St. Gilgen International School

SALZBURG | AUSTRIA

CHILD PROTECTION AND SAFEGUARDING POLICY

Status: LIVE

Next Review: May 2027

Last Updated: May 2026

This is a core policy that forms part of induction for all staff. It is a requirement that all members of staff have access to this policy and confirm that they have read and understood its contents. This policy will be reviewed at least annually and/or following any updates to international, national and local guidance and procedures.

Authors and Contributors:

HoBSL, SLT

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KEY CONTACTS

Position	Name	School contact information
Designated Safeguarding Lead (DSL)	Adam Crew	a.crew@stgis.at +43 664 88297287
Deputy Designated Safeguarding Leads (DDSL)	Brand Grace Will Flint (Online safety)	g.brand@stgis.at +43 664 754 77306 w.flint@stgis.at
Head of School	Martina Moetz	m.moetz@stgis.at +43 6804400355
Head of Health and Safety – Cognita Europe and USA	Melissa Jones	Melissa.jones@cognita.com
Special Educational Needs and/or Disabilities Coordinator (SENDco)	Grace Brand	g.brand@stgis.at +43 664 75477306

WHAT DO YOU DO IF YOU HAVE A WELFARE CONCERN AT STGIS?

WHY ARE YOU CONCERNED?

- Something a child has said e.g allegation of harm
- Child's appearance – may include unexplained marks as well as dress
- Behaviour changes
- Witnessed concerning behaviour

ACT IMMEDIATELY AND RECORD YOUR CONCERNS ON ORAH PLATFORM UNDER 'CHILD PROTECTION CONCERN'. IF URGENT, SPEAK WITH THE DSL FIRST (OR DDSL IS NOT AVAILABLE)

- Follow the school procedure (refer to section 7 of the Child Protection policy)
    - Reassure the child
    - Clarify the concern using open questions if necessary (TED: Tell, Explain, Describe)
    - Use the child's own words, records facts not opinions
    - Sign and date your records
    - Log concern on Orah (Behaviour – select category – Child Protection concern)
    - Seek support for yourself from DSL or DDSLs

INFORM THE DESIGNATED SAFEGUARDING LEAD (DSL)

- a.crew@stgis.at 0043 66488297287

IF THE DSL IS NOT AVAILABLE, CONTACT A DDSL.

- g.brand@stgis.at

- w.flint@stgis.at

ACTIONS ON: DESIGNATED SAFEGUARDING LEAD

- Consider whether the child is at immediate risk of harm, e.g unsafe to return home, remain in the boarding house
- Discuss with DDSLs
- Refer to local agencies if needed
- If unsure, consult with CoiS (International perspective) or KIJA (Austrian perspective)
- Lower-level concerns: Discuss with DDSLs, SST, MT, Boarding houses as appropriate
- Record all decision-making action taken on the student profile in Orah

MONITOR AND ENSURE CLARITY

- What are you monitoring? (behaviour, trends, appearances)
- How long will you monitor?
- Where, how and with whom will you provide feedback?
- How will you record?

REVIEW AND REQUEST FURTHER SUPPORT IF NECESSARY

- At all stages, the child's circumstances will be kept under review
- The child's safety is always paramount

1. CHILD FOCUSED APPROACH TO SAFEGUARDING

We acknowledge and recognise our responsibility to promote the welfare of all children and young people. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families, and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.

St Gilgen International School believes that the best interests of children always come first. In line with international standards enshrined in the United Nations High Commission for Refugees (UNHCR), all children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings considered and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

Staff working with children at St Gilgen International School will maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.

St Gilgen International School recognises the importance of providing an ethos and environment within school that will help children to be safe and to feel safe. In our school children are respected and are encouraged to talk openly. We will ensure children's wishes and feelings are considered when determining what safeguarding action to take and what services to provide.

Our core safeguarding principles are:

a. **Prevention**

i. positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.

b. Protection

i. following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.

c. Support

i. for all learners, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm.

d. **Collaboration (parents and other agencies)**

i. to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.

The procedures contained in this policy apply to all staff (including governors and volunteers) and are consistent with those outlined within Keeping Children Safe in Education (KCSIE) 2025.

2. POLICY CONTEXT

This policy is informed by national guidance outlined in the Austrian Platform Kinderschutzkonzepte organisation as well as International School best practise, the International Task Force on Child Protection (ITCP), the Council for International Schools organisation (CoIS). This policy also refers to guidance from the UK Department for Education, 'Keeping Children Safe in Education' 2025 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.

St Gilgen understands and is clear on its responsibility and duty to safeguard and promote the welfare of all children who are students at our school, or who are students under 18 years of age.

In the event of another pandemic like Covid 19, St Gilgen will follow local guidance and will amend this policy and our approaches, as necessary. However, our safeguarding principles remain the same. Addendum to the Child protection policy with further details relating to Covid 19.

As a result of the Covid-19 pandemic some members of our community may have been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. We will work with local services to ensure necessary support is in place.

3. DEFINITION OF SAFEGUARDING

In line with KCSIE 2025 safeguarding and promoting the welfare of children is defined for the purposes of this policy 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, and
- taking action to enable all children to have the best outcomes.
- Ensuring that our approach is always 'child-centered'

The school acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):

- Abuse and neglect
- Bullying, including cyberbullying

- Children with family members in prison
- Children Missing Education (CME)
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- Contextual safeguarding (risks outside the family home)
- Domestic abuse
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Gender based abuse and violence against women and girls
- Hate
- Homelessness
- Human trafficking and modern slavery
- Mental health
- Nude or semi-nude image sharing, aka youth produced/involved sexual imagery or "Sexting"
- Online safety
- Peer on peer abuse
- Preventing radicalisation and extremism
- Private fostering
- Relationship abuse
- Serious violence
- Sexual violence and sexual harassment
- So-called 'honour-based' abuse, including Female Genital Mutilation (FGM) and forced marriage
- Upskirting

(Also see Part One and Annex B within 'Keeping Children Safe in Education' 2025)

4. RELATED SAFEGUARDING POLICIES

This policy is one of a series in the St Gilgen International School integrated safeguarding portfolio and should be read and actioned in conjunction with the policies as listed below:

a. Behaviour management and use of reasonable force
b. Searching, screening and confiscation
c. Online safety (including social media, mobile and smart technology, image use)
d. Anti-bullying
e. Peer on peer abuse
f. Data protection and information sharing
g. Relationship and Sex Education (RSE)
h. Health and safety
i. Attendance
j. Managing allegations against staff & Low level concerns
k. Staff code of conduct
l. Acceptable Use of Technology Policies (AUP) (Staff) (Students)
m. Safer recruitment
n. Suicide Prevention

5. POLICY COMPLIANCE, MONITORING AND REVIEW

The Student Support Team (SST), acting as the wider Child Protection and Safeguarding Team, as well as the Senior Leadership Team (SLT) will review this policy at least annually (as a minimum) and will update it as needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt. The policy will also be revised following any national or local updates, significant local or national safeguarding events and/or learning, and/or any changes to our own procedures.

All staff (including temporary staff and volunteers) will be provided with a copy of this policy and Part One of KCSIE 2025, the Child Protection one-pager on the staff portal under the Handbook of Procedures (HOP) with a link to the full Child Protection folder can be found here.

Parents/carers can obtain a copy of the school's Child Protection Policy and other related policies on request. Additionally, our policies can be viewed via the school parent portal.

6. KEY RESPONSIBILITIES

Governance and Leadership

The Board and leadership team have a strategic responsibility for our safeguarding arrangements and will comply with their duties under legislation. The Board adhere to the Council of International Schools (CoIS) guidance and will ensure our policies, procedures and training is effective and always complies with this as well as Austrian law.

The school has a nominated governor for safeguarding. The nominated governor will support the DSL and have oversight in ensuring that the school has an effective policy which interlinks with other related policies, that locally agreed procedures are in place and being followed, and that the policies are reviewed at least annually and when required.

The board and SLT will ensure that the DSL is supported in their role and is provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.

The Head of School will ensure that our child protection and safeguarding policies and procedures adopted by the school board, are understood, and followed by all staff.

Designated Safeguarding Lead (DSL)

The school has appointed a member of the senior leadership team as the Designated Safeguarding Lead (DSL). Name and contact details of the DSL are on the first page of this policy.

The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems (including online safety) in school. Whilst the activities of the DSL may be delegated to one of the deputy DSLs, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

The school has also appointed two Deputy DSLs (DDSL) who will have delegated responsibilities and act in the DSLs absence. Name and contact details of the DDSLs are on the first page of this policy.

It is the role of the DSL to carry out their functions as identified in Annex C of KCISE 2025. This includes but is not limited to:

- Acting as the central contact point for all staff to discuss any safeguarding concerns
- Maintaining a confidential recording system for safeguarding and child protection concerns

- Coordinating safeguarding action for individual children
- Liaising with other agencies and professionals
- Ensuring that locally established procedures, including referrals, are followed, as necessary.
- Representing the school at child protection conferences
- Managing and monitoring the school role in any multi-agency plan for a child.
- Being available during term time (during school hours) for staff in the school to discuss any safeguarding concerns.
- Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children are experiencing, or have experienced, with teachers and school leadership staff.
- Ensuring all staff access appropriate safeguarding training and relevant updates in line with best practise.
- Informing the Head of School of any significant safeguarding issues.

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs will be trained to the same standard as the DSL. The DSL/DDSL training will be updated formally at least every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

Members of Staff

All members of staff have a responsibility to:

- Provide a safe environment in which children can learn.
- Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
- Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
- Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- Be prepared to identify children who may benefit from early help.
- Understand the early help process and their role in it.
- Understand the school's safeguarding policies and systems.
- Undertake regular and appropriate training which is regularly updated.
- Know how to maintain an appropriate level of confidentiality.
- Reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.

Children and Young People

Children and young people have a right to:

- Feel safe, be listened to, and have their wishes and feelings considered.
- Confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- Receive help from a trusted adult.
- Learn how to keep themselves safe, including online.

Parents and Carers

Parents/carers have a responsibility to:

- Understand and adhere to the relevant school policies and procedures.
- Talk to their children about safeguarding issues with their children and support the school in their safeguarding approaches.
- Identify behaviours which could indicate that their child is at risk of harm including online.
- Seek help and support from the school or other agencies.

7. CHILD PROTECTION PROCEDURES

1. Recognising Indicators of Abuse and Neglect

All staff are made aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children (2023) and Keeping Children Safe in Education 2025.

St Gilgen International School recognizes that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

For further information see Appendix 1.

St Gilgen International School recognises those concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. It is important to recognize that indicators of abuse and neglect do not automatically mean a child is being abused. However, all concerns should be taken seriously and will be explored by the DSL on a case-by-case basis.

St Gilgen International School recognizes abuse, neglect, and safeguarding issues are rarely standalone events and cannot always be covered by one definition or one label alone. In many cases, multiple issues will overlap with one another, therefore staff will always be vigilant and always raise concerns with the DSL.

Parental behaviours can indicate child abuse or neglect, so staff will be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

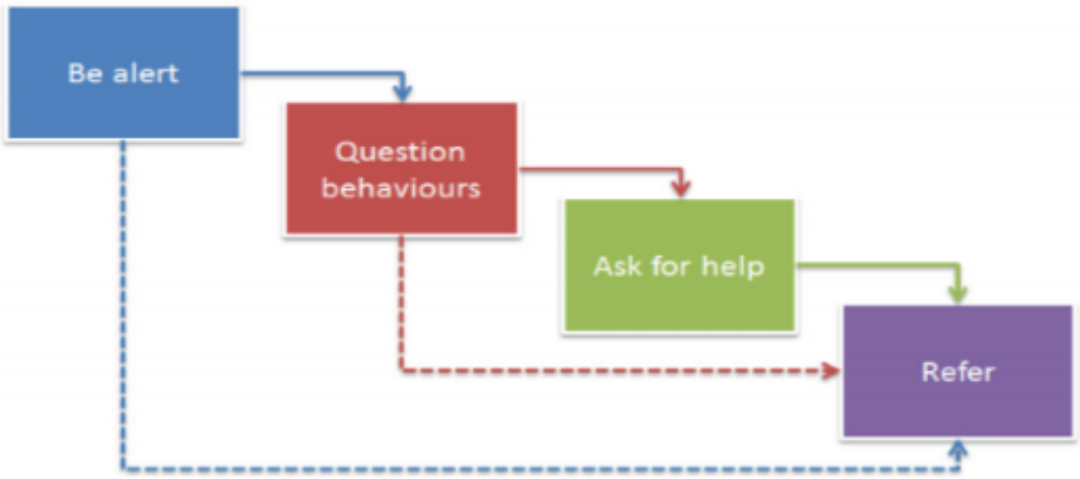
Children may report abuse happening to themselves, their peers or their family members. All reports made by children to staff will be taken seriously and will be responded to in line with this policy.

Safeguarding incidents and/or behaviours can be associated with factors and risks outside the school. Children can be at risk of abuse or exploitation in situations outside their families; extra-familial harms take a variety of different forms and children can be susceptible to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, and serious youth violence.

Technology can be a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face and in many cases, abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online.

By understanding the indicators or abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.

All members of staff are expected to be aware of and follow this approach if they are concerned about a child:



'What to do if you are worried a child is being abused' 2015

In all cases, if staff are unsure, they will always speak to the DSL (or DDSLs if DSL is unavailable).

St Gilgen International School recognizes that some children have additional or complex needs and may require access to intensive or specialist services to support them.

If deemed necessary by the Head of School or by staff authorized by the Head of School following a concern about a child's safety or welfare, the searching and screening of children and confiscation of any items, including electronic devices, will be managed in line with the school 'Searching, Screening and Confiscation' policy and behaviour policy, which is informed by the UK Department of Education 'Searching, screening and confiscation at school' guidance.

2. Responding to Child Protection Concerns

If staff are made aware of a child protection concern, they are expected to:

- listen carefully to the concern and be non-judgmental.
- only use open questions to clarify information where necessary, e.g., who, what, where, when or Tell, Explain, Describe (TED).
- not promise confidentiality as concerns will have to be shared further, for example, with the DSL and potentially external services and/or organisations.
- be clear about boundaries and how the report will be progressed.
- record the concern in line with school record keeping requirements.
- inform the DSL (or DDSL), as soon as practically possible.

The DSL or DDSL should always be available to discuss safeguarding concerns. If in exceptional circumstances, a DSL or DDSL is not available, this should not delay appropriate action being taken. Staff should speak to a

member of the SLT. In these circumstances, any action taken will be shared with a DSL as soon as is practically possible.

Where a child is suffering, or is likely to suffer from harm, or is in immediate danger, a 'request for support' will be made immediately to the Kinder und Jugendhilfe Land Salzburg.

St Gilgen International School recognises that in a situation where there is an immediate child protection concern for a child as identified in line with Support Level Guidance, it is NOT to investigate as a single agency, but to act in line with best practise guidance which may involve multi-agency decision making**.**

The DSL may seek initial advice or guidance from the Kinder und Jugendanwaltschaft (Kija) in Salzburg and/or the Council for International Schools (CoIS) before deciding next steps.

3. Recording Concerns

- All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing on the students' Orah profile under the 'Child Protection' category and thereby shared without delay to the DSL/DDSL
- Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. Child protection records will record facts and not personal opinions.
- A body map will be completed if injuries have been observed.
- If there is an immediate safeguarding concern the member of staff will consult with a DSL before completing the form as reporting urgent concerns takes priority.
- If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL.

Child protection records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and details regarding any action taken, decisions reached and the outcome.

All child protection records are stored securely on Orah. They are confidential and have limited visibility. Only the DSL, DDSLs and HoS can view these records.

All child protection records will be transferred in accordance with data protection legislation to the child's subsequent school, under confidential and separate cover as soon as possible. Child protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained.

In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving, for example, information that would allow the new school or college to continue to provide support.

Where the school receives child protection files, the DSL will ensure key staff such as the special educational needs co-ordinators (SENCOs) will be made aware of relevant information as required.

4. Multi-Agency Working

St Gilgen International School recognises and is committed to its responsibility to work within the multi-agency safeguarding arrangements. The SLT and DSL will work to establish strong and co-operative local relationships with professionals in other agencies. In the first instance, advice can be taken from the Kija organisation in Salzburg.

5. Confidentiality and Information Sharing

St Gilgen International School recognises our duty and powers to hold, use and share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity.

St Gilgen International School has an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our school is compliant with all matters relating to confidentiality and information sharing requirements.

The Data Protection Act 2018 and GDPR do not prevent sharing information to keep children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. UK government advice from the Department of Education on ''Information sharing advice for safeguarding practitioners'' (2024) and the StGIS GDPR policy are helpful references.

The Head of School and DSL will disclose relevant safeguarding information about a learner with staff on a 'need to know' basis.

All members of staff must be aware that whilst they have duties to keep information confidential, they also have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL, DDSL and with other agencies as appropriate. All staff are aware they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.

6. Complaints/Further advice

All members of the school community should feel able to raise or report any concerns about children's safety or potential failures in the school safeguarding regime. The school has a complaints procedure available to parents, learners and members of staff and visitors who wish to report concerns or complaints. This can be accessed here.

Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children and young people who have experienced abuse at school may wish to talk to someone in their own language.

Country	Name	Phone Number	Website
Austria	Rat auf Draht	147	www.rataufdraht.at
Bulgaria	Animus Association	00359/116 111	www.116111.bg
Germany	Nummer gegen Kummer	0049/116 111	www.nummergegenkummer.de

Italy	SOS Il Telefono Azzurro Onlus	1.96.96	https://azzurro.it/
Russia	Russian Association of Child Helplines	007/495 134 11 74	www.sirotstvo.ru
Spain	Telefono Anar	0034/900 20 20 10	https://www.anar.org/que-hacemos/telefono-chat-anar/
Ukraine	Childline	116 111	https://childhelplineinternational.org/ukrainian-crisis-resource-centre/
United Kingdom	Childline	0800 1111	www.childline.org.uk

Staff can contact the Kinder und Jugendanwaltschaft Salzburg (Kija) for advice if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0662 430 550 (09.00 - 13.00 and 14.00 - 16.00 Mondays, Tuesdays and Thursdays, 1400 – 1600 Wednesdays and 0900 – 1300 Fridays) or email kija@salzburg.gv.at

The SLT at St Gilgen International School will take all concerns reported to the school seriously and all complaints will be considered and responded to in line with the relevant and appropriate process.

Anything that constitutes an allegation against a member of staff or volunteer will be dealt with in line with section 11 of this policy.

8. SPECIFIC SAFEGUARDING ISSUES

St Gilgen International School is aware of a range of specific safeguarding issues and situations that can put children at greater risk of harm. In addition to Part One, DSLs, SLT and any staff who work directly with children will read Annex B of KCSIE 2025 which contains important additional information about specific forms of abuse and safeguarding issues.

Where staff are unsure about how to respond to specific safeguarding issues, they should follow the processes identified in Section 7 (Child Protection Procedures) of this policy and speak with the DSL or DDSL.

- **Child on Child Abuse**

All members of staff at St Gilgen International School recognise that children can abuse their peers, and that it can happen both inside and outside of school and online.

St Gilgen International School recognises that child on child abuse can take many forms, including but not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying

- abuse in intimate personal relationships between peers
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as 'sexting' or 'youth-produced sexual imagery')
- 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
- upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- initiation/hazing type violence and rituals

St Gilgen International School believes that **abuse is abuse** and it will never be tolerated or dismissed as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

St Gilgen International School recognises that even if there are no reported cases of child-on-child abuse, such abuse is still likely to be taking place.

All staff have a role to play in challenging inappropriate behaviours between children. Staff recognise that some child-on-child abuse issues may be affected by gender, age, sexuality, ability and culture of those involved, i.e. for gender-based abuse, girls are more likely to be victims and boys more likely to be perpetrators.

Concerns about learner's behaviour, including child-on-child abuse taking place offsite will be responded to as part of a partnership approach with learners and parents/
carers. Offsite behaviour concerns will be recorded and responded to in line with existing appropriate policies, for example anti-bullying, acceptable use, behaviour and child protection policies.

To minimise the risk of child-on-child abuse, St Gilgen International School will:

- Implement a robust anti-bullying policy and child on child abuse policy
- Provide age appropriate PSHE style sessions through weekly Summit periods
- Keep reporting channels open and transparent for students (e.g Mentor Tutor sessions, drop-in sessions with school nurse or school counsellor)
- Provide regular opportunities for students to feedback anonymously through online report forms.

St Gilgen International School wants children to feel able to confidently report abuse and knows their concerns will be treated seriously. All allegations of child-on-child abuse will be reported to the DSL or DDSLs and will be recorded, investigated, and dealt with in line with associated school policies, including child-on-child abuse, child protection, anti-bullying and behavior. Students who experience abuse will be offered appropriate support, regardless of where the abuse takes place.

Alleged victims, perpetrators and any other child affected by child-on-child abuse will be supported by:

- The school taking all reports seriously and avoiding a victim blaming culture
- Staff who are ready to listen
- Appropriate pastoral support
- Working with parents to raise awareness

- Regular reviews of educational approaches
- Procedures that are followed as outlined in other key policies e.g anti-bullying, behaviour and child protection
- Interventions from police if appropriate

- **Child on Child Sexual Violence or Harassment**

St Gilgen International School recognizes sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face to face (both physically and verbally). Sexual violence and sexual harassment are never acceptable.

All victims of sexual violence or sexual harassment will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or be made to feel ashamed for making a report.

When there has been a report of sexual violence or harassment, the DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).

- The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, and staff and any actions that are required to protect them.

Reports will first be managed internally by the school and referred to the local Police services if necessary.

- The decision making and required action taken will vary on a case by case basis, but will be informed by the wishes of the victim, the nature of the alleged incident (including whether a crime may have been committed), the ages and developmental stages of the children involved, any power imbalance, if the alleged incident is a one-off or a sustained pattern of abuse, if there are any ongoing risks to the victim, other children, adult students or school staff, and, any other related issues or wider context.

If at any stage the DSL is unsure how to proceed, advice will be sought from external agencies such as the Council of International Schools (CoIS), the UK Safeguarding and Child Protection Association (SACPA), Kija services in Salzburg or Kinder und Jugendhilfe in Land Salzburg.

- **Nude and/or Semi-Nude Image Sharing by Children**

The term ‘sharing nudes and semi-nudes’ is used to mean the sending or posting of nude or semi-nude images, videos or live streams of/by young people under the age of 18. Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents complex.

The UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people’guidance outlines how our school should respond to all incidents of consensual and non-consensual image sharing and should be read and understood by DSLs working with all age groups, not just older learners.

St Gilgen International School recognizes that consensual and non-consensual sharing of nudes and semi-nude images and/or videos (Also known as youth produced/involved sexual imagery or "sexting") can be a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or DDSL).

When made aware of concerns involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos by children, staff are advised to:

- Report any concerns to the DSL immediately.
- Never view, copy, print, share, store or save the imagery, or ask a child to share or download it – this may be illegal. If staff have already viewed the imagery by accident, this will be immediately reported to the DSL.
- Not delete the imagery or ask the child to delete it.
- Not say or do anything to blame or shame any children involved.
- Explain to the child(ren) involved that they will report the issue to the DSL and reassure them that they will receive appropriate support and help.
- Not ask the child or children involved in the incident to disclose information regarding the imagery and not share information about the incident with other members of staff, the child(ren) involved or their, or other, parents and/or carers. This is the responsibility of the DSL.

DSLs will respond to concerns as set out in the non-statutory UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people' and the UK KSCMP guidance. When made aware of a concern involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos the DSL will:

- hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may mean speaking with relevant staff and the children involved as appropriate.
- Inform parents and carers at an early stage and be involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm.
- Record all decisions and action in line with our child protection procedures.
- Refer to the police immediately if:
  - the incident involves an adult (over 18).
  - there is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, age of the child or they have special educational needs.
  - the image/videos involve sexual acts and a child under the age of 13, depict sexual acts which are unusual for the child's developmental stage, or are violent.
  - a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.
- The DSL may choose to involve other agencies at any time if further information/concerns are disclosed later.

- **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

St Gilgen International School recognizes that CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in

sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

If staff are concerned that a child may be at risk of CSE or CCE, immediate action should be taken by speaking to the DSL or DDSL.

- **Serious Violence**

All staff are made aware of the indicators which may signal children are at risk from or are involved with serious violent crime. These may include unexplained gifts or new possessions, increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.

Any concerns regarding serious violence will be reported and responded to in line with other child protection concerns.

The initial response to child victims is important and staff will take any allegations seriously and work in ways that support children and keep them safe.

- **So-called honour-based abuse**

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

All forms of HBA are abuse (regardless of the motivation) and concerns should be responded to in line with section 3 of this policy. Staff will report any concerns about HBA to the DSL (or DDSL).

Whilst all staff will speak to the DSL (or deputy) regarding any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.

If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the DSL and Head of School.

- **Preventing radicalisation**

St Gilgen International School recognises that children are vulnerable to extremist ideology and radicalisation and staff will be alert to changes in children's behaviour which could indicate that they may need help or protection. Staff will report any concerns to the DSL (or DDSL), who will contact the local police in the first instance to report and for further advice.

- **Cybercrime**

St Gilgen International School recognizes that children with skill and interest in computing and technology may inadvertently or deliberately stray into 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer/internet enabled device) cybercrime.

If staff are concerned that a child may be at risk of becoming involved in cyber-dependent cybercrime, the DSL will be informed, and, in conjunction with the DDSL acting in the role of 'Digital Learning Coordinator',

consideration will be given to accessing local support and/or referring to the Cyber Choices programme, which aims to intervene when young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Where there are concerns about 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online, child sexual abuse and exploitation, or other areas of concern such as online bullying or general online safety, they will be responded to in line with this and other appropriate policies.

9. SUPPORTING CHILDREN AT GREATER RISK OF HARM

St Gilgen International School acknowledges that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and barriers for recognising abuse and neglect.

St Gilgen International School recognises that children with SEND may face additional communication barriers and experience difficulties in managing or reporting abuse or challenges. Children with SEND will be appropriately supported to communicate and ensure that their voice is heard and acted upon.

All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour, mood changes or injuries and not to assume that they are related to the child's disability. Staff will be mindful that children with SEND or certain medical conditions may be disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.

Members of staff are encouraged to be aware that children with SEND can be disproportionally impacted by safeguarding concerns, such as exploitation, peer group isolation or bullying including prejudice-based bullying.

To address these additional challenges, our school will always consider implementing extra pastoral support and attention for children with SEND. The DSL will work closely with the Inclusion Coordinator and EAL Coordinator to plan support as required. Name and contact details of the Inclusion Coordinator can be found on the first page of this policy.

1. Children Requiring Mental Health Support

All staff will be made 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 are aware that children's experiences, for example if children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, can impact on their mental health, behaviour and education. At StGIS, there are dedicated staff that have been trained as Mental Health First Aiders and students are made aware of who these staff are.

Staff 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.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by logging via the Wellbeing manager module and speaking to the DSL or DDSL.

2. Children who are absent from education for prolonged periods and/or repeated occasions

Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation.

Where the school/college have concerns that a child is missing from education, we will respond in line with our statutory duties and local policies.

3. **Looked after children, previously looked after children and care leavers**

St Gilgen International School recognises the common reason for children becoming looked after is because of abuse and/or neglect and a previously looked after child also potentially susceptible (vulnerable.)

The DSL will ensure appropriate staff have the information they need in relation to a child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, care arrangements and the levels of authority delegated to the carer by the authority looking after them.

10. ONLINE SAFETY

- **Introduction**

It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviors online. St Gilgen International School will adopt a whole school approach to online safety which will empower, protect, and educate our learners and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.

St Gilgen International School will ensure online safety is reflected as required in all relevant policies. Online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures and when planning our curriculum, staff training, the role and responsibilities of the DSL/DDSLs, Digital Learning Coordinator and parental engagement.

St Gilgen International School identifies that the breadth of issues classified within online safety is considerable but can be categorised into four areas of risk: **Content, Contact, Conduct and Commerce.**

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

St Gilgen International School recognizes that technology, and the risks and harms related to it, evolve and change rapidly. The school will carry out an annual review of our approaches to online safety, supported by an annual risk assessment which considers and reflects the risks our children face.

The Head of School will be informed of online safety concerns by the Digital Learning Coordinator and the DSL. The Governor for safeguarding will report on online safety practice and incidents, including outcomes, on a regular basis to the wider governing body.

- **Policies and Procedures**

The DSL has overall responsibility for online safety within the school but will liaise closely with the Digital Learning Coordinator, who is also trained as DDSL.

The DSL will respond to online safety concerns reported in line with our child protection and other associated policies, including our anti-bullying and behaviour policies.

Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

1. St Gilgen International School uses a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, our learning platforms, intranet and email system.
2. All school owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.
3. St Gilgen International School recognises the specific risks that can be posed by mobile and smart technology, including mobile/smart phones, cameras and wearable technology.
4. St Gilgen International School has appropriate Acceptable Use policies in place, which are shared and understood by all members of the community.

- **Appropriate Filtering and Monitoring**

St Gilgen International School will do all we reasonably can to limit children's exposure to online risks through school provided IT systems and will ensure that appropriate filtering and monitoring systems are in place.

If learners or staff discover unsuitable sites or material, they should inform IT support by emailing ITsupport@stgis.at

All users will be informed that the use of our systems can be monitored, and that monitoring will be in line with data protection, human rights, and privacy legislation.

Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DLC in the first instance who will pass on to the DSL who will respond as appropriate.

Any access to material believed to be illegal may be reported immediately to the appropriate agencies, such as the Internet Watch Foundation and the local police.

When implementing appropriate filtering and monitoring, St Gilgen International School will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

St Gilgen International School acknowledges that whilst filtering and monitoring is an important part of school online safety responsibilities, it is only one part of our approach to online safety.

  - Learners will use appropriate search tools, apps and online resources as identified by DLC
  - Learners' internet use will be supervised by staff according to their age and ability.
  - Learners will be directed to use age-appropriate online resources and tools by staff.
- **Information Security and Access Management**

St Gilgen International School is responsible for ensuring an appropriate level of security protection procedures are in place, to safeguard our systems as well as staff and learners. Further information can be found in our acceptable use policies and the online safety policy.

St Gilgen International School will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

- **Staff Training**

St Gilgen International School will ensure that all staff receive online safety training as part of new staff induction and that ongoing online safety training and update for all staff will be integrated, aligned and considered as part of our overarching safeguarding approach.

- **Educating Learners**

St Gilgen International School will ensure a comprehensive whole school curriculum response via our Summit sessions and a themed online safety week are in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum. **'Education for a Connected World Framework'** and the UK Department for Education's 'Teaching online safety in school' provide further guidance.

- **Working with Parents/Carers**

St Gilgen International School will build a partnership approach to online safety and will support parents/carers to become aware and alert of the potential online benefits and risks for children by:

  - Promoting online safety on the parent portal
  - Providing recorded presentations to parents on online safety
  - Sharing advice and guidance on latest trends regarding online safety in 7 days.

- **Remote Learning**

St Gilgen International will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements. Further guidance is available at **Safeguarding and remote education during coronavirus (COVID-19) and The Education People: Remote Learning Guidance for SLT.**

1. All communication with learners and parents/carers will take place using approved communication channels only; for example, school provided email accounts and phone numbers and agreed systems such as Microsoft Teams.
2. Staff and learners will engage with remote teaching and learning in line with existing behavior principles as set out in our school code of conduct and Acceptable Use Policies.
3. Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.
4. When delivering remote learning, staff will follow our Remote Learning Acceptable Use Policy (AUP)
5. Parents will be made aware of what their children are being asked to do online, including the sites they will be asked to access. St Gilgen International School will continue to be clear who from the school their child is going to be interacting with online.
6. Parents will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.

11 SAFER RECRUITMENT AND ALLEGATIONS

- **Safer Recruitment and Safeguarding Checks**

In line with the school's Safer Recruitment policy, St Gilgen International School is committed to ensure that develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our learners and staff.

  - St Gilgen International School will follow relevant guidance in Keeping Children Safe in Education 2024 (Part Three, 'Safer Recruitment')

- The Board and SLT are responsible for ensuring that the school follows safe recruitment processes as outlined within guidance.
- The SLT will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.
- Any shortlisted candidates will be informed that online searches may be conducted as part of due diligence checks

The school maintains an accurate Single Central Record (SCR) in line with recommended guidance and best practise. Copies of the documents used to verify the successful candidate's identity, right to work and required qualifications will be kept on their personnel file.

We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands, and warnings.

Where the St Gilgen International School organises local homestays as part of exchange visits, we will follow the advice and guidance as identified in part Three and Annex E of KCSIE 2024.

- **Allegations/concerns raised in relation to teachers, other staff, volunteers and contractors**

The School/College will respond to allegations in line with the Protocol for International Schools guidance. In depth information can be found within the 'Disciplinary Policy' and staff code of conduct policy

Any concerns or allegations about staff, including those which do not meet the allegation/harm threshold will be recorded and dealt with appropriately in line with the low-level concerns policy. Ensuring concerns are dealt with effectively will protect those working in or on behalf of the school/college from potential false allegations or misunderstandings.

Where the Head of School is unsure how to respond, for example if the school is unsure if a concern meets the harm 'thresholds', advice will be sought via external organizations such as the Council of International Schools (CoIS).

- **Concerns that meet the 'harm threshold'**

St Gilgen International School recognises that it is possible for any member of staff, including volunteers, governors, contractors, and visitors to behave in a way that indicates a person will pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. This includes when someone has:

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Allegations against staff which meet this threshold will be referred immediately to the Head of School who will discuss with the Allegations Management Team (Board Safeguarding Representative, HoS, DSL, HoO, Legal, DH) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the Head of School, staff are advised that allegations should be reported to the chair of the Board. If one of the Allegations Management Team is the subject of an allegation, or the partner of one of members of the team is the subject of an allegation, this person would not form part of any investigation.

- **Concerns that do not meet the 'harm threshold'**

St Gilgen International School may also need to act in response to 'low-level' concerns about staff, which typically would be behaviours which are inconsistent with our staff code of conduct, including inappropriate conduct outside of work and concerns that do not meet the allegations threshold.

- Where low-level concerns are reported to the school, the Head of School will liaise with SLT about next steps.
- Low-level concerns will be recorded in writing and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern is identified, the school will implement appropriate action, for example, following our disciplinary procedures and in line with our GDPR reporting procedures.
- Additional information regarding low-level concerns is contained within our Low-Level concerns policy – this includes what a low-level concern is and the importance of sharing them.

- **Safe Culture**

As part of our approach to safeguarding, StGIS has created and embedded a culture of openness, trust and transparency in which our values and expected behaviour as set out in our code of conduct are constantly lived, monitored and reinforced by all staff (including volunteers and contractors) and where all concerns are dealt with promptly and appropriately.

All staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in the school safeguarding regime. The SLT at St Gilgen International School will takes all concerns or allegations received seriously.

It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

Staff can contact the Head of Safeguarding at the Council for International Schools (CoIS) for advice if they do not feel able to raise concerns regarding child protection failures internally.

12 PROTECTIVE MEASURES FOR RESIDENTIAL STAFF

All residential staff members (which is applicable to all StGIS staff members when working within the residential environment on campus and beyond) are expected to demonstrate a high level of responsibility in the ensuring the provision of a safe, secure environment where young people can live and flourish, safeguarding them from any foreseeable risk of injury, abuse or neglect.

Residential staff members understand that certain boundaries exist, the violation of which would constitute a serious threat to the trust required between staff members and students under their care. The following boundaries with examples of violations should provide a working, objective framework that prohibits a misuse of trust:

Communications

- inappropriate comments about appearance or excessively flattering commentary
- inappropriate conversation of a sexual nature (e.g., questions about personal sexual experiences, etc.)
- disrespectful or discriminatory treatment of a particular student or students
- vilification or humiliation because of poor behaviour

- jokes or innuendo of a sexual nature
- obscene gestures and/or language
- facilitating/permitting access to pornographic or violent material
- correspondence with a student, by any means, that is unrelated to the staff member's role.
- correspondence related to the role of the staff member but carried out via private, personal devices except in an emergency.

Personal Disclosure

- discussing personal lifestyle details or opinions of self, other staff or student that is disparaging or potentially embarrassing to the receiver

Physical Contact

- unwanted or unwarranted touching of a student personally or with objects (e.g., pencil, ruler, etc.)
- corporal punishment
- initiating, permitting or requesting inappropriate or unnecessary physical contact with students (e.g., massage, kisses, tickling) or facilitating situations that unnecessarily result in close physical contact with a student
- inappropriate use of physical restraint/restriction

Place

- inviting/allowing/encouraging students to attend the staff member's home or residence - being alone with a student outside of a staff member's responsibilities
- entering changing rooms or toilets occupied by a student when supervision is not required or appropriate
- If staff need to check on a student in their personal spaces (e.g. bedrooms), staff will 'knock and wait'. Students are aware to listen for 'Knock, wait, "Hello, it's (Teachers Name), can I come in?' Staff will wait to hear from students that they give permission for staff to open the door to their personal space.
- using toilet facilities allocated to students
- undressing using facilities set aside for students or in their presence
- attending student social gatherings

Targeting Individual students

- giving personal gifts or special favours
- singling the same students out for special privileges, duties or responsibilities
- privately giving money and/or gifts to individual children/young people

Role

- photographing, audio recording or filming students via any medium when not authorized by the school to do so and without required parental consent

Digital/Electronic

- email (without school authority and outside of role), social media, and internet postings to or involving students that are unrelated to the staff member's role
- allowing students to access a staff member's professional or personal internet locations
- correspondence of a personal, non-role related nature via social media, internet postings, etc.

- creating/using private online chat rooms with students

Residential staff members are to undertake actions and activities that are transparent and with the knowledge and consent of the SLT, usually through the HoBSL. Residential staff members have a particularly difficult challenge in that they are tasked with providing a 'home away from home' environment for the students under their care, but in ways that to not compromise their professional responsibilities and prudent boundaries, opening the door to abuse and maltreatment. Although it is desired that a friendly, less structured and informal environment is created in the boarding houses, this does not excuse the staff member from the requirements of professionalism.

13 OPPORTUNITIES TO TEACH SAFEGUARDING

St Gilgen International School will ensure that children are taught about safeguarding, including online safety and child on child abuse as part of providing a broad and balanced curriculum and through Summit sessions. This will include covering relevant issues through Relationships and Sex Education.

We recognise that school plays an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour, what is 'safe', to recognise when they and others close to them are not safe, and how to seek advice and support when they are concerned. Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that learners have a range of age-appropriate contacts and strategies to ensure their own protection and that of others.

St Gilgen International School recognises that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more susceptible children, victims of abuse and some SEND children might be needed.

14 PHYSICAL SAFETY

- **Use of 'reasonable force'**

There may be circumstances when it is appropriate for staff to use reasonable force to safeguard children from harm. Further information regarding our approach and expectations can be found in our behaviour policy and Use of reasonable force policy

- **The Use of Premises by Other Organisations**

Where services or activities are provided separately by another body using the school facilities and campus, the Head of School will seek written assurance that the organisation concerned has appropriate policies and procedures in place regarding safeguarding children and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers. If this assurance is not achieved, an application to use our facilities and/or campus will be refused.

Safeguarding requirements will be included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises. Failure to comply with this will lead to termination of the agreement.

- **Facility Security**

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Further guidance and information can be found in the H&S Policy and Security guidance checklists linked on the HoP under Health and Safety.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school and/or any other school buildings (e.g boarding houses). This will include the requirement for volunteers to sign a document that highlights our key safeguarding procedures and processes. All Visitors will be expected to sign in and out via the office reception log and to display a clearly visible visitor's badge whilst on site.

Staff and visitors will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.

Any individual who is not known or identifiable on site should be challenged for clarification and reassurance. Further guidance can be found in the Access Guidance for students and staff one-pager.

The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

15 LOCAL SUPPORT

All members of staff in St Gilgen International School are made aware that the follow organisations will be contacted if a concern needs to be reported, or advice, support and further clarification is required with regards to a Child Protection issue.

Kinder und Jugendanwaltschaft Salzburg (Kija) (ADVICE ONLY)

Telephone: +43 0662 430 550

Contact person: Barbara Erblehner-Swann

Email: kija@salzburg.gv.at

Address: Kinder- und Jugendanwaltschaft (kija) Salzburg
Fasaneriestraße 35, 1. Stock
5020 Salzburg

Council for International Schools (COIS)

Contact person: Katie Rigg (Head of Safeguarding)

Email: katierigg@cois.org

Global Headquarters:

Schipholweg 113
2316 XC Leiden
The Netherlands

T: +31 (0) 71 524 3300
E: info@cois.org

Sacpa (Safeguarding and Child Protection Association)

Contact person: Aileen Kane

Email: aileen@boarding.org.uk

Main Headquarters

First Floor
27 Queen Anne's Gate
London
UK
SW1H 9BU

T. +44 (0)207 798 1585
E. info@sacpa.org.uk

16 POLICY IMPLEMENTATION AND REVIEW PROCESS

The policy forms part of our school development plan and will be reviewed annually by the SLT, SST, DSL and H&SSG who have responsibility for oversight of safeguarding and child protection systems.

The Designated Safeguarding Lead and Head of School will ensure regular reporting on safeguarding activity and systems to the Board. The board of governors will not receive details of individual learner situations or identifying features of families as part of their oversight responsibility.

This core policy (available in English and German) will be shared with ALL staff (teaching, admin and facility) at the start of each academic year to read and confirm that this has happened. This policy will be brought to life as part of the new staff induction process as well as whole staff PD days and regular ongoing staff training in TiP sessions throughout the year.

Our school systems, including our Mentor Tutors, Student Support Team, Residential Staff and content delivered in Summit sessions support children to talk to a range of staff. Children will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

Staff will be encouraged to contribute to and shape school safeguarding arrangements and child protection policies.

- **Awareness, Induction and Training**

The DSL will ensure that all new staff and volunteers receive safeguarding and child protection training (including online safety), including information to ensure they are aware of the school internal safeguarding processes, as part of their induction. This will include a presentation given by the DSL as well as a requirement to complete an online child protection course through the school's online provider, The National College.

In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. These will be provided via e-mail and/or in staff briefings and after school meetings.

The DSL and the Head of School will provide an annual report to the Board detailing safeguarding training undertaken by all staff and will maintain an up-to-date register of who has been trained.

- **Safer Working Practice**

All members of staff are required to work within our clear guidelines on safer working practice as outlined in the school code of conduct.

The DSL will ensure that all staff and volunteers have read the child protection policy and are aware of the school expectations regarding safe and professional practice via the staff code of conduct and Acceptable Use Policy (AUP).

Staff will be made aware of the school behaviour policy and use of reasonable force policy. Staff will manage behaviour effectively to ensure a good and safe educational environment and will have a clear understanding of the needs of all children. The use of reasonable force will be in line with our agreed policy and procedures

All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant school policies including the staff code of conduct and Acceptable Use Policies.

- **Supervision and Support**

The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.

The school will provide appropriate supervision and support for all members of staff to ensure that:

a. All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
b. All staff are supported by the DSL in their safeguarding role.

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL and/or DDSL. The DSL will also put staff in touch with outside agencies for professional support if they so wish.

17 RESEARCH AND DEVELOPMENT PROCESS

This policy builds on the existing core Child Protection Policy in place at school and was developed through the academic year 2021-2022. The core policy structure fits with the school's writing policy, a focus on guidance for key implementers and involves testing against key exemplar policies and guidance provided by the International Centre for missing and Exploited children (ICMEC) as well as best practise promoted by the Council for International Schools (CoIS). Further impetus for a major review of the existing Child Protection policy came from the CIS 5 year review and visit in November 2021.

18 APPENDICES

Categories of abuse

All staff should be aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women, and children.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

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

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot

- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent, or excessively plausible explanations or a delay in seeking treatment should signal concern.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs that MAY INDICATE emotional abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention, and affection

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs that MAY INDICATE neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking

- Running away
- Loss of weight or being constantly underweight
- Low self esteem