed at me.
- I will protect passwords, accounts and resources.

3. Respect Others

- I will show respect to others.
- I will not use electronic mediums to inflame, bully, harass or stalk other people.
- I will show respect for other people in my choice of websites,
- I will not visit sites that are degrading, pornographic, racist or inappropriate.
- I will not abuse my rights of access.
- I will not enter other people's private spaces or areas.

4. Protect Others

- I will protect others by reporting abuse, not forwarding inappropriate materials or communications.
- I will moderate unacceptable materials and conversations, and not visiting sites that are degrading, pornographic, racist or inappropriate.

5. Respect Intellectual property.

- I will request permission to use resources.
- I will cite all uses of websites, books, media, etc.
- I will acknowledge all primary sources.
- I will validate information.
- I will use and abide by the fair use rules.

6. Protect Intellectual Property

- I will seek permission to use the software and media others produce.
- I will use free and open-source alternatives rather than pirating software.
- I will purchase, license and register all software.
- I will purchase my music and media, and refrain from distributing these in a manner that violates their licenses.
- I will act with integrity.

Appendix C: Anti Discriminatory and Anti Bullying Policy and Student Pledge

Anti-Discrimination laws protect students from in school harassment and discrimination— regardless of age, race, gender, ethnicity, class, sexual orientation, national origin, economic status, religious views, mental health conditions, and learning differences/challenges—and promote a positive study and social environment for all students. All students and their families are herewith provided with a copy of the anti-discrimination policy that ISR stands firmly for, to foster understanding and compliance with it, not just at the ISR premises, but also at home.

ISR is committed to providing a safe learning environment that is free from harassment. Harassment based upon an individual's differences as mentioned above, or any other legally protected characteristics, will NOT be tolerated. All students are expected and required to abide by this policy. No person will be adversely affected at ISR due to bringing harassment complaints to management.

The student is an "equal opportunity representative of an ISR student." The ISR student will not discriminate. ISR will take "affirmative action" measures guard against discrimination and bullying at the school directed towards students who are found to be violating this policy. Discrimination and Bullying of any kind will NOT be tolerated. All students are expected and required to abide by this policy.

Any student found engaging in improper discriminatory or harassing behaviour will be subject to disciplinary action, including the possible cancelation of enrollment at ISR.

The Students' Pledge below adheres to our school's principles of standing against discrimination in all forms.

"I believe that everyone has a right to be who he or she is without being discriminated against, bullied, or otherwise made fun of. I will be respectful of others, their feelings and differences.

I will not bully or tease others for being different.

I pledge to stand up for others being discriminated against or bullied and commit to report it to an adult."

As a result of our Anti-Discrimination policy that we hold steadfast to at ISR, we will discuss terminology pertaining to sexual orientation (LGBTQ communities)

and Health/Sexual Education in our Advising Classes in an age-appropriate manner.

If parents/guardians strongly object to their child participating in these discussions, they are required to notify their child's Academic Head at the start of the school year.

Appendix D: Wellbeing Counselling at ISR

ISR International School on the Rhine recognizes that supporting mental health and wellbeing of students is vitally important and integral to students' learning, participation in the class and school community and achievement of longer-term life goals. Our Vision to "Enable Great Minds and Strong Characters" ensures ISR provides an environment and appropriate support to enable students to feel safe and motivated to reach their full potential in all areas of development.

To better support students' mental health and wellbeing, the school will ensure there are qualified student wellbeing counsellors on staff. This is to meet the needs of the students and provide support for students and, where relevant, their families. In Kindergarten and Lower Elementary School, the social emotional needs of children are attended to by the Head of Kindergarten, Head of Elementary as well as the class teachers and assistants.

The role of the Student Wellbeing Counsellor is to provide emotional and learning support outside of the classroom. The counsellor meets with students either individually or in small groups, helping with the everyday journey through to adolescence and early adulthood. The Wellbeing Counsellors provide confidential, sensitive, solution-focused support, to both students and their parents, often working in partnership to address school and developmental concerns. Typical topics addressed in Wellbeing Counselling include conflict management, test-taking anxiety, stress management, friendship issues, sadness and frustration, difficulties with self-esteem and confidence.

Our Wellbeing Counsellors have either in-depth training in Psychotherapy or are fully trained Psychotherapists. However, for issues that are more serious and thus out of scope of School Counselling' setting, parents are contacted for referral to a mental health professional within the community.

Key Roles and Aims

- assisting the child or young person to achieve a greater understanding of themselves and their relationship to their world
- creating a greater awareness and utilization of their personal resources
- helping to build their resilience
- supporting their ability to address problems and pursue personally meaningful goals
- supporting diversity in all forms
- providing safe zone for talk therapy sessions
- identifying and making referrals to additional outside resources for students'/families specific needs.

Benefits

- reduce the psychological distress that children and young people may experience as a result of facing a range of life difficulties, such as being bullied or experiencing bereavement
- support young people who are having difficulties within relationships, for example, with family or with friends
- assist young people who are having difficulty managing their emotions, such as anger

Features of Wellbeing Counselling at ISR

- All staff, parents/guardians and students are aware that a school-based counselling service is being offered at ISR
- Information about the school counselling service should be available and understood by all staff
- Information and publicity materials are developed and made available for all the different audiences: staff, parents or guardians and students
- Wellbeing Counselling is seen as part of a whole school approach to emotional health and wellbeing and school effectiveness
- The service is independent as well as integrated into the school
- The counselling rooms are accessible, private, secure, safe and welcoming
- The Wellbeing Counsellors are suitably qualified
- Counselling is done in accordance with ISR's Safeguarding Policy
- Continuing professional development opportunities are available and taken up

Confidentiality and Safeguarding

Ensuring confidentiality between the student and the counsellor is crucial to the success of the relationship and the outcomes of counselling.

Child protection concerns and the welfare of children and young people will, at times, need to take precedence over confidentiality. The Wellbeing Counsellor at ISR will explain confidentiality and its limitations at the start of a counselling session and, if necessary, will regularly remind the child or young person of these limits as counselling progresses. In most cases the consultation itself should remain confidential, subject to any safeguarding concerns. However, when there is a risk of significant harm this should be reported to the Designated Safeguarding Lead in accordance with the school's Safeguarding Policy. At this point the Child Protection Procedures will be initiated and followed

Appendix E: Intimate Care Policy

We intend to develop independence in each child, however there will be occasions when help is required. Our Intimate Care Policy has been developed to safeguard children and staff and is referred to in the school's Safeguarding Policy. The principles and procedures apply to everyone involved in the intimate care of children.

The purpose of this policy is:

- To safeguard the rights and promote the best interests of the children
- To ensure children are treated with sensitivity and respect, and in such a way that their experience of intimate care is a positive one
- To safeguard adults required to operate in sensitive situations
- To raise awareness and provide a clear procedure for intimate care
- To inform parents/carers about how intimate care is administered
- To ensure parents/carers are consulted in the intimate care of their children.

Definition

Intimate care is one of the following:

- Supporting a pupil with dressing/undressing
- Providing comfort or support for a distressed pupil
- Assisting a pupil requiring medical care, who is not able to carry this out unaided
- Supporting a child in an activity where the child may come to harm if support is not offered
- Cleaning a pupil who has soiled him/herself, has vomited or feels unwell.

Principles

Every child must be treated as an individual and care should be given as gently and as sensitively as feasible. As far as possible, the child should be allowed to exercise choice and should be encouraged to have a positive image of his/her own body. Given the right approach, intimate care can provide opportunities to teach children about the value of their bodies, to develop their safety skills, and to enhance their self-esteem. Parents and staff should be aware that matters concerning intimate care will be dealt with confidentially and sensitively and that the young person's right to privacy and dignity is maintained at all times.

The following are the fundamental principles of intimate care upon which our policy guidelines are based:

- every child has the right to be safe
- every child has the right to personal privacy
- every child has the right to be valued as an individual
- every child has the right to be treated with dignity and respect
- all children have the right to be involved and consulted in their own intimate care to the best of their abilities
- all children have the right to express their views on their own intimate care and to have their views taken into account

- every child has the right to have levels of intimate care that are appropriate and consistent.

School Responsibilities

Where anticipated, intimate care arrangements are agreed between the school and parents and, if appropriate, by the child. Only in an emergency would staff undertake any aspect of intimate care that has not been agreed to by parents and the School other than the standard requirements of young children such as toileting and changing. Parents would then be contacted immediately. The views of all relevant parties should be sought and considered to inform future arrangements.

If a staff member has concerns about a colleague's intimate care practice, he or she must report this to the Designated Safeguarding Lead (DSL) as outlined by the Safeguarding Policy and the Whistleblowing Policy - see Appendix

Guidelines for Good Practice

These guidelines are designed to safeguard children and staff. They apply to every member of staff involved with the intimate care of children.

1. Treat every child with dignity and respect and ensure privacy appropriate to the child's age and situation.

Care should not be carried out by a member of staff working alone with a child.

2. Make sure practice in intimate care is consistent.

As a child may have multiple carers a consistent approach to care is essential. Effective communication between all parties ensures that practice is consistent.

3. Be aware of your own limitations

Only carry out activities you understand and feel competent with. If in doubt, **ask** and do not carry out the care ensuring someone else has taken over. Some procedures must only be carried out by members of staff who have been formally trained and assessed, for example, First Aid.

4. Promote positive self-esteem and body image.

Confident, self-assured children who feel their body belongs to them are less vulnerable to sexual abuse. The approach you take to intimate care can convey lots of messages to a child about their body's worth. Your attitude to a child's

intimate care is important. Keeping in mind the child's age, routine care can be both efficient and relaxed.

5. If you have any concerns, you must report them.

If you observe any unusual markings, discolouration or swelling report it immediately to the Designated Safeguarding Lead (DSL) as outlined in the Safeguarding Policy and use the guidelines given to support your actions. If a child is accidentally hurt during intimate care or misunderstands or misinterprets something, reassure the child, ensure their safety, and report the incident immediately to the DSL. Report and record any unusual emotional or behavioural response by the child.

Supporting dressing/undressing

Sometimes it will be necessary for staff to aid a child in getting dressed or undressed, particularly in Early Years. Staff will always encourage children to attempt undressing and dressing unaided.

Soiling

Intimate care for soiling should only be given to a child after the parents have given permission for staff to clean and change the child. Parents who have children in the Kindergarten and Grade 1 may sign a permission form so that the Kindergarten and Grade 1 staff can clean and change their child in the event of the child soiling themselves.

If the parents and emergency contacts cannot be contacted the Head will be consulted. If put in a situation where the child is at risk, staff will act appropriately and may need to come into some level of physical contact in order to aid the child.

When touching a child, staff should always be aware of the possibility of invading a child's privacy and respect the child's wishes and feelings.

If a Kindergarten or Grade 1 child needs to be cleaned, Early Years or Grade 1 staff will make sure that:

- Protective gloves are worn;
- The procedure is discussed in a friendly and reassuring way with the

child throughout the process;

- The child is encouraged to care for him/herself as far as possible;
- Physical contact is kept to the minimum possible to carry out the necessary cleaning;
- Privacy is given appropriate to the child's age and the situation;
- All spills of vomit, blood or excrement are wiped up and flushed down the toilet;
- Any soiling that can be, is flushed down the toilet;
- Soiled clothing is put in a plastic bag and sent home with the child.

Hygiene

All staff must be familiar with normal precautions for avoiding infection, must follow basic hygiene procedures and have access to protective, disposable gloves.

Protection for staff

Members of staff need to have regard to the danger of allegations being made against them and take precautions to avoid this risk. These should include:

- Gaining a verbal agreement from another member of staff that the action being taken is necessary;
- Allowing the child, wherever possible, to express a preference to choose his/her carer and encourage them to say if they find a carer to be unacceptable;
- Allow the child a choice in the sequence of care;
- Be aware of and responsive to the child's reactions.

Working with Children of the opposite sex

There is positive value in both male and female staff being involved with children. Ideally, every child should have the choice for intimate care but the ratio of female to male staff means that assistance will more often be given by a woman.

The intimate care of boys and girls can be carried out by a member of staff of the oppositesex with the following provisions:

- when intimate care is being carried out, all children have the right to dignity and privacy, i.e., they should be appropriately covered, the door closed, or screens/curtains put in place;
- if the child appears distressed or uncomfortable when personal tasks are being carried out, the care should stop immediately. Try to ascertain why the child is distressed and provide reassurance;
- report any concerns to the Designated Safeguarding Lead (DSL) and make a written record; parents must be informed about any concerns.

Permission Form for the Provision of Intimate Care

Before starting at ISR Kindergarten parents must sign the permission form below.

Name of Parent /Guardian: _____

Name of child: _____

Child's class: _____

If a child wets or soils themselves while they are at kindergarten it is important that measures are taken to have them changed (and if necessary washed/cleaned) as quickly as possible. Our Kindergarten staff are experienced and trained at carrying out this task if you agree for them to do so.

If you do not agree to this measure of intimate care, the kindergarten staff will contact you or your emergency contact person and request that you come to school without delay to assist your child.

Signed Parent/Guardian: _____ Date: _____

Appendix F: Whistleblowing Policy

1. Introduction

ISR - International School on the Rhine or ISR Kindergarten GmbH ("the School") is committed to maintaining the highest standards of integrity, transparency, and accountability. This Whistleblowing Policy is designed to provide a mechanism for reporting concerns about wrongdoing within the School.

This policy is in compliance with EU law and the German legal framework for whistleblowing, as of 1st August 2023. It is intended to protect whistleblowers and encourage the reporting of any unethical, illegal, or unsafe activities.

2. Scope of the Policy

This Whistleblowing Policy was established to provide a clear and fair framework for addressing workplace concerns, conflicts, and grievances within ISR - International School on the Rhine or ISR Kindergarten GmbH. We are committed to fostering a positive work environment and ensuring that all staff members can voice their concerns in accordance with applicable laws and regulations.

3. Definitions

3.1 Whistleblower: An individual who reports concerns, suspicions, or allegations of wrongdoing in good faith.

3.2 Wrongdoing: Any unlawful, unethical, or improper conduct that may harm the School's interests or its stakeholders.

3.3 Protected Disclosure: A report made by a whistleblower that is covered under this policy.

3.4. Whistleblowing Committee: A designated group of management members – further explained under section 12.

4. Reporting Mechanism

4.1 The School encourages whistleblowers to report any concerns about wrongdoing through the following channels:

This can happen through an anonymous letter delivered to a secure mailbox located outside the HR department marked 'HR confidential' or via email at concern@isr-school.de

5. Confidentiality and Anonymity

5.1 The School will maintain the confidentiality of whistleblowers to the extent permitted by law. Efforts will be made to protect the whistleblower's identity, and disclosures will only be shared with those who need to know to investigate the report.

5.2 Whistleblowers who wish to remain anonymous are encouraged to provide as much detail as possible in their reports to facilitate an investigation.

6. Protection from Retaliation

6.1 The School is committed to protecting whistleblowers from retaliation, victimization, or any adverse actions for making a protected disclosure.

6.2 Any retaliation against a whistleblower will be treated as a serious violation of this policy and may result in disciplinary action, up to and including termination, against the responsible party.

7. Investigation Process

7.1 Upon receipt of a protected disclosure, the Whistleblowing Committee will conduct an impartial, and thorough investigation within 3 working days of receiving the complaint. This may involve interviews, document reviews, and any other necessary steps.

7.2 Non-anonymous whistleblower will be informed of the progress and outcome of the investigation, to the extent permitted by law.

8. Resolution and Remediation

8.1 If wrongdoing is confirmed, appropriate actions will be taken to address the issue, which may include disciplinary action, legal measures, or changes to policies and procedures.

9. Reporting and Record-keeping

9.1 The School will maintain records of all protected disclosures, investigations, and outcomes in compliance with applicable data protection laws.

10. Review and Revision

10.1 This Whistleblowing Policy will be effective from November 2023 and will be periodically reviewed and updated to ensure compliance with EU and German law and best practices in whistleblowing management.

11. Contact Information

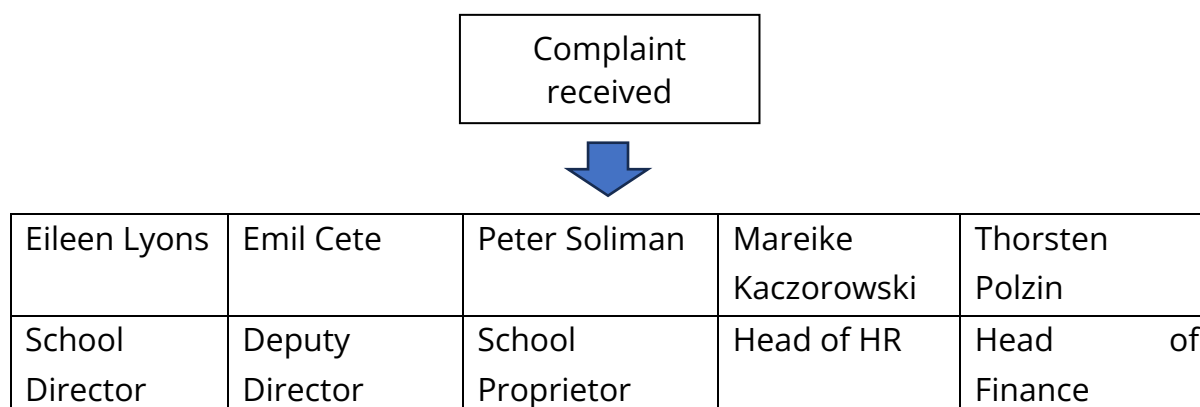
11.1 Whistleblowers can contact the Whistleblowing Committee by using the mailbox located outside the HR department marked 'HR confidential' or at the following address: concern@isr-school.de

12. Whistleblowing Committee

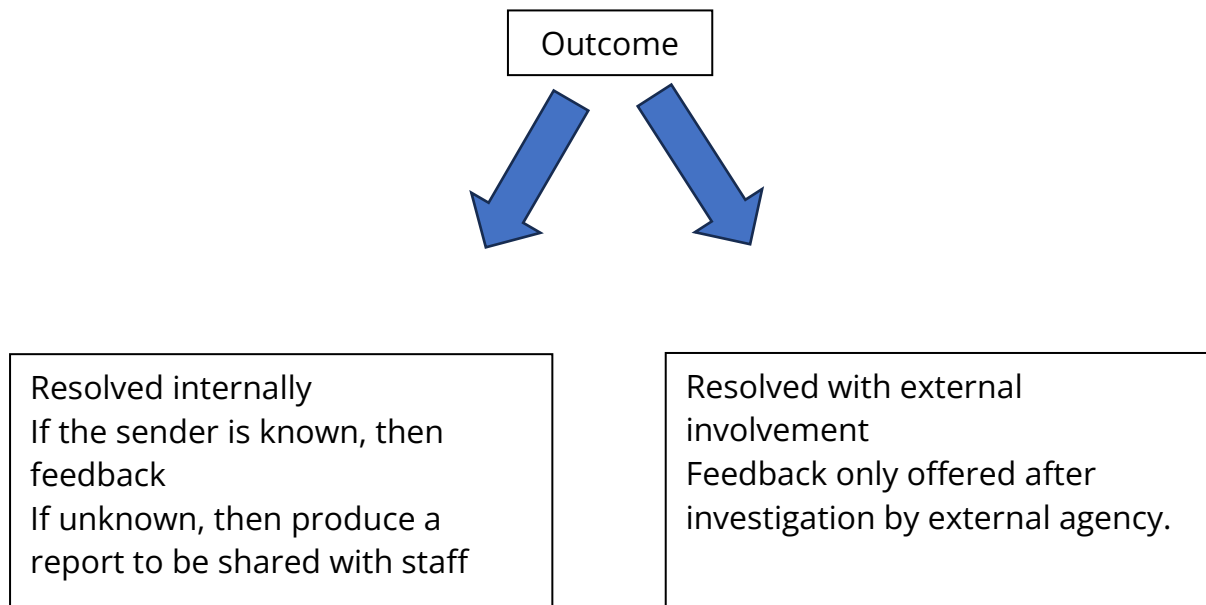
Eileen Lyons	Peter Soliman	Mareike Kaczorowski	Emil Cete
School Director	School Proprietor	Head of HR	Business Development

At least three members of the above group need to be involved in order to support a transparent process.

Procedure



Read the complaint and take first actions within 3 working days, this may involve involving lawyers or the police.



13. Conclusion

The School is committed to promoting a culture of transparency and accountability and encourages all members of the school community to report any concerns about wrongdoing without fear of reprisal.

Appendix G: Safer Recruitment Policy

1. Introduction

ISR International School on the Rhine is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. This policy outlines the procedures and requirements for safer recruitment to ensure that all individuals working with children meet the highest standards of suitability and integrity.

2. Legal Framework

ISR International School on the Rhine operates within the legal framework of Germany and adheres to the UK Government's guidelines on [Keeping Children Safe in Education](#).

3. Safer Recruitment Procedures

3.1 Job Advertisements and Descriptions

- All job advertisements and descriptions will explicitly state the school's commitment to safeguarding and promoting the welfare of children.
- Descriptions will outline the requirements for the role, including relevant qualifications and experience.

3.2 Application Process

- All applicants will be required to complete an application form specific to the position applied for.
- Applications will be reviewed by a designated panel who will assess candidates against the job requirements.
- Shortlisted candidates will be invited for an interview.

3.3 Interviews

- Interviews will be conducted by a panel of at least two members, including at least one designated safeguarding lead.
- Interview questions will include inquiries about the candidate's suitability to work with children and their commitment to safeguarding.

- Candidates will be asked to provide original documentation to verify their identity, qualifications, and right to work in Germany.

3.4 References

- Two professional references will be obtained and verified for all shortlisted candidates before appointment.
- Referees will be specifically asked about the candidate's suitability to work with children.
- A follow up call will occur after references have been received to ensure the reference was written and to confirm any necessary details.

3.5 Background Checks

- All successful candidates will be required to undergo an enhanced background check, including a criminal records check, in accordance with German law.
- Additional checks, such as checks against the children's barred list, will be conducted where applicable.

3.6 Induction and Training

- All staff and volunteers will receive thorough induction training, including training on safeguarding policies and procedures.
- Regular refresher training will be provided to ensure ongoing awareness and compliance.

4. Monitoring and Review

This policy will be reviewed annually to ensure compliance with relevant legislation and best practice guidelines. Any updates or amendments will be communicated to all staff and volunteers.

5. Conclusion

ISR International School on the Rhine is committed to maintaining the highest standards of safeguarding in recruitment practices. By adhering to this policy, we aim to create a safe and supportive environment for all children and young people in our care.

Appendix H: ISR Guidelines for Responsible Use of Artificial Intelligence by Students

1. Purpose

Guidelines for students on the ethical and effective use of AI in an international school setting.

2. Key Principles

2.1 Understanding AI

- Know AI: Learn what AI is and its role in school tools.
- Limits: Recognize AI's strengths and weaknesses.

2.2 Ethical Use

- Integrity: Use AI honestly and uphold academic standards.
Example: Use AI for grammar checks but ensure essays reflect personal effort.
- Respect: Avoid using AI for cheating or harmful activities.
Example: Don't use AI to generate malicious messages or plagiarize.

2.3 Privacy

- Data Care: Share only necessary data with AI tools.
- Consent: Get permission before using other person's data with AI.
Example: Don't upload friends' photos to AI apps without asking.

2.4 Fair Use

- Inclusivity: Use AI fairly and supportively for all your peers.
- Bias Awareness: Recognize and question any biases in AI outputs.

3. Practical Guidelines

3.1 Academic Use

- Study Aid: Use AI to supplement, not replace, traditional learning.
- Group Work: Collaborate effectively with peers, using AI as support.
Example: Use AI for idea generation in projects but rely on group discussions for final content.

3.2 Personal Development

- Skill Growth: Use AI tools for learning new skills while engaging in real-world practice.
- Creativity: Explore AI in creative projects, while ensuring originality.

3.3 Digital Citizenship

- Etiquette: Practice respectful and ethical behavior when using AI.
- Security: Maintain online security when using AI tools.

3.4 Seeking Guidance

- Ask for Help: Consult teachers for proper AI use.
- Report Issues: Report AI misuse or concerns to school staff.

4. Engagement

4.1 Learning AI

- Participate: Join AI-related activities and stay informed on AI trends.
- Feedback: Provide input on AI tools to help improve AI use in school.

5. Compliance

- Follow Policies: Adhere to the ISR Online Safety and Computer Policy.
- Incident Reporting: Report AI misuse or technical issues promptly.

6. Contact Information

For AI-related questions, contact your Computing teacher or the IT department.

Appendix I: Emergency Procedures

Emergency: Evacuation e.g. Fire

In the event of an emergency situation requiring evacuation, such as in the case of a fire - the emergency alarm will be sounded for the evacuation procedures to start. The relevant authorities and emergency services will be notified for assistance by a member of the SLT or a person delegated to by the SLT.

Evacuation Procedures

Please note that each staff member with a critical assigned role in the procedure should select and train a designated subordinate to fulfil their duties during an emergency event. This is to accommodate for any absences of critical emergency roles named in the procedure and to ensure the evacuation is implemented as planned for.

1. The teacher teaching the class should check the class list to ensure all students are present and accounted for. Bring this list with you together with your students to the designated meeting area
2. Windows should be closed and doors are to be left open
3. Students do not take any materials or belongings with them
4. Students line up and follow the teacher quickly and quietly out of the classroom, exam venue, library or other supervised areas. Student under the instruction of the teacher use the appropriate (stairway) exit
5. Students walk in a quiet line and follow their teacher out of the exit door
6. Remind students to stay on the railing side of the stairs all the way down if exiting from the 1st or 2nd Floor and staircases must be used
7. Any student who is out of the room or in a study area when the bell sounds should leave the building with the nearest class or teacher
8. Students who are on break/lunch on the playground or in the cafeteria area must follow the instructions of the Supervisor in that area.
9. Students in the Art / Science corridor on the first floor should evacuate through the rear of the school and congregate in the normal assembly area, except when it is obvious a fire is happening in the science corridor. The same is true for any route where the fire is obviously restricting the given exit route.
10. The teacher leads the class to the designated waiting area

11. Students line up by homeroom and remain quiet so all instructions can be clearly heard
12. The teacher(s) wait(s) with the class until the homeroom teacher arrives
13. The homeroom teacher (or supervising teacher(s) takes roll to ensure all students are present and accounted for
14. All non-teaching staff members, contractors and visitors to the school to move to the evacuation area. Staff without delegated roles, to assist as required.
15. Kitchen and science technicians: Isolate gas and electricity before evacuating. No science technician or member of the kitchen staff should evacuate from those areas until it has been confirmed that this is done.
16. KG assistants and supervisors check toilets in the areas they are working in at the time.
17. Report any missing student(s) to the appropriate Academic Head
18. Academic Heads will be given a student absence list. Check with the Absence Coordinator to see if absences are accounted for, this includes the names of any students who have signed out.
19. When the class has been registered and every student has been accounted for, please get your class to sit down (weather permitting)
20. The evacuation may require a relocation to an off campus point at PSV Sport club:
 - a. A SLT member will lead the route to PSV following the fence line, going around the back of the Sports Hall until reaching the gate. All Homeroom teachers to stay with their classes and HoD and Academic Heads to spread every 40m along the route to support the Homeroom teachers.
 - b. Exit the gate and leave the school premises, station a designated Supervisor at the exit to the school and a second designated Supervisor at the pathway heading west to avoid any students taking the wrong turn and not making it to the assembly point at the PSV.
 - c. Lead the oldest students onto the Astro turf field and line them up again in groups. Re-take registers again to ensure everyone made it to the assembly point.
 - d. The Head of Kindergarten to ensure all staff are accounted for then to designate a member of staff to be the last teacher off the site. The Head of Kindergarten to lead with students paired up to minimize distance between groups.

- e. The KG students and staff exit the school grounds around the kindergarten and leave the car park turning left and staying on the path until reaching the PSV.
- f. Class teachers to take registers again to account for all KG students and staff.

Communication with Parents/Guardians:

- o The Head of IT to activate the parent/guardian notification system to inform them about the situation through the emergency SMS system.
- o Provide clear instructions from the Police as to where and when parents/guardians can pick up their children. The police will likely block roads so the message will need to be very specific regarding parking to pick up.
- o Ensure parents have ISR badges with them or copies of their badge on their phones to make identification easier.

Releasing students:

- o Staff at gate to explain to parents the procedure for collecting children.
- o Parents inform staff on the gate know which child / children they are collecting. In the event they are collecting children who are not their own we need written confirmation from the parent of the other child / children they are permitting their children to leave with another adult. This should be through an email to the parent collecting the child or to reception.
- o When parents arrive, they are permitted to come inside the PSV and wait in the car park. This is to avoid a scrum of parents outside and to make exiting the PSV easier. It also lowers anxiety of parents if they can see their children in person.
- o Staff at the gate communicate with runners who will collect the child from the HR teacher and ensure the HR teacher has marked the child / children collected on their register.

Follow up action:

- o A designate a spokesperson for the school to communicate with the media.
- o Conduct a thorough investigation into the event after the evacuation.
- o Implement any necessary changes procedures based on the incident.

Emergency: Lockdown e.g. External Treat

Experience has shown that in cases of threats the reaction should be the direct opposite to that in fire alarm situations. Instead of leaving the building as quickly as possible, barricading yourself and the students in the room is the best you can do in most cases. Look after yourself and your students. No one should put himself/herself in personal danger. Do not try to play the hero! Avoid provoking the offender.

If you are the person receiving the threat the following assessment should be done:

- Take the threat seriously, regardless of its apparent credibility.
- Notify the school emergency response group or a member of the SLT.
- If taking a phone call, ask the questions below to try to understand as much information as possible.
- It is vital not to upset the caller in this high stress situation. Try to get information but do not press the caller. It is important for the caller to feel that you are on their side, keep calm and be sympathetic.

Lockdown Procedures

If an incident is identified as requiring a lockdown, then "SCHOOL ALARM SAFETY THREAT" must be immediately triggered by calling the Director (ext. 21/26), Security (ext. 242), Caretaker (ext. 236) or Reception (ext. 199).

Keep your mobile phone accessible and notify the police immediately by dialling 110 for emergency, collect/pass on information such as:

- Details of location (building, floor, room)
- Details on offender(s) (number, behaviour, type of threat, weapons, description, location)
- Victims / hostages / people in danger (number, location)

If you hear the "LOCKDOWN" code over the intercom or an administrator announces the lockdown in person, everyone is to look for a room immediately or stay in the room they are.

- Classroom teachers are to:

- Quickly glance outside the room to direct any students or staff members in the hall into your room immediately, lock your door and close any blinds
- Place students against supporting walls only, so that the intruder cannot see them if he or she looks into the room through the closed door and the walls cannot be penetrated with bullets. Look for the 'Safe Corner or Wall'. (marked by a yellow dot on the ceiling of the room)
- Block door and windows next to the door with tables
- Turn out lights and keep students quiet
- Note: All staff members should locate and hold on to their emergency list prior to turning out the lights. This will aid in accounting for all students should an evacuation be necessary. Record who is missing and extra students as well
- Physical education classes being held in the gym should move into a locker room, lock all doors, and find a safe area
- Nurse/cafeteria workers/support staff should stay in the area they are in, secure the doors, and turn out the lights
- Any students in the cafeteria should move to kitchen area if possible
- Students and staff in the library should remain in the library. Librarians should lock the doors, turn out the lights, and locate the safe area or wall
- If students and teachers are outside the school building, they should stop, drop, and remain still
- If teachers and students are in the bathrooms, they should move to a stall, lock it and stand on the toilet
- Anyone in the hallway should move to the closest classroom or office immediately
- Stay in safe areas until directed by law enforcement officers or an administrator to move or evacuate. **Never open doors during a lockdown, even in the event of a fire alarm.** For further directives, law enforcement officers and administrators will have keys to open the doors or announcements will be made over the intercom
- An administrator will signal all personnel if the lockdown has been lifted. The 'All Clear' announcement will be given
- If an evacuation occurs, all persons/classrooms will be directed by a law enforcement officer or administrator to a safe location. Once evacuated from the building, teachers should take attendance for all students present.

Administrators will divide and keep in communication with mobile phones or walkie-talkies

- You will be directed where to relocate depending on the situation. The gathering place is the parking lot between PSV and tennis club opposite school.

Follow up action:

- A designate a spokesperson for the school to communicate with the media.
- Conduct a thorough investigation into the treat handling.
- Implement any necessary changes to security procedures based on the incident.

Lockdown Procedure Checklist

In case of lockdown announcement:

- Collect all students in area
- Go inside a classroom or office
- Lock door.
- Pull down blind on classroom door
- Place students in safe corner/solid wall (indicated by a yellow dot on ceiling of the room)
- Locate emergency list
- Close blinds and turn lights out - important to stay out of view
- Blockade doors, keep quiet
- Remain in place until directed or all clear is announcement
- When directed, relocate to gathering area across from school.

Fire Drill / Evacuation

In case alarm is sounded:

- Teacher should take emergency class list together with students to meeting area in area 1 along fence.
- Close windows, leave doors open.
- Leave behind all materials.
- Students line up, keep quiet, follow teacher down exit door.
- Line up by homeroom.

- Take attendance and wait with the class until homeroom teacher arrives.
- Designated staff check/sweep specific area to ensure all rooms in area are empty
- Homeroom teacher verifies attendance and reports any missing students to supervisor or administrator.
- KG assistants and supervisors check toilets in the areas they are in at that time
- Remain in place until all clear is given
- Re-enter building only after all clear is given

ISR INTERNATIONAL SCHOOL ON THE RHINE
KONRAD-ADENAUER-RING 2
41464 NEUSS , GERMANY
INFO@ISR-SCHOOL.DE
T +49 (0)2131 40388 11, -15

ACCREDITATIONS/MEMBERSHIPS:

STATE OF NORTH RHINE-WESTPHALIA

IBO- INTERNATIONAL BACCALAUREATE ORGANIZATION

COGNIA (UNIFIED ORGANIZATION OF THE THREE US-BASED
ACCREDITATION AGENCIES NCA CASI, NWAC AND SACS CASI)

ECIS-EDUCATIONAL COLLABORATIVE FOR INTERNATIONAL SCHOOLS

CIS-COUNCIL OF INTERNATIONAL SCHOOLS (MEMBER)

CAMBRIDGE EXAMINATION CENTRE

