

Child Safeguarding Policy and Procedures

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Date of Next Review:



Dear CIS Community,

At Copenhagen International School, we want every student to thrive and to develop into a champion of a just and sustainable world. We know that young people learn best when they feel emotionally safe and physically safe. We want every student to be able to be themselves, to develop and express their identity in an environment where they feel supported and accepted.

It is vital that a school has safeguarding procedures so that all of its constituents understand how to keep young people safe from harm. These procedures keep our students at the centre, to prevent them from experiencing harm; they also provide guidance so that all the adults in our community understand their roles in protecting our students.

Thank you for reading these guidelines and helping Copenhagen International School to be as safe for young people as possible.

Sandy Mackenzie
Director

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Introduction

In accordance with the United Nations Convention on the Rights of the Child (UNCRC), Copenhagen International School (CIS) believes that all children have equal rights to be protected from harm and abuse. CIS is a community school which strives to meet the many needs of its students in a safe and secure environment. To achieve this aim, we build a culture of child protection at the school wherein all community members meet their responsibilities and put the needs of the children in the school community first. This document is intended to guide the community members to meet the many challenges of establishing and sustaining a culture of protection in our international, mobile, and varied community and context. CIS seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. Everybody has a responsibility to support the protection of children.

This includes

- Proactively teaching students about protection;
- Ensuring that systems and procedures are in place to protect students; and
- Acting in the best interests of the child.

All staff have the following responsibilities:

- Contribute to providing a safe environment in which all children can learn and flourish
- Know what to do if a child says that he or she is being abused or neglected
- Know what to do if concerned about the behavior or conduct of an adult in the school
- Manage the requirement to maintain an appropriate level of confidentiality
- Refer any concerns to the Designated protection Leads (DSL)
- Be aware of the process for making a referral to the Kommune and understand the role they might be expected to play after filing a report

Protection and promoting the welfare of children is defined as

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

Relevant Aspects of Danish Law

Copenhagen International School in Denmark is bound by the laws of the country and as a member of the European Union, European legislature is also applicable. According to the European Commission (2014), "protection and promotion of the rights of the child is one of the objectives of the European Union." All adults are considered mandated reporters of suspected neglect and abuse (physical and/or sexual) as defined by the law in Denmark.

In Denmark, the Ministry of Children, Equality, Integration, and Social Affairs states that every professional working in public services, including private schools, should adhere to [Service Law § 153](#). This law outlines the enhanced duty to inform ("Skærpet Underrettningspligt") the Kommune when one suspects or has "reason to believe" that a child or person under the age of 18 may need special support in the case(s) of neglect, violence, abuse, assault, or danger to their health or development.

In addition to this, the Ministry of Children, Equality, Integration, and Social Affairs also states that all members of the public have a duty to inform the Kommune under Service Law § 154, if they know or believe a child is in danger or a risk to self and others ("Underretningspligt").

CIS thus follows its legal obligations to inform the appropriate authorities where there is a suspicion of abuse or neglect and asks all staff employed at CIS to report suspected incidents of child abuse or neglect to the Designated Person for Child Protection whenever the staff member suspects that a child has suffered or is at significant risk of suffering abuse or neglect.

Internal documents:

- Behavior Policy
- Digital Safety Policy
- Exclusion Policy
- Early Years – Use of Mobile Phones, Cameras, and Devices Policy
- Safer Recruitment Policy

This policy is updated annually, drawing on feedback from staff, and is published to all staff and volunteers and placed on the school website.

At CIS, protection is Everyone's Responsibility

Everyone who comes into contact with our children and their families has a role to play in protection children at CIS. We place a high priority on identifying concerns early and providing help for children in order to prevent concerns from escalating. We do this because we are acutely aware that we play a vital role in the wider system for protection children. CIS is an inclusive school and recognizes that children with disabilities are sometimes more vulnerable. Together with our colleagues in the police, health, and other child services, we promote the welfare of children and protect them from harm.

Educators, having the opportunity to observe and interact with the children over time, are in a unique position to identify children who need help and protection. As such, educators have a professional, legal, and ethical obligation to identify children who are in need of help and protection. They must take steps to ensure that the child and family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect.

All **staff* and volunteers**** have a responsibility to keep children safe and have a role in reporting concerns of potential or actual abuse. Clear guidance on the roles and responsibilities of staff ensures consistency of behaviors, which keep both staff and children safe. It is important to define the roles that have specific responsibilities for child protection so that staff and volunteers understand the expectations.

The school works in partnership with **parents/caregivers**. In doing so, we ensure that parents are aware that our school has a duty to report concerns that we may have over the safety or well-being of a student as part of our legal duties to protect children from significant harm/neglect. Any parent who has a concern about a child can and should report this to the Designated protection Lead at school (or directly to the relevant Kommune).

*For the purpose of this policy, staff shall be defined as all teaching staff, assistants, substitutes, after school staff, operational staff, administrative staff, and paid coaches.

**Volunteers are defined as non-paid coaches, tutors (paid and unpaid), interns, private instructors, parent volunteers, and club volunteers.

The school is committed to working with the Kommune and local Danish authorities in order to secure the best levels of protection for all of its students to promote the welfare of children and protect them from harm.

Roles and Responsibilities of Staff in Child Protection Procedures

What are the Roles and Responsibilities of the Designated Safeguarding Leads for Child Protection?

CIS has two Designated Safeguarding Leads:

- Director of Student Support Services
Jan Bakken, jan.bakken@cis.dk
- School Health Nurse
Charlotte Zeeberg, charlotte.zeeberg@cis.dk

If you cannot reach either DSL, please contact one of the principals.

The **Designated Safeguarding Leads** (DSL) have the responsibility within the school for ensuring child protection is a key focus and that appropriate protocols and procedures are in place. Responsibilities of the DSL include

- Acting as the first point of contact in the event of suspected or disclosed abuse or neglect;
- Being a source of advice and support for staff who may have child protection concerns;
- Ensuring the Child Safety and Protection Policy is reviewed regularly and that staff are well informed;
- Ensuring required staff have received child protection training and that this is documented;
- Ensuring practices and procedures within the school are developed with a child protection lens; and
- Overseeing the maintenance and confidentiality of child protection records and documentation.

Upon receiving a report of suspected abuse, the DSL will bring the concerned team members together to collect information. Either the DSL or the relevant school principal will speak to the child to gather more information. The DSL will submit the report to the Kommune on behalf of the team, based on the gathered information. The DSL will follow up with a direct call to the Kommune after the report has been sent.

What Do You Do If You Have a Concern About a Child?

protection and promoting the welfare of children is everyone's responsibility. All staff should know what to do when a child discloses abuse to them, when they have concerns about a child's welfare, or when children or staff raise concerns about a student to them.

If a child tells a member of staff that they know about or have been a victim of abuse or neglect, the member of staff should

- Listen carefully and allow the child to speak freely and remain calm. Do not interrupt the child or be afraid of silences.
- Provide reassuring nods and words such as, "I am so sorry this has happened," or "you are doing the right thing in talking to me."
- Avoid saying things like, "I wish you had told me about this earlier" or "I cannot believe what I am hearing."

Questioning of the child about what they are saying should not be extensive, as the Kommune will lead any investigation. However, a context around what the child has said should always be sought prior to any referral being made to partner agencies. This should be done by the DSL or Principal, depending on who obtained the initial disclosure; e.g. if a member of teaching staff receives a disclosure or has a concern, the Principal or the DSL should then also speak to the child either to corroborate the child's account or to gain further context. Limit questioning to the minimum necessary for clarification using what, when, how, and where, but avoid leading questions such as, "has this happened to your siblings?" Do not use questions beginning with why, as this can apportion feelings of guilt within a child.

- If the child discloses abuse, it is appropriate to ask whether any other adults were present and observed the abuse and whether the abuse has happened before.
- At an appropriate time, tell the child that the matter will be referred to in confidence, always using language that is appropriate to the age and stage of development of the child, allowing for their individual need.
- Tell the child what will happen next. The child may want to accompany you to see the DSL, otherwise let the child know that someone will come to see them before the end of the day.

A written record of the conversation should be completed with the child as soon as possible. Staff should use the specific words that the child used (e.g. if referring to parts of their body), indicating these by using "speech marks/inverted commas." If a disclosure of abuse has been made by the child, staff should immediately discuss the concerns verbally with the DSL or Principal prior to writing up the record so that immediate action can be considered. If the DSL is not available, then this should not delay appropriate action being taken and staff should speak to the second DSL, Principal, or, failing that, a member of the CIS administrative team. Principals should be made aware of any referral that is made to the Kommune or the police, but staff must not delay if they are unavailable before making the referral. All documents should be kept in a secure location with restricted access.

Making Referrals to the Local Kommune

If a child is thought to be at risk of harm a referral should be made immediately to the Kommune or police if a criminal act is thought to have occurred. As it is the role of the DSL, any member of staff can make a referral to the Kommune or the police and there should be no delay if there is risk of immediate harm. The school does not require parental consent for referrals to be made to the Kommune. Consent need not be obtained from the parents if doing so would put the child's safety at risk or could jeopardize any investigation by partner agencies.

If a child has unmet needs and is not considered at risk of harm, then that could mean that the child is in need and a referral should be made to the Kommune. The school does not require parental consent for referrals made to the Kommune in these circumstances; however, it is best practice that these concerns be discussed with the parents and that any subsequent referral is made transparently with the parent's knowledge.

Confidentiality

Staff should never guarantee confidentiality to students or adults wishing to tell them about something serious, as this may ultimately not be in the best interest of the child. They should guarantee that they will not tell anyone who does not have a clear need to know and that they will pass on information in confidence only to the people who must be told in order to ensure their safety.

Passing on protection Records When a Child Leaves the School

Information sharing is vital in identifying and tackling all forms of abuse. When a child leaves the school, it is recommended that the DSL ensures that a copy of their protection records is transferred securely and confidentially to the new school. Before transferring, the DSL may arrange a telephone call with the DSL or Principal in the receiving school. Following the conversation, they will arrange for the secure transfer of documentation. Confirmation of receipt of the documentation should be retained with protection records. A protection record must be transferred separately from the main student file.

While data protection legislation places duties on organizations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure, this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

The DSL should also consider whether it would be appropriate to share information with the new school in advance of a child leaving; i.e. information that would allow the new school or college to continue supporting victims of abuse and to have support in place for when the child arrives.

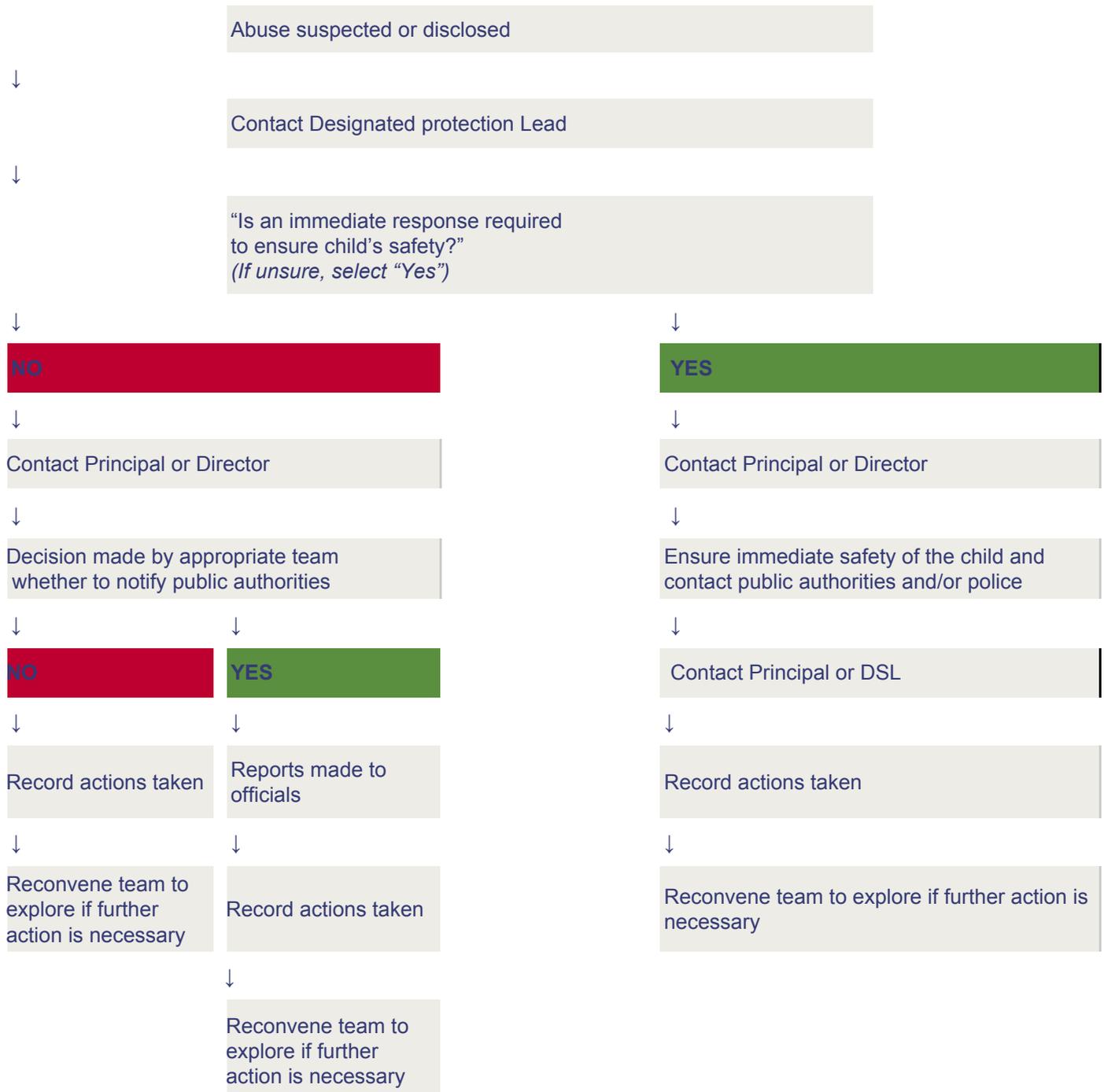
Whistleblowers

Denmark does not currently have a law protecting whistleblowers. However, all adults have a responsibility to report any concerns about poor or unsafe practices, including in relation to the care and protection of a student or students at CIS. If a member of staff believes that best practice in this area is not being adhered to or that a practice may put a student or students at risk, they should report the concern to the Principal. If the concern relates to the Principal, they should contact the Director of the school. Any whistleblowing concerns can also be raised directly with the School Board or to the police.

Concerns raised under this Whistleblowing Policy are distinct from concerns or allegations about an adult's suitability to work with or have access to children. No member of staff will suffer a detriment or be disciplined for raising a genuine concern about unsafe practices, provided they do so in good faith and follow the whistleblowing procedures.

Child protection Procedures

The school can use a range of arrangements, depending on the information available. The school will always work cooperatively with external agencies, including the local Kommune and police.



Types of Child Abuse

Child abuse and neglect are a concern throughout the world. Abuse and neglect are violations of a child's human rights and are obstacles to the child's education as well as to their physical, emotional, and spiritual development. The term 'abuse' is often used as an umbrella term. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Abuse and protection issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

Physical Abuse

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

Signs of physical abuse can include

- Injuries to parts of the body where accidents are unlikely, such as thighs, back, and abdomen;
- Respiratory problems from drowning, suffocating, or poisoning;
- Untreated or inadequately treated injuries;
- Bruising that looks like hand or finger marks or caused by an implement;
- Cigarette burns;
- Human bites; or
- Scarring, scalds, or burns.

Emotional Abuse

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

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence and regardless of whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They

may also include non-contact activities, such as involving children in looking at or in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific protection issue in education.

Signs of sexual abuse displayed by children may include

- Pregnancy;
- Sexually transmitted infection/diseases;
- Pain/itching/bleeding/bruising/discharge to the genital area/anus/mouth;
- Urinary infections;
- Difficulty walking or sitting or standing;
- Persistent sore throats; or
- Stomach aches.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely resulting in the serious impairment of the child's health or development. Neglect may occur during pregnancy, i.e. as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or caregiver failing to provide adequate food, clothing, and/or 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 caregivers); 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 of possible neglect:

- The child seems underweight, is very small for their age, or their weight deteriorates
- The child seems very overweight for their age
- The child is poorly clothed with inadequate protection from the weather
- The child is frequently absent from school for no apparent reason or persistently arrives late
- The child is regularly left alone or in charge of younger siblings

Peer on Peer Abuse

All staff must be alert to possible indicators of protection concerns which may indicate peer on peer abuse. This is most likely to include but is not limited to

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth produced sexual imagery);
- Initiation/hazing type violence and rituals; and
- 'Upskirting.'

If a child is being abused, their behavior may change in several ways. For example, they may

- Behave aggressively or be disruptive, act out, demand attention, and require more discipline than other children;
- Become angry, disinterested, and/or show little creativity;

- Seem frightened of certain adults;
- Become sad, withdrawn, or depressed;
- Have trouble sleeping;
- Become sexually active at a young age;
- Exhibit inappropriate sexual knowledge for their age or sexualized behavior in their play with other children;
- Refuse to change for gym or participate in physical activities;
- Develop eating disorders;
- Self-harm;
- Refuse to attend school or run away from home;
- Lack confidence or have low self-esteem; or
- Use drugs or alcohol.

Children with Special Educational Needs and/or Disabilities

Children with special educational needs and/or disabilities are statistically more vulnerable to child abuse, including peer on peer abuse. Additional barriers can exist when recognizing abuse and neglect in this group of children. These include

- Assumptions that the indicators of possible abuse, such as behavior, mood, and injury, relate to the child's disability without further exploration;
- Assumptions that children with disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these challenges.

Signs of abuse or neglect manifested by the parents or other responsible adult include

- Placing unrealistic expectations on the child, i.e. demanding a level of academic or physical performance of which they are not capable;
- Offering conflicting or unconvincing explanations of injuries to the child;
- Appearing indifferent to or overtly rejecting the child;
- Denying the existence of or blaming the child for the child's problems at home or at school;
- Seeing and describing the child as worthless, burdensome, or in another negative light;
- Refusing offers of help for the child's problems; or
- The child appearing isolated physically/emotionally.

Grooming

Grooming is the process by which an individual prepares a child, significant adults and the environment for abuse of this child. Children and young people can be groomed online or in the real world, by a stranger or by someone they know. Groomers may be male, female, or of any gender identity. They could be any age. Most children and young people do not understand that they have been groomed or that what has happened is abuse. The signs of grooming are not always obvious. Groomers will also go to great lengths not to be identified.

Children who have been groomed may

- Be very secretive, including about what they are doing online;
- Have older boyfriends or girlfriends;
- Go to unusual places to meet friends;
- Have new things such as clothes or mobile phones that they can't or won't explain;
- Have access to drugs and alcohol;
- Go missing from home or school;

- Display behavioral changes;
- Have sexual health issues; or
- Present as suicidal, self-harming, depressed, or unworthy.

In older children, signs of grooming can easily be mistaken for 'normal' teenage behavior, but you may notice unexplained changes in behavior or personality or inappropriate sexual behavior for their age.

Children may be experiencing grooming and/or abuse online if they

- Spend a lot, much more, or much less time online, texting, gaming, or using social media;
- Are withdrawn, upset, or outraged after using the internet or texting;
- Are secretive about who they're talking to and what they're doing online or on their mobile phone; and/or
- Have a lot of new phone numbers, texts, or email addresses on their mobile phone, laptop, or tablet.

Online Safety

Technology often provides the platform that may facilitate harm to children. DSLs are responsible for overseeing online safety in schools and should inform the staff group accordingly of situations including but not limited to child sexual exploitation and sexual predation. The school will protect and educate the school community in their use of technology and has mechanisms to identify, intervene in, and escalate any incident, where appropriate.

Three Main Areas of Risk: Content, Contact, and Conduct

Content: being exposed to illegal, inappropriate, or harmful material. **Contact:** being subjected to harmful online interaction with other users. **Conduct:** personal online behavior that increases the likelihood of or causes harm; e.g. the making, sending, and receiving of explicit images or online bullying.

All staff should be aware of the risks posed to children by technology and the internet and should understand their role in preventing, identifying, and responding to harm caused by its use.

All staff should be familiar with the school's [Digital Safety Policy](#), which sets out the school's approach to online safety in further detail.

Professionals refer to the issue as 'sexting,' however, there is no clear definition of 'sexting'. According to research, many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via cell phones or over the internet.' This policy only covers the sharing of sexual imagery by children. It also presents a range of risks which need careful management. On this basis, this policy introduces the phrase 'youth produced sexual imagery' and uses this instead of 'sexting.'

What is Youth Produced Sexual Imagery?

'Youth produced sexual imagery' best describes the practice because

- 'Youth produced' includes children sharing images that they, or another child, have created of themselves.
- 'Sexual' is clearer than 'indecent.' A judgement of whether something is 'decent' is both a value judgement and dependent on context.
- 'Imagery' covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the policy).

What types of incidents are covered by this policy?

- A child creates and shares sexual imagery of themselves with a peer.
- A child shares sexual imagery created by another child with a peer or an adult.
- A child is in possession of sexual imagery created by another child.

Disclosure

All members of staff (including non-teaching staff) should be aware of how to recognize and refer any disclosure of incidents involving youth produced sexual imagery. This will be covered within staff training. Disclosure about youth produced sexual imagery can happen in a variety of ways. The child affected may inform a class teacher, the DSL in school, or any member of the school staff. They may report through an existing reporting structure or a friend or parent may inform someone in school, a colleague, or the police directly. Any direct disclosure by a child should be taken very seriously. A child who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

Handling Incidents

All incidents involving youth produced sexual imagery should be responded to in line with this policy. When an incident involving youth produced sexual imagery comes to a member of staff's attention,

- The incident must be referred to the DSL as soon as possible;
- The DSL must hold an initial review meeting with appropriate school staff;
- The DSL must follow the procedures and guidance set out in 'Sexting in schools and colleges: responding to incidents and protection young people;'
- The children involved must be interviewed (if appropriate);
- Parents of each child must be informed at an early stage and involved in the process, unless there is good reason to believe that involving parents would put the child at greater risk of harm and jeopardize any police/social care investigation; and
- At any point in the process, if there is a concern that a child has been harmed or is at risk of harm, a referral must be made to the Kommune and/or police immediately.

Safe Recruitment of Staff and Volunteers

CIS prioritizes embedding a culture of safe recruitment as part of our strategy for preventing harm to children. CIS procedures for checking the suitability of staff and volunteers who work with children are always followed.

New Staff

Prior to the first day of employment, all new staff must

- Successfully complete an in-person interview;
- Provide three (3) current professional phone and/or video conference references, including a reference from a current supervisor;
- Submit professional documentation;
- Provide a criminal background check from country of residence for the previous five (5) years;
- After the candidate moves to Denmark, complete a Børneattest (Danish child protection certificate) after 6 months; and
- Provide photo identification (passport, driving license, or Danish residency card).

Within the first 30 days of employment, all new staff must

- Complete the child protection training provided by CIS and
- Read the staff handbook and document that they have reviewed the CIS Child protection Procedures.

Volunteers who work with students on a 1:1 basis:

CIS values the high number of volunteers who give time to the students. Prior to the first day of volunteering, volunteers must

- Successfully complete an in-person interview;
- Provide a criminal background check from countries of residence for the previous five (5) years;
- Complete a Børneattest (Danish child protection certificate);
- Provide photo identification (passport, driving license, or Danish residency card); and
- Complete the child protection training provided by CIS and document that they have reviewed the CIS Child protection Procedures.

Training of Staff, Temporary Staff, Volunteers, and Contracted Workers

CIS is committed to the regular and systematic training of all staff and volunteers in protection students. Child Protection training is MANDATORY for all CIS staff and is a condition of employment at CIS. All staff, volunteers, and contractors working with children must successfully complete the online course. Temporary staff and volunteers who work with children are also made aware of the school's policy for child protection and their respective responsibilities. The online training course is offered at various times during the academic year for new employees and annual documentation of training is maintained.

The school is committed to proactively teaching children about protection, including online safety, as part of our approach to offering a broad and balanced curriculum. Through ongoing work with the children, we aim to build resilience so that every child knows that we are a 'telling school' and that speaking up about any concern is valued and actively promoted. This includes raising a concern about themselves or about another.

We actively promote the view that children should feel able to raise any concerns that they may have. This includes when they have a concern about a friend or peer. We take the following measures to inform children to ensure that they know how to raise a concern: assemblies, advisory and form classes, discussion in lessons, and references in student surveys.

Pre-service staff training

- Child protection procedures, form at CIS (reporting)
- Types/signs of abuse
- Safe working practices

Student Support Services maintains certification of staff, coaches, volunteers, and after school staff who have successfully completed the online course.

Where the CIS Child protection Policy and Procedures can be found:

- CIS website
- CIS staff handbook
- Division portals

Professional Conduct

Staff must

- Uphold the reputation and standing of the respective professions represented in the school.
- Take all reasonable steps in relation to the care of students under their supervision, so as to ensure students' safety and welfare.
- Work within the framework of relevant Danish law (ServiceLOVEN § 153).
- Comply with national and school policies, procedures, and guidelines which aim to promote student education and welfare and child protection.
- Immediately report, where appropriate, incidents or matters which impact student welfare (see flow chart).

The safety and wellbeing of children in our school is dependent on the vigilance of all our staff and their prompt communication to the DSL or Principal of any concerns, no matter how small, about any conduct by an adult which causes doubt of an adult's suitability to work with or have access to children. All references in this section to "adult" should be interpreted as meaning any adult (defined above) and visitor, unless otherwise stated. The school is conscious of its duty of care to students and will always act, including if alerted to the possibility of abuse arising from situations or persons outside the school setting.

The notification and prompt handling of all concerns about adults, including those raised by individuals about themselves, is fundamental to protection children. It helps to identify and prevent abuse and to protect adults against misunderstandings or misinterpretations. It also encourages openness, trust, and transparency and clarifies expected behaviors. Those raising concerns or reporting allegations in good faith will always be supported and adults about whom concerns or allegations have been raised will not suffer any detriment unless the concern or allegation is found to be substantiated.

If a staff member has been the subject of a police investigation or charged with a crime, they must disclose this to the Head of Human Resources.

Code of Conduct

All staff must behave responsibly and professionally in all dealings with children and specifically with students for whom they have a duty of care. All staff must follow the procedures set out in our 'Staff Code of Conduct including Acceptable Use Policy.' Staff should always avoid behavior which might be misinterpreted by others. As a result of their knowledge, position, and/or the authority invested in their role, all adults working with children and young people are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a student cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Staff should note that it is an offence for a person in a position of trust to touch a child in a sexual way or have a sexual relationship with a child, even if the relationship is consensual. A position of trust could arise even if the member of staff does not teach the child.

Safe Working Practices

- Staff must exercise common sense and good judgment in their interactions with students.
- Staff will not intrude on a student's physical or emotional boundaries unless necessary to serve an educational or physical, mental and/or emotional health purpose.

- Staff will communicate effectively with students, colleagues, parents, school management, and others in the school community in a manner that is professional, collaborative, supportive, and based on trust and respect.
- Staff will ensure that any communication with colleagues, parents, school management, or others is appropriate, including communication via electronic media, such as email, texting, and social networking sites.
- Staff are expected to be aware of the appearance of impropriety in their own conduct and the conduct of other staff and volunteers. Staff will report issues to their division principal or supervisor whenever they suspect or are unsure whether conduct is inappropriate or constitutes a violation of this policy.
- Staff are prohibited from online socializing from personal accounts with students or from any use of technology with students that violates school policies and other generally recognized professional standards.

The following activities are boundary violations and can create the appearance of impropriety or result in impropriety. Whenever possible, staff should avoid these situations. If unavoidable, these activities should be reported to the staff member's supervisor and, if possible, approved in advance of the activity.

- Being alone with an individual student out of the view of others, except when necessary because of the staff member's professional responsibilities.
- Inviting or allowing individual students to visit the staff member's home, unless the visit arises out of the student's relationship with the staff member's child or a relationship between the student's parent/guardian and the staff member.
- Visiting a student's home, except as part of assigned professional responsibilities; unless the visit arises out of the student's relationship with the staff member's child or a relationship between the student's parent/guardian and the staff member.
- Social networking with students when there is no legitimate educational purpose for doing so.

Safe Working Practices (Extra-Curricular)

Those involved in physical, extra-curricular, and overnight activities must follow requirements in addition to those set out in the Teachers/Educators code of conduct.

Within the limits of their control, PE teachers/coaches/activity leaders have a responsibility to ensure, as far as possible, the safety of the students/players/performers with whom they work:

- All reasonable steps should be taken to establish a safe working environment.
- The working environment should be kept within the regular and approved practice of their sport as determined by the national/international governing body.
- The activity undertaken should be suitable for the age, physical and emotional maturity, experience, and ability of the performers.
- Coaches have a duty to protect children from harm and abuse, this includes during overnight supervision situations ([NECIS By-Laws June 2016](#)).
- Performers must be systematically prepared for the activity and made aware of their personal responsibilities in terms of safety.
- Coaches must always show concern towards sick and injured players and follow the advice of a trained medical trainer when determining whether an injured child is ready to recommence training and competition or should receive further medical assistance.
- Where appropriate, coaches must obtain qualifications and keep up to date with first aid, the latest coaching practices, and the latest principles of growth and development of children.

- Any physical contact with a child should be appropriate to the situation and necessary for the player's skill development or medical care/safety and in line with correct practice as outlined by the appropriate national/international governing body.

Allegations Made Against Members of Staff (Internal Systems)

Every Teacher is Personally Accountable for His/Her Own Behavior and Work Performance

Early intervention at the appropriate level to address perceived inappropriate behavior is desirable for all parties to minimize the risk of having to escalate sanctions as provided for in these procedures. Every effort will be made by the Designated protection Lead to address alleged or perceived shortcomings in work and conduct through informal means without invoking the formal disciplinary procedure.

Where circumstances warrant, a teacher may be placed on administrative leave with full pay pending an investigation, the outcome of an investigation, a disciplinary hearing/meeting, or the outcome of a disciplinary hearing/meeting.

The procedures are intended to comply with the general principles of natural justice and provide

- That there will be a presumption of innocence. No decision regarding disciplinary action can be made until a formal disciplinary meeting has been convened and the employee has been afforded the opportunity to respond to the allegations raised.
- That the employee will be advised in writing in advance of a disciplinary meeting of the precise nature of the matters concerned and will be given copies of all relevant documentation. In the case of a complaint, this detail will include the source and text of the complaint as received. An allegation should be in writing.
- That details of the allegations, complaints, or issues of professional competence be put to the teacher concerned.
- That the right of a member of staff concerned to have access to and to view his/her personnel file (to include all records in relation to the teacher in hardcopy or electronic format, held by the school) will be fully respected.
- That the teacher concerned be given the opportunity to respond fully to any such allegations, complaints, or issues of professional competence.
- That the teacher concerned is given the opportunity to avail his/herself of representation by a work colleague or trade union representative(s).
- That the teacher concerned has the right to examine and challenge all evidence available and to call witnesses or persons providing such evidence for questioning.
- That due importance be given by the leadership team to ensure the ongoing safety and well-being of the person who made the original allegation.
- That the teacher concerned has the right to a fair and impartial examination of the issues being investigated, taking into account the allegations or complaints themselves, the response of the teacher concerned, any representations made by or on behalf of the teacher concerned, and any other relevant or appropriate evidence, factors, or circumstances.
- That CIS, as employer, has a duty to act reasonably and fairly in all interactions with staff and to deal with issues relating to conduct or professional competence in a confidential manner, protecting the dignity of the teacher.
- That all matters relating to the disciplinary procedure are strictly confidential to the parties and their representatives.
- That it will be considered a disciplinary offense for any person to intimidate or exert inappropriate pressure on any person who may be required to attend as a witness.

- That where a decision is taken to impose a disciplinary sanction, the sanction imposed will be in proportion to the nature of the conduct/behavior/performance that has resulted in the sanction being imposed.
- That these are without prejudice to the right of a teacher to have recourse under the law to protect his/her employment.

Responsibilities of the CIS School Board

The school Board is responsible for ensuring that the school has systems and processes in place to ensure that young people are kept safe, and that checks are performed which prevent those who pose a risk of harm from working with children. The Board ensures that the school has a comprehensive protection policy that is annually reviewed. The CIS School Board delegates to the Director of CIS to ensure the policy is properly implemented. The Board should be advised by the Director of any significant incidents that may require a review of existing policy or practice.

Acknowledgements

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- NECIS By laws
- Council of International Schools
- International Council of Missing and Exploited Children