



# **MERIDIAN INTERNATIONAL SCHOOL**

## **Child Protection & Safeguarding Policy**

Review Date: 22nd August [2022]

Next Review Date: 21st August [2023]

Approved by: Meridian International School Administration



[MIS] Secondary & High School Safeguarding Team (2022)



# Meridian International School

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# Child Protection & Safeguarding Policy

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# Child Protection & Safeguarding

## 1. Rationale

*“Children are not the people of tomorrow, but are people of today. They have a right to be taken seriously, and to be treated with tenderness and respect. They should be allowed to grow into whoever they were meant to be - the unknown person inside each of them is our hope for the future.”*

Janusz Korczak (1920)

**Meridian International School [MIS]** is an educational institution committed to safeguarding and protection of the students under our care. Together as a family - parents, guardians, students, teachers, staff and our partner organisations - we shall endeavour to promote and ensure the well-being of everyone in our international community. We recognise that, as a school, we are responsible for the welfare of young people and have a duty to protect them from harm in an increasingly complex modern world. All around the world, it is our utmost belief that children should have access to a safe and enriching education. A school should be a place to develop and grow, not just in a learning and academic sense, yet also from a prospective of moral character. Young people up to the age of 18 (and beyond) have the right to achieve this in a space free from danger, threat or persecution, one in which they are safe from abuse and other safeguarding concerns.

**Our demand is that everyone associated with Meridian International School respects our Child Protection & Safeguarding Policy. We are alert to the signs of abuse and neglect and follow the procedures outlined in this policy to ensure that our students receive effective support, care and protection.**

The core procedures of this policy come from a mixture of Czech, British and international sources. As a British School Overseas (BSO) in the Czech Republic, we follow the central laws which govern our home country. Yet, we also acknowledge the values and virtues - not just of child protection - in respect to our institution's safeguarding approach, which is influenced greatly by the guidelines from the Department of Education (D-of-E) in the United Kingdom. These are regularly reviewed and, as a BSO institution, we are proud of our status. At **[MIS]** we fully recognise our responsibilities for child protection and are aware that the safeguarding and promotion of the welfare of children is of paramount importance.

Specifically, our Child Protection & Safeguarding Policy is influenced (amongst others) by the recommendations from the following UK & Czech Republic (CZR) sources:

- (i) UK | “Keeping Children Safe in Education” (September, 2022)  
<https://tinyurl.com/yckan362>
- (ii) UK | “Working Together to Safeguard Children (July, 2018)  
<https://tinyurl.com/uspeypkr>
- (iii) UK | “Prevent Duty” (June, 2015)  
<https://tinyurl.com/2mam8dvw>
- (iv) CZR | “Department of Social & Legal Protection of Children” (Praha 8)
- (v) UN Convention on the Rights of the Child

The promotion of the welfare of young people up-to-and-including the age of 18 is the responsibility of everyone. This is why safeguarding exists. It is all our responsibility. Everyone who comes into contact with children, their families and guardians have a role to play in safeguarding children. This is especially the case in a multi-national, multi-ethnic, and multi-religious school, something which **Meridian Interantional School** is proud to be. This philosophy cannot be better summarised than in **Article 26 of the UN Convention**: “Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship amongst all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace”.

**[MIS]** is not naïve to the fact that to achieve the above is achieved through hardwork and dedication; we must be vigilant to all possible dangers children are faced with. As it is written in *Keeping Children Safe in Education (2022), Page 137 - 139*, a school’s responsibility is to look out for signs of abuse such as physical, emotional, sexual abuse, neglect, yet also concerns such as misuse of substances, child-on-child abuse, radicalisation, dissemination of pornography and/or child-pornography, and bullying. These are to name a few signs. A school’s responsibility is to never fail in the following: “It is important for children to receive the right help at the right time to address safeguarding risks and prevent issues escalating and to promote children’s welfare. Research and serious case reviews have repeatedly shown the dangers of failing to take effective and immediate actions. Examples of poor practice includes failing to act on and refer the early signs of abuse and neglect.” (pp. 139 - “**Keeping Children Safe in Education**”, 2022).

As we all have a role to play in the safe educational development of children in our daily care, a safe environment should be created, so that they feel free to talk about their worries, concerns and fears. Doing our utmost to guarantee this, **[MIS]** professionals do their utmost to ensure that a vigilant approach is adopted and always maintained. We endeavour to be consistent and dedicated to acting in the best interest of our students.





## 1.1 Purpose of the Policy

Research from the Council of Europe states that a staggering 1-in-5 children on the continent are victims of some form of sexual violence. This includes sexual touching, rape, sexual harassment, grooming, exhibitionism, exploitation in prostitution and pornography, online sexual extortion and coercion and, sadly, more. About 1/3 of children do not report or tell anyone about the abuse they have suffered and it's estimated that between 70% and 85% of children know their abuser, the majority being victims of people in positions of trust (*La Chaîne des Droits Humains* - <https://human-rights-channel.coe.int>).

As teachers and leaders in **Meridian Interantional School**, our day-to-day contact with our students can commonly be longer than they spend at home in contact with their family members. Our staff are in a prominent position to notice changes in the behaviour of our students, to first suspect or discover signs of abuse/neglect. As [MIS] encourages a positive and caring relationship between teacher and student, we believe our students will turn to trusted adults in school, whether it be their Class Teacher, a favoured subject teacher, the School Counsellor, Head of School or a friendly administration member. We acknowledge and understand the importance of this integral role in a child's development and life.

Abuse of children can and does occur in all communities, regardless of the child's background and gender, or the offender's nationality, religion, sexual orientation, gender, ethnicity, culture or social status. As such, it is vital that school staff are alert to the signs of abuse and understand the procedures for report their concerns. This is why the teachers and administration of [MIS] are trained during every academic year.

To ensure the above, the core safeguarding principles of our school are:

-  A commitment to safeguard and promote the welfare of children, making this a paramount importance for daily school life
-  To offer a protected, comfortable, safe, environment for children, one which allows them to achieve their aims, goals, ambitions, and to succeed in education without fear or hinderance
-  A promise to review the policy regularly, to ensure we are up-to-date with new developments, policies, or legislation
-  To involve and inform our entire staff, students and parents, about the importance of child protection and safeguarding practices



This policy should be considered alongside and in conjunction with other school releases. These include Meridian International School's (i) Welfare Health & Safety Policy, (ii) Anti-Bullying Policy, (iii) Online Safety Policy, (iv) Personal Device Policy, and (v) Positive Behaviour Policy. All of these together emphasise our total commitment to child safety and welfare.

## 1.2 Introducing Our Safeguarding Team

In 2021, Dr. Elena Gonata was appointed as our school Head of Safeguarding and Counsellor. Working also as our Secondary & High School music teacher, Elena has built a team that serves all sections of **Meridian International School**.



**Dr. Elena Gonata, PhD** | Head of Safeguarding / Designated Safeguarding Lead (Secondary & High School)



**Ms. Arianne Elbaum-Rejsek** | Designated Safeguarding Lead (Early Years & Primary School)



**Ms. Radka Žaková**  
Safeguarding Team  
(Early Years & Primary)



**Ms. Jodi Miller**  
Safeguarding Team  
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**Mr. Daniel Flynn**  
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**RNDR. Anna Florianová,  
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Safeguarding Team  
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**Mr. Geoff Price**  
Safeguarding Team  
(Secondary & High School)



**Ms. Katerina Farr-Williams** | Safeguarding Team (Secondary & High School)

All students, parents, guardians and teachers/staff should familiarise themselves with the members of our Safeguarding Team. They can be spoken to in person, or they can be contacted via EduPage. The team has been chosen for their experience, yet also for the diversity of their roles across **[MIS]**. Aware that students have different relationships with different teachers, some feeling more comfortable speaking to female teachers, some to male, some to younger NQT members of staff closer to their age, the aim was to create a functioning team that is accessible to every student. There will always be someone to reach out to for help and/or guidance at any time.

## 1.3 Terminology & Definitions

Please find a brief description of frequently referenced terms used throughout this policy. This includes further definitions of what [MIS] categorises as important child care.

- ✚ “Children” in the context of this policy and school operations relates to everyone up to the age of 18; however, if any young person is formally enrolled at [MIS] or involved in a situation for which we are responsible, this is extended beyond eighteen years of age (typically until graduation)
- ✚ The words “student(s)” and “pupil(s)” may be used interchangeably throughout the document and refer to children who study at [MIS] according to the above definition
- ✚ “Child Protection” is a term directly applicable to those young people identified as being at *potential risk* or *direct risk* to forms of abuse/neglect identified in this policy
- ✚ “Safeguarding” refers to the process of protecting minors from abuse or neglect. Further, it aims to prevent the the impairment of a child’s health or development, working to ensure that children grow-up in circumstances consistent with a normal provision for safe and effective care
- ✚ Safeguarding and ensuring the protection/welfare or children is regarded as a duty to:
  - Keep children protected and away from negative influence or mistreatment
  - Prevent the impairment of a child’s mental and physical health or development
  - Obviate any threats which may impair a child’s healthy cognitive and natural physical development
  - Ensure that children grow up in circumstances consistent with the provision of safe and effective care
  - Take action to enable all children to have the best educational outcomes and life chance
- ✚ “Safeguarding” and its application is a core value and relates to all members [MIS]; it is a chief consideration in the organisation, planning and development of the school, whether it be educational and curriculum changes, pastoral improvements, or extra-curricular activities
- ✚ “Safeguarding” relates not just to [MIS] students but also to young people visiting us for tournaments, events or club activities



“Safeguarding” does not apply only to “child protection” and its related concerns; it is a much larger, deeper element, of full school and the provision to provide a safe educational setting. “Safeguarding” also relates to the following, which will be referred to in this policy:

- Equalities policy: the demand that everyone is treated equally and fairly regardless of social, national, ethnic or religious background
- Recruitment: that schools practice the safe hiring of employees and ensure that all staff members are trained and aware of safeguarding
- Behaviour Management: that a positive system of behaviour is an integral factor of a successful and safe school with strict but fair anti-bullying practices
- Safe information sharing: everyone has the right to privacy
- Attendance policy: that student attendance is monitored and undertaken according to the laws of the Czech Republic
- Medical needs: that students are healthy and safe in school, with assistance of medical care if required
- Technology: whether it be online or in regard to personal devices and mobile phones, students should be informed of and taught about safe practices
- PSHEE & Sex & education: that the school provides a positive and progressive sex education and associated wider topics of PSHEE
- Curriculum: the school learning framework supports elements and ideas from safeguarding practices and also PSHEE components

# Child Protection & Safeguarding Policy

## 2. Safeguarding & Child Protection Management

*“Safeguarding & promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.”*

Keeping Children Safe in Education | UK Department of Education (2022)

All those who work at **Meridian International School** have a responsibility to ensure a safe and enriching learning environment for students. This is not just in regard to the roles of Safeguarding Leads or Deputy Safeguarding Leads, but the school management (Directors, Heads of Section), Teachers, and all those employed by **[MIS]**. As with our other school policies, we follow local laws in the Czech Republic in regard to child protection and safeguarding, whilst also using aforementioned frameworks from the UK’s Department of Education to heavily influence the core values of our philosophy. Of course, there are differences between the two countries, yet **[MIS]** believes we have found the correct balance to ensure the safety of those to whom we have a responsibility.

### 2.1 Aims of Safeguarding Procedure

All those who work in education know that the responsibility of a good teacher is not just knowledge and passion of their subject. “Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have a strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.” (**Teachers’ Standards | UK Department of Education | December, 2021**). It does not rest here. A teacher is also a confidante, a care-giver, sometimes a friend, sometimes a mentor, sometimes a disciplinarian and guide of what is right and wrong. It is important that a well-structured safeguarding management system is in place.

Using “Keeping Children Safe in Education” (2022) as our key guide, **Meridian International School** aims to ensure that the principles of this document are upheld and maintained. As such, our main aim of safeguarding management is to offer a *child centred and coordinated approach to safeguarding* (page 6). The aims of the school’s safeguarding system take into account the understanding of and vigilance toward:

- ✚ The key role any school plays in the safeguarding management of children
- ✚ The importance of a firm school-parent relationship, as families have a key role to play in any child's welfare
- ✚ The best interests of the child should be considered at all times
- ✚ The identification of concerns is not always simple and automatic, even the most basic of concerns should be identified, shared, followed by action
- ✚ The fact even experienced educators make mistakes and should be hyper-vigilant, understanding the difficulty to fully comprehend a child's circumstances inside and outside of school
- ✚ The need of school leadership to establish a safeguarding team, particularly a *Designated Safeguarding Lead* (DSL) who will provide and support staff to carry out their safeguarding duties and who will liaise closely with local services in Prague and the wider Czech Republic
  - The DSL can appoint and work with approved "deputies" who have been selected for appropriate, justified reasons, related to the concerns of children in the school they operate
- ✚ The requirement to ensure that all staff understand how to report safeguarding concerns in the school and what support is available to them
- ✚ The need to train and promote all school policies that relate to child safety and concern, including but not restricted to:
  - Child Protection & Safeguarding Policy (particularly pages \_\_ to \_\_ in this document, related to staff code of conduct and the school's report procedure)
  - Anti-bullying Policy
  - Positive Behaviour Policy
  - Personal Device Policy

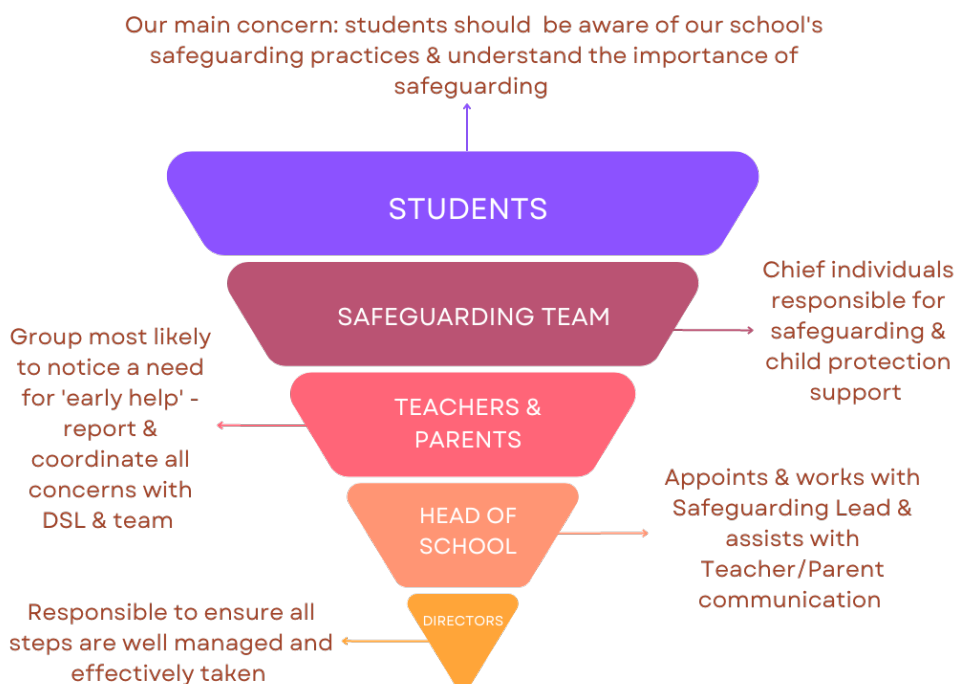
## 2.3 Roles & Responsibilities

**Meridian International School** operates a safeguarding approach which utilises a "top-down" pyramid of responsibility. In the implementation of child protection and safeguarding procedure, it is important to understand who is responsible for what and how people in different school roles operate.

### (2.3.1) Basic Description of Safeguarding Approach

**Students:** being the largest and most vulnerable category, those who are the primary concern of this policy, it is appropriate that they dominate importance when it comes to safeguarding procedure. It is important that students are aware of the policy and also operate in a manner according to the safeguarding guidelines. **Safeguarding Team:** the chief group of people responsible are the first point of call for any safeguarding matter in the school. They work closely with our students and are an equally important communication point between teachers, parents and the school leadership. It is the responsibility of the entire school to ensure students know

## Safeguarding Approach






who the members of the *safeguarding team* are. **Teachers & Parents:** children will interact more with their teachers and their families than anyone else. In general day-to-day/class-to-class contact, it is highly likely that it will be teachers that notice any signs of possible abuse/neglect. It is their responsibility to report this immediately to a member of the safeguarding team. It can happen that parents contact the school about a safeguarding issue, perhaps, on occasion, in regard to a child which is not theirs. As teachers,



particularly a student's *Class Teacher*, will be a frequent source of contact for parents, it is likely they will speak to a member of staff first, despite being informed of how to contact members of the safeguarding team. It should also be highlighted that, when dealing with safeguarding issues which do not fall into the category of physical abuse, such as emotional neglect/bullying and related matters, academic performance will commonly suffer and teacher-parent communication may have started due to this. It is the responsibility of the teacher to report any such communications with a member of the safeguarding team, especially if the concern is a child protection issues related to a parent. **Head of School:** each section of [MIS] has a leader responsible for the day-to-day operations of the school. In regard to safeguarding - *note: it is often the case that a Head of School is a member of the safeguarding team, though does not have to be the Designated Safeguarding Lead* - the Head of School will select the Designated Safeguarding Lead and assist this individual with appointing members of the safeguarding team. It is vital that the Head of School offers the DSL full-support and they will assist with situations such as contact local authorities, parents and speaking to students. **Directors:** the senior school leadership are responsible to ensure that the overall function of the school is operating accordingly. Safeguarding is a key and normal element of this. When needed, the School Directors will lend support to any of the other members of the safeguarding process. Generally, they will be involved if any matters escalates above what can be handled at this in-school and local-authority level, helping if the authorities of the Czech Republic are involved or if there is a legal aspect.

### **(2.3.2) Role of Students**

Most importantly, it should be made clear that children/students do not have a formal role in the school's safeguarding procedure. However, as experienced educators, [MIS] is well aware that students can often raise safeguarding concerns about an individual friend or classmate. In these cases it is very important that the handling of information received from a student is treated professionally, unemotionally and, in the case of someone being accused, to not encourage or "urge" a student to speak if they do not wish to (in case false information is imparted). It is likely that students will also be better informed than staff about safeguarding concerns related to social media and personal device use, for example "group chats" or possessing images without consent. With caution, the Designated Safeguarding Lead will work with students so they know:

-  A school Child Protection & Safeguarding Policy exists and they know where to access and download it if necessary; a paper copy is also available from the DSL upon request
-  The particulars of child safety concerns, such as identifiable signs of abuse and neglect
-  Who they can speak to and who they can report private information to

- ✚ Any and all information given to the DSL, member of the Safeguarding Team, will be kept and held in the strictest confidence; however, they should also be aware that any information may lead to the parties referred to being involved in later parts of the safeguarding progress
- ✚ The rules and procedure of the Positive Behaviour Policy and other policies related to good school etiquette
- ✚ How they should act in and around school, to be a positive influence and role models for everyone in the school (particularly older students with younger students, for example Key Stage 4/5 students serving as observable mentors to Key Stage 3 pupils)
- ✚ The dress code of [MIS] so that any possible safeguarding issues are avoided (for example, with clothing containing offensive images, radicalised content, or suggestive sexual imagery)

### **(2.3.3) Role of Designated Safeguarding Lead [DSL] & Safeguarding Team**

The Designated Safeguarding Lead [DSL] is the most important person in the safeguarding procedure. Often, this person is a member of the School Leadership team, however it is beneficial for at least one member of the senior safeguarding team to not be a senior school employee. The DSL is the chief person responsible for child protection and safeguarding matters within the school (including online safety), ensuring that UK-guidelines in regard to policy and procedure are up-to-date. Working with the Head of School and Director of School, they will also understand how the policies align with local legislation in the Czech Republic. The DSL will be available for students and other members of [MIS] staff during school hours and also outside of school hours when needed. The three broad areas of responsibility are (i) managing reports of abuse; (ii) ensuring that everyone in the school is informed of safeguarding practice; and (iii) offering training to staff. The [DSL] is responsible for:

- ✚ Ensuring the child protection and safeguarding policy aligns with both the expectations of legislation in both the Czech Republic and the UK
- ✚ Making themselves and their role known to students, to make themselves approachable so students feel comfortable speaking to them; to be an understanding and thoughtful listener
- ✚ Updating teachers and all staff on specific safeguarding and child protection matters and issues (whether it be in staff meetings, using the school's messaging system, or general updates)

- ✚ Providing advice and support to teachers and staff, as well as others within the school's community on child protection and safeguarding matters
- ✚ Keeping written records of all concerns, in the form of child protection files, ensuring that such records are stored securely, these will be shared with the Head of School in the case that they are also part of the safeguarding team
- ✚ Referring cases of suspected abuse or allegations to the local authority in accordance to Czech Republic social-work/police procedure; this includes teachers and other members of staff in school
- ✚ Communicating with the Head of School on any issues if and when they arise in school; seeking support from the Head of School when necessary
- ✚ Communicating with the Director of School about any important safeguarding developments and, if needed, to report any cases of crime to the local Czech police
- ✚ Checking student attendance to ensure parents are contacted in the event of an extended absence without a written excuse
- ✚ Ensuring that teachers and staff have signed to confirm they have attended the safeguarding training seminar, that they have read and understood the child protection and safeguarding policy, as well as possess a familiarity with the *Keeping Children Safe in Education (2022)* document
- ✚ Keeping a record of teacher and staff training
- ✚ Working with external organisations as and when necessary, either when it is about a direct safeguarding concern or with respect to arranging speakers or outside professional to assist with the safeguarding procedure
- ✚ Promoting the school's commitment to safeguarding and children protection to parents and the wider community in all areas of the organisation, including ensuring that the child protection policy is easily available to all
- ✚ Reporting information about safeguarding issues when a child from [MIS] moves to a new school; responding to enquiries from the safeguarding team in other educational institutions if they have questions or concerns
- ✚ Ensuring that relevant PSHEE and safeguarding/child protection material is available to teachers as a means to extend curriculum content; to work with *Class Teachers* to help them prepare for monthly meetings with the year groups they are responsible for

### (2.3.4) Role of Teachers in Safeguarding Procedure

All members of [MIS] have a responsibility to read this policy in conjunction with the UK's Department of Education safeguarding guidance "Keeping Children Safe in Education" (September, 2022). It is recommended that this guidance is read annually and staff will be instructed to do so at the start of each academic year during the compulsory safeguarding training seminar. In particular, all teachers and staff members are encouraged to read Part 1 & Annex A of the above KCSE document. All teachers should be keenly aware of:

- ✚ Who the Dedicated Safeguarding Lead is and to be able to identify other members of the Safeguarding Team
- ✚ The channels of communication with the Safeguarding Team and how/when they can be contacted and spoken with formally
- ✚ The school's systems which support safeguarding and child protection, including all associated policies (such as the Positive Behaviour and Personal Device policies)
- ✚ Signs of different types of abuse and neglect, as well as specific safeguarding issues, including but not limited to child sexual exploitation, female genital mutilation and radicalisation (as found in The Prevent Duty)
- ✚ How to respond if they identify a safeguarding issue or if a student discloses that they are being abused or neglected, in particular how to maintain an appropriate level of confidentiality while liaising with the Designated Safeguarding Lead and other appropriate professionals such as the Head of School or Director of School
- ✚ The safeguarding response in regard to students with poor attendance or those who bring an abrupt end to their education
- ✚ Their responsibility to set a good example to students by conducting themselves appropriately and maintaining suitable standards of conversation/interaction between students
- ✚ The need to help pupils understand how to keep themselves safe and manage risk through PSHEE discussions and through all aspects of school life
- ✚ Fostering a culture of trust between adults who work at the school and other children who attend it
- ✚ What training they should undertake to identify and be alert to possible causes or symptoms of abuse

### (2.3.5) Role of Parent(s)/Guardian(s) in Safeguarding Procedure

Outside of school, particularly with students in Reception, Key Stage 1, Key Stage 2, and Key Stage 3, parents/guardians are the ones most in contact with their children (outside of school and friendships). Similarly, it is likely that parents will encounter other students from school, owing to friendships, parties, out of school socialising, etc. What is often complicated is if a parent notices abuse, neglect, or another safeguarding issue (perhaps related to a teacher or another in-school member), and they wonder what the next step is? This can be complicated and [MIS] understands any potential hesitation. Our advice, when it comes to reporting an issue, is taken from the UK's Department of Education "Information Sharing: Advice for Practitioners Providing Safeguarding Services" (July, 2018). This will be more substantially detailed in [ \_ \_ \_ ] of this policy. However, parents remain an integral part of our safeguarding procedure and wider school community. As such, [MIS] wishes that parents are cognizant of the following:

- ✚ This policy and its contents, with particular regard to the section on reporting suspected abuse or safeguarding cases
- ✚ An understanding of the signs and triggers of child abuse and neglect, whether they be physical or emotional
- ✚ To understand that all information received will be kept confidential, yet we are obliged to possibly report to the local Czech Republic authorities if an investigation into the raised concern demands it
- ✚ To help us protect the children in our care and create a safe learning environment. Information in the aforementioned "Information Sharing" policy which states: "Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Every practitioner must take responsibility for sharing the information they hold, and cannot assume that someone else will pass on information, which may be critical to keeping a child safe" (page 6).
- ✚ Who is the [DSL] and other members of the Safeguarding Team
- ✚ Communication channels: how can someone in the school be contacted and what platform is preferred? In this case, as with other school procedures, this is via the school's E-School system "EduPage" (Primary School: <https://meridian.edupage.org> / Secondary & High School: <https://meridiansh.edupage.org>)
- ✚ Events and seminars/talks that [MIS] holds in regard to child protection and wider safeguarding issues such as bullying and personal device/social media misuse

### (2.3.6) Role of Head of School in Safeguarding Procedure

As the person in charge of each [MIS] section, the Head of School works closely with the [DSL] and is often a member of the safeguarding team. Their role has elements of everyone found with a 'role and responsibility'. It is the responsibility of the Head of School to:

- ✚ Appoint the [DSL] and work with this person to select members of the safeguarding team, based on their position in the school and personal qualities; the Head of School will confirm the final selection of individuals
- ✚ Fully understand the safeguarding procedures in the school
- ✚ Assist the [DSL] with any safeguarding matters and concerns; the Head of School is the key member of support for the [DSL], to ensure that this person can complete their role safely and professionally
- ✚ Acting as the 'Case Manager' in the event of an allegation of abuse made against a member of staff
- ✚ Determine that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures (Section 3.4 of this document)
- ✚ Keep abreast of all policy updates and changes from the UK's Department of Education, in particular with regard to the "Keeping Children Safe in Education" guidelines
- ✚ Ensure that teachers are aware of the school's policies, other than Child Protection & Safeguarding, and where they can access these policies
- ✚ Work with parents to provide information about over all school procedures and policies, of which safeguarding is a part
- ✚ Manage and ensure that there is a PSHEE curriculum in the school and that components of these sessions comprise safeguarding concerns
- ✚ Look after and promote the welfare of SEND students in the school; if necessary, the Head of School will have an active role in the creation of Individual Learning Plan's and to keep abreast of the development/progress of SEND students
- ✚ Encourage a culture of listening to children and taking account of their wishes and feelings, and to ensure that all staff adhere to this; children should know that any measures put in place across the school are there to protect them

### (2.3.7) Role of Director of School in Safeguarding Procedure

The roles of the Director School & Deputy Director of School is responsible for checking the Child Protection & Safeguarding Policy, to ensure that it meets all the standards of local requirements in the Czech Republic. Further, they will work with the Head of School to ensure that:

- ✚ There is a *Designated Safeguarding Lead* to implement safeguarding and child protection policy at school level. They will ensure that the [DSL] is a member of the school's leadership and that they have undertaken training in the field of safeguarding.
- ✚ A training strategy for all school staff is regular and attended, including members of the school leadership.
- ✚ All necessary support is given and that the DSL is supported as and when required, to ensure that they receive sufficient support, training, time and resources
- ✚ Safeguarding policy and procedures are implemented and followed by all staff and concerns are handled sensitively
- ✚ There is a safer recruitment policy and that all of the necessary checks about employees have been conducted; in the case of the Czech Republic, this is in particular the Police Background Check (can also be done during the VISA process of appointment members of staff)
- ✚ All maintenance staff, groundskeepers, cleaning and service staff, have met the proper local guidelines in the Czech Republic when it comes to safe employment (police background checks)
- ✚ The effectiveness of this policy and its procedures
- ✚ The building is operational and operates within local health and safety guidelines in the Czech Republic, allowing for children to attend school safely in tandem with the safeguarding policy
- ✚ There is a safe environment and caring ethos within the school, to help ensure that all students are kept safe in all circumstances

# Child Protection & Safeguarding Policy

## 3. Confidentiality, Legislation & Special Considerations

*“No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order, the protection of public health or morals of the protection of rights and freedoms of others. / No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation. The child has the right to the protection of the law against such interference or attacks.”*

### Article 15 & Article 16 | UN Convention on the Rights of the Child (1990)

As a British School Overseas (BSO) institution in the Czech Republic, **Meridian Interantional School** will do its utmost to uphold the values of a BSO school in a different legislative context. As a functioning democracy, a European country, a member of the European Union, and a signator of the UN Charter, there are many ways in which the Czech Republic adheres to the guidelines released by the Department of Education (UK). However, being a Prague-based school, it is important that local legislation is stressed in this policy. When necessary, the specifics of Czech-law will be made known to the reader, as well as highlighted in the text.

### 3.1 Confidentiality & GDPR

This *Child Protection & Safeguarding Policy* attempts to outline indicators of abuse that all members of the **[MIS]** community should be aware of. Section 4 defines abuse and indicators, whilst Section 5 states how we can and should all take action. However, the following is of utmost importance: all matters of child protection and safeguarding demand a secure and respected level of confidentiality. This is to ensure the welfare of everyone: that our teachers and staff feel safe and supported by the school administration; that students feel safe whilst they are in school and should know they can speak freely, openly, with all staff members without hinderence or judgement; and, regarding parents, that a positive and private relationship will be sought. **[MIS]** pledges that no personal information about any child protection or safeguarding concern will be released to the public domain. In the event that information is released unintentionally (administrative or staff error) or intentionally (a “leak” or otherwise, please see Section 3.5 for “Whistleblowing” concerns), the school will endeavour to do what it can to support those concerned and to also work the necessary local authorities in Prague (Czech Republic).



### (3.1.1) Confidentiality of Discussion & Referral

Staff should only discuss concerns with a designated person (the DSL or Safeguarding Team member). That person will then decide who else needs to have the the information and they will disseminate it on a “need-

to-know” basis, most typically another member of the Safeguarding Team (ST), the Head of School, or, for a deeply serious concern, the correct local authority in Prague (Czech Republic). Correct Roles & Responsibilities can be found in Section 2 of this document.

It is important to note that consent to share information is not required if a child is suffering, or at risk of serious harm. Staff should never promise a child (and, or, their family where appropriate), that they will not tell anyone about an allegation, as this may not be in the child’s best interests. Teachers and staff should be open about why, what, how, and to whom information will, or could be, shared. Agreement will always be sought, unless it is unsafe or inappropriate to do so (for example, if a child’s health, well-being, or life is in immediate danger).

If any teachers or staff members are in any doubt about whether it is appropriate, they should speak to the DSL, a member of the ST, or the Head of School. **Fears about sharing information must not be allowed to stand in the way of the need to promote welfare and protect the safety of children.**

### (3.1.2) GDPR Principles

As a member of the European Union, the Czech Republic is bound to the principles of correct GDPR management. Following 01/02/2020, when the UK formattely left the European Union, in Britain the law was absorbed into the Data Protection Act (2018) as “UK | GDPR”. In the Czech Republic, the specific name for the national implementation of EU GDPR principles is The Personal Data Processing Act (2019). A link to this policy can be found here: <https://tinyurl.com/2s3aupxv>

At the end of this document (Appendix 6) the template of the [MIS] Safeguarding Concern Form can be found. This is the main form that the any member of staff can complete. This is then to be handed to the DSL. If the DSL is not available, it can be given a ST member, or the Head of School. The record of any concern will be safely filed in the Head of School’s office (which is locked when the Head of School is not present). Any electronic scans or information of safeguarding documents and evidence are secured on the School Administration’s shared network folder (protected by Google Software).

Every effort will be made to protect and prevent un-authorized access of sensitive information. It is preferred that all information is stored safely on a password procted



“cloud system”, as opposed to storing content on the hard-drive of a computer (desktop, laptop, or otherwise). This is in the event of such a computer being lost, or damaged. If it is necessary to store child protection information on portable media, such as a flash drive, these items should also be kept in locked storage.

Child Protection & Safeguarding information is stored in the folder “BSO - 10”. It is kept separate from a student’s personal academic work folder. Only certain [MIS] administration & ST members have access to this folder (including the electronic version).

Data Protection legislation and human rights laws do not prevent the sharing of information related to safeguarding, but rather to provide a structure to ensure the personal information is shared appropriately. Information relating to child safeguarding concerns may be shared with the relevant parties if, based on the facts of a case, a staff member deems there to be lawful basis to do so. The decision pertaining to the sharing of information will be made in consideration of the safety and wellbeing of the individual and others who may be impacted by the information being shared.

Typically, data, information, and records, pertaining to child protection, are exempt from disclosure provisions set by GDPR guidelines. To clarify, this means that students and parents do not have an automatic right to view the records. If any member of [MIS] receives such a request, they should contact the Head of School immediately. GDPR does not prevent school staff from sharing information with the DSL or ST. In accordance with this policy, if they have a concern, it is their duty to share it with a member of the ST or directly with the appropriate local authority.

In the Czech Republic, The Personal Data Processing Act (2019) - No. 110/2019 - contains the following relevant information about the general obligations of any controlling authority (in this case the school):

-  Taking account of the nature, scope, circumstances, purposes and risks of personal data processing, the controlling authority shall take such technical and organisational measures as to ensure and document compliance with its obligations in personal data protection.
  
-  Taking account of the nature, scope, circumstances, purposes and risks of personal data processing, state of the art and costs, the controlling authority shall take technical and organisational measures with the objective of:
  - Protecting personal data as efficiently as possible
  - Limiting inappropriate personal data processing

- Limiting personal data processing that is not essential with regard to its scope, quantity of data, storage period or availability of data
- Providing necessary safeguards for the rights of the data subject; and
- Preventing automatic publication of personal data
- Ensuring that the controlling authority shall document the measures taken and retain the documentation during the period of personal data processing
- Monitoring the controlling authority in regard to keeping written overviews of all typified activities of personal data processing, which shall contain: (a) the name and contact details of the controlling authority and the officer; (b) purpose of personal data processing; (c) categories of recipients or future recipients; (d) categories of data subjects and categories of personal data; (e) information on whether and how profiling is applied; (f) categories of transmissions to third countries or international organisations; (g) legal basis for the processing operations for which the personal data are intended; (h) time limits for erasure or review of necessity of personal data categories; and (h) general description of personal data security.
- Making sure that, if an incorrect transfer or transfer of inaccurate personal data occurs, the controlling authority shall inform of this fact without undue delay the recipient of such data; if the controlling authority has performed a rectification, completion, restriction of processing or erasure of personal data, it shall advise also the recipient of the data about the necessity to take this procedure.

## 3.2 Czech Republic Legislation

The Czech Republic has an integrated and functioning system of child protection. As an international school, [MIS] highlights that **“social and legal protection is afforded to all children on the territory of the Czech Republic, notwithstanding their nationality”**. The Czech Republic fully subscribes to the UN’s Article 2 on the Convention to the Rights of the Child. A “child” is defined as a person under legal age in The Act of Social and Legal Protection [SLP]. This refers to every human being under the age of eighteen years. According to the [SLP] social and legal protection will be given to a child, who:

- ✚ Has permanent residence within the territory of the Czech Republic
- ✚ According to Act No. 326/1999 Coll., on the residence of foreign persons in the territory of the Czech Republic, as amended, has been granted a residence permit or has been registered for residence in the territory of the Czech Republic for a period of at least 90 days

- ✚ Has filed a motion to commence procedure on granting of international protection in the territory of the Czech Republic (i.e. asylum procedure or subsidiary protection according to Act No. 325/1999 Coll., on asylum, as amended, hereinafter referred to as "Asylum Act")
- ✚ Is authorised to permanent residence in the territory of the Czech Republic
- ✚ Resides in the territory of the Czech Republic with a parent, who has applied for a temporary protection residence permit in the territory of the Czech Republic or already resides in the territory of the Czech Republic under a granted temporary protection residence permit according to Act No. 221/2003 Coll., on Temporary Protection of Aliens, as amended

The above criteria is valid for the overwhelming majority of [MIS] students.

### (3.2.1) OSPOD - Authority for Social & Legal Protection of Children

All sections of **Meridian International School** can be found in Prague 8 (the Kobylisy and Ladví areas). Each area of Prague has its own administrative district. Within these districts can be found a branch of child social services known as *Odbor sociálně právní ochrany dětí* (OSPOD).

OSPOD is the managing department for Praha 8 (each sector in Prague has its own social work agency) when a concern is raised about a minor in the district. OSPOD monitors adverse effects on children and determines their cases, works to take measures to limit these adverse effects on children, regularly evaluates the situation of the child and their family, organises case-by-case family conferences and offers individual developmental plans to children under its care. Importantly, it helps parents and schools to solve education difficulties and other issues related to pedagogical development. Counselling is offered to parents/guardians and OSPOD will work with anyone to solve social, educational, and other problems related to child-care, to guarantee that every child's right to support is maintained.

The activity of OSPOD is always related to specific/direct instances related to child safety, not to general concerns (for example, personal family problems such as death, losing a job/work, or low-level home arguments). It provides support for safeguarding and child protection concerns mentioned in this policy, such as abuse (all forms) and neglect, in addition to the self-harm of a student. It is necessary to contact OSPOD if anyone is suspicious of the safeguarding categories mentioned in this policy. Schools are encouraged to contact OSPOD if all possible internal solutions have been exhausted for a specific problem related to the social and educational needs of a child in their care.

According to OSPOD, the legal representative of a child (their parent or guardian) has the right to co-operation from the school when it comes to a safeguarding and child protection concern. This can also include bullying, absenteeism from school, as well as other problems (for example, if the school is aware of a student taking illegal/addictive substances). If a matter cannot be solved internally, via a school counsellor or through the help of the Safeguarding Team, then OSPOD can be contacted. It may be the case that OSPOD ask for a report from the school, or contact the school with specific questions about a student if necessary.

Schools are obliged to notify OSPOD if a safeguarding or child protection concern is raised. This must be made without 'undue delay' after an individual becomes aware of the facts. In the case of a referral to OSPOD, if a response is requested, then the school will receive a response within thirty days that identifies the outcome of the referral and if OSPOD took action. If a school or individual does not report a severe safeguarding issue, it could result in the prosecution of said party.

### 3.3 UK Legislation

British legislation does not apply to the Czech Republic. However, as a BSO school, paying credence to UK customs and laws is a central factor in our identity. Therefore, the following information has relevance upon the formulation and spiritual, moral, identity for this policy. Further, throughout this policy, there is reference to important documents and codes released by the UK Department of Education. United, together with the law and principles of the Czech Republic, these should be considered as the adequate legislative context.

Section 175 of the UK Education Act 2002 requires Local Education Authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations, 2003, require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

Current UK guidance is taken from *Keeping Children Safe in Education* (2022).

[MIS] continuously research and implement child abuse procedures in accordance with the law of the Czech Republic and according to the stipulations of the Department of Social and Legal Protection of Children (Praha 8).

## 3.4 Whistleblowing Policy

A “whistleblower” is defined as someone, typically an employee, who reports observed wrongdoing in their place of work. Raising a concern is known as “blowing the whistle” and is a vital process for identifying risks to people’s safety, such as a safeguarding/child protection concern. Sharing information or talking through a concern can be the first step to helping [MIS] identify problems, solve internal issues, as well improving the general safeguarding practices espoused in this policy.

As of 2022, there is no formal legal protection surrounding “whistleblowing” in the Czech Republic. However, a new bill centred on this issue is expected to be introduced in 2023/2024. The intention of the bill is to offer protection to employees; partners of employees; those in self-employment; iterners and volunteers; as well as anyone who assits a whistleblower to report any witness nefarious acts.

At **Meridian International School** a culture of safety is encouraged. The view of the school is that all employees should feel confident to raise concerns without fear of reproach or punishment. In line with the safeguarding procedure outlined in Section 5 of this document, steps have been taken to establish a thorough as well as fair disclosure and referall procedure. All teachers and staff at [MIS] should feel that they have avenues to raise a concern and to have the complain/concern to be reasonably reviewed according to school procedure. It is the basic guarantee that a response will be given if a concern is raised.

Most importantly, the school’s approach to whistleblowing is that all employees with be protected from any reprisals or victimisation as the result of a concern being reported. Even if a suspicion or disclosure has provided to be incorrect, the reporting member of staff will be protected so long as the intention was just (i.e. it was not falsely accusatory to cause harm to the intended person), and that the complaint was made in an appropriate manner according to procedure.

With particular respect to safeguarding and child protection, general guidance on whistleblowing can be found via: [Advice on Whistleblowing](#).

## 3.5 SEND & Child Protection / Safeguarding

Children with special educational needs and disabilities (SEND) are three times more likely to be abused than their peers (**page. 105 | KCSE, 2022**). Students with concerns which fall under a standard SEND policy are amongst the most vulnerable of categories. Working with SEND students, additional safeguarding challenges can arise and it is important that all staff are aware of these heightened dangers. As such, it is important

that any school has an overarching policy that reflects the (potential) additional difficulties which can arise for SEND students, particularly in regard to avenues for said students to report a concern or make a disclosure. Indeed, SEND students may have a further difficulty in recognising and understanding the types of abuse mentioned in this policy, as well as their indicators.

With regard to special considerations for SEND students, [MIS] adopts the following principles:

- ✚ That SEND students are equally aware of the the indicators of neglect and abuse
- ✚ No SEND student should be identified as a safeguarding concern due to their specific educational need or disability
- ✚ Teachers and staff should know that SEND students can be disproportionately affected and impacted by issues such as abuse, bullying, teasing, and may not display outward signs of harm and suffering as other student do
- ✚ SEND students may have heightened communication barriers and may have an increased difficulty in sharing a concern; as such, further time, patience and understanding may be required from the DSL, ST, or any [MIS] staff member

[MIS] will offer additional support and help to SEND students on an individual basis, depending on the specific support a particular student may need. This is also in regard to safeguarding and child protection concerns.

# Child Protection & Safeguarding Policy

## 4. Indicators of Abuse & Safeguarding Issues

*"We must protect families, we must protect children, who have inalienable rights and should be loved, should taken care of physically and mentally, and should not be brought into the world only to suffer."*

Indira Gandhi

All members of the **Meridian International School** family and team should possess a strict familiarity with indicators of child abuse. Further, they should be aware that "abuse" is often a multi-layered and complicated diagnosis. There can be numerous indicators, for there can be multiple forms of abuse in one child's case, whilst the most simple labels and definitions are typically not always accurate. Each case is unique and, as such, should be treated with great importance and a thorough investigation. Every person in education should be aware, also, that indicators of abuse can overlap and multiple issues can be raised not just in regard to one child, but two, three, four, possibly an entire class. There is also the dangers of misinformation and/or false allegations, so support should also be given to 'alleged perpetrators' (page. 130 | KCSE, 2022). These are a number of reasons, amongst many, as to why "Schools and colleges should have their own procedures for dealing with safeguarding concerns or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, i.e. members of staff, including supply teachers, volunteers and contractors". (Keeping Children Safe in Education, 2022).

### 4.1 Definitions of Abuse

"Knowing what to look out for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect, including exploitation, so that they are able to identify cases of children who may be in need of help or protection. Abuse can take place wholly online, or technology may be used to facilitate abuse." (page. 136 | KCSE, 2022)

#### (4.1.1) Forms of Abuse & Neglect

Below are the "key indicators" of abuse as outlined in "Keeping Children Safe in Education" (2022). The Department of Education guidelines, often updated and regularly checked by the Head of School in addition to staff members associated with



safeguarding and its concerns. The document references the most relevant forms of abuse which can be encountered in schools. As stated previously, all [MIS] all staff members are encouraged to read this document and are required to read specific elements (the majority of which feature in this *Child Protection & Safeguarding Policy*. The document itself links to far more detailed information regarding each abuse type and indicators that we should be familiar with.

As has been outlined in Section 2 and Section 5 of this policy document, it is the responsibility of all staff to report concerns to the [DSL] or a member of the [ST]. It is not the responsibility of the individual to investigate or decide whether a child is being abused or not.

#### **(4.1.2) Abuse**

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to prevent harm. Children may be abused by other children or adults, in a family or in an institutional or community setting by those known to them or, more rarely, by others. (page. 136 | KCSE, 2022)

#### **(4.1.3) Physical Abuse**

A form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. (page. 136 | KCSE, 2022)

#### **(4.1.4) 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. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. 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. (page. 136 | KCSE, 2022)

#### **(4.1.5) 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Females can also be abusers as can other children. The sexual abuse of children by other children is a specific safeguarding issues (also known as child-on-child abuse) in education and all staff should be aware of it and their school or colleges procedure for dealing with it. (page. 137 | KCSE, 2022)

#### **(4.1.6) 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, for example, 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. (page. 11 | KCSE, 2022)

## **4.2 Definitions of Safeguarding Issues**

"All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalization and consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as youth produced sexual imagery) put children in danger." (page. 137 | KCSE, 2022)

#### **(4.2.1) Children Absent from Education**

All students can be absent from time-to-time, whether it be due to sickness, family concerns or bereavement, as well as sports and other academic competitions. However, educators and school staff members should also be alert to unorthodox patterns of absences or repeated absence without sufficient notification/evidence from parents/guardians (or an accompanying medical note). If an [MIS] student suddenly stops having regular attendance this could be an indicator of one of the aforementioned forms of abuse. This includes Child Criminal Exploitation (CCE), Child Sexual Exploitation (CSE), Child Abduction (CA), Cybercrime, as well as other forms of exploitation such as radicalisation methodologies outlined in The Prevent Duty and also Female Genital Mutilation [FGM]. It is the responsibility of [MIS] school staff to follow in-school procedure (according to the regulations in the Czech Republic) when it comes to both authorised and unauthorised absences. It is essential that all staff are cognizant of triggers in addition to being aware of the safeguarding procedure related to specific safeguarding concerns (see Section 5 of this policy) - **please see Section 5 of this document for further details on Children Missing Education / CME.**

#### **(4.2.2) Affluent Neglect**







Affluent neglect is used to describe unmet needs in children from affluent families, needs which do not come under the basic categories of food, shelter, warmth, and education.

Typically, in families where both parents work and/or are away regularly, children can spend significant periods of time at home alone (if old enough), or with staff who work for the family, such as nannies and drivers. These hours can be isolating, especially if there have been issues during the school day that the child may need support to process. The absence of the emotional support a parent offers is difficult, if not impossible, to substitute. Although these children appear well-cared for, there can be an emptiness within which can create issues later in adulthood, if left unaddressed.

Parents with affluence can present a challenge for professionals when safeguarding issues need to be addressed. Any parent can respond to safeguarding concerns defensively, in the belief that they are doing the best they can, and the feeling of being judged can be hurtful. However, it is essential that teachers and staff feel able to raise concerns and not feel intimidated. Support and help from the DSL and Head of School are available to teachers if they need to speak to a parent about this or any form of neglect.

### (4.2.3) Child Criminal Exploitation

We know that different forms of harm overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation. In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation - where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. Some of the following can be indicators of child criminal exploitation:

-  Appear with unexplained gifts, money or new possessions
-  Associate with other children involved in exploitation
-  Suffer from changes in emotional well-being
-  Misuse alcohol and other drugs
-  Go missing for periods of time or regularly come home late
-  Regularly miss school or education or do not take part in education

Children who have been exploited will need additional support to help keep them in education. (page. 141 - 142 | KCSE, 2022)

### (4.2.4) Child Sexual Exploitation

Child Sexual Exploitation occurs when a child or young person (under the age of 18) is exploited by an individual or group of people. They can be taken advantage of if there is an imbalance of power and coercion, or if the older parties groom, manipulate, or deceive, the person under the age of 18. This can be performing a sexual act in exchange for: something or an item the child needs or wants, financial gain (the receipt for money for performing a sexual act or encouraging others to perform a sexual act), or improved status (to improve financial/social status, or to positively influence a person's role or standing in a club, job role, or organisation). As the victim is under 18, local coercion and

rape laws apply, yet exploitation can still occur even if it appears to be consensual. It should be stated clearly that the age of consent in the Czech Republic is 15; however, this age does not apply in relation to assault or coercion. **IMPORTANT:** the aforementioned details can also be conducted remotely, through the use of technology, the internet, personal devices and social media. Due to the importance of this specific child protection and safeguarding concern, please find the further and (in some cases) more details explanations of Child Sexual Exploitation fundamentals:

- ✚ [CSE] can be committed by individual or groups of people, which can be male and female, adults and children
- ✚ "Abuse" can be categorised as a single occurrence or multiple occurrences over a prolonged period
- ✚ Sexual Exploitation can negatively affect a child of any gender and sexual orientation under the age of 18; including children over the age of 15 which is the age of sexual consent in the Czech Republic
- ✚ Perpetrators can perform abusive actions via physical contact and non-physical contact (the abuse does not have to involve penetration of a female or male)
- ✚ Negative and exploitative actions can take place through technology or remotely, over a large distance (i.e. from elsewhere in the Czech Republic, a neighbouring country, or abroad)
- ✚ Young people or children may not be aware that abuse is taking place owing to their age; their immediate knowledge may be affected due to ignorance, social media or personal device misuse (such as videos or pictures being released without their knowledge or consent)
- ✚ "Abuse" can involve force and/or enticement-based methodologies to achieve compliance; it should be strongly stressed that these actions may or may not be violent or via threatening behaviour
- ✚ Power imbalance: [CSE] can be typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, SEND concerns, physical strength, status, and access to money/economic or other resources

A key safeguarding principle is that any victim of the above extreme actions is not at fault. It is the fault of the perpetrator and, if a child is under the age of 18, they should be

considered to be a vulnerable entity that needs protecting from exploitation. All members of the [MIS] safeguarding team and staff should be aware of the following Child Sexual Exploitation indicators:






- ✚ Sexually transmitted disease: if a child is sexually active and reports an STD concern or if a medical note is received about a sexually transmitted illness/condition
- ✚ Pregnancy: if a student becomes pregnant or someone suspects that a person under the age of 18 is showing signs of pregnancy yet might not be aware of it
- ✚ Gifts & Possessions: a young person in the care of any school may suddenly appear with new expensive items, which could be clothing (designer labels), jewelry, and expensive technology such as new laptops, mobile phones or other personal devices
- ✚ Older companions: not just restricted to romantic relationships, yet a key indicator can be if a student is known to have a boyfriend or girlfriend who is older than them, particularly their senior by two-years or more; however, influence from older people can also mean senior students and an older friendship group
- ✚ Are you aware of a child/student being friends with another young person who has been a victim of [CSE]? This can be an indicator that this student is also being abused, or that they are in danger of the possibility of being abused
- ✚ Tardiness & missing school: if a student is frequently late to school, or often misses school, it is the responsibility of the institution to follow these absences up with the parent(s)/guardian(s) of the child concerned
- ✚ Late home: it could be that the school receives a communication from a parent/guardian/sibling/family-member/friend that a student does not go straight home or for stays out for long periods after school - this could be an indicator that they are being negatively influenced by an out of institution member
- ✚ Depression or mental health concern: if a student has a sudden change in well being, this should be followed as a potential safeguarding concern
- ✚ Alcohol, drugs or toxic substance use: if a child is known to be using alcohol or drugs, either in school and/or outside of school, it can make them vulnerable to abuse and also is a strong indicator that someone older is potentially influencing them

Further advice and guidance can be found in the UK Department of Education's "Child Sexual Exploitation: Definition and A Guide for Practitioners, Local Leaders & Decision Makers Working to Protect Children from Child Sexual Exploitation" (Feb, 2017) - <https://tinyurl.com/2skpn59h>

#### **(4.2.5) Child-on-Child Abuse (including Sexual Harassment)**

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence. At [MIS] we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's **Positive Behaviour Policy**. Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

-  Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
-  Is of a serious nature, possibly including a criminal offence
-  Raises risk factors for other pupils in the school
-  Indicates that other pupils may have been affected by this student
-  Indicates that young people outside the school may be affected by this student

The management of children and young people with sexually harmful behaviour is complex. It is here more than any other that support from the DSL, ST and Head of School is of vital importance. This is to ensure that the whole school community will feel safe. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. In such cases, [MIS] adheres to the guidance set out in Part 5 of KCSE (Child-on-Child sexual violence and sexual harassment).

Sexual violence and harassment can occur between two or more children of any age and sex, from primary through to secondary stage and high school. It can occur also through

a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable. [MIS] recognises the importance of the following:

- ✚ Adopting a zero-tolerance approach to sexual violence and sexual harassment
- ✚ Ensuring that “Banter” / “having a laugh” / “part of growing up” / “boys will be boys” / will not be used as excuses, and no form of abuse/harassment will be tolerated
- ✚ Acknowledging that failing to control such behaviours can lead to a culture of unacceptable behaviour in school and an unsafe environment
- ✚ Maintaining a constant vigilance against a “culture of normalised abuse” which can cause children to not report abuse or cases of harassment
- ✚ Recognising the uncomfortable truth that abuse and harassment cases may not be being reported and, as such, the scale of abuse cases in school might not be known
- ✚ Combatting challenging behaviour of a potentially criminal nature, such as:
  - Grabbing the “backside” or “bottom” of a student
  - Touching another student’s genitalia or breasts
  - Pulling down trousers
  - Flicking bras or exposed clothing and other undergarments
  - Lifting up skirts and “upskirting” / “trying to see what is under a skirt”

Children who are victims of sexual violence or sexual harassment wherever it happens, may find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Ultimately, it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.



It is important that schools are aware of sexual violence and the fact that children can, and sometimes do, abuse other children in this way and that it can happen both inside and outside of school. Keeping Children Safe in Education (2022) describes sexual violence as:

- ✚ Rape: a person commits an offence of rape if he intentionally penetrates the vagina, anus, or mouth of another person with his penis, and if there is no consent for sexual activity of any kind
- ✚ Assault by penetration: if a person intentionally penetrates the vagina or anus of another person with a part of their body or anything else
- ✚ Sexual assault: a person commits an offence of sexual assault if they intentionally touch another person and that "touch" is sexual and non-consensual
- ✚ Kissing someone without their consent and/or touching someone else's bottom/breasts/genitalia without consent still constitutes as sexual assault
- ✚ Causing someone to engage in sexual activity without consent: a person commits an offence if they intentionally cause another person to engage in the activity and this is done so without the belief of consent, for example: stripping, touching themselves in front of another person, or flashing/revealing body parts

When referring to sexual harassment it means 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment is identified as the following, with particular reference to possibilities found in a school environment:

- ✚ Sexual comments, such as: telling jokes, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- ✚ Sexual "jokes" or "taunting"
- ✚ Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes

- ✚ Displaying pictures, photos or drawings of a sexual nature
- ✚ Upskirting (this is a criminal offence)
- ✚ Online sexual harassment, such as:
  - Consensual and non-consensual sharing of nude and semi-nude images and/or videos
  - Sharing of unwanted explicit content
  - Sexualised online bullying
  - Unwanted sexual comments and messages, including, on social media
  - Sexual exploitation, coercion and threats
  - Coercing others into sharing images of themselves and performing acts they're not comfortable with online

Harmful Sexual Behaviour: Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental change. A useful umbrella term is "harmful sexual behaviour" (HSB). The term has been widely adopted in child protection and is used in this advice. HSB can occur online and/or face-to-face and can also occur simultaneously between the two. HSB should be considered in a child protection context.

When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

#### **(4.2.6) Female Genital Mutilation (FGM)**

Female Genital Mutilation is an illegal practice in both the Czech Republic & U.K. The following details are taken from the UK's HM Government (i) "Multi-agency statutory guidance on female genital mutilation" (July, 2020) and (ii) "Working Together to Safeguard Children" (2018). A complex issue, [MIS] recommends to consult the original

documents which can be found at the following links: (i) <https://tinyurl.com/2skpn59h> & (ii) <https://tinyurl.com/uspeypkr>

“Female genital mutilation [FGM] is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death. The age at which [FGM] is carried out varies enormously according to the community. The procedure may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman’s first pregnancy.” (page. 8 | MASGFGM, 2020)

[FGM] has been classified by the World Health Organisation (WHO) into four types:










- ✚ Type 1 - Clitoridectomy: partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris)
- ✚ Type 2 - Excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are the ‘lips’ that surround the vagina)
- ✚ Type 3 - Infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris
- ✚ Type 4 - Other: all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterising the genital area

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Though in global decline, there is evidence that [FGM] is still practiced in some parts of the world. An estimated 200 millions girls and women (UNICEF) have undergone the practice and at least another three million being at risk of undergoing the practice every year. As an international school, [MIS] has a duty to be aware of where [FGM] is globally concentrated. The practice is traditionally concentrated in countries around the Atlantic coast of the Horn of Africa, and areas of the Middle East like Iraq, Yemen and Saudi Arabia. However, international schools should be aware that the practice is also recorded to take place in: Colombia, Iran, Israel, Oman, UAE, Palestinian territories, India,

Indonesia, Malaysia and Pakistan. Educational institutions should be, in particular, be aware of female student absences around school holidays with respect to female students from the aforementioned countries. [FGM] will most commonly occur if a female student is known to receive visits from 'female elders', if a student hints or refers to the procedure or her genitals during school-time, if she is known to attend any special cultural celebrations about "becoming a woman", or if parents raise concern about any in-school activities related to the prevention of the practice.

Schools should be aware that of the following indicators that [FGM] may have already taken place:

-  If a female student makes mention to feeling pain in her genital region or being uncomfortable between her legs
-  A girl is regularly complaining about bladder issues and is making many requests to leave the classroom due to the need to visit the lavatory or is late to in-school sessions because of repeated bathroom breaks
-  If toilet and bathroom breaks take longer than normal or if a female student goes missing and is found to be hiding in the toilet
-  A female student is displaying a difficulty to walk, to sit comfortably or even displays evidence of discomfort whilst standing
-  Changes to a female student's menstrual cycle or frequently heavy periods as a result of external bleeding
-  A girl displays reluctance to participate in lessons about biology, the human body, as well as PSHEE lessons about puberty, sexual health, and contraception
-  Heavy absences from school without a reasonable or justified explanation
-  Depressional and notable behavioural changes
-  If a female student confides with a member of the safeguarding team, the school counsellor, and feels ashamed to talk about any of the above problems due to embarrassment or fear

[FGM] in the Czech Republic: current Czech legislation meets the international legislation concerning FGM. Evidence suggests that it is rarely practised in the country, yet authorities should be aware of girls and women (who are victims of practice) using the country as a transit states to other EU member states.

[FGM] in the UK: an illegal practice since 2003, the “Female Genital Mutilation Act” aims to protect girls from the practice.

#### **(4.2.7) The Prevent Duty (Extremism & Terrorism)**

A core child protection and safeguarding concern centres around the radicalisation of students or members of a school sharing/experissing extremist views. As a BSO institution, the policy of [MIS] heavily depends upon the guidelines published in the UK by the Department of Education “**The Prevent Duty: Departmental Advice for Schools & Childcare Providers**” (June, 2015). Hereafter the document will be referred to as [PD]. The complete document can be accessed using the following link: <https://tinyurl.com/2skpn59h> However, this policy also recognises the different “risk factors” between the UK and the Czech Republic, following an internal risk assessment procedure. Yet, as a functioning democracy, definitions for “extremism” and “radicalisation” are treated the same as in the UK.

[MIS] will ensure that all teachers and staff will discuss any concerns - about whether students are discussing or developing extremist views or exhibiting behaviours which can be classified as extremist - to the DSL. The DSL will then discuss them with the Head of School. The responsibility of the DSL is also to support staff if they have any concerns about radicalisation activity. The curriculum will also be used to teach about how damaging extreme views can be, particularly in the context of an international school. Concerns associated with [PD] should be treated in the same vain as other safeguarding concerns, such as drug and alcohol use, neglect and sexual exploitation).

With specific reference to terrorism, in the Czech Republic, the “Countering Terrorism” strategy is outlined as the following:

*“The Czech Republic works actively for the combatting of all forms of terrorism both at the national level and through its involvement in international organisations, including in the process of negotiating and implementing anti-terrorist conventions. Its priorities include measures to counter terrorist financing, radicalisation and recruitment, and to protect the population, critical infrastructure and other targets potentially vulnerable to terrorist attack.*

*The Czech Republic adopts systematic preventive and legislative measures in accordance with the EU Counterterrorism Strategy.*

*Within NATO, the Czech Republic helps support the fight against terrorism by sharing intelligence information, developing response capabilities, broadening consultations with partners, and actively participating in NATO operations and missions.*











*Within the EU, the Czech Republic contributes to the formulation of specific counter-terrorism measures aimed to strengthen cooperation, both among the EU member states and with non-EU countries.*




*The Czech Republic seeks to consistently detect and prosecute manifestations of extremism, including xenophobia, racism and other forms of intolerance and discrimination.”*

**Security Strategy of the Czech Republic, 2015, para. 56 - 59**

<https://tinyurl.com/5n7nu5h3>

As a school based in Prague, despite the Czech capital being a safe city in comparison to those in western Europe, [MIS] is particularly cognizant of the following possible local extremist activities, with particular care being given to xenophobic, racist and anti-LGBTQ groups: (i) neo-Nazism; (ii) pan-Slavism; left-wing extremism (anarchistic and orthodox communism); (iii) anti-Roma activity; and (iv) pro-Kremlin militia groups. [MIS] wishes to highlight that it is extremely rare for our students to encounter any of these extremist possibilities, yet, as a school, care is taken about activities presented in **“Report on Extremism & Prejudicial Hatred in the Czech Republic” (2021)**. Published by the Ministry of Interior, the full document can be found in the following link: <https://tinyurl.com/mvszvups> Applying steps in [PD] to the local context, the following factors (early indicators) in recognising extremism are acknowledged:

-  Showing sympathy for extremist causes
-  Glorifying violence, especially to other faiths or cultures
-  Making remarks or comments about being at extremist events or rallies outside school
-  Evidence of possessing illegal or extremist literature
-  Advocating messages similar to illegal organisations or other extremist groups
-  Out of character changes in dress, behaviour and peer relationships
-  Secretive behaviour
-  Online searches or sharing extremist messages or social profiles
-  Intolerance of difference, including faith, culture, gender, race or sexuality
-  Graffiti, art-work or writing that displays extremist themes

-  Attempts to impose extremist views or practices on others
-  Verbalising anti-Western, anti-European, anti-Czech, or anti-British views
-  Advocating violence towards others



All of the above highlights the need to promote values of fundamental decency in school, typically associated with “democratic”, “European”, “Czech”, and “British” values. All of this features in this policy because it is of vital importance to ensure that young people leave school prepared for modern life in the Czech Republic, Europe, Britain and beyond. [MIS] is a strong advocate of (i) the rule of law; (ii) value of democracy; (iii) individual liberty; (iv) mutual respect; and (v) tolerance for others including those with different faiths and beliefs. A large part of displaying, teaching and enriching our students with these values is through our **PSHE curriculum** and also the implementation of our policies and procedures.





#### **(4.2.8) Bullying & Peer-on-Peer Abuse**

All incidents and allegations of bullying are taken extremely seriously at [MIS]. Bullying is characterised as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

All incidences of bullying should be reported and will be managed through our anti-bullying procedures. All pupils and parents have open access to the school’s anti-bullying procedures and the subject of bullying is addressed at regular intervals in the Personal, Social, Health & Economic Education (PSHEE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Head of School and the DSL will consider implementing child protection procedures.

Schools should also be aware of peer-on-peer abuse. These may and can take the form of, but are not limited to, the following:

-  Bullying (including internet, social media and cyberbullying)
-  Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm



-  Sexual violence and sexual harassment
-  Gender or sexuality based violence
-  Sexting (also known as youth produced sexual imagery)
-  Initiation-type violence and rituals

#### **(4.2.9) Personal Device Abuse (Cyberbullying, Pornography & Sexting)**

In today's period, abuse is increasingly apparent in the online sphere of the world. However, there are many resources available to help schools, educators and parents cope with this increasing problem. For example, ChildNet International's **Cyberbullying: Understand, Prevent and Respond (2016)** has plenty of useful advice. These resources are all necessary. Research conducted in the United Kingdom suggests that 26% of children have sent a nude image to someone they are interested in and that 48% - almost half - have been sent and received a nude image of someone else.

The use of mobile and internet connected technologies are a part of everyday life. Young people and adults are socialising online, exchanging information and pictures, sharing links, and creating and uploading their own content to blogs, social media, and video hosting sites. Technology can be a powerful, positive tool, in all areas of life, including education and learning and enables us to do many things that would not otherwise be possible. Technology does not cause people to behave badly - however, some people use technology to carry out harmful actions, including cyberbullying. It is important for school communities, and people working in education settings that support children and young people, to understand what cyberbullying is - in order to effectively prevent and address harmful behaviour, and promote positive and constructive use of technology (page 7 | ChildNet: C:UPR - 2016).

To counteract this threat, [MIS] has developed its own *Personal Device Policy*, which aims to counteract the increased threat to the students in our care. Taken directly from this policy, there needs to be strict monitoring of the following areas and their definitions. Both this policy and the child protection and safeguarding procedures are united against the following described behaviours (taken directly from the school's PDP):

-  Bullying by text, image, social media, messaging, or emailing (this includes any of these conducted toward a [MIS] member even outside of school hours (08:00 - 15:30))
-  Using a personal device for *sexting* personal images (images of themselves)



- ✚ Using a personal device for *sexting* images of others
- ✚ Sexting can include but is not restricted to the following: the electronic distribution/spread of text messages, one's own photographs or own videos containing sexual content, including naked imagery and imagery of 'near-naked' poses including underwear, lingerie, exposing sensitive areas of the body, including what can be considered 'non acceptable' dress as identified in the school's dress-code
- ✚ Encouraging others to take or send sexts is also forbidden
- ✚ Sending inappropriate imagery to others, including: racist imagery, violent imagery, imagery which mocks a person's gender or sexuality,
- ✚ The deliberate engineering of situations where people's reactions (including students, teachers, members of [MIS] administration and general staff) are filmed or photographed in order to humiliate, embarrass and intimidate by publishing to a wider audience (for example, any social media platform)
- ✚ Students posting material on social network sites with no thought to the risks to their personal reputation and sometimes with deliberate intention of causing harm to others
- ✚ Using personal devices to make rude, menacing and hurtful comments, lying about events/actions or making false-accusations about other students or teachers
- ✚ Photographing or filming other students, teachers or staff members without their knowledge or permission
- ✚ Photographing or filming in toilets, changing rooms and similar areas
- ✚ Outside of school: even though it is not school hours, using a personal device to harm or intimidate a member of [MIS] is still an actionable matter; breaking any of the previously stated guidelines, outside of school, is considered to be as unacceptable as if in school

**Cyberbullying:** Also known as 'online bullying', this is defined as the use of technologies by an individual or by a group of people to deliberately and repeatedly upset someone else. The following definitions are taken verbatim from Childnet's guidance for schools on online bullying:

- ✚ Cyberbullying is often linked to discrimination, including on the basis of gender, race, faith, sexual orientation, gender identity or special educational needs and disabilities. For example, girls report experiencing a higher incidence of cyberbullying than boys, and lesbian, gay, bisexual and transgender people are more likely to experience bullying, including cyberbullying
- ✚ Cyberbullying, like other forms of bullying, affects self-esteem and self-confidence and can affect mental health and wellbeing, in the worst cases leading to self-harm and suicide. Addressing all forms of bullying and discrimination is vital to support the health and wellbeing of all members of the school community
- ✚ Cyberbullying takes different forms: threats and intimidation; harassment or stalking (e.g. repeatedly sending unwanted texts or instant messages); vilification and defamation; ostracism and peer rejection; impersonation; and forwarding or publicly posting private information or images
- ✚ Cyberbullying can be characterised in several specific ways that differ from face-to-face bullying. These include the profile of the person carrying out the bullying; the location of online bullying; the potential audience; the perceived anonymity of the person cyberbullying; motivation of the person cyberbullying; and the digital evidence of cyberbullying

(page 5 | ChildNet: C:UPR - 2016)

**Pornography:** According to KCSIE (2022), "All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content." Indeed, there is increasing and alarming evidence which suggests the harm of easily accessible pornographic content. Increasingly violent and extreme, what is easily available to young people - particularly boys and young men - can cause significant harm. Viewing pornography during the important formative years can cause issues associated with bad mental health, the objectification of women, men and

children, heightened sexism and the normalisation of sexual violence, as well as many other dangerous negatives. Among other risks, when children view pornography that portrays abusive and misogynistic acts, they may come to view such behaviour as normal and acceptable. This is a particular danger to young boys, who - statistically - are more likely to watch pornography from an earlier age than girls.

**Sexting/Nude Sharing:** In cases of nude sharing and sexting (meaning “youth produced sexual imagery”) [MIS] follows guidance given to schools by two sources: (i) the UK Council for Child Internet Safety (UKCCIS): **Sexting in schools and colleges, responding to incidents and safeguarding young people (2021)**, (and (ii) **Sharing Nudes and Semi-Nudes (2020)**. Sharing photos, videos and live streams online is part of daily life for many people, enabling them to share their experiences, connect with friends and record their lives. Photos and videos can be shared via messaging apps or posted on social media and image sharing platforms. It is important to note that children and young people send a variety of images and videos, some of which are not nude, semi-nude and/or exploitative or intended to be so. Many education settings are dealing with an increase in incidents of nudes and semi-nudes being shared. Although not all children and young people are sharing these types of images and videos, the potential risks are significant. If the imagery is shared further, it may lead to embarrassment, bullying and increased vulnerability to blackmail and exploitation. Producing and sharing nudes and semi-nudes of children under the age of 18 is also illegal in the Czech Republic and the UK, which causes considerable concern in education settings. Although the production of such images will likely take place outside of education settings, sharing can take place and issues are often identified or reported in school. Schools and educators need to be able to respond swiftly and confidently to make sure children and young people are safeguarded, supported and education (**page 8 | SN&SN - 2020**).

The documents mentioned in this section of the policy can be found below:

[Cyberbullying: Understand, Prevent and Respond \(2016\)](#)

[Sexting in schools and colleges, responding to incidents and safeguarding young people \(2021\)](#)

[Sharing Nudes & Semi Nudes \(2020\)](#)

#### **(4.2.10) Domestic Abuse**

Domestic abuse is one of the most common child protection and safeguarding issues which educators can encounter. The indicators, however, are wide ranging and it is important that all staff and teachers in an education setting are aware of them. Domestic

abuse can take the form of a single isolated incident, for example a momentarily loss of temper by a parent, guardian, or caregiver, or it could be a sustained period of abuse at home in the family setting.

Forms of domestic abuse are not confined solely to the physical. Types of domestic harassment can include psychological teasing, taunting, manipulation, or damage; be of a sexual nature; possess a financial element, for example forcing children to perform certain tasks for profit; as well as emotional abuse, which can be the most damaging for vulnerable children in their developmental years.

Regarding young people, domestic abuse can also take the form of 'witnessed abuse'. For example, seeing physical or emotional violence between parents, regular arguments, door slamming, smashing objects, etc. What they hear at home could be the most damaging aspect. Further, abuse could occur within friendship groups, either inside or outside of school. All of which can have a detrimental and long-term impact on a child's health, well-being, development, and ability to learn.

#### **(4.2.11) Serious Violence**

Prague is a safe city, with one of the lowest crime rates in Europe. However, it is important for anyone working in an educational setting to be aware of the dangers that exist for everyone in a modern, global city. The indicators of whether a student or child is involved in serious violent activity can be both immediately apparent (unexplained physical injury, bruises, scratches, cuts, black-eye) and also of a hidden emotional nature. Educators should be aware of increased absence from school, a change in friendships or relationships with older students or group, or a significant decline in their personal academic standards. In particular regard to being coerced or involved with a gang or violent group/street activity, the sudden emergence of expensive clothing, unexplained gifts, may be a sign of influence.

Though crime rates are lower in the Czech Republic, in the UK there is evidence that children are also being increasingly targeted and recruited to undertake criminal activity (whether violent or not) online using social media. In particular, boys and young men are often targeted in this manner, as there is a higher chance of male children being involved in criminal activity or "serious violence". Schools should also be aware if any of their students have been involved in criminal activity, or if they have received reports from the police about a student. Repeat offending is, sadly, very common among young people, particularly males.

Educators should be aware that the peak time of violent crime occurring are 'before' and 'after' school. It can often occur when students are travelling to school and, if gang violence is a factor, assailants - knowing a student will be arriving at school or leaving at a certain time - could be waiting for them in the area.

Schools should also be aware of students bringing in dangerous objects, for example knives, blunt instruments, and anything which can be used as a weapon. The full guidelines from the UK Home Office about Serious Violence can be found here: [Serious Violence Strategy \(2018\)](#).

#### **(4.2.12) Child Abduction**

Child abduction is categorised as the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Participation in programmes such as the Duke of Edinburgh Award often factor in personal out-of-school safety, supported also by a PSHE curriculum utilised in specific subject areas.

Useful online resources, recommend by the UK Department of Education are:

[Action Against Absuction](#)

[Clever Never Goes](#)

#### **(4.2.13) Forced Marriage**

Forced marriage is a child protection concern which falls under the same category as 'FGM' (see Section 4.2.6) in that it is an "honour based" abuse. Forced marriage can often lead to abduction, particularly of young girls, emphasising the importance for educators and school staff to be aware of unexpected and long-term absences.

Forcing a person to marry is a crime in the Czech Republic and UK. A forced marriage is

one entered into without the full consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological (**page 154 | KCSE - 2022**).

Crimes committed under the guise of “family honour” are often complicated and difficult for school’s to address. Physical and emotional abuse factors are also a part and, for the safeguarding team and teachers, there is also the fear of ‘interfering’ or imposing one’s own beliefs on the culture of another. However, the abiding principal of safeguarding is that the physical and emotional well-being/safety of a child comes first and, in this respect, all other concerns should be dismissed.

Honour based physical abuse associated with forced marriage can often included, but are not restricted to the aforementioned FGM and also “breast ironing” (when a young girls’ breasts are damaged over time to flatten them and delay their development - sometimes an elastic belt, or binder, is used to stop them growing).

#### **(4.2.14) Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The DSL and members of the ST should be aware of contact details for OSPOD, as well as homeless shelters and charities in-and-around Prague. This is so a concern can be registered if there is a fear that a student may be living homeless, or whether their family is undergoing a sudden economic downturn. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family frequently changing properties.

In the Czech Republic, homelessness is defined “as a serious form of social exclusion” that “represents a continual social phenomenon, whose solution requires a comprehensive approach. In 2014, an initiative was launched to combat rising homeless cases in the Czech Republic. This first national *Concept of Preventing and Tackling Homelessness Issues in the Czech Republic* commits itself to maintaining the limit of the number of people at risk of poverty or material deprivation of people living in households where no one is employed.

Though the risk of a student or family becoming homeless in an international school is unlikely, it is still important for educators and members of the ST to be aware of social issues surrounding homelessness. Students should be educated on the issue and, in Global Perspectives, PSHE classes, or via the Duke of Edinburgh Award, they should be taught about the global issue with an empathetic view. Further information about the initiative to counter rising homelessness in the Czech Republic can be found here: [Concept of Preventing and Tackling Homelessness Issues \(2014\)](#).

#### **(4.2.15) Mental Health**

The well-being and mental/emotional well-being of students studying at [MIS] is a concern which goes beyond child protection and safeguarding concerns. Mental health awareness should be a normalised process in any school and positive techniques to cope with work fatigue, examination stress, as well as other normal pressures placed upon young people today.

For the DSL, ST and teaching staff, the following factors should be considered from a perspective of safeguarding. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, and education.

If any teacher has a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this child protection policy, and they should speak to the DSL or a ST member.

The physical, social and emotional environment in which staff, pupils and students spend a high proportion of every weekday has been shown to affect their physical, emotional and mental health and wellbeing as well as impacting on their attainment and behaviour. Relationships between staff and pupils, and between students, are critical in promoting well-being and in helping to engender a sense of belonging to and liking of school. There is good evidence to support the association between good mental health and education engagement, in particular with good academic achievement. The benefits to preventing mental health problems in children and young people from arising, and intervening early where they do, can be significant for schools. For example, it may result in improved attainment, attendance, reductions in behavioural problems, as well as happier, more confident and resilient children and young people (DofE | **Promoting Children & Young People's Mental Health & Well-being (2021)**).

# Child Protection & Safeguarding Policy

## 5. Implementation of Safeguarding Procedure & Policy

*“Within preventative and other services good mechanisms are needed to help identify those children and young people who are suffering, or likely to suffer, harm from abuse or neglect and who need referral to children’s social care. The association between child abuse and neglect and parental problems, such as poor mental health, domestic violence and substance misuse, is well established. It is not easy to identify abuse and neglect. Signs and symptoms are often ambiguous and so it is important that those working with children, young people and adults have ready access to help to discuss concerns and decide whether a referral to children’s social care is needed.”*

### The Munrow Review of Child Protection (2011) - A Child-Centred System

The KCSE (2022) document identifies that education practitioners should be aware of “high risk” (those that meet the harm threshold) and “low risk” concerns/cases (those that do not meet the harm threshold). Primarily, these categorisations are in regard to safeguarding concerns/allegations made against members of staff in a school. However, they are sometimes also used when it comes to so-called ‘child-on-child’ abuse or concerns. For the purpose of this policy, these categorisations should be used as followed: when “high risk” is referred to, it means that a child/student is in immediate danger of sustaining injury, in which case local OSPOD authorities or medical practitioners should be sought, whereas a “low risk” case means there is no immediate apparent danger and an investigation/referral should be conducted internally within the school.

### 5.1 Receiving a Disclosure & Reporting a Concern (Steps)

Any and all teachers/members of staff at [MIS] should report a concern they have. This is an integral requirement of employment and a report can be in regard to the so-called “high risk” and “low risk” concern. As recommended in KCSE (2022) all staff should maintain an attitude of “it could happen here”, which means it is a basic demand that all people associated with [MIS] have an understanding of the following protocol. Failure to do so will result in a conference with the Head of School and could, if serious neglect of duty is found, result in a disciplinary matter. An important overarching distinction is as



follows: it is not the responsibility of staff to solve a child protection or safeguarding issues, but it is their responsibility to report it.

Written in [WTSC], all [MIS] teachers & staff members should be aware of what children want from an effective safeguarding system:

- ✚ Vigilance: to have adults notice when things are troubling them
- ✚ Understanding & action: to understand what is happening; to be heard and understood; and to have that understanding acted upon
- ✚ Stability: to be able to develop an ongoing stable relationship of trust with those helping them
- ✚ Respect: to be treated with the expectation that they are competent rather than not
- ✚ Information & engagement: to be informed about and involved in procedures, decisions, concerns and plans
- ✚ Explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response
- ✚ Support: to be provided with support in their own right as well as a member of their family
- ✚ Advocacy: to be provided with advocacy to assist them in putting forward their views
- ✚ Protection: to be protected against all forms of abuse and discrimination and the right to special protection and help if a refugee

(page. 10 | Children have said that they need | WTSC, 2018)

The above should be kept in mind at all times during the following steps:

### **STEP 1a: IMMEDIATE DANGER**

If you feel a child is in immediate danger, or is likely to suffer harm once they leave school, it should be reported straight to the police and/or OSPOD. Please know: if a DSL is not available, you can report it directly to either of these agencies.

OSPOD: +420 222 805 244

Police: +420 974 858 720

If the DSL is available, we recommend that you inform them immediately so they can contact the appropriate agency (due to their familiarity with procedure). Please know that, if required, a speaker of the Czech language will be used to confidentially assist in the matter. Know that a judgement of “immediate danger” can be made if you are both suspicious or through a direct disclosure from a child.

## **STEP 1b: SUSPICION & DISCLOSURE**

The first step can be both the most important and most difficult/confusing. Step 1 can begin with a teacher or staff member having a suspicion, yet it also can involve a direct disclosure from a student. A disclosure may be initiated by you or the student. However, it is strongly advised that you wait for the DSL, rather than instigate and engage a student in conversation directly. It takes a child a lot of courage to disclose that they are being abused or neglected. They may feel ashamed, particularly if the abuse is sexual. Indeed, their abuser may have threatened about what will happen if they disclose information or speak up. Further, it is common for children to lose faith in adults; they may even believe, or have heard it from someone else, that the abuse is “their fault” and that “they should be guilty”. Guidelines for either encounter - suspicion / disclosure - are as follows:

### **STEP 1b (i) - SUSPICION:**

- If a teacher/staff-member is suspicious or has a concern about a student, they should report it immediately to the DSL or, if this person is not available, to a member of the ST
- The concern should be reported either orally, in person, or straight away through the school EduPage system (this will come with a digital time and date stamp)
- The concerned teacher/staff-member may be asked to complete the Record of Concern form if the DSL requires it
- The DSL will complete the Record of Concern Form if they believe they have sufficient information from the teacher/staff-member whom reported the concern
- The Record of Concern Form can be found on the Teacher’s Shared Drive or please visit the Secretary Office for a hard copy

- If you complete a Record of Concern Form, please be sure to include the following information clearly: when you observed or received any important information or concern specifics; what has been disclosed to you (try and use as accurate language as possible); any other important contextual information which may have been divulged to you

#### **STEP 1b (ii) - DISCLOSURE:**

- If a child informs you of anything important concerning their well-being, you must immediately inform them that you must pass on the information (it cannot be a secret conversation)
- Children should not be embarrassed and should be allowed freely to talk; this relies on professional judgement in the moment
- Allow the child to speak freely
- Remain calm and do not overact - the student may stop talking if they feel they are upsetting you
- Give reassuring nods or words of comfort - "I'm sorry this has happened", "I want to help", "This isn't your fault", "You are doing the right thing in talking to me"
- Do not be afraid of silence - remember how hard this is for the pupil
- Under no circumstances ask investigative questions - such as how many times this has happened, whether it happens to siblings too, or what the student's parents' think about all this
- At an appropriate time tell the student that, in order to keep them safe and to help them, you must pass the information on
- Do not automatically offer any physical touch as comfort
- Avoid admonishing the child for not disclosing earlier. Saying "I do wish you had told me about this when it started" or "I can't believe what I'm hearing" may be your way of being supportive, but the child may interpret it as though they have done something wrong
- Tell the student what will happen next. The pupil may agree to go with you to see the DSL. Otherwise, let them know that someone will come to see them before the end of the day
- Report verbally to the DSL if possible, or message them directly using the EduPage system; do not discuss with colleagues, friends or family unnecessarily

- Write up your conversation as soon as possible, sending it to yourself is a good idea, due to the digital stamp and signature; include the DSL also as a matter of good practice
- Seek support if you are emotional or distressed

## **STEP 2: Referral to Designated Safeguarding Lead or Safeguarding Team Member**

Once a suspicion or disclosure has been made, it then should be reported immediately to a Safeguarding Team member. Many of the appropriate steps pertaining to this are written in the previous directions feature in Step 1a. and Step 1b.

If the above information is given to a ST member, it is their responsibility to report it to the DSL. The DSL may also illicit help from the Head of School or a Czech-speaking member of the administration team if they do not speak the local language themselves.

## **STEP 3: DSL Reporting the Concern & Action**

Once the DSL has received the referral, it is their responsibility to take it further. Those who reported the concern should know that they may be spoken to again about what they saw, suspected, or were told. Points written in the Record of Concern form may need to be clarified and made clearer. It is understood that, when concerned for a student, the reporter may be panicked on inaccurate/brief due to time constraints. All important points will be double checked for clarity. Please know, it is not the DSL's right to investigate but to ascertain all of the facts as they are. The DSL will work with the Head of School, to discuss the next steps, which can include making a referral to an external organisation.

## **STEP 4: Making an External Referral**

If it is appropriate to refer the case to OSPOD or the police, the DSL will make the referral. The person who informed the DSL of the safeguarding concern will be notified that this has been done.

The child's parents/guardians will be informed that the referral has been made. However, if the safeguarding declaration concerns the parents or other family members, the DSL may not notify them if they feel it would pose a danger to the welfare of the student. In some cases, the advice of OSPOD or the police may be sought.

Praha 8 OSPOD should then make a decision about what course of action will be taken and will let the person who made the referral know the outcome. The DSL must follow-up

with OSPOD if the information is not made readily available. In all cases, a continued written record of communication about the issue should be kept. All outcomes must be properly recorded. If the child's situation does not seem to improve after the referral to OSPOD or the police, the DSL must further contact them and stress the need for the case to be treated seriously. It is important that the case is reconsidered to ensure that concerns have been addressed and the child's situation improves.

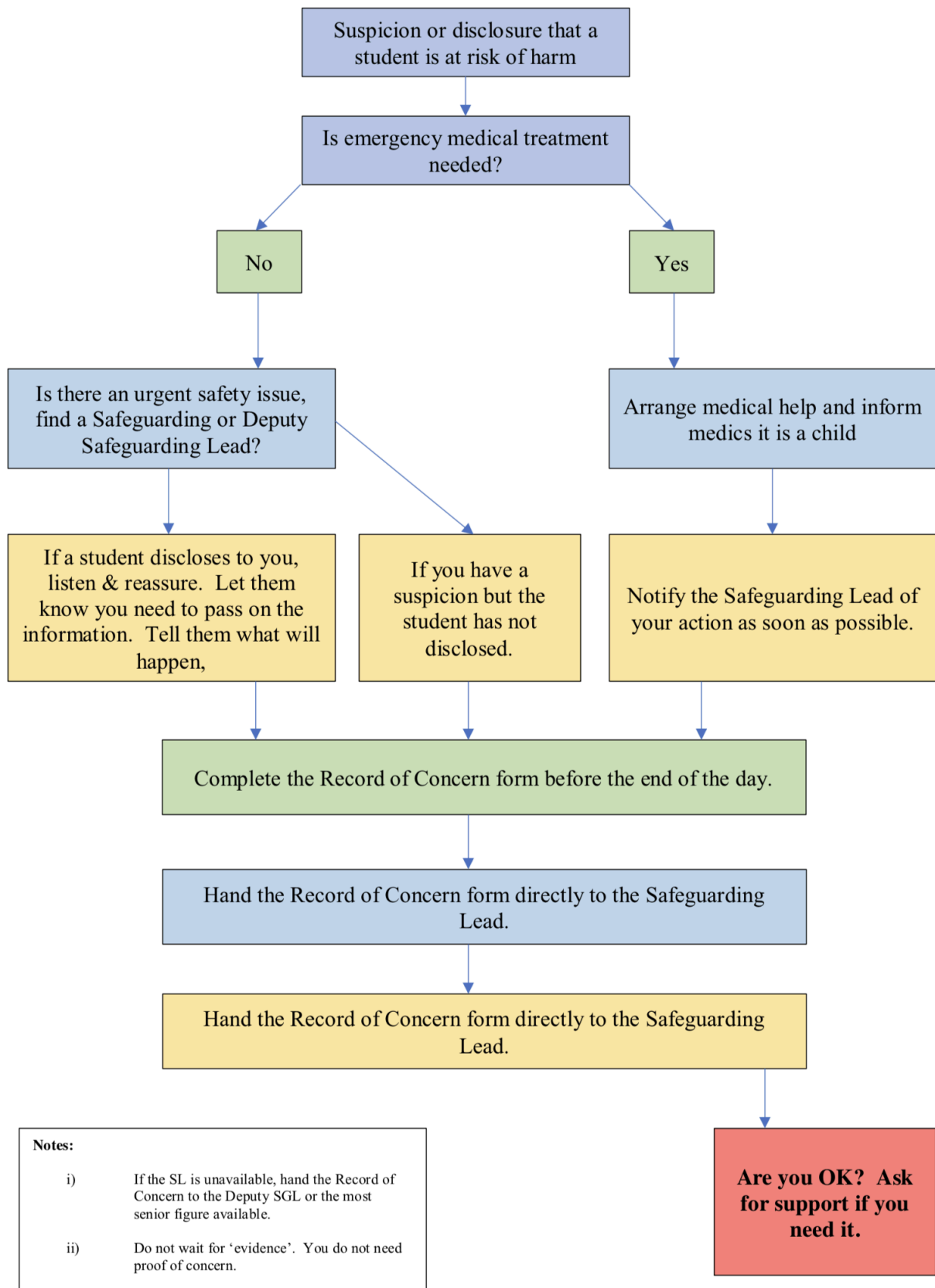
### **STEP 5: Ongoing Support**

Reporting and managing child protection and safeguarding concerns is not an easy task. Events surrounding the process are usually emotional and can lead to conflict amongst students, staff, as well as other members of the school. It is important, at all times, to maintain focus, be sensitive to all concerns, to not make rash or uninformed judgments, or to support one person over another (take sides). To assist the DSL and members of the ST, patience and confidence is asked for. If you receive a disclosure and speak to a ST member or DSL, please know that they will be dealing with the issue and will notify you when they have to.

**Under no circumstances should teachers and staff discuss a safeguarding concern with anyone other than the Safeguarding Team and Head of School (in cooperation with the DSL).**

It is the responsibility of the DSL to continue to monitor the process. With the assistance of the Head of School, if the student at the centre of the complaint remains in school, or more than one student, then the appropriate members of the teaching staff will be informed of the next steps. It will be the responsibility of the DSL to check on the progress of the student or students concerned, as well as to work with the member of staff who initially received the disclosure (if they need help or support).

# Reporting a Concern Flow Chart



## 5.2 Allegation Against Staff Members & Adults

The principles of this document apply not just to students, yet also to members of [MIS] staff. This section of the policy should be read in tandem with the "Safer Recruitment" section found in Appendix. X. It should be known that the following information and steps are chiefly written in regard to an allegation made by a student against a member of staff/adult, yet the policy and procedure are also used in the event of a staff-on-staff complaint.

During the course of school-life, it could be the case that the DSL or ST receive a concern about an employee of the school. The member of staff could be a teacher, a member of the administration, an invited guest or speaker, or someone else working in the school (for example, a maintenance worker or custodian). An allegation can take the form of the following, in that a member of staff has:

- ✚ Behaved in a way that has harmed a child, or may have harmed a child
- ✚ Possibly committed a criminal offence against or related to a child
- ✚ Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- ✚ Behaved or may have behaved in a way that indicates they may not be suitable to work with children (this includes behaviour that may have happened outside of school)

It should be made clear that any allegation made can be against current or previous members of staff. In the case of the former, it is the responsibility of [MIS] to deal with the matter internally (and with the associated social/legal authorities if necessary) and, with respect to the latter, to inform the police/OSPOD authorities and the new place of employment.

[MIS] promises that any allegation made against a member of staff will be dealt with swiftly, discreetly and professionally. The safeguarding process will be strictly followed and all people associated with the complaint - the accuser, the alleged perpetrator, and those individual that reported the concern - will be treated in a fair and impartial way. Detailed notes and records will be made and kept in accordance with the regular safeguarding procedure. Any item taken or noted in the course of the procedure will be kept safe by the DSL and Head of School.

Common sense and good judgement will be utilised throughout the proceedings. Allegations will be dealt with quickly, fairly and consistently. Effective protection will be given to both the student/child and also the person at the centre of the allegation. Please be aware that the process pertaining to the interviewing of students, witnesses, the

alleged individual, as well anyone else involved, will be conducted in accordance with the methodology and steps outlined in Section 5.1 of this document.

If there is an immediate harm to a student, then OSPOD and the police will be notified accordingly. In the rarest of cases, it can happen that an allegation demands sudden and swift intervention by one of the aforementioned bodies. The DSL, once informed of the allegation, will decide what action to take, typically via consultation with the Head of School. Following this, the most appropriate service will be contacted.

If the student is not in danger of immediate harm, the following appropriate steps will be taken following the initial accusation. Please know that with any initial accusation, the most immediate important steps are:

- ✚ Looking after the welfare of the child
- ✚ Investigating and support the person subject to the allegation

[MIS] will conduct a basic enquiry into the alleged allegation. Facts will be established in-so-far as they are possible, to help and determine whether there is truth to the allegation (and to what degree of truth) as well as the complaint has been made falsely. At no point will the school make a final judgement - impartiality will be maintained, and there will be no jeopardisation of any possible future investigation by OSPOD or the police). However, an internal investigation may involve the following:

- ✚ Determining whether the accused individual was on the school premises at the time of the allegation
- ✚ Speaking with the individual and child to determine whether contact between them has happened
- ✚ Addressing whether any witnesses were involved and speaking to them
- ✚ Ascertaining whether there was any CCTV footage of the alleged incident

When it comes to immediate action against the alleged individual, it should be stressed that suspension will not be the immediate reactive decision. This is not the default result due to fairness for all parties. It could be the case that a student/child makes an allegation against a member of staff, yet the reasons behind it are sometime else entirely (a cry for help, not able to speak openly about another individual, etc.); due to this, the accused will only receive a suspension notice if there is no alternative option. A suspension will only be given when there is conclusive proof or if the individual poses a direct and immediate danger to the welfare of students and others in [MIS]. Justification for the suspension will be given according to internal school guidelines and also with respect to local employment law within the Czech Republic. Based on a risk assessment, [MIS] will



consider alternatives to suspension such as: (i) reassuring the individual within the school so that the individual does not have contact with the child or other children whom the allegation is connected to; and (ii) giving the individual alternative work within school, so that they do not teach and/or have unsupervised access to the students.

The above should be kept in mind at all times during the following steps.

### **STEP 1: Initial Allegation**

The allegation will be immediately discussed with the DSL, in cooperation with the Head of School if necessary. During this initial discussion, the nature of the allegation should be addressed, the content of the accusation (what happened and to whom), as well as the context (where and why it could have happened). Further, an immediate course of action will be determined. The following steps could be but are not restricted to: making further enquiries, such as those mentioned above ("internal investigation"), interviewing witnesses, and notifying OSPOD or the police directly. If the allegation is extreme and a child or children are in immediate danger, it may be the case that a member of staff/teacher must contact the authorities without notifying the DSL or Head of School. If this occurs then the DSL will be notified after the communication to OSPOD/the police has been made.

### **STEP 2: Informing the Accused**

The person accused should be informed as soon as possible. As much information should be shared, including who has made the allegation, the details, and the likely course of accusation following the allegation. This can be the DSL or higher management, such as the Head of School or the Director of School. If OSPOD/police have been informed first, the DSL will seek information from them about what can be divulged to the person who has been accused.

### **STEP 3: Informing the Parent of the Victim (the one who made the accusation)**

Again following the advice of OSPOD or the police, the parent of the child should be notified. This should be done sensitively by the DSL, in cooperation with the Head of School if necessary. It could be the case that the child has already informed their parent(s)/guardian(s) about the incident. The DSL will inform the parent(s)/guardian(s) to maintain confidentiality about any allegations made against a teacher or a member of staff, while the investigation is ongoing. In this moment [MIS] will encourage calm and patience from all those concerned. If the parent seeks legal advice this is a personal decision, yet [MIS] will maintain confidentiality agreements as much as possible.

#### **STEP 4 (i): Possible Suspension**

If immediate suspension is necessary, the reason and steps will be recorded by the DSL and/or Head of School. The Director of School will also be informed and shall be part of the decision. The record will include information about the alternatives to suspension which have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within one working day. The suspended individual should maintain contact with the Head of School.

#### **STEP 4 (ii): No Further Action**

If it is decided that no further action will be taken in regard to the allegation, this decision will be recorded. The decision will be made in cooperation with the DSL, Head of School and, if necessary, the Director of School. The accused person will receive a written notification of the findings, outlining why the investigation will not continue and shall end. In regard to the individual who made the allegation, further details about how the school will proceed in regard to them will be expressed. If it turns out the allegation was falsely made and with malicious intent, then necessary steps will be taken in regard to this (informing the parents and, possibly, OSPOD/police - it could be they will want to speak to the accuser directly).

#### **STEP 4 (iii): Further Action**

If it is decided that further action is needed, steps will be taken to ensure cooperation between the DSL and other parties. These include: notifying other teachers (for example, the Class Teacher of the child concerned) and other members of school, providing this does not break any confidentiality laws/rules; liaising with OSPOD; liaising with the police; and speaking with senior members of the school leadership. The DSL should also be open to any further concerns raised about the particular safeguarding issue or in regard to additional issues which may arise as a result of the aforementioned safeguarding concern.

#### **STEP 5: Continued Support**

Effective case-by-case support for the individual facing the allegation or concern, will be provided.

# Child Protection & Safeguarding Policy

## 6. Additional Safeguarding Concerns, Policies & Procedures

This document has aimed to present Meridian International School's commitment to Child Protection & Safeguarding. The booklet is written so somebody with no prior knowledge of safeguarding policy can pick up the document and simply digest. It is hoped that all important information can be found and read easily, particularly when the reader wishes to understand and report a safeguarding concern.

What follows are important additional child protection and safeguarding procedures which do not fit into previous categories of this document. However, this does not diminish their importance within [MIS]'s safeguarding practices as a whole.

### 6.1 Safer Recruitment

Safer recruitment is one of the most important aspects of safeguarding children and young people. [MIS] has effective systems in place to recruit new staff, including other staff and visitors to the school. Safer recruitment is not only about vetting people before they start, but to also ensure that safeguarding practices are strong to identify inappropriate behaviour in appointed staff.

Safer recruitment is a set of practices to help make sure staff and volunteers are suitable to work with children and young people. It's a vital part of creating a safe and positive environment and making a commitment to keep children safe from harm.

**It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children.**

Our school endeavors to ensure that we do our utmost to employ 'safe' staff by following the guidance in Safeguarding Children and Safer Recruitment in Education together with the school's individual procedures. Furthermore, at least one person on any interview/appointment panel for a role/position at the school will have undertaken Safer Recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education (2022), and be in line with local safeguarding procedures.

Safer recruitment means that all applicants will:

- ✚ Complete a school-specific application form
- ✚ Provide two referees, including at least one who can comment verbally, on the applicant's suitability to work with children
- ✚ Provide evidence of identity and qualifications
- ✚ Be checked through police records certification and the Disclosure and Barring Service as appropriate (UK applicants)
- ✚ Be interviewed, preferably in person, and by video conference if not, and be specifically asked if the applicant has any reason why they could not take the job or should not be working with children. They will also be asked specific questions relating to safeguarding issues during the interview
- ✚ All new members of staff will undergo an induction that includes the introduction with the school's Child Protection Policy and identification of their child protection training needs

#### **(6.1.1) Criminal Record Checks in the Czech Republic**

Safer recruitment is a set of practices to help make sure the staff and volunteers are suitable to work with children and young people. It's a vital part of creating a safe and positive environment and making a commitment to keep children safe from harm.

**[MIS]** is committed to:

- ✚ Safeguarding and protecting all children and young people by implementing robust safer recruitment practices
- ✚ Identifying and rejecting applications who are unsuitable to work with children and young people
- ✚ Responding to concerns about the suitability of applications during the recruitment process
- ✚ Responding to concerns about the suitability of employees and volunteers once they have started their role
- ✚ Ensuring all new staff and volunteers participate in an induction which included child protection and online training through EduCare

In accordance to the rules of the Czech Republic, when appointing new staff the employer should:

- ✚ Verify the identify of the applicant
- ✚ If the applicant is a U.K. resident, [MIS] should obtain - via the applicant - a Disclosure and Barring Service (DBS) certificate
- ✚ Non-UK residents and UK residents should all pass the Criminal Record Check in the Czech Republic
- ✚ Verify the mental and physical fitness of applicants so they are suitable to work with children (medical record check)
- ✚ Verify their right to work in the Czech Republic
- ✚ Verify their professional qualifications as appropriate
- ✚ Ask for written information about previous employment history and check that the information is not contradictory or incomplete

We will seek references on all short-listed candidates, including internal candidates, before the interview, with one reference coming from the most recent employer. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children. References are also verified by phone call.

### **(6.1.2) Members of Staff Defined as “Regulated Activity”**

“Regulated Activity” means a person who will be:

- ✚ Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- ✚ Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
- ✚ Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

### **(6.1.3) Existing Staff**

If we have concerns about an existing member of staff’s suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a position that is not regulated activity to one that is.

We will refer to the Czech police and/or OSPOD anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

- ✚ Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)
- ✚ Where the individual has received a caution or conviction for a relevant offence
- ✚ If there is reason to believe that the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009
- ✚ If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

#### **(6.1.4) Agency & Third-Party Staff**

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

#### **(6.1.5) Contractors**

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS/ICPC check or relevant police check if non-UK.

This will be:

- ✚ A criminal record check as demanded in the Czech Republic
- ✚ For U.K. contractors an enhanced DBS check or equivalent, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain a local/relevant local police check for self-employed contractors

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

#### **(6.1.6) Volunteers**

We will ensure that any volunteer comes with a reputable background. Prior to entering the school premises, they will have been spoken to by the Head of School and any other appropriate [MIS] entity. Our commitment in regard to volunteers includes:

- ✚ Never leaving an unchecked volunteer unsupervised or allow them to work in regulated activity
- ✚ Obtain a relevant police check in the Czech Republic for frequent visitors and volunteers
- ✚ Carry out a risk assessment when deciding whether or not to seek additional information about the volunteer
- ✚ Ensure the appropriate checks are carried out to ensure that the volunteers are legal in the Czech Republic and that they have a visa if necessary

## 6.2 Training

Upon joining [MIS] all new staff are made aware of the school's child protection and safeguarding procedures. Indeed, these will be referred to in the interview process and those who apply for position to [MIS] will notice the school's commitment to this policy in any job/vacant position advertisement.

As stated in [KCSE | 2022] a minimum of one annual staff training seminar will be held at Meridian International School. This will typically take place during the first preparation week of school in August. Anyone who reads this policy can access the training presentation here: [MIS | SAFEGUARDING & CHILD PROTECTION TRAINING](#). Additionally, staff are required to undertake the online [TES / Educare training in Child Protection & Safeguarding](#). In addition to this, there are also annual online refresher courses, as well as other concerns concerning child safety and protection. The DSL &

Head of School cooperate on a staff training record, as well as a calendar of safeguarding trainings and meetings. Our staff have access to and are encouraged to complete courses in the following child protection and safeguarding concerns (please know this is a sample only):

- ✚ [Child Protection in Education](#)
- ✚ [The Prevent Duty](#)
- ✚ [Safe Recruitment](#)
- ✚ [Dealing with Bereavement & Loss](#)
- ✚ [Safeguarding Young People](#)

- ✚ [Equality & Diversity](#)
- ✚ [Child Protection](#)
- ✚ [Child Protection for International Schools](#)
- ✚ [Mental Wellbeing in Children & Young People](#)
- ✚ [Child Neglect](#)
- ✚ [Online Safety](#)
- ✚ [The SEND Code of Practice](#)
- ✚ [Use of Reasonable Force in Schools](#)
- ✚ [Preventing Bullying](#)

Additionally, the following steps are always taken to ensure that our staff understand and acknowledge the importance of having a strict safeguarding system:

- ✚ All newly recruited staff (teaching and non-teaching and including visiting peripatetic members of staff) are given in-house training on safeguarding issues as part of their induction, covering how to identify and respond early to the needs of all vulnerable children.
- ✚ Refresher courses are organised in school at least once a year to ensure that everyone develops the knowledge and skills required to fulfil their responsibilities
- ✚ Staff are made aware of the 'extremist policies' espoused by the Czech Ministry of Interior (Appendix 5)
- ✚ The Designated Safeguarding Leads undertake formal training including inter-agency work every two years and update their knowledge and skills at least once a year to keep up to date with developments. They are encouraged to attend network meetings and external courses, as well as read relevant materials and case reviews
- ✚ At least one person in each recruitment process has had "Safer Recruitment" training
- ✚ A record is kept of staff training, including type of training and dates



## 6.3 Security in School

Each section of [MIS] has a security guard present at the entrance. This person will speak to all those that arrive at the school. If a prior appointment has been arranged, the security guard will allow this person entry into the school following confirmation of their identity. Those wishing to enter the school without having an appointment, or those who are not parents or associates, will be questioned and the School Secretary and/or Head of School will be notified.

Entry to school premises is controlled by secure doors, constant staff supervision or video surveillance. Authorised visitors - including parents - are monitored by the School Secretary. Unidentified visitors will be challenged by staff or reported to the Head or School Office.

The presence of intruders and suspicious strangers loitering near the school will be reported to the Police so that other schools can be alerted.

No internal doors to classrooms will be locked while pupils are present. All teaching rooms will have clear, unobstructed glass panels in the doors. Male teachers will leave the classroom door open when teaching girls only and vice versa for female teachers.

Members of staff who work with children on a one to one basis are made particularly aware of policies and procedures with regard to safeguarding as the nature of their work means they are more vulnerable to allegations made against them or a pupil may see their individual lesson time as a private opportunity to make a disclosure.

## 6.4 Extended School & Off-Site Arrangements

Where extended school activities are provided by and managed by the school, our own Safeguarding Policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential trips and work-related activities, we will check that effective safeguarding arrangements are in place. It is the responsibility of the proprietor to vet the organisations wishing to use the school premises outside school hours to ensure that he is not unwittingly letting the premises to groups promoting extremist views or involved in criminal activities.

## 6.5 First Aid & Medical Plans

Except in cases of emergency, first aid will only be administered by qualified first aiders. All first aid treatment will be recorded and where significant will be shared with parents






at the earliest opportunity. Children requiring regular medication or therapies for long term medical conditions will be made the subject of a medical plan that has been agreed with parents.

## 6.5 Working with Children One-to-One



Working with children in one to one situations requires additional safeguards to be in place. Adults working in one to one settings are more vulnerable to unfounded or malicious allegations being made against them. One to one situations also have the potential to make the child more vulnerable to harm by those who seek to exploit their position of trust. It is important that every effort is made to ensure the safety and security of children and the adults who work with them.

Teachers also need to recognise that they may also pick up on concerns about a child or a child may disclose that they are being abused.

Principles from **Safer Working Practice guidance | 2009:**

-  The welfare of the child is paramount
-  It is the responsibility of all adults to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children
-  Adults who work with children are responsible for their own actions and behaviour and should avoid any contact which would lead any reasonable person to question their motivation and their intentions
-  Adults should work and be seen to work in an open and transparent way
-  The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious and /or sexual identity

It is advised that teachers adhere to the following working arrangements:

-  A teacher must carefully consider the needs and circumstances of the child when in one to one situations
-  It is advisable to leave the door of the classroom open when working in a one to one situation. In cases where privacy is required, it is essential that the teacher and child are visible through a window at all times.

- ✚ In the rare case of tutoring a child at home, a parent or carer must be in the house and the door to the room must be kept open
- ✚ If lone working is an integral part of the role, appropriate risk assessments should be undertaken, and conditions agreed with the line manager.

## 6.6 Prevention

The school will adopt an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff should work to ensure that children and parents will feel free to talk about any concerns and will see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously, and children are encouraged to seek help from members of staff.

Our school will therefore:

- ✚ Establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to
- ✚ Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty
- ✚ Include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse and to know to whom they can turn for help
- ✚ Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies
- ✚ Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including - when necessary - checks from a potential employee's home country (or previous country of work), as well as the necessary visa checks to satisfy employment status in the Czech Republic
- ✚ Ensure those responsible for recruitment e.g. Proprietor/Head of School have successfully completed the recommended Safer Recruitment training and that other members of staff, if involved in leading on recruitment, have successfully completed the training
- ✚ Ensure that all staff and volunteers are aware of the need to maintain appropriate and professional boundaries in their relationships with pupils and parents and follow the codes of conduct in the Guidance Safe Working Practice for the Protection of Children and Staff in Education Settings, September 2009

## 6.7 Monitoring & Evaluation






The Child Protection & Safeguarding Policy of **Meridian International School** will be regularly monitored and evaluated. The DSL, Head of School & other senior school administrators will keep abreast of changes to safeguarding guidance from both her U.K. and the Czech Republic. At the start of each academic year, senior staff will discuss the policy and make any changes as necessary. Discussion will also be had about the scheduling of whole-school training and what topics should be covered. Additionally, the Child Protection & Safeguarding Policy will be monitored and evaluated via:

- ✚ The School Directors taking an active interest in the daily operation of the school and checking to ensure that safeguarding principles are being upheld
- ✚ Head of School discussions with the DSL and Safeguarding Team to ensure that the safeguarding system is working
- ✚ The DSL and Head of School will have weekly meetings and as and when needed
- ✚ Surveys will be sent out to students, teachers and parents, within which will be issues related to improving the safeguarding practices of the school
- ✚ Scrutiny of attendance and behaviour issues (Class Teacher role and consultations with the school's Positive Behaviour Coordinator)
- ✚ Scrutiny of minutes of staff meetings, records of concern and safeguarding records
- ✚ Logs of bullying/racist behaviour and or other incidents which fall under the child protection and safeguarding definitions
- ✚ Annual reviews of procedures aimed at safeguarding children in various circumstances
- ✚ Review of parental concerns and parent feedback, whether be via general communication of formal Complaints and Concerns channels

## 6.8 Photography & Images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse

children through taking or using images, so we must ensure that we have safeguards in place. To protect students, we will ensure:

-  Have parental consent for photographs to be taken or published of all students under 18 (consent is given at enrolment on an 'opt-out' basis)
-  Will not publish photographs that include children whose parents have opted out of giving consent (GDPR)
-  Will seek the consent for photographs to be taken or published of students over 18
-  Ensure pupils are appropriately dressed
-  Encourage pupils to tell us if they are worried about any photographs that are taken of them

## 6.9 Online, Electronic & Personal Device Safety

The alarming rate of misuse of electronics and the internet is a concern for all parents, educators, as well as anyone in a care-giving role. A separate policy to protect children and personal device safety has been written by [MIS]. As such, both the Child Protection & Safeguarding & Personal Device Policy should be used in conjunction with the other. We as educators are seeing an alarming number of mental-health issues caused by online activity. As such, this field of safeguard/child protection demands a specialised response.

Most of our students use mobile phones and computers for communication, education and entertainment and all students and staff must acknowledge the school's e-safety rules. However, we know that some individuals may use these technologies to harm children. This harm may range from sending hurtful or abusive messages or e-mails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings.

Chat rooms and social networking sites are among the most obvious sources of inappropriate and harmful behaviour, and students are not allowed to access these sites in school. Some pupils will undoubtedly be 'chatting' on mobiles or social networking sites at home and we have produced a short factsheet to help parents and pupils understand the possible risks.

Cyber-bullying, via messages, posts or emails, is treated as seriously as any other type of bullying and any instances will be managed through our Anti-Bullying Strategy as well as our Personal Device Policy.

### (6.9.1) Personal Device Policy Guidelines

Smart phones, such as those powered by Apple OS (iPhone), Android (Google devices, Samsung, HTC, Nexus, Huawei), Windows, and more, now have numerous additional functions. Used wisely, they can be fun and enriching; used poorly, they can be pernicious, damaging and cruel. Whether it be through integrated cameras on smart phones, video recording capabilities, or messaging systems, [MIS] is alarmed by the damaging possibilities personal devices can have upon the well-being of our students.



Easy access to the internet also allows students to connect to the internet whenever and wherever they are, allowing access to web-applications, downloadable apps and, most worryingly, social networking, e.g. Facebook, Twitter, TickTock, WhatsApp, SnapChat, and more.

As educators, we have encountered many problems with smart phones and personal devices in school. These include: bullying (in-school and online); disruption to lessons; taking pictures and images without consent; videoing without consent; recording audio without consent; plagiarism of school-work; spreading false information; and also the dissemination of extremist views which are contrary to our school's philosophy and proud international, as well as multicultural, character.

Being a British School Overseas in the Czech Republic, the above dangers are contrary to the UK's Department of Education's (i) "Keeping Children Safe in Education" (2022) & (ii) the "Prevent Duty" (2015) policies, as well as the Czech Republic's Ministry of Education, Youth & Sports (iii) "Methodological Recommendations for the Primary Prevention of Risky Behaviour in Children & Youth" (2016) and (iv) guidance from the "Centre for Prevention of Risky Virtual Communication" (Faculty of Education / Palacký University Olomouc).

- (i) <https://tinyurl.com/yckan362>
- (ii) <https://tinyurl.com/2mam8dvw>
- (iii) <https://tinyurl.com/47xeup75>
- (iv) <https://www.prvok.upol.cz>

As such, our guidelines highlight the following as being contrary to our child protection and safeguarding standards:

-  Using a mobile/smart telephone or personal device during a classroom lesson without the express permission of a teacher, member of staff or present adult
-  Using a smart watch during a lesson for any purpose without a clear direction from a teacher, member of staff or present adult

- ✚ Disturbance caused by a sound emitting from any personal device (those previously stated throughout this policy)
- ✚ Entering a classroom whilst using a personal device, including: headphones & earbuds, mobile/smart phone, tablet device, personal gaming system, and personal computer
- ✚ Bullying by text, image, social media, messaging, or emailing (this includes any of these conducted toward a [MIS] member even outside of school hours (08:00 - 15:30))
- ✚ Using a personal device for *sexting* personal images (images of themselves)
- ✚ Using a personal device for *sexting* images of others
- ✚ Sexting can include but is not restricted to the following: the electronic distribution/spread of text messages, one's own photographs or own videos containing sexual content, including naked imagery and imagery of 'near-naked' poses including underwear, lingerie, exposing sensitive areas of the body, including what can be considered 'non acceptable' dress as identified in the school's dress-code
- ✚ Encouraging others to take or send sexts is also forbidden
- ✚ Sending inappropriate imagery to others, including: racist imagery, violent imagery, imagery which mocks a person's gender or sexuality,
- ✚ The deliberate engineering of situations where people's reactions (including students, teachers, members of [MIS] administration and general staff) are filmed or photographed in order to humiliate, embarrass and intimidate by publishing to a wider audience (for example, any social media platform)
- ✚ Students posting material on social network sites with no thought to the risks to their personal reputation and sometimes with deliberate intention of causing harm to others
- ✚ Using personal devices to make rude, menacing and hurtful comments, lying about events/actions or making false-accusations about other students or teachers
- ✚ Photographing or filming other students, teachers or staff members without their knowledge or permission
- ✚ Photographing or filming in toilets, changing rooms and similar areas

- ✚ Outside of school: even though it is not school hours, using a personal device to harm or intimidate a member of [MIS] is still an actionable matter; breaking any of the previously stated guidelines, outside of school, is considered to be as unacceptable as if in school



# Child Protection & Safeguarding Policy

## 7. APPENDIX #1 [RESOURCES | U.K.]

CAFCASS	<a href="https://www.cafcass.gov.uk">https://www.cafcass.gov.uk</a>
CHILDLINE	<a href="https://www.childline.org.uk/">https://www.childline.org.uk/</a>
NSPCC	<a href="https://learning.nspcc.org.uk/child-protection-system">https://learning.nspcc.org.uk/child-protection-system</a>
THE CHILDREN'S SOCIETY	<a href="https://www.childrensociety.org.uk">https://www.childrensociety.org.uk</a>
TALK TO FRANK	<a href="https://www.talktofrank.com/">https://www.talktofrank.com/</a>
CHILDNET	<a href="https://www.childnet.com">https://www.childnet.com</a>
EDUCATION AGAINST HATE	<a href="https://www.educateagainsthate.com/">https://www.educateagainsthate.com/</a>
SAFER RECRUITMENT CONSORTIUM	<a href="http://www.saferrecruitmentconsortium.org">www.saferrecruitmentconsortium.org</a>
LUCY FAITHFUL FOUNDATION	<a href="https://www.lucyfaithfull.org.uk/">https://www.lucyfaithfull.org.uk/</a>
MARIE COLLINS FOUNDATION	<a href="http://www.mariecollinsfoundation.org.uk/">www.mariecollinsfoundation.org.uk/</a>
CHILDREN'S COMMISSIONER	<a href="http://www.childrenscommissioner.gov.uk">www.childrenscommissioner.gov.uk</a>
#ASK THE AWKWARD	<a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>
ANTI-BULLYING ALLIANCE	<a href="https://anti-bullyingalliance.org.uk">https://anti-bullyingalliance.org.uk</a>
RAPE CRISIS	<a href="https://rapecrisis.org.uk/">https://rapecrisis.org.uk/</a>
UK SAFER INTERNET	<a href="https://saferinternet.org.uk/">https://saferinternet.org.uk/</a>

# Child Protection & Safeguarding Policy

## 8. APPENDIX #2 [RESOURCES | CZECH REPUBLIC]

ROSA CENTRUM	<a href="https://www.rosacentrum.cz">https://www.rosacentrum.cz</a>
CANEE	<a href="http://www.canee.net">http://www.canee.net</a>
SPONDEA	<a href="http://www.spondea.cz">www.spondea.cz</a>
DĚTSKÉ KRIZOVÉ CENTRUM	<a href="http://www.dkc.cz/">http://www.dkc.cz/</a>
BÍLÝ KRUH BEZPEČÍ	<a href="http://bkb.cz/index.php">http://bkb.cz/index.php</a>
OUR CHILDREN FOUNDATION	<a href="https://ourchildrenfoundation.com/">https://ourchildrenfoundation.com/</a>
LINKA BEZPEČÍ	<a href="https://www.linkabezpeci.cz/">https://www.linkabezpeci.cz/</a>
LINKA PRO RODINU A ŠKOLU	<a href="https://www.linkaztracenedite.cz/">https://www.linkaztracenedite.cz/</a>
MODRÁ LINKA	<a href="http://www.modralinka.cz/">http://www.modralinka.cz/</a>
LINKA ELIPDA	<a href="https://www.elpida.cz/linka-senioru">https://www.elpida.cz/linka-senioru</a>
LUMOS	<a href="https://www.wearelumos.org">https://www.wearelumos.org</a>
ČLOVĚK	<a href="http://clovekvtsni.cz/">http://clovekvtsni.cz/</a>
HVĚZDA	<a href="https://charitahvezda.cz">https://charitahvezda.cz</a>
CZECH HUMAN RIGHTS CENTRE	<a href="http://www.humanrightscentre.org">www.humanrightscentre.org</a>
ČESKÁ ŽENSKÁ LOBBY	<a href="https://czlobby.cz">https://czlobby.cz</a>

# Child Protection & Safeguarding Policy

## 9. APPENDIX #3 | CZECH REPUBLIC SAFEGUARDING LEGISLATION “RISKY BEHAVIOUR IN A SCHOOL ENVIRONMENT” ABUSED CHILD SYNDROME

### WHAT TO DO WHEN- TEACHER INTERVENTION Risky Behavior in the School Environment - Framework Concept

#### Appendix No. 5

“ Abused Child Syndrome - CAN ”

<p><b>Type of Risky Behaviour</b></p>	<p>Child Abuse and Neglect (CAN - Child Abuse and Neglect) syndrome. It is any form of child abuse, abuse and neglect that is unacceptable to our society. Statistics show that CAN in the Czech Republic currently affects 1-2 percent of the child population, which represents 20-40 thousand children. Children are most often harmed by their parents and other family members if they are insensitive and inconsiderate towards the child and if they subjugate or use them to satisfy their own needs. We can understand such behavior as abuse of physical strength or psychological superiority and power of an adult over a subordinate and dependent child.</p>
<p><b>Starting Points</b></p>	<p>Changes in the child's behavior:</p> <ul style="list-style-type: none"> <li>● General narrowness and lack of interest in what is happening around</li> <li>● Increased caution in contact with adults</li> <li>● Anxiety and frightened reactions in the presence of specific adults or in a situation where the child is alone with an adult</li> <li>● Avoiding school and extracurricular activities</li> <li>● Strikingly indifferent attitudes, statements like "I don't care"</li> <li>● Aggressively attacking and bullying peers</li> <li>● Increased emotional irritability and aggressive expressions at the slightest stimuli</li> <li>● Difficulty concentrating and deterioration in school performance</li> <li>● Hesitation to go home after school</li> <li>● Unexcused absence from school</li> <li>● Refusing food or overeating</li> <li>● Self-harm</li> </ul>

- Running away from home
- Marks on the child's body
- Repeated injuries including fractures
- Bruises
- Cuts
- Swelling of parts of the body, for example lips, cheeks, wrists
- Traces of tying
- Prints of various objects on the body
- Ear tearing
- Palm and finger prints
- Traces of scalding or cigarette burns

**PHYSICAL (BODY) ABUSE and its recognition:**

- a) Active (beating and other aggressive forms of attacking a child)
- b) Passive

Some signs of neglect:

- Constant hunger
- Malnutrition
- Poor vocabulary
- Poor hygiene
- Decayed teeth and frequent gingivitis
- The child is not vaccinated against diseases
- Inappropriate clothing due to the weather
- Lack of supervision - the child is home alone in the evening, stays outside long into the dark and without supervision, etc.
- Exhaustion, overwork
- No one studies with the child, is not interested in his school duties
- Kicked out of home

*Some manifestations of a neglected child:*

- *Has a poor or very bad relationship with his parents*
- *Craves the affection and attention of any adult (does not differentiate between*
- *Loved ones and strangers, rushes to strange adults, would leave with them)*
- *Is unusually tired to apathetic, sometimes unmanageable*
- *Eats everything voraciously and hungrily*
- *Skips school or is late for school*
- *Has learning difficulties*
- *Is reluctant to go home*

	<ul style="list-style-type: none"> <li>• <i>Swings, sucks things or fingers, nods is head</i></li> <li>• <i>Begs for food, money or other things</i></li> </ul>
<p style="text-align: center;"><i>The school principal must always be informed of any suspicions of the occurrence of a given phenomenon, device.</i></p>	
<p><b>Who Solves &amp; Who Cooperates With</b></p>	<p>School prevention methodologist with educational advisor, school psychologist, class teacher, with school counseling facility, pediatrician, child social and legal protection authority.</p>
<p><b>Legislative Framework</b></p>	<p>Act No. 40/2009 Coll., Criminal Code, in sections 364 to 368, sets out the obligations that every natural person has in the event of inciting, approving, abetting, not hindering and not reporting a crime. The paragraphs apply to the entire range of crimes, the area of violent acts committed against children and child abuse without exception.</p> <p>Act No. 359/1999 Coll., on the social and legal protection of children, protects teachers in their actions to protect children's rights. Here, he is directly encouraged to contact experts in case of suspicion of mistreatment of a pupil. Therefore, teachers should not be afraid of taking steps that are beyond their competence. So that they try to help the abused child as effectively as possible becomes not only part of their legal obligation, but also part of their professionalism.</p> <p>In addition, this law explicitly stipulates that it is the duty of various institutions, including schools and educational facilities, to report cases of threats to a child's health or life, even if only a criminal offense is suspected. (In the case of natural persons, this procedure is formulated as a right, not as an obligation.) While in the criminal law it is necessary to start from a plausible, i.e. substantiated, assumption, in the case of Act 359 it is sufficient to have only a suspicion.</p> <p>Should I tell my parents if a family member is an abuser?</p> <p>It is necessary to proceed in accordance with the instructions of the law enforcement authorities and follow these instructions.</p>

### **A teacher can even save a student's life:**

Schools and school facilities, along with medical facilities, are the entities that most often report cases of child abuse, abuse or neglect to the relevant authorities. In addition, educators are in closer continuous contact with children than doctors.

After the parents, the teachers are the closest to the child. And if an educator is teaching a child who is likely to be abused, he or she can play a key role in preventing further abuse—it can help to free the child from further physical or psychological abuse, and can sometimes even save the child's life.

### **Sudden changes as an alarm**

The first thing a teacher must do in order to help an abused child is to even notice and detect that the child bears some traces of abuse. These are both changes in the student's behavior and physical signs indicating violent treatment of the child.

One of the most common signs of possible abuse at home is a sudden, significant deterioration in a student's performance. The child starts not to care if he gets a good or a bad grade. A cheerful child often becomes an anxious student who is impenetrable. At the same time, he may have all kinds of problems in relationships with classmates - a child who was previously friendly, suddenly starts to avoid others, or may, on the contrary, start to behave aggressively towards them. The pupil may also experience various disturbances in his regular habits - sleeping (he goes to school late) or eating (he repeatedly skips lunch).

When it comes to physical signs, the physical education teacher in particular has a unique opportunity to notice various bruises, abrasions or unusual tiredness or apathy of the student.

A special category are the less visible and at the same time more sensitive signals, which the teacher can nevertheless register. However, their actual diagnosis is already a matter for an expert. These are, for example, difficulties when sitting on a bench, which may indicate digestive disorders or perhaps blood in the urine.

### **Conversation with the pupil is key**

When a teacher, after observing unmistakable signs of suspected abused child syndrome, comes to the conclusion that the child needs help, he should always first try to establish personal contact with the student. It is best

if she asks him somewhere in private why he has bruises on his body, for example, or why he is the last to leave school lately, whereas before he was among the first to hurry home.

Of course, the situation of first contact between teacher and pupil is always simplified if the relationship between them is not only strictly formal. Such an atmosphere can be further enhanced by the teacher offering the pupil some refreshments, making tea and conducting a broad conversation first - it is not recommended to address the problem immediately during such a personal conversation.

It is assumed that the interview will usually be conducted by the class teacher. However, nothing should prevent him from being led by another teacher who for some reason has a less formal relationship with the children, for example a physical education teacher or a teacher of a subject that the pupil particularly likes and is therefore likely to get along well with the one who teaches him.

#### **When a child is mistrustful**

It is practically impossible to establish an exact boundary when a teacher should step back from the role of first contact in the case of an abused child and inform other institutions about the problem. Each case is individual. Above all, in a situation where the teacher fails to establish communication with the pupil, it is a good idea to turn to a pedagogical-psychological consultancy. One possibility is that the teacher recommends the student who does not want to confide about his problem to contact the Safety Line. The child can talk anonymously about his problem on the phone, and it only depends on him whether he becomes more trusting during the conversation and shares his contact. And if even the expert on the imaginary other end of the telephone wire fails to get the child to identify himself, he tries to convince him to turn to anyone he trusts.

We should also not forget the other pupils, among whom the abused child moves in school. Therefore, the teacher should also turn to his classmates or siblings and ask them if they know anything more about the cause of his problems. For an abused child to come out of anonymity is the hardest thing we can ask of him. It is undoubtedly related to the fact that he is supposed to talk about how those closest to him are hurting him.

#### **A parent can clarify the situation**

Although it is the parent or other legal representative who is the probable cause of the abuse, this does not mean that the school should automatically exclude him from the entire process of helping the student. If a teacher invites a student's legal representative to school, it is not expected that they should

## Type of Risky Behaviour

In the first phase, the teacher should only ask the parent to comment on how he explains the problems the teacher has observed in the child. It can also find out that the real cause of the student's unusual behavior is something other than domestic abuse. Or the school's interest in the student's fate may be enough of a warning for the legal representative to realize that further harming the child will have serious consequences for him. In addition, the teacher can indirectly learn from the parent's behavior whether there is abuse in the family. A reasonable parent or legal representative, who does not harm the entrusted child in any way, should, on the contrary, welcome the interest of the school, which tries to point out that their child has a problem and is even willing to help him solve it.

If the teacher does not find out anything from the parents, and the child continues to behave unusually, this is another reason to involve a specialist. Based on the initial signs of abuse, the teacher can sometimes only guess at first whether it is a situation where his loved ones are hurting him, or whether it is bullying at school. Therefore, even a conversation with the parents can help the teacher rule out one of these two possibilities.

Finally, the teacher's direct contact with the child's legal representatives is also a certain, but of course only an indirect indicator of possible abuse - the teacher can see for himself what kind of social environment the child comes from. It can be a surprise for him, especially if the parents do not otherwise communicate with the school, do not go to class meetings.

### **Its' the experts turn**

It is the right of every pedagogue to choose the procedure that he considers best in the given case. When the child himself admits that he is being abused, or when the teacher otherwise confirms that he has been physically or psychologically damaged in some ways, he should contact the experts. However, it is not recommended to only contact a doctor if you discover any health damage. The pediatrician wants the child to come accompanied by a parent. The child should also go to the pedagogic-psychological counseling centre together with the legal representative. However, if the school managed to arrange contact with the counselling centre without the participation of the parents, this violation of the rules is considered acceptable. The priority is to help the child at any cost.

In the event that a teacher suspects abuse of a pupil, the situation does not improve and communication with parents also does not lead to anything, it is necessary to contact OSPOD in particular, according to the catchment



	<p>the catchment area to which the school in the given municipality belongs, i.e. according to municipalities with extended jurisdiction. A register of problem families is maintained at these offices, and it is therefore possible that after the school's notice, the social workers will immediately know what problems are associated with the given family.</p> <p>Pay attention to the fact of failure to report a crime and failure to prevent a crime - mistreatment of a trusted person according to § 198 of the Criminal Code falls among the crimes listed both in failure to prevent a crime (§ 367 TZ) and in failure to report a crime (§ 368 TZ). If we do not contact the law enforcement authorities, in the event that we have already learned in a credible manner about the abuse of a trusted person, we may be the perpetrators of criminal acts ourselves without being hindered by tr. crime and non-reporting of the crime.</p> <p><b>Basic information - taboo zones</b></p> <p>Again, it depends on the given school and the teacher, how they include the issue of the danger of child abuse in the teaching. The information that no one may harm a child is part of children's rights, which schools should familiarize pupils with. The school can also include the topic of child abuse, especially sexual abuse, in sex education and invite a relevant expert. In any case, children should learn in some form during schooling where the boundaries are, beyond which even a parent should not step, and what to do if the child encounters the first signs of abuse, abuse or neglect. Every child should get to know as soon as possible what the so-called taboo zones on his body represent, and know who to turn to and where to call if someone starts to hurt him or even if he only has doubts about the correctness of the behavior of his loved ones to one's own person.</p>
<p><b>How to Deal with Sexual Abuse</b></p>	<p><b>Sexual abuse</b> - is any disproportionate exposure of a child to a sexual act or behavior that leads to satisfying the needs of the abuser.</p> <p>Sexual abuse is a serious crime against human dignity, subject to the duty to prevent it (in accordance with the Criminal Code). Interfere means that you prevent the commission or completion of such conduct (report to law enforcement).</p> <p>The child confides in me personally:</p> <ol style="list-style-type: none"> <li>1. Realise that this is a very sensitive matter</li> <li>2. Introduce it to as narrow a circle of people as possible</li> <li>3. If the abuse is committed by a parent, it is not desirable to inform him that the child confided in you</li> <li>4. Communicate with the child - leave the more detailed investigation to the psychologist and the police</li> </ol>

	<ol style="list-style-type: none"> <li>5. Appropriately inform the child that you must report the fact to the police</li> <li>6. Report to the police</li> <li>7. Appreciate the child for coming to you and assure them that you will do everything in your power for them</li> <li>8. If the child does not want you to report the matter, consult the situation with an expert, but this must not deter you from reporting the incident</li> </ol> <p><b>I will find out - I will inform the director - we will contact the police and the social and legal protection of children.</b></p> <p><b>I will find out from some school poll or questionnaire</b></p> <p><i>The child sometimes expresses himself in hints and vaguely, so it is very important to understand what he is actually saying to you. In any case, strike up a conversation with him during a break or after class, but in such a way as not to attract unwanted attention. If the child confirms your assumption, proceed as above. Don't interrogate him and don't impose your opinions on him, let him talk freely.</i></p> <p><b>I find out from classmates or other sources</b></p> <p><i>First, think about whether your observation also indicates this. Try to start a conversation with the child, but do not force him to do anything. Tell the mediator that it is important for the abused child to come to you alone. Do not investigate or search in any way. If you are not sure, report the matter to the social-legal protection authority, who will investigate it.</i></p> <p><b>A child is a victim of sexual assault</b></p> <p><i>If the victim is attacked on the way to school and the assailant is an unknown person, then immediately report everything to the police, parents and the child's social-legal protection authority. Be firm and unequivocal and do not leave the child until the parents arrive.</i></p>
<p><b>Notify</b></p>	<p><b>In which case to notify the Police of the Czech Republic / OSPOD?</b></p> <p>If the teacher is certain that a crime has been committed, he is obliged by law to contact the law enforcement authorities, if he has suspicions, the law requires the school to report this fact to the municipal authority, i.e. to a social worker from the social and legal protection of children ( OSPOD) .</p>

<p><b>Solution</b></p>	<p><b>What should be the goal of the solution?</b></p> <p>The goal must be to prevent the occurrence of traumatization of the child, to prevent its continuation and to prevent the development of long-term health and social problems and psychological consequences.</p>
<p><b>Resources</b></p>	<p><b>Recommended Literature:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Dětské krizové centrum, tel: 241 484 149</li> <li><input type="checkbox"/> Internetová poradna: <a href="mailto:problem@ditekrize.cz">problem@ditekrize.cz</a></li> <li><input type="checkbox"/> Linka bezpečí, tel: 800 155 555</li> <li><input type="checkbox"/> Linka důvěry RIAPS: 222 580 697, <a href="mailto:linka@mcssp.cz">linka@mcssp.cz</a> <a href="http://www.capld.cz/linky.php">www.capld.cz/linky.php</a> (adresář linek důvěry v celé ČR)</li> </ul>

# Child Protection & Safeguarding Policy

## 10. APPENDIX #4 | CZECH REPUBLIC SAFEGUARDING LEGISLATION

### “RISKY BEHAVIOUR IN A SCHOOL ENVIRONMENT”

### CRISIS SITUATIONS WITH THE THREAT OF VIOLENCE IN THE SCHOOL ENVIRONMENT, WHICH COMES FROM BOTH THE EXTERNAL & INTERNAL ENVIRONMENT

#### **Risky Behavior in the School Environment - Framework Concept**

#### **Appendix No. 5**

“ Crisis Situations Associated with the Threat of Violence in the School Environment, which comes from both the External and Internal School Environment ”

#### **Type of Risky Behaviour**

Crisis situations associated with violence in the school environment include, in particular, risky behavior that is triggered by a crisis situation that comes from:

1. Of the internal environment - resolving conflicts in an inadequate way, especially bullying, cyberbullying, vandalism and others (see Appendices of the Methodological Recommendation), attack on the school by children/pupils/students (hereafter referred to as pupils), possibly by teachers.
2. Of the external environment - resolving conflicts in an inadequate way, violence caused by a person who visited the school - usually the parent/s of the pupil, violence caused by a person/persons who broke into the school or its surroundings and threatens the school with violence or other means that may endanger the pupils, teachers and other school staff.

#### **Starting Points**

Many national initiatives have recently focused on school safety and related school crisis planning, including the level of school security against external danger. It is not possible to unequivocally determine all the circumstances that can cause the school (teaching and non-teaching staff, pupils) to be threatened by external factors. The profile of perpetrators of violence in schools. Experiences that relate to this phenomenon usually deal with

## Starting Points

attacks with firearms or stabbing weapons, or the use of other means that aim to paralyze the environment, such as explosives. Perpetrators may include mentally ill people, or people who use violence against the school to solve another personal or social conflict. Perpetrators can act at the individual or group level. Perpetrators can thus differ in their own motivation for the violent act, as well as in their nationality, ethnicity, socio-economic status, academic performance and family background.

We know from experience in other countries that:

- In many cases, revenge was the main motive and the perpetrators talked about their plans with other pupils.
- Most of the perpetrators threatening school shootings were victims of bullying and had suicidal tendencies.
- The motive for committing violence can also be an acute condition associated with a mental illness, here it can be as offenders from the internal environment of the school, as well as offenders who, despite all security measures, disrupt the school's internal security.
- For these reasons, every school should have a crisis plan (see chapter Recommended procedures, page 8) for how to behave in these unexpected and hard-to-predict situations and should have a crisis team for this purpose.

The identification of students who fall into the risk group with violent tendencies is complex, and the following factors that can reinforce violent behavior should be considered in particular:

- Fascination with media violence, weapons and explosives
- Reduced capacity for regret
- Rude behavior towards other people and animals
- Lack of positive relationships with adults and school
- Diseases associated with possible violent attacks and uncontrolled behavior

## Starting Points

The range of possible crisis situations is therefore wide and it is necessary that the school's activities in relation to pupils and other school employees form an interconnected whole in the form of a security plan and a crisis plan, including an early warning system. Pupils and employees must be informed about how to behave in case of reported unexpected crisis situations, or when suspecting an imminent crisis situation, who to contact, where there is a possibility of escape and possible protection from an attacker.

At the same time, it is necessary for the school to have a follow-up intervention plan in place (see chapter Recommended procedures, page 9) for pupils, teachers, other school employees and possibly also for parents if they have become the object of violent behavior.

The area of risky behavior and prevention before it occurs is perceived within the school legislation in the context of safety and health protection. Ensuring health and safety during education in schools is an integral part of educational programs and their implementation at all levels of education. The detection and evaluation of a safe environment in schools is carried out comprehensively by the Czech School Inspectorate (ČŠI).

In ensuring the safety and health protection of pupils, schools mainly focus on the following areas:

1. School/internal rules – definition of a formal safety framework and protection of pupils' health, including the naming of dangers, risks of possible threat to the life and health of pupils, together with the adoption of adequate measures; determination of the daily routine, schedule of hours and breaks in accordance with the principles of psychohygiene and in accordance with legal regulations
2. Organisational provision of supervision of pupils during education and related activities – emphasis on exposed times – morning arrivals at school, lunch break, pick-up from the school group, etc.
3. Inclusion of the issue of OSH in other documents (school educational programs - ŠVP)
4. Familiarising school employees and pupils with measures ensuring the safety and health protection of pupils
5. Informing the legal representatives of children and minor pupils on the publication and content of the school/internal regulations
6. Assessment and prevention of risks with regard to ensuring the health and safety of pupils and the current state of preventive measures taken for possible emergencies, including the provision of first aid to pupils

7. Practical exercises of activities in situations of danger to pupils, in emergency situations and in case of fire;
8. Personnel security of health and safety, education of responsible persons in the field of health and safety, including the determination of a suitable organization for training in this issue;
9. Spatial and material equipment and security, including the fulfillment of the conditions for ensuring health and safety on the used sports grounds and in other indoor and outdoor areas of schools and in places designated for the teaching of practical lessons, ensuring health and safety conditions at events organized by the school in accordance with § 3 of Decree No. 48/2006 Coll., on basic education and certain requirements for the fulfillment of compulsory school attendance, including transfers to other premises of the school or to rented premises of other entities and to extracurricular events, including the establishment of rules.

#### **Education in the field of safety and health protection in schools**

The issue of health and safety protection was incorporated into the framework educational programs (RVP). These topics are divided into several educational areas and disciplines, but primarily at the 1st grade of elementary school into the educational field Man and his world, at the 2nd grade of elementary school

and in the corresponding grades of multi-year gymnasiums into the field of Health Education, in schools providing secondary education into the field of Education for Health. However, it is necessary to draw attention to the fact that these are topics that intersect vertically and horizontally in education, and it is necessary to include them in other educational areas and disciplines.

The issue of health and safety protection for kindergartens is included in the Framework Education Program (RVP PV) already in the key competences – activity and civic competences. At the same time, safety and health protection are also considered in the chapter Conditions of preschool education.

RVP for vocational training include safety and health protection at work as one of the mandatory professional competencies. Furthermore, in the section Basic conditions for the implementation of the educational program, the Conditions of occupational safety and health protection during educational activities are also listed here.

This is primarily about teaching safety in road and rail transport, the area of human protection in the event of common risks and extraordinary events, and teaching about procedures for floods and other natural disasters. This

issue also includes areas related to accident prevention, first aid, training of behavior in the event of accidents, summoning help, methods of communication with emergency line operators and integrated rescue system, learning and strengthening preventive behavior, purposeful decision-making and actions in various situations of threats to one's own health and safety and the health and safety of others, including behavior during emergencies. In cooperation with the Ministry of the Interior (MOI) - General Directorate of the Fire Rescue Service (GŘHZS), the methodological material "Materials for teaching the topics of human protection during common risks and extraordinary events in elementary schools" was prepared and published not only on the web portal of the Ministry of Education, the Ministry of the Interior, the GŘHZS, but also on the methodological portal [www.rvp.cz](http://www.rvp.cz), which is managed by the National Institute for Education. The material also covers the issue of protection against accidents and the issue of first aid, and it can be used with minor modifications as a source of information not only for elementary schools.

The basis of acquiring skills and ways of acting is practical training, performing demonstrations and practicing reactions in model situations, which are part of the teaching in each year. For the effectiveness of education and training, methods of experiential pedagogy (practical training, group training, simulation games) are recommended. The range of knowledge and skills training must always be chosen appropriately in relation to the age and abilities of the pupils.

#### **CŠI Thematic Report - Safety in Schools and School Facilities (2014)**

The Czech School Inspectorate, based on the task of the Government of the Czech Republic, investigated the state of ensuring basic safety in schools and school facilities. The thematic inspection activity was focused on the safety of pupils during education and activities directly related to it and during the provision of school services. The task of the thematic inspection activity was to find out what conditions schools have for ensuring safety. The inspection activity took place from October 20 to November 13, 2014. During the monitored period, CŠI staff visited a total of 5,477 schools and school facilities.

#### **The thematic inspection found:**

- Technical and personnel security against the intrusion and movement of strangers in the school premises (both in the morning when entering the school and during classes during the day)
- Personnel security of schools
- The use of technical and personnel security and their mutual combination



	<ul style="list-style-type: none"> <li>• Effective application of the school's technical and personnel measures when strangers enter the school</li> <li>• Involvement of schools in projects to support safety</li> <li>• The expression of schools on forms of support to better ensure the safety of their children, pupils or students</li> </ul> <p><i>The report is published on <a href="http://www.csicr.cz">www.csicr.cz</a></i></p>		
<b>Risk Factors</b>	<b>Risk Factors</b>	<b>Domain</b>	<b>Protective Factors</b>
	Lack of parental control and support	Family	Developed family ties
	Insufficient supply or availability of leisure alternatives	School Community	Support a wide range of activities in the community and at school
Weakened sense of safety and trust towards the school on the part of pupils/students and staff.	Support and development of physical and psychological safety at school, strengthening positive relationships in the classroom, teaching staff and between pupils and staff. Elaborated minimum preventive program and implementation of preventive activities.		
	Weakened sense of belonging and responsibility for co-creating a safe environment in the school, low level of cooperation between employees, pupils/students, parents, low level of awareness about catching early signs of a crisis situation.		Supporting the development of responsibility by establishing clear responsibilities in relation to risky events, supporting the cooperation of employees, pupils/students and parents by establishing rules for internal and external communication.

	Inadequately elaborated rules for preventing or developing the effects of a risky situation.		
	Low awareness of procedures for preventing or minimizing the effects of a crisis situation among employees and pupils/students.		
	Behavioral disorders, risky behavior	<b>Personality</b>	Early diagnosis, adequate intervention  Strengthening controls mechanisms, support family ties
	Closure / Noncomfortmity / Anxieties / Depression		Self-confidence boost Respect for differences
<b>Network of Partners / Cooperation in Community / Region</b>	<p>A) The partnership network should primarily consist of: the director, deputy directors, teachers, other employees, pupils and students. Communication, interconnectedness and cooperation at the school level is absolutely essential to ensure a safe environment</p> <p>B) At the school level, the school counseling office is also an important component for solving a crisis situation</p> <p>C) The next level is the group of parents and persons responsible for raising children, possibly also persons to whom the child is entrusted (substitute family or educational care). In the event of a crisis, it is advisable to have a list of contacts for all persons to whom a message needs to be given or cooperation requested</p> <p>D) As part of the creation of security plans, it is possible to request help from state or private entities that mediate consultations to evaluate risks in relation to the physical safety of the school and to educational and psychological counseling centers, school</p>		

	<p>psychologists, educational care centers, or non-profit organizations focused on this area, which can be helpful in identifying the necessary measures in relation to to maintain and increase psychological and physical safety</p> <p>E) Experts or entities providing crisis intervention and short-term or long-term psychological care for individuals, groups or school classes; crisis lines - this can be a team of psychologists, a non-profit organization, an educational care center, etc.</p> <p>F) An essential part of the network of partners are the security forces, the fire brigade and medical facilities.</p>
<p><b>Legislative Framework / Documents</b></p>	<p><i>Act No. 561/2004 Coll., on preschool, elementary, secondary, higher vocational and other education (Education Act)</i></p> <p><i>Decree No. 64/2005 Coll., on registration of injuries to children, pupils and students</i></p> <p><i>Decree No. 72/2005 Coll., on the provision of counseling services in schools and school counseling facilities, including Annex No. 3, II. Standard activities of the school prevention methodology</i></p> <p><i>Methodological recommendations for the primary prevention of risky behavior in children, pupils and students in schools and school facilities, ref. 21291/2010-28, including attachments</i></p>
<p><b>Type of Prevention (Specific/Non-Specific)</b></p>	<p>This is specific primary prevention, which includes activities dedicated to preventing the occurrence of a crisis, e.g. conflict resolution, the absence of firearms, programs for the prevention of bullying, cyberbullying, suicide, training of school staff in the principles of first aid. The main causes of death in children are, in order of frequency, accidents, murders and suicides.</p> <p>Recommended interventions:</p> <ul style="list-style-type: none"> <li>• Secondary intervention: includes steps to be taken immediately after a crisis to minimize effects and escalation, eg evacuating students to safety or reopening a school as quickly as possible after a tragic event.</li> <li>• Tertiary intervention: includes the provision of long-term follow-up care to those who have experienced a severe crisis situation, eg monitoring and support of friends of victims within one year after the event, assistance from a crisis management professional, assistance from a psychologist after a violent incident at school. Research has shown that adolescents, especially those who have experienced</li> </ul>

**Recommended  
Procedures  
from the  
point of View  
of the  
Teachers**

### **1. Prevention of a risky situation**

The school's success in preventing the emergence and development of a crisis situation is largely related to the quality of the school's daily functioning rules, rules for internal and external communication, knowledge of the legal framework and ongoing monitoring. The degree of cooperation and participation of individual employees, parents and pupils themselves in the above has a great influence on the success of prevention (see [www.spolecnekbezpeci.cz](http://www.spolecnekbezpeci.cz)).

The school should have a prepared safety plan that identifies specific possible foreseeable risk phenomena, identifies places in the school with which the risk may be associated, sets goals, responsibilities and tools designed to prevent the occurrence of a risk phenomenon.

#### **1. Early identification of signs of a risky situation**

Procedures for monitoring pupils and persons moving around the school, monitoring of risky places and situations in relation to determined risk phenomena and methods of warning.

School staff should know what their responsibility is in the timely identification of an impending crisis situation, what symptoms they can observe, how they can detect them, and what to do in the event of their identification. Pupils, students and parents are guided to procedures for reporting suspicions of an imminent risk situation at school.

#### **2. Procedure when the school is threatened by a risky situation**

In order to maintain a safe environment in the school, schools have prepared a crisis plan in case of a threat to the school, i.e. in case the risks identified in the safety plan materialize. The crisis plan includes informing all school staff and their pupils, informing parents and connecting with the rescue system in the region.

The crisis plan includes organizational information in the event of a threat:

- Keeping contact information for family members of pupils and school staff.
- Delineating a "common meeting place" for the teaching staff, pupils, parents and creating a plan for moving larger groups of people to this place.
- Procedures for canceling or interrupting classes, or using the school building as a shelter.
- Determining alternative ways of moving pupils home.
- Emergency communication system for warning and informing teachers.

- Crisis prescription of various responsibilities for individual teachers.
- Plan for convening teachers and providing factual information.
- Instructions for managing order in the classroom during the declaration of a crisis situation.
- Establishment of communication channels for the possibility of reporting a dangerous situation.
- Overview of telephone contacts of teachers, support staff, auxiliary forces, building manager, cooks, etc.
- Overview of employees with first aid training.
- Establishment of emergency communication lines for summoning medical assistance.
- Plans and methods of informing parents.
- Providing information to parents about procedures for helping children who have gone through a crisis situation.
- Established procedure for employees to provide information to the media in a crisis situation.
- Determining ways to notify the police of an emergency situation in the school.
- Plan to ensure easy entry/entry of paramedics/police officers to the scene of the crisis.
- Plan for providing crisis intervention.

The crisis plan is subject to regular revision and updating by the school. The contents and procedures in the crisis plan must be regularly familiarized with all those concerned. For procedures whose nature requires it, practical training must also be carried out. (e.g. training of school staff in providing first aid; training of school staff and pupils in reporting risk symptoms, information transfer between teachers, other school staff, pupils, gathering, evacuation, etc.).

### **1. Subsequent intervention**

The subsequent intervention plan for pupils, teachers and possibly also for parents, if the school has become the object of violent behavior, includes, for example, methods of periodic monitoring and contact with those affected by the violent situation and monitoring the impact of the crisis on the further development of persons and events, a plan for short-term and long-term external psychological support for school employees, pupils affected by the situation, methods of ensuring the continuation of teaching, incorporating preventive elements into teaching, etc.

The importance of these follow-up procedures lies primarily in the prevention of the spread of, for example, suicidal or violent tendencies, in the prevention of the development of post-traumatic stress disorder, anxiety disorders, risky behavior, etc., and especially in re-establishing a sense of safety and trust in the school. The follow-up plan also includes evaluating the security and crisis plan and updating them based on experience.

	<p>For all school rules, the following applies:</p> <ul style="list-style-type: none"> <li>• The main rules are recorded in the school's written documents</li> <li>• The scope of the documents is memorable and concise</li> <li>• The rules are formulated clearly and unambiguously</li> <li>• The rules always include a description of the phenomenon, the goal The tools for achieving the goal and determining responsibilities</li> <li>• The established security measures include the issue of both physical and psychological security and are aimed at the development of both of these components</li> <li>• Are subject to regular updating and revision by the school</li> <li>• Everyone affected is informed about the rules</li> <li>• In procedures whose nature requires it, pupils or employees are trained</li> </ul>
<p><b>When, to whom, and in what case to inform - scale of risk, in relations to types of prevention</b></p>	<p>Safety and crisis plans should include the determination of information procedures for all relevant persons and entities depending on the extent and type of crisis situation before/during/after an incident at school. Depending on the type of crisis situation, relevant persons and entities may include:</p> <ol style="list-style-type: none"> <li>1. School staff</li> <li>2. Pupils</li> <li>3. Parents</li> <li>4. Security forces</li> <li>5. Medical assistance</li> <li>6. An external network created for the purpose of solving a crisis situation (e.g. psychologists and entities providing psychological assistance/crisis intervention/preventive programs for work with individuals, groups, classes, teaching staff, etc.),</li> <li>7. Workers of social and legal protection of children. These procedures must also include rules for communication with the media (the media image created about the situation significantly interferes with the processing of the experience by persons who have gone through a violent situation or have been affected by it, e.g. inappropriate media coverage of a suicide can result in the spread of suicidal tendencies among juveniles, etc. .)</li> </ol>
<p><b>Possibilities &amp; Limits of the Teacher</b></p>	<p>School staff, especially teaching staff, must be informed about the factors associated with the attack, at the same time they must know that experiencing a situation that leads to a threat to health or even life leads to increased sensitivity and vulnerability of all actors. Common responses to an experienced tragedy or crisis include:</p> <ul style="list-style-type: none"> <li>• fear and worries about the future</li> <li>• reduction in academic performance and deterioration of behavior</li> <li>• nightmares and sleep difficulties</li> </ul>

	<ul style="list-style-type: none"> <li>• need for support and security</li> <li>• tendency to tearfulness or angry outbursts</li> <li>• higher risk of depression, drug addiction, violent behavior or suicidal tendencies, especially in adolescents</li> </ul> <p>Therefore, in these cases, the teacher always cooperates with the parents, with the school psychologist or with the experts of the school counseling facilities - especially the pedagogical-psychological counseling office. The teacher creates a background of peace and trust in the school environment.</p>
<p><b>Links, Literature (examples)</b></p>	<p><b>a) Metodické příručky</b></p> <p><i>Ochrana člověka za mimořádných událostí</i> - metodická příručka pro učitele základních a středních škol, Ministerstvo vnitra, Generální ředitelství Hasičského záchranného sboru ČR, Praha 2003, dostupné: <a href="http://www.hzscr.cz">www.hzscr.cz</a></p> <p><i>Ochrana člověka za mimořádných událostí na 2. stupni ZŠ</i> - metodická příručka podle projektu NAPLNO, Občanské sdružení JAK?, Pardubice 2008, 2014, dostupné: <a href="http://www.zdrsem.cz">www.zdrsem.cz</a></p> <p><i>Pro případ ohrožení</i> - příručka, Ministerstvo vnitra, Generální ředitelství Hasičského záchranného sboru ČR, Praha 2001, dodáno na každou ZŠ, dostupné: <a href="http://www.hzscr.cz">www.hzscr.cz</a></p> <p><i>Ochrana člověka za mimořádných událostí, Osobní bezpečí</i> - metodická příručka pro 1. stupeň základních škol, Černocho, F., Práce - Albra, dostupné: <a href="mailto:jbajer@mbox.vol.cz">jbajer@mbox.vol.cz</a></p> <p><i>Víš, odkud voláš o pomoc na tísňovou linku 112?</i> - příručka pro lepší určení lokace nahlášení mimořádné události, Lepeška J., Ministerstvo vnitra, Generální ředitelství Hasičského záchranného sboru ČR, Praha 2008, dostupné: <a href="http://www.hzscr.cz/soubor/vis-odkus-volas-publikace-pdf.aspx">www.hzscr.cz/soubor/vis-odkus-volas-publikace-pdf.aspx</a></p> <p><i>Vaše cesty k bezpečí aneb chytré blondýnky radí...</i> - metodická příručka zahrnuje 33 témat z oblasti bezpečí a ochrany zdraví, HZS Jihomoravského kraje, 2011, dostupné: <a href="http://www.firebrno.cz/vase-cesty-k-bezpeci">www.firebrno.cz/vase-cesty-k-bezpeci</a></p> <p><i>„Bezpečnostní portál - účinný nástroj edukace první pomoci dětí a mládeže a jejich rodičů a pedagogů“</i> - Interaktivní multimediální příručka první pomoci 2011, dostupná: <a href="http://www.zachranny-kruh.cz">www.zachranny-kruh.cz</a></p>

b) Učebnice zařazené v seznamu učebnic se schvalovací doložkou MŠMT

Nakladatelství Fortuna

1. *Ochrana člověka za mimořádných událostí - Sebeochrana a vzájemná pomoc*
  - učebnice pro občanskou a rodinnou výchovu na ZŠ, vydaná v roce 2002
2. *Ochrana člověka za mimořádných událostí*
  - učebnice pro první stupeň ZŠ, vydaná v roce 2003
3. *Ochrana člověka za mimořádných událostí*
  - učebnice pro střední školy, vydaná v roce 2003

Všechny učebnice dostupné: [odbyt@fortuna.cz](mailto:odbyt@fortuna.cz)

Nakladatelství Albra

1. *Ochrana člověka za mimořádných událostí - Osobní bezpečí*
  - metodická příručka pro 1. stupeň ZŠ
2. *Ochrana člověka za mimořádných událostí - Osobní bezpečí - Bezpečí a nebezpečí*
  - učebnice pro 2. ročník ZŠ
3. *Ochrana člověka za mimořádných událostí - Osobní bezpečí - Počítej se vším*
  - učebnice pro 3. ročník ZŠ

Všechny učebnice dostupné: [jbrajer@mbox.vol.cz](mailto:jbrajer@mbox.vol.cz)

c) Učební pomůcky

DVD "*Ochrana člověka za mimořádných událostí*"

Titul *Ochrana člověka za mimořádných událostí* pochází z řady interaktivního výukového softwaru pod názvem Schola Ludus zpracovaného Krátkým filmem Praha, a.s., ve spolupráci s odborníky z MV- generálního ředitelství Hasičského záchranného sboru ČR, které je určeno pro jednotlivé předměty na základních a středních školách v České republice.

Žáci a studenti se pomocí textů, videosekvencí, obrázků, testů a slovníku seznamují v komplexním pojetí s problematikou, která je součástí příslušných rámcových vzdělávacích programů.

DVD je určeno pro školy za cenu poštovního, dostupné:

<http://www.hzscr.cz/clanek/dvd-ochrana-cloveka-za-mimoradnych-udalosti-schola-ludus.aspx>, objednávky: Gymnázium F. X. Šaldy, Partyzánská 530/3, 460 01 Liberec 11, nebo prostřednictvím e-mailové adresy: [eva.utratova@gfxs.cz](mailto:eva.utratova@gfxs.cz)



33 zcela nových deskových her, které jsou rozděleny do těchto 6 didaktických okruhů:

- Běžná rizika
- [Osobní bezpečí](#)
- [Požáry](#)
- [Mimořádné události](#)
- [Dopravní výchova](#)
- [Ekologická výchova](#)

Dostupné: [www.zachranny-kruh.cz](http://www.zachranny-kruh.cz)

*Být připraven znamená přežít I. a II.*

Videokazety Ministerstva obrany ČR, Hlavního úřadu civilní ochrany ČR, dostupné: <http://www.hzscr.cz/>

#### d) Internetové a další zdroje

<http://www.hzscr.cz/>

Základním posláním Hasičského záchranného sboru ČR je chránit životy, zdraví obyvatel a majetek před požáry a poskytovat účinnou pomoc při mimořádných událostech, ať již se jedná o živelní pohromy, průmyslové havárie či teroristické útoky.

[Asociace "Záchranný kruh"](#)

Internetový bezpečnostní portál

Vzdělávací, informační, komunikační, preventivně-výchovný a evaluační nástroj, poskytující ucelené informace z oblasti prevence rizik a ochrany obyvatelstva v případě vzniku nebezpečných situací ohrožující naše zdraví, život či majetek. Na internetových stránkách [www.zachrannykruh.cz](http://www.zachrannykruh.cz) jsou pro výuku na školách zdarma k dispozici výukové kurzy a pracovní listy. Učitelé zde najdou metodickou pomůcku k začleňování témat do jednotlivých ročníků a předmětů. Je možno zde využívat animovanou příručku první pomoci. Kurzy k výuce na školách mají záštitu MŠMT.

<http://www.policie.cz/clanek/jak-zajistit-bezpeci-pro-deti-880802.aspx>

Policie ČR - základní rady a informace, jak zajistit bezpečí dětí.

[www.pokos.army.cz](http://www.pokos.army.cz)

Oblasti obrany státu a ochrany fyzického i duševního zdraví, životů, životního prostředí a majetku při různých rizikových situacích a mimořádných událostech vojenského charakteru.

# Child Protection & Safeguarding Policy

## 11. APPENDIX #5 | CZECH REPUBLIC SAFEGUARDING LEGISLATION "RISKY BEHAVIOUR IN A SCHOOL ENVIRONMENT" DOMESTIC VIOLENCE

### Risky Behavior in the School Environment - Framework Concept

#### Appendix No. 20

#### "Domestic Violence"

#### Type of Risky Behaviour

We classify domestic violence among the types of risky behavior that can threaten the healthy development of pupils and have indirect effects on pupils' behaviour. It has a negative effect on the harmonious development of children and adolescents, especially in the emotional and relational areas, and can also endanger healthy physical development. Domestic violence is an atypical form of risky behavior for the school environment, moreover, it is difficult to accurately identify it and correctly evaluate the degree and need for support from the outside environment. A poorly chosen form of intervention can, paradoxically, have serious negative effects on the resolution of the entire situation. Violence that takes place in the family can manifest itself in the student's behavior and can be one of the reasons for other forms of risky behavior (e.g. truancy, substance abuse, self-harm, violent behavior, etc.).

A family in which domestic violence takes place represents a risky environment that has direct effects on all members of the family system, especially on children. It negatively affects the development of children and adolescents, especially in the psychological, social and emotional areas, and is reflected in the child's behavior.

Domestic violence is usually physical, psychological, or sexual violence between close people that takes place hidden in private. It is typical that the intensity of violent behavior escalates over time, which reduces the ability of both the victim and the aggressor to stop the behavior and work to repair the broken relationship.

#### **Key characteristics of domestic violence:**

- It is repetitive
- It is not public, it takes place in the privacy of the household

	<ul style="list-style-type: none"> <li>• It escalates. Domestic violence is escalating both in its forms (from insults and humiliation to physical violence) and in its depth (from the first slap to a very brutal assault that can lead to a threat to life).</li> <li>• The roles of victim and aggressor are clearly divided, they are not confused.</li> <li>• Crucial to identifying violence is the abuse of power and control that instills fear in the victim.</li> <li>• The perpetrator is usually violent only towards his victim, not outwardly, he has a "double face". The surroundings may appear sympathetic. Only some of the perpetrators are outwardly aggressive.</li> <li>• The perpetrator considers his behavior to be justifiable, he feels entitled to such behavior.</li> <li>• Domestic violence occurs in cycles: this means that there are alternating periods of increasing tension and violence, periods of relative calm and re-increasing tension and re-violence.</li> <li>• The victim's behavior is aimed at ensuring survival (eg minimizing or reducing violence, taking responsibility for the violence, protecting the abuser, staying in a violent relationship).</li> </ul>
<p><b>Starting Points</b></p>	<p>Domestic violence takes many forms, all of which are harmful and threaten the healthy development of the personality and relationships between loved ones.</p> <p><b>Psychological violence</b></p> <p>These include, for example: intimidation, threats; increased control; humiliation and constant criticism; sleep deprivation, surveillance, threats of suicide, questioning the value of the individual and his values and mental health; threats and blackmail; compulsion to complete obedience etc.</p> <p>As part of psychological violence, the aggressor often also uses other people (threatening that the other person will not like the children, that he despises them; humiliating and insulting parents, for example; threatening violence against other close people, etc.).</p> <p>Psychological violence has strong effects on the self-esteem and self-confidence of the victim, who usually accepts the self-image imposed on him by the aggressor over time. This greatly reduces the ability to resolve the situation and leave the aggressor.</p>

**Physical violence**

Any repeated, violent behavior between close people, where one person is always the victim, the other the aggressor. Physical violence may or may not leave visible consequences. It can lead to a serious threat to the health and life of an individual, it always negatively affects his psyche.

**Sexual violence/abuse**

The most common forms are rape, coercion into rejected sexual practices, groping, etc., but it can also take a verbal form consisting of verbal production with sexual subtext or being forced to watch pornography, etc. The aggressor often abuses the dependent position of the victim.

**Economic abuse**

It is most often manifested in the prevention of access to any means, in systematic coercion, e.g. in coercion to overwrite real estate, coercion to take over debts, etc.

**Social violence/isolation**

It is a form of psychological violence. The aggressor isolates the victim from her family and friends, prevents her from contact with the world (prohibition of going out, taking away the phone, etc.), isolates her from information about the outside world and public events.

In all forms of domestic violence, the child can appear as a victim or as a witness, both of these roles endangering his further development, psychological health and subsequent life, especially relationships.

There are no accurate statistics recording domestic violence, which results from its key characteristic - non-publicity and also from the frequent shame of the victim. Nevertheless, according to estimates, domestic violence against children affects about 40,000 children under the age of 15 each year. Up to 38% of Czech women experience domestic violence and children are witnesses in up to 90% of cases of domestic violence, a violent parent also attacks their child in 40-60% of cases (source: Rosa, o.s.).

Children are considered witnesses of domestic violence if they see or hear acts of violence, see the consequences (injuries) of violence. The presence of a child in domestic violence is considered psychological abuse by the WHO (World Health Organization).

If children witness domestic violence, they often express themselves in the same way as child victims. Also, the consequences for their further development and life are comparable to those faced by children who are in the role of victim.

	<p><b>School obligations and restrictions</b></p> <p>Early identification of domestic violence in a student's family can lead to earlier and more effective support and intervention for children and their families. Therefore, the school cannot usually be the one who primarily intervenes in solving the situation in the family. But teachers must know how to proceed in such cases so that their intervention does not escalate the violence in the family even more.</p> <p><b>It is not the role of the educator to conclude about domestic violence based on his feelings, to infer them from the child's behavior and expressions.</b></p> <p>However, the teacher is obliged to act when, for example, a child confides in him, or if he notices long-term unquestionable signs of violence perpetrated on a child (malnutrition, bruises, etc.), (for more details, see chapter Recommended procedures from the point of view of the pedagogue × inappropriate procedures).</p> <p>The teacher cannot solve the situation alone, but always with other experts. It is advisable to contact the nearest educational care center (for more details, see chapter Network of partners, cooperation in the community, region).</p> <p>If it turns out that the child is a victim of domestic violence, which meets the facts of the crime, the school employee is obliged to report this fact to the Police of the Czech Republic and OSPOD. Failure to do so violates Section 368 of the Criminal Code. (for more details, see chapter When, whom and in what case to notify - scale of risk in relation to types of prevention)</p> <p>The teacher cannot provide therapeutic services, force the child to report or intervene in the family.</p>	
<p><b>Risky Behaviours Occuring in Children Exposed to Domestic Violence &amp; Protective Factors</b></p>	<p>The risky environment in which a child who is a witness or victim of domestic violence grows up can lead secondarily to numerous forms of risky behavior in which the child is an actor.</p> <p>The table lists the most common forms of risky behavior occurring in children as witnesses or victims of domestic violence. It also shows factors that have a protective effect and minimize the risk of developing other forms of risky behavior.</p>	
	<p><b>Types of Risky Behaviour</b></p>	<p><b>Protective Factor</b></p>
	<p>The child learns unhealthy ways of expressing anger and aggression.</p>	<p>Supporting children in the ability to express and name emotions, including</p>

	<p>Adopting behavior patterns from home: the attitude that it is normal to enjoy violence or, conversely, that only violence will get me what I want.</p>	<p>Knowing and being aware of boundaries. Where do my boundaries end, what do I no longer like and am I not afraid to express it, as well as the boundaries of others that I must not violate. Differentiating what is bad and good, emphasizing the path from anger, aggression, to crime.</p> <p>Emphasize children's right to help, to their own safety.</p>
	<p>Not taking responsibility for one's actions and blaming others for one's own failures and mistakes.</p>	<p>Understanding that everyone has their own responsibility for themselves.</p>
	<p>They may later have difficulty establishing their own healthy relationships, the likelihood of being threatened by the continuation of violence in their own relationship (eg boys from violent families may become abusers and vice versa).</p>	<p>Prevention: talk about violence in relationships, what a healthy and unhealthy relationship looks like, what violence is, how to manage anger.</p>
	<p>Aggression towards peers, intimidation, bullying.</p>	<p>Strengthening preventive activities focused on positive relationships in the classroom, intolerance of aggressive behavior, bullying. Specific work, for example, of a school psychologist with the whole class.</p>
	<p>Adjustment difficulties; they may try to escape from violence - running away from home, escaping to drugs and alcohol.</p>	<p>Strengthening self-assessment (e.g. individually school psychologist), but also strengthening healthy relationships in the classroom between peers. In the case of a witness or victim of violence, specific external help from the hands of an expert.</p>

## Risks Associated with Domestic Violence

Domestic violence is not an isolated argument or conflict. It is a repeated and deliberate attack and use of power. Moreover, violence repeats itself in cycles and tends to increase. In these recurring situations, not only the psychological state and social relationships, but also the physical state of the children are at risk. They react to systematic torture and humiliation with permanent tension. Experience with violence can negatively affect the development of a child's brain and its functions. Children may have difficulties in particular with concentration, learning, the ability to empathize and with developing normal relationships with others.

A child's exposure to domestic violence has an impact on the child's quality of life and often persists into adulthood.

### **Long-term consequences of domestic violence (applies to child-victims and child-witnesses):**

Psychological consequences:

- Reduced self-esteem
- Post-traumatic stress disorder
- Psychosomatic diseases
- Neuroses, personality disorders
- Eating disorders
- Escape to addictive behavior
- Suicidal tendencies

Consequences in the field of behavior and social relations:

- Timidity, uncertainty
- Isolation - they have no friends or are distant in relationships
- Tendency to repeat family patterns (accepting the role of the victim X accepting the role of the abuser - the child attacks the adult victim and siblings)
- Mistrust of others (adults, men, women, etc.)
- Inability to establish a deeper relationship
- Poor conflict resolution skills

**Network of  
Partners,  
Cooepration  
in the  
Community  
& Region**

Domestic violence affects many areas of family life. If the victim decides to deal with the situation, he will need the help of several institutions. Cooperation between service providers and key institutions and organizations is essential for effective assistance to victims of domestic violence, as well as their children who are affected by the situation in the family.

These are institutions for the social and legal protection of children, which should cooperate with the Police of the Czech Republic, courts, specialized centers for victims of domestic violence, and safe shelters in cases where children witness violence in the family. Sometimes cooperation with doctors and medical facilities, school, etc. is also necessary.

Quality first intervention can significantly influence whether the victim will cooperate and whether his life and the life or development of the children in the household will not be threatened.

Employees of the social and legal protection of children play a key role in identifying children at risk, guiding children and their mothers to find adequate help and also ensuring suitable conditions for social change. Schools, doctors and victims of domestic violence turn to the department for social and legal protection of children especially in situations where violence in the family has been going on for some time and minor children are also at risk of it (as witnesses of violence between parents or directly as victims). The victim herself turns to these institutions especially in cases where she decides to end a violent relationship and is looking for asylum accommodation options, requests adjustment of relations with minor children or finds herself in social need. It is not unusual for victims of violence to approach the Department of Social and Legal Protection of Children in the first phase with more representative problems, they do not identify with the role of the victim, or they are ashamed to talk about the violence, and they cite other reasons as the primary problem.

Persons at risk of domestic violence turn to the police especially in situations of escalation of violence and direct threats (by calling 158) or in situations where the acute threat of violence has already passed and the victim wants to file a criminal complaint against the perpetrator. The role of the police in cases of domestic violence consists primarily of intervention and providing protection to the victim. Subsequently, an investigation is underway to gather facts and evidence and secure proper assistance from other organizations. Schools contact the police in case of suspicion of child abuse.

Doctors and health care workers may be some of the first people a victim of domestic violence turns to, especially in the immediate aftermath of an assault. However, doctors only have a reporting obligation in the case of injuries to children or persons who for some reason have been entrusted to



Domestic violence is a very specific problem, the solution of which requires a specialized approach. It is important for victims of domestic violence, as well as for children who have witnessed violence, that they receive professional help and care, and that service providers for this vulnerable group are trained and able to work with the specifics of the problem. In most cases, specialized services for victims or persons at risk of domestic violence are provided by non-governmental non-profit organizations, while the initial interception is provided by the Intervention Centers established in each region.

**Non-profit organizations - for victims of violence and their relatives:**

Asociace pracovníků intervenčních center (adresář všech center v celé ČR): [www.domaci-nasili.cz](http://www.domaci-nasili.cz)

DONA linka (nonstop telefonická linka): [www.donalinka.cz](http://www.donalinka.cz)

Bílý kruh bezpečí: [www.bkb.cz](http://www.bkb.cz)

ROSA, (centrum pro ženy, oběti domácího násilí): [www.rosa-os.cz](http://www.rosa-os.cz)  
(specializovaná poradna, azylový dům, telefonická krizová pomoc 602 246 102)

Adresář rodinných poraden: [www.amrp.cz](http://www.amrp.cz)

Adresář občanských poraden: [www.obcanskeporadny.cz](http://www.obcanskeporadny.cz)

Adresář linek důvěry: [www.capld.cz](http://www.capld.cz)

**Help for children:**

Dětské krizové centrum Praha [www.ditekrize.cz](http://www.ditekrize.cz)

Linka bezpečí dětí a mládeže [linkabezpeci.cz](http://linkabezpeci.cz) tel.: **116 111**

**Gaudia** (program sociální inkluze pro násilné osoby a osoby mající problém se zvládnutím agrese): [www.gaudia.cz](http://www.gaudia.cz)

**Triangl - centrum pro rodinu** - [www.csspraha.cz/triangl](http://www.csspraha.cz/triangl)

-individuální terapie a poradenství pro děti, dospívající a dospělé klienty (vztahové, emoční, komunikační aj. potíže), adaptační a intervenční programy pro třídy ZŠ, profesní podpora pedagogům

**Dům Tří přání** - [www.dumtriprani.cz](http://www.dumtriprani.cz)

azylový dům, pomoc rodinám v přechodné krizi, pro děti se syndromem CAN

<p style="text-align: center;"><b>Legislative Framework &amp; Documents</b></p>	<p><b>Criminal Law</b></p> <p>§ 199 mistreatment of a person in a shared dwelling</p> <p>§198 mistreatment of a trusted person</p> <p>§ 145 and 146 personal injury</p> <p>§ 171 restriction of personal freedom</p> <p>§ 170 deprivation of personal liberty</p> <p>§ 175 extortion</p> <p>§ 177 oppression</p> <p>§ 185 rape</p> <p>§ 187 sexual abuse - abuse of a person under the age of 15</p> <p>§ 367 and 368 failure to report and failure to prevent a crime</p> <p>§ 354 dangerous pursuit</p> <p>§ 186 sexual coercion</p> <p>§ 352 violence against a group of residents and against an individual</p> <p>§ 353 dangerous threats</p> <p><b>Civil Code</b></p> <p>§ 751 – 753 – special provisions against domestic violence</p> <p><b>Other legal regulations</b></p> <p>Act No. 273/2008 Coll., on the Police of the Czech Republic, § 44 to 47 Reporting - newly amended with effect from 1 January 2009 to "Authorization to report from an apartment or house and from its immediate surroundings". (reporting the offender for 10 days).</p>
<p style="text-align: center;"><b>Types of Prevention (Specific / Non-Specific)</b></p>	<p><b>Primary prevention non-specific</b></p> <p>Primary non-specific prevention consists in strengthening the child's self-confidence, the ability to say "no", the support of functional social relationships, etc.</p> <p>As part of prevention, the school should focus especially on developing the ability to resolve conflict situations in a non-violent and safe manner.</p>

Children should have information about dangerous situations, who can help them and how in case of danger, how and who they can call if they feel threatened.

Children should not only know their boundaries, but also name and express their emotions.

**Specific primary prevention**

It mainly consists in acquainting children with their rights and responsibilities, in an age-appropriate manner. In particular, children should be made aware of the fact that:

- Domestic violence takes different forms
- Violent behavior in the family is not excusable
- Myths regarding domestic violence (e.g. women are to blame for it themselves; violence only affects the socially weaker
- Strata; domestic violence only affects the minimum family, etc.) do not apply
- The one who commits it is to blame for the violence, because he himself chooses how he will behave
- Everyone has the right to decide for themselves
- Everyone has the right to disagree if they don't like what the other is doing
- No one may touch a child with sexual connotations or force him to engage in sexual practices
- Who can they contact within the school with their concerns (school psychologist, educational advisor, etc.), what non-profit organizations exist, etc.
- How to say NO, set boundaries and resist violence (but not physically)
- At the second level of elementary school, it is necessary to explain:
- What healthy and unhealthy relationships look like
- Boundaries in a relationship, which is control, snooping, violence

	<ul style="list-style-type: none"> <li>• Why someone likes violence and can't say "Stop"</li> <li>• What are gender stereotypes (e.g. a man must be strong, a man doesn't cry...)</li> <li>• How to feel safe in a relationship, on the street and at home (rape prevention)</li> <li>• How to manage anger</li> <li>• What is stalking and what is its danger</li> <li>• Abuse on social networks (what behavior in virtual space is a crime; how to minimize the risk of being tracked on social networks).</li> </ul> <p>The impact on children who have encountered domestic violence, whether in the form of victims or witnesses, belongs to professionals (psychologists, therapists, or psychiatrists), not the school. However, the teacher (if he knows that the child was a victim, a witness of violence) should take this into account in his approach to the child and the class as a whole - he should treat the child in the same way as others (do not feel too sorry, etc.), but at the same time he should be careful in his statements and evaluations so as not to harm the child unnecessarily.</p>
<p style="text-align: center;"><b>Recomm- Ended Procedure s from the Point of View of the Teacher &amp; Inappropri ate Procedure s</b></p>	<p><b>How to avoid mistakes if you are already talking to the victim:</b></p> <ul style="list-style-type: none"> <li>• Encourage the victim to seek help from domestic violence organizations.</li> <li>• In the event of a sudden traumatic situation, recommend seeking a crisis center, e.g. Riaps.</li> <li>• Reassure the victim that you will not discuss the situation with the aggressor.</li> <li>• Tell the adult (usually the non-aggressive parent) that they must protect their child from violence.</li> <li>• Define clearly when you have to report the situation to the Department of Social and Legal Protection of Children - suspicion of child abuse.</li> </ul> <p>If the child confides in the teacher himself, the teacher should show him trust, not trivialise his message, not accuse him of lying and support him. He should</p>

inform him that domestic violence (if it fulfills the substance of the crime) is subject to a reporting obligation and he must act in accordance with it.

**It is not the teacher's role to "diagnose" domestic violence, nor to intervene in the family. The teacher's role is to provide the child with the necessary information and to invite experts who systematically deal with the issue to solve the situation.**

When a child confides in a teacher:

**Ask the child open-ended questions that allow him to describe in his own words what happened:**

- Tell me what happened...
- What happened next?
- Where did you get this bruise?

**Do not ask questions that:**

- Already contain assumptions about what happened or who caused it, e.g.: "You have that bruise from mommy hitting you?"
- They repeat what the child has already told you, e.g.: "Are you sure it was Uncle Pavel?" (the child may then think that you do not believe him)
- They ask why it happened (children often think you are blaming them for the violence)

**What should definitely come up in a possible conversation?**

- Violence and what happens at home is not the child's fault.
- Siblings are not to blame for violence either.
- The perpetrator of violence is responsible.
- It is very good that the decision was made to tell someone about the situation.
- No one has the right to be violent towards someone, not even in the family, not even when they are stronger, not even when it is a parent.
- A child cannot stop violence on his own, but only with the help of those around him, which is why it is so important that he confides.

	<p>If a parent - a victim of domestic violence - approaches the pedagogue, the pedagogue should refer him to other experts who systematically deal with this issue (see Network of partners).</p> <p><b>Inappropriate practices</b></p> <p>The role of the school is not to intervene in the family. In the case of suspicion of domestic violence, it is completely inappropriate to deal with the situation with a possible aggressor - this procedure could backfire on the child.</p> <p>The school cannot provide therapy services.</p> <p>The teacher should also avoid procedures that can harm the child (stigmatize, traumatize him, etc.), such as:</p> <ul style="list-style-type: none"> <li>- open resolution of suspicions in front of the class;</li> <li>- undue pressure on the child to talk about the problem at home;</li> <li>• Accusations of lying</li> </ul>
<p><b>When, Whom &amp; in What Case to Inform Scale of Risk in Relation to Types of Prevention</b></p>	<p>If a school employee reliably obtains knowledge that someone is preparing, committing or has already committed an act that can be assessed as child abuse, he or she has a so-called notification obligation according to applicable laws. In the event of neglect of this duty, criminal liability for failure to prevent or report a crime begins for this person.</p> <p>Anyone who comes into contact with children as victims of violence has the right to turn to the child social and legal protection authority and draw attention to the violation of obligations or abuse of rights arising from parental responsibility, or to the fact that a life-threatening crime has been committed against children, health, their human dignity, moral development or is suspected of committing such an act; or children are threatened by violence between parents or other persons responsible for raising the child. <b>Therefore, as soon as anyone in the school learns about violence against a child, then this notification to the law enforcement authorities should be made without delay. At the same time, it is the school's duty to inform the social-legal child protection authority.</b></p> <p>In the case of crimes under Section 198 of the Criminal Code (abuse of a trusted person), Section 199 of the Criminal Code (abuse of a person living in a shared apartment or house) or Section 187 of the Criminal Code (sexual abuse), it is not necessary by law to ascertain the victim's consent to criminal prosecution of the perpetrator.</p>

**When,  
Whom &  
in What  
Case to  
Inform  
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**What can a teacher do if he suspects domestic violence and child abuse at the same time and the parents refuse to communicate with the school?**

First of all, the school should try to communicate with the victim of domestic violence and get them to resolve the situation in the interest of the child - for example by referring them to help centers for victims of domestic violence. If the parent still refuses to communicate, the school, in case of suspicion of a crime, is obliged to notify the police, inform OSPOD - the social worker can order the child to be examined by a psychologist. However, the psychologist may not give the report of the examination to the teacher without the informed consent of the parents. It is also possible to give suggestions directly to the public prosecutor's office and, as a whistleblower, request that the school be informed of the measures taken within 30 days. The school must describe the actual situation that is the cause of the suspicion of a crime, and of course it is based on the circumstances and the situation from which it learned about the suspicion of a crime. If a criminal offense is not proven later, a school employee cannot be convicted of defamation. In addition, OSPOD must maintain confidentiality about the whistleblower.

	<p><b>Can the child initiate his own protection?</b></p> <p>The child has the right to ask social and legal protection authorities, schools, educational facilities and medical facilities for help in protecting his life and other rights. These authorities, legal and natural persons and authorized persons are obliged to provide the child with adequate assistance. The child has the right to ask for help even without the knowledge of the parents or other persons responsible for the upbringing of the child</p> <p><b>School versus parents</b></p> <p>Divorce is often the solution in cases of severe violence. Therefore, the school should know which of the parents has the child entrusted to its care and, in particular, when and under what conditions the other parent has court- or agreement-determined contact with the child.</p> <p>If the contact of the second parent with the child is legally regulated or restricted (e.g. contact only in the presence of a curator), the first parent should inform the school about this measure. He should also provide the school with a decision or agreement on the adjustment of contact. The school then proceeds in accordance with the court decision or the parents' agreement.</p> <p>If the other parent demands contact with the child on school grounds despite court-ordered restrictions, the school should not hand the child over to the parents. In such a case, the school should inform the other parent immediately. She should also recommend that the parent, who is seeking contact, contact the social and legal protection authority for children in order to resolve this issue, and not the school, which does not have the competence to resolve such situations or to mediate them. It is possible to refer here to the obligation of the pupil, who must comply with the school and internal rules and instructions of the school and fulfill the instructions of the teaching staff of the schools issued in accordance with these rules. (cf. JUDr. Pavlíková, I.; Manual for primary school teachers, ROSA, 2008)</p>
<p><b>Possibilities &amp; Limits of the Educator</b></p>	<p>For a child facing violence at home, the classroom may be the only safe place. Therefore, teachers can and should promote a safe and accepting school environment where violence in any form will not be tolerated. Violence prevention should be part of teaching.</p> <p>As part of primary prevention, schools can include domestic violence in their framework education programs in order to change the view of domestic violence in general, to disrupt persistent stereotypes of behavior patterns for men and women, and to create an environment that does not tolerate violence.</p>



The teacher should therefore focus mainly on primary prevention. Inform pupils about the existence of domestic violence, its forms and teach them about their rights.

A teacher cannot replace the services of other experts - especially not psychologists, therapists, etc. On the contrary, inappropriate intervention can harm the child.

## Links & Literature

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Marvánová-Vargová, B., Pokorná, D., Toufarová, M.: Partnerské násilí: oběti, děti, pachatelé, Linde, 2007

Hronová, M., Marvánová-Vargová, B, Pavlíková, I.: Manuál pro pedagogy ZŠ: Škola a děti vystavené domácímu násilí, ROSA 2008 (v pdf zdarma po objednání na [info@rosa-os.cz](mailto:info@rosa-os.cz))

Hronová, M., Marvánová-Vargová, B,, Šilarová, E: Dětská svědectví násilí, ROSA 2008  
Marvánová-Vargová, B., Vavroňová, M.: Od dobrého úmyslu k dobré spolupráci, ROSA 2008

Internetové zdroje:

[www.domacinasili.cz](http://www.domacinasili.cz)

[www.stopnasili.cz](http://www.stopnasili.cz) (preventivně zaměřené stránky pro pedagogy SŠ, ZŠ, žáky, studenty)

[www.rosa-os.cz](http://www.rosa-os.cz)

# Child Protection & Safeguarding Policy

## 12. APPENDIX #6 | CZECH REPUBLIC SAFEGUARDING LEGISLATION “RISKY BEHAVIOUR IN A SCHOOL ENVIRONMENT” EXTREMISM, RACISM, XENOPHOBIA & ANTI-SEMITISM

### Risky Behavior in the School Environment - Framework Concept

#### Appendix No. 9

“ Extremism, Racism, Xenophobia, Anti-Semitism ”

#### Type of Risky Behaviour

**Extremist behavior** can be considered to be that which is consciously carried out in favor of political, religious and ethnic movements and ideologies that are directed against the foundations of a democratic constitutional state. As a rule, students/pupils only have partial attitudes and forms of support, which often only have a weak ideological basis.

**Racist behavior** is one that, based on the attribution of psychological and mental abilities and skills to groups defined by biological, racial or national origin, evaluates the members of these groups and possibly (in the form of "hard racism") even harms them.

**Xenophobic behavior** is one that, on the basis of subjectively determined elements of foreignness (otherness), causes fear of subjects who are perceived as foreign and, in extreme cases, can lead to their harm, which provokes a counter-reaction.

**Anti-Semitic** behavior is one that damages an object of Jewish character due to the fact that it attributes certain negative qualities or symbolic meaning to this object based on a subjective perception of Jewishness.

Extremism can be divided into:

- right-wing (rejects the equality of people and on this basis suppresses the freedom of some of them);

- leftist (absolutizes the equality of people at the expense of individual freedom);

religious (claims the sovereignty of religious belief at the expense of excessive violation of human rights and individual freedom);

<p><b>Type of Risky Behaviour</b></p>	<p><b>Risky types of pupil/student behavior:</b></p> <ul style="list-style-type: none"> <li>- verbally and physically attacking classmates, employees or school visitors because of their political or religious beliefs or racial, national, ethnic or class origin (including clashes between various extremist or ethnically/religiously defined parties and groups);</li> <li>- revisionist questioning of official interpretations of history or the concept of contemporary democracy in favor of an extremist interpretation;</li> <li>- agitation in favor of extremist movements on school grounds and efforts to gain new followers among peers (including the possibility of creating extremist parties and groups at school);</li> <li>- the use of school education and training to acquire knowledge, skills and abilities for immediate use in the extremist scene (martial arts training in self-defense circles, etc.);</li> <li>- use of school premises, equipment and devices for the benefit of extremism (e.g. use of school computers and servers to create and host extremist websites);</li> <li>- neglecting school duties due to free-time extremist activities outside school (the range of extracurricular extremist activities is wide).</li> </ul>
<p><b>Starting Points</b></p>	<p>The occurrence of political extremism and anti-Semitism is likely especially among older pupils of school age (from about 12-13 years old) and above all among students and apprentices at secondary level.</p> <p>Primitive racist and xenophobic attitudes can also occur in children of preschool and early school age, either as a result of family upbringing and the influence of the environment or under the influence of the immediate situation and reactions of classmates.</p> <p>Although there are no exact statistics, the extremist youth scene can be estimated at roughly 75% boys and 25% girls. The political socialization of girls into the extremist scene (in the right-wing part of which, and among a large part of ethnic and religious extremists, traditional sexist relationships with male dominance prevail) has a significant influence on family ties (primarily brother-sister) and partner relationships.</p> <p>Racist and xenophobic attitudes can also be expressed by persons who do not belong to the extremist scene, while, for example, racist insults can be used equally by girls and boys.</p>

The occurrence of racism and extremism in school is also conditioned by the traditions, specifics and problems of a certain region and the conditions at a particular school (e.g. criminal or aggressive behavior of members of a certain ethnic minority can trigger a reaction in the form of the formation of a right-wing extremist group, or the presence of right-wing extremists can trigger the formation left-wing extremist opponents, etc.).

<b>Risk Factors</b>	<b>Domain</b>	<b>Protective Factors</b>
aggressiveness	personality	impulsivity control
narcissism	personality	self-admiration control
alienation and the need for inclusion	Personality, peers	strong community ties, positive leisure activities
excessive authoritarianism	Family, school	breaking down excessively authoritarian models
external political influence	Family, peers, internet	knowledge competence
pedagogical incompetence	teaching staff	the effectiveness of the school system
generalizing stereotypes	peers, family, society	knowledge competence, positive experiences
patronage/corruption	school/society/state	appropriate presentation of the problem and its solution
criminality	school/society/state	appropriate presentation of the problem and its solution
politicking and non-compliance with democratic values	political spectrum	appropriate presentation of the problem and consistent democratic politics

The tendency towards extremism is influenced by personality dispositions, which are shaped by the family, school and leisure environment. The influence of close peers and family is especially strong (with the phenomenon of two-generation extremist families appearing in the Czech Republic recently, where parents support their children in extremist attitudes). Personal experiences are also important (e.g. an attack by right-wing extremists can lead a young person to a militant left-wing extremist scene, robbery from a Roma gang can strengthen racist prejudices, etc.). The political situation and its mediation (especially media, but also pedagogical) have an influence on the political socialization of young extremists.

**Network of  
Partners,  
Cooperation  
in the  
Community &  
Region**

Ministry of Education, Youth and Sports, Department of Special Education, <http://www.msmt.cz/ministerstvo>

School commissions/committees of regions and cities

Department of Security Policy of the Ministry of the Interior of the Czech Republic, <http://www.mvcr.cz/clanek/odbor-bezpecnostni-politiky.aspx>

Department of Crime Prevention of the Ministry of the Interior of the Czech Republic, <http://www.mvcr.cz/clanek/odbor-prevention-kriminality.aspx>

Regional/City Safety Commission

Institute for the Study of Totalitarian Regimes, <http://www.ustrcr.cz/>

People in Need o. s., <http://clovekvtsni.cz/>

Non-governmental organizations against right-wing and ethnic extremism, racism, and xenophobia:

Czech Helsinki Committee, <http://www.helcom.cz/>

In-Iustitia, <http://www.in-ius.cz/>

Tolerance and Civil Society Foundation, <http://www.ecn.cz/tolerance/>

Asi-Milovaní, <http://www.asimilovani.estranky.cz/>

Local initiatives in some regions (e.g. We don't want neo-Nazis in Ústí, <http://www.vustineonacistynehceme.cz/>)

In the case of racist clashes at school caused by the actions of Roma pupils (including their racist behaviour), the possibility of turning to Roma advisors, Roma organizations (e.g. Romeo, <http://www.romea.cz> or Drom, <http://www.drom.cz>) and possibly to unofficial Roma authorities in the locality.

Against antisemitism:

League Against Antisemitism, <http://antisemitismus.wz.cz/>

Terezin National Monument, <http://www.pamatnik-terezin.cz/showdoc.do?docid=4>

Jewish Museum Prague, <http://www.jewishmuseum.cz/>

<p><b>Legislative Frameworks &amp; Documents</b></p>	<p>Strategy for the fight against extremism, <a href="http://www.mvcr.cz/clanek/extremismus-vyrocnizpravy-o-extremismu-a-strategie-boje-proti-extremismu.aspx">http://www.mvcr.cz/clanek/extremismus-vyrocnizpravy-o-extremismu-a-strategie-boje-proti-extremismu.aspx</a></p> <p>Methodological instruction of the Ministry of Education, Youth and Sports on education against manifestations of racism, xenophobia and intolerance (its update is currently being prepared), <a href="http://www.msmt.cz/socialni-programy/metodicky-pokyn-ministerstva-skolstvi-mladeze-a-physical-education">http://www.msmt.cz/socialni-programy/metodicky-pokyn-ministerstva-skolstvi-mladeze-a-physical-education</a>.</p> <p>Act No. 198/2009 Coll.,</p> <p>On equal treatment and on legal means of protection against discrimination and on the amendment of certain laws (anti-discrimination law) (as amended)</p> <p>Act No. 40/2009 Coll., Criminal Code (as amended).</p> <p>Council Directive 2000/43/EC</p> <p>of 29 June 2000,</p> <p>establishing the principle of equal treatment of persons irrespective of their race or ethnic origin, <a href="http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32000L0043:cs:HTML">http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32000L0043:cs:HTML</a></p> <p>Council Framework Decision 2008/913/JHA</p> <p>dated November 28, 2008</p> <p>on combating certain forms and manifestations of racism and xenophobia through criminal law, <a href="http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32008F0913:CS:HTML">http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32008F0913:CS:HTML</a></p>
<p><b>Type of Prevention / Specific Prevention / Non-Specific Prevention</b></p>	<p>General specific primary prevention in the form of mediation of democratic values and principles of human rights and tolerance, teaching about extremism and about the negatives associated with the past and present of extremism, racism, xenophobia and anti-Semitism and the possibilities of sanctions for manifestations of extremism and related phenomena, debates with engaged persons (e.g. discussions with victims of extremist attacks).</p> <p>The possibility of using life stories, works of art - literature, films with a subsequent discussion.</p> <p>Specific forms of prevention in relation to already active extremists and their structures in the school (e.g. mutual discussion with their potential targets of violence).</p>

<p><b>Recommended Procedures &amp; Methods from the Point of View of the Educator</b></p>	<p>To find out the depth of extremist beliefs or racist, xenophobic or anti-Semitic attitudes in individuals and to find out their possible links to the extremist scene outside the school.</p> <p>To find out the spread of the stated attitudes in the team, class, school.</p> <p>To provoke a discussion about the problems related to the stated attitudes in order to discover their cause.</p> <p>Offer alternative leisure activities.</p> <p>Focus teaching on these issues.</p> <p>Immediately and forcefully speak out against manifestations of intolerance among students caused by the stated attitudes and opinions.</p> <p>Invite experts to discuss with pupils/students.</p> <p>Inform parents in the event of detection of the above-mentioned deeper-rooted attitudes and offer them cooperation.</p> <p>In the event of serious (especially violent) manifestations, inform the security forces (Police of the Czech Republic)</p> <p><b>Inappropriate approaches:</b></p> <p>Moralizing and scandalizing without familiarity with the issues of youth and extremism.</p> <p>Immediate threats of punishment and legal action for controversial views in casual discussions.</p> <p>Not examining people's motivations for certain actions that may appear extremist at first glance, but may not be.</p> <p>Adopting extremist views into teaching and argumentation in order to appeal to extremist-oriented youth.</p>
<p><b>When, Whom &amp; in What Case to Inform - Scale of Risk in Relation to Types of Prevention</b></p>	<p><b>Inform parents</b> in the case of repeated verbal or visual expressions with a possible extremist subtext or in the case of justified suspicion of the pupil's participation in a consistent extremist group and in the case of the use of violence with an extremist, racist, xenophobic or anti-Semitic subtext.</p> <p><b>Notify the police</b> in case of suspicion of premeditated and extremist, racist, xenophobic or anti-Semitic motivated activity (e.g. repeated racist verbal outbursts with serious effects on the psyche of the targets of such outbursts, etc.) and more serious forms of violence motivated in this way.</p>

<p><b>Posibilities &amp; Limits of the Educator</b></p>	<p>The teacher has the possibility of self-education in the issues of extremism, racism, xenophobia and anti-Semitism, as well as in practicing argumentation skills. His informal authority and charisma can play a significant role.</p> <p>It is difficult to promote pedagogical anti-extremist procedures when extremism, racism, xenophobia or anti-Semitism are supported by family, partners or influential peers and role models of young people.</p>
<p><b>Links &amp; Literature</b></p>	<p>Interkulturní vzdělávání a extremismus, <a href="http://www.msmt.cz/socialni-programy/interkulturni-vzdelavani-a-extremismus">http://www.msmt.cz/socialni-programy/interkulturni-vzdelavani-a-extremismus</a></p> <p>Bezpečnostní hrozby - extremismus, <a href="http://www.msmt.cz/socialni-programy/interkulturni-vzdelavani-a-extremismus">http://www.msmt.cz/socialni-programy/interkulturni-vzdelavani-a-extremismus</a></p> <p>Demjančuk, Nikolaj - Drotárová, Lucia: Vzdělání a extremismus, Nakladatelství Epoque, Praha 2005.</p> <p>Mareš, Miroslav, Smolík, Josef: Školní výuka a politický extremismus. Pedagogická orientace, 2010, roč. 20, č. 2, s. 40-54.</p> <p>Zeman, Václav (ed.): Hrozby neonacismu - příležitosti demokracie. Asi-Milování. <a href="http://www.asi-milovani.cz/dat/Hrozby_neonacismu-prilezitosti_demokracie.pdf">http://www.asi-milovani.cz/dat/Hrozby_neonacismu-prilezitosti_demokracie.pdf</a></p> <p>Rexter. Časopis pro výzkum radikalismu, extremismu a terorismu, <a href="http://www.rexter.cz">http://www.rexter.cz</a></p>



# Child Protection & Safeguarding Policy

## 13. APPENDIX #7 | CZECH REPUBLIC SAFEGUARDING LEGISLATION “RISKY BEHAVIOUR IN A SCHOOL ENVIRONMENT” HOMOPHOBIA

### Risky Behavior in the School Environment - Framework Concept

#### Appendix No. 8

#### “ Homophobia ”

#### Type of Risky Behaviour

Homophobia in the broadest sense of the word includes attitudes and behavior expressing hostility towards people with a minority sexual orientation or gender identity, or towards people who deviate from normal gender norms. In the narrower sense of the word, these are only attitudes and actions negatively directed towards homosexual people. For similar phenomena in relation to bisexual people, the separate term biphobia is sometimes used, while in the case of hatred towards transsexual people, we talk about transphobia, but these terms are not very widespread in the Czech language environment. Although these three phenomena differ in some details, their roots and manifestations are very similar.

This risky behavior is related to two other problem areas, which are bullying and extremism. Homophobic attitudes often lead to bullying directed at people with a known or suspected minority sexual orientation. It often also affects heterosexual people who do not meet gender stereotypes in the eyes of their peers, i.e. ideas of how a "proper boy" or "proper girl" should behave and look. According to a population study from the USA, the number of heterosexual people affected by homophobically motivated bullying or harassment even exceeds the number of homosexual people experiencing this problem.

#### Starting Points

The beginnings of research dealing with homophobia date back to the 1970s. Research focused on its effects in the school environment appeared in the 1990s, first in the USA and later also in Western Europe. In the Czech Republic, this topic has so far been treated only to a limited extent, and only one empirical research on this issue has been carried out. Foreign studies show that a large proportion of young people with a minority sexual orientation become victims of bullying or isolated physical and verbal attacks. According to several studies, the experience of bullying is up to three times more common than that of their heterosexual peers.

A Czech retrospective study showed that more than a third of young gay and lesbian women encountered homophobic bullying or harassment in secondary school. The results of the study indicate that the situation here is in many ways similar to that abroad. It turns out that there are significant gender differences, with gay men reporting experiences of bullying or harassment almost twice as often as lesbian women. Just like homophobia in general, homophobic bullying appears more in boys' environments than in girls' groups.

However, it is necessary to distinguish between bullying and isolated manifestations of aggression. Bullying is characterized by systematicity and the selection of a victim who has a reduced ability to defend himself. Bullying must always be dealt with consistently, even if it only takes the form of psychological terror and not physical violence. On the contrary, individual incidents can occur practically at any time and must be assessed especially with regard to their intensity. Even a one-time attack can seriously harm the victim if it is carried out with considerable intensity. According to foreign studies, victims of harassment and especially bullying have an increased tendency to have study problems, difficulties with social adaptation and psychological problems, and these effects can have a very fundamental and long-term effect on the lives of such affected persons.

<b>Risk Factors</b>	<b>Domain</b>	<b>Protective Factors</b>
Male sex and gender	Biological sex and gender identity	Female sex and gender
Right-wing extremism	Social movements	Tolerance of minorities
Uncertainty about one's gender identity	Psychosexual identity	Stable psychosexual identity
Low intelligence and lack of education	Cognitive function	Higher intelligence and education
Tendencies to aggressive behavior	Behaviour	Self-control, support in the form of psychosocial programs

Risk factors and projective factors regarding homophobia must be distinguished into two types, firstly on the side of persons who may be under the influence of homophobic attitudes and secondly on the side of their potential victims.

Since homophobia is more widespread in boys' groups and is also negatively correlated with education, the risk of its occurrence, including related aggressive manifestations, is greater especially among boys with a lower intellectual level. Internal uncertainty regarding one's psychosexual identity is also a risk factor. Some individuals deal with this insecurity by externalizing and attacking people with whom they assume the same or similar problems. A

risk factor is also overall increased frustration, which can result from problems at school, among peers or in the primary family. There is an increased risk of particularly aggressive manifestations of this type among young people who subscribe to right-wing extremism, which usually has pronounced homophobic features.

Risk factors for victims of homophobic harassment or homophobic bullying are primarily insecurity in the area of their own sexual or gender identity. This may concern people who belong to the gay, lesbian, bisexual or transsexual minority and have problems integrating their identity, but also heterosexual people with insufficient self-confidence or atypical expressions in the area of gender and sexual expression. This handicap is especially risky when the potential victim or actual victim develops an identity crisis, which can lead to depression, self-harm or even suicidal behavior. An unfavorable situation in the primary family is also a significant risk factor, as misunderstanding or rejection on their part significantly increases the risk of other social and psychological problems.

Homophobic expressions occur less among women and people with higher education. In principle, it is true that younger age groups are more tolerant of sexual minorities, however, the period of adolescence is different in this regard, as doubts and anxieties regarding one's own sexuality can stimulate homophobic expressions. It is therefore true that homophobic manifestations appear less often in people with a stable psychosexual identity.

For young people at risk of homophobic bullying or harassment, a significant projective factor is certainty about one's own identity and sufficient self-confidence. The attitude of the primary family is also a very important protective factor. If parents and relatives hold tolerant or neutral attitudes towards sexual minorities, this leads to less internal conflicts and greater self-confidence. Also, social support within one's own community has a very significant positive meaning for young gay men, lesbian women and transsexual people.

### **Network of Partners / Cooperation / Region**

Specialized services dealing with this issue still exist in the Czech Republic on a very small scale. Some preventive programs are provided by non-governmental non-profit organizations, such as Counseling Center for Citizenship/Civil and Human Rights, GaTe, STUD or People in Need. In cases of more advanced bullying, it is advisable to contact Pedagogical-Psychological Counseling staff in particular, who usually have experience dealing with bullying in general, even if they sometimes lack awareness of the specifics of homophobic bullying. If a crime is suspected, then the Police of the Czech Republic should be contacted in accordance with the instructions of the Ministry of Education and Culture.

Cooperation of pre-school facilities, schools and school facilities with the Police of the Czech Republic in the prevention and investigation of crime against children and youth and crime committed against children and youth, downloadable here:

<http://www.msmt.cz/socialni-programy/spoluprace-predskolnich-a-skolskych-zarizeni-s-policii-cr>.

	<p>In the event that intrapsychic problems appear in a student with a minority sexual orientation, then it is advisable to recommend a visit to a counseling or clinical psychologist, but here, except in serious cases requiring crisis intervention, parents should also cooperate. The specialized professional consultancy is currently only active in Prague:</p> <p><a href="http://glbtiporadna.unas.cz/main.htm">http://glbtiporadna.unas.cz/main.htm</a>.</p> <p>For young gays, the GaTe organization <a href="http://www.gejt.cz/">http://www.gejt.cz/</a> operates in Prague and Brno, where they can develop their identity in a safe environment and find like-minded friends. On the Internet, you can find contacts to other gay and lesbian organizations, which, even if they are not intended only for young people, can provide them with the necessary social support.</p>
<p><b>Legislative Framework, Documents</b></p>	<p>The basic legal norm that affects homophobia is Act No. 198/2009 Coll., on equal treatment and on legal means of protection against discrimination and on the amendment of certain laws (anti-discrimination law). This law expressly prohibits discrimination on the basis of sexual orientation (applies to homosexual and bisexual people) and discrimination on the basis of gender identification (applies in particular to transsexual persons), including discrimination in "access to education and its provision". The law can be viewed here:</p> <p><a href="http://www.mpsv.cz/ppropo.php?ID=z198_2009#par1">http://www.mpsv.cz/ppropo.php?ID=z198_2009#par1</a> .</p> <p>The issue of manifestations of intolerance and xenophobia is dealt with in the Methodological Instruction of the Ministry of Education, Youth and Sports on Education Against Manifestations of Racism, Xenophobia and Intolerance, ID: 14 423/99-22 for download here:</p> <p><a href="http://www.msmt.cz/socialni-programy/metodicky-pokyn-msmt-k-vychove-proti-projevum-rasismu-xenofobie-a-intolerance">http://www.msmt.cz/socialni-programy/metodicky-pokyn-msmt-k-vychove-proti-projevum-rasismu-xenofobie-a-intolerance</a>.</p> <p>The issue of bullying is addressed in the Methodological Instruction of the Minister of Education, Youth and Sports for the prevention and solution of bullying among pupils of schools and</p> <p>equipment, reference no. 24 246/2008-6, downloadable here:</p> <p><a href="http://www.msmt.cz/socialni-programy/metodicky-pokyn-k-prevenci-a-reseni-sikanovani-u-zaku-skol-a">http://www.msmt.cz/socialni-programy/metodicky-pokyn-k-prevenci-a-reseni-sikanovani-u-zaku-skol-a</a>.</p>
	<p>General specific prevention consists primarily of activities aimed at informing about sexual minorities and education for tolerance. General specific prevention also includes monitoring the climate of children's collectives in terms of the quality of interpersonal relationships and the occurrence of risky behavior. Selective specific prevention begins when it is clear that there are</p>

<p><b>Type of Prevention / Specific Prevention</b></p>	<p>students in the group whose sexual orientation is a minority or is considered debatable, or that there are individuals in the collective who like to present their attitudes hostile to people with a minority sexual orientation. In such cases, the situation should be monitored and, if necessary, the relevant experts should be contacted. If necessary, they can implement various forms of indicated prevention.</p>
<p><b>Recommended Procedures &amp; Methods from the Point of View of the Educator</b></p>	<p>The teacher should maintain a sensitive approach to pupils and students whose gender or sexual identity is different or debatable. It is highly advisable not to try to publicly comment on this difference, especially in a negative way, even if that particular individual is unsympathetic to the teacher or gives an extravagant impression. On the contrary, it is appropriate to respond to possible homophobic remarks by pupils and students. It is worth reminding that members of these minorities not only have equal rights according to the law, but many personalities from the ranks of sexual minorities have made a significant contribution to the spiritual development of humanity. Above all, however, it is necessary to monitor the relationships in the class group and support the integration of those students who are disadvantaged in it. The development of homophobic bullying in many ways corresponds to the development of other types of bullying, and it is true here that early recording and solving problems in classroom relationships can prevent the emergence of much more serious and difficult to solve problems associated with already developed bullying. In no case is it appropriate to try to analyze the sexual orientation or gender identity of any of the students in front of the class collective. Such a situation can be highly stressful for the person in question, and possible hostile expressions towards them can be encouraged, even if the teacher's intention is different. If the teacher has reason to believe that one of the pupils or students has problems directly with their sexual orientation or gender identity, or with homophobic bullying, it is certainly possible to talk to the student, but the eventual solution of intrapsychic problems or problems in relations with the family is appropriate rather leave it to the experts. In no case is it a good idea to try to consult assumptions regarding sexual orientation or gender identity directly with parents without an agreement with the student or consultation with an expert, as such information can cause considerable damage. Not only that it may not be true, but even in the case where such an assumption is based on the truth, it is necessary to proceed with great caution and it is a matter that belongs more to the competence of a psychologist or a sexologist.</p>
<p><b>When, Whom &amp; Who to Inform</b></p>	<p>Less pronounced manifestations of homophobia can be solved by the teacher himself with the help of a school prevention methodology, a school psychologist or an expert from a non-governmental non-profit organization. In cases of more serious forms of homophobic manifestations, especially developed bullying, it is advisable to contact the staff of pedagogical and</p>

	<p>psychological counseling services, who usually have experience in dealing with bullying in general, even if they sometimes lack awareness of the specifics of homophobic bullying. If a crime is suspected, then the Police of the Czech Republic should be contacted in accordance with the instructions of the Ministry of Education and Culture, download here:</p> <p><a href="http://www.msmt.cz/socialni-programy/spoluprace-predskolnich-a-skolskych-zarizeni-s-policii-cr">http://www.msmt.cz/socialni-programy/spoluprace-predskolnich-a-skolskych-zarizeni-s-policii-cr</a>.</p> <p>Criminal acts are acts defined by the Criminal Code, No. 40/2009 Coll. as amended. In connection with homophobia, suspicion of various criminal offenses may arise, for example: damage to another's property (§228), expression of sympathy for a movement aimed at suppressing human rights and freedoms (§404), restriction of personal freedom (§171) or bodily harm (§146).</p>
<p><b>Posibilities &amp; Limits of a Teacher</b></p>	<p>The teacher can significantly influence the atmosphere in the class group and should be able to recognize in time the danger of homophobic harassment or bullying. In the field of prevention or detection of the first manifestations of this socially pathological phenomenon, the role of the pedagogue is absolutely irreplaceable. However, at the stage when the bullying is already developed, it is necessary to contact a professional who is qualified to deal with such serious situations. It is also advisable to contact an expert in situations where the teacher may believe that one of the students has intrapsychic problems related to his sexual orientation or gender identity.</p> <p>At the same time, the pedagogue should be completely clear in his attitude to solving the issue of sexual orientation or gender identity.</p>
<p><b>Links &amp; Literature</b></p>	<p><b>Specializovaná publikace:</b></p> <p>SMETÁČKOVÁ, I., BRAUN, R. (2009). <i>Homofobie v žákovských kolektivech</i>. Praha, Úřad vlády ČR. Ke stažení zde: <a href="http://www.msmt.cz/socialni-programy/homofobie-v-zakovskych-kolektivech">http://www.msmt.cz/socialni-programy/homofobie-v-zakovskych-kolektivech</a></p> <p><b>Další tištěné zdroje:</b></p> <p>FIFKOVÁ, H., WEISS, P., PROCHÁZKA, I., JAROLÍM, J., VESELÝ, J., WEISS, V. (2008): <i>Transsexualita a jiné poruchy pohlavní identity</i>. Praha, Grada.</p> <p>JANOŠOVÁ, P. (2008). <i>Dívčí a chlapecká identita. Vývoj a úskalí</i>. Praha: Grada Publishing.</p> <p>JANOŠOVÁ, P. (2000). <i>Homosexualita v názorech současné společnosti</i>. Praha: Karolinum.</p>

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NEDBÁLKOVÁ, K. (2007). *Láska je láska: když choděj kluci s klukama a holky s holkama*.

Brno: GaTe - Stud Brno. Ke stažení zde: <http://www.stud.cz/10-coming-out.html>

ONDRISOVÁ, S., BIANCHI, G. (2000): *Heterosexizmus: společensko-kultúrne a psychologické aspekty postojov ku lesbickým ženám a gayom*. *Československá psychologie*. 43, 2, 165-179.

ONDRISOVÁ, S., HERETIK, A., ŠÍPOŠOVÁ, M. (1999): *Homofóbia-dosledky pre psychoterapiu*. *Česká a slovenská psychiatrie*. 95, 135-141.

PECHOVÁ, O. (2009). *Diskriminace na základě sexuální orientace*. *E-psychologie [online]*. 3(3), 1-16. Ke stažení zde: <http://e-psycholog.eu/pdf/pechova.pdf>

PROCHÁZKA, I. (2002): *Coming out*. Brno, STUD Brno.

Ke stažení zde: <http://www.stud.cz/10-coming-out.html>

*Internetové stránky s užitečnými informacemi:*

<http://lgbt.poradna-prava.cz/>

<http://www.stud.cz/>

<http://www.gejt.cz/>

# Child Protection & Safeguarding Policy

## 14. APPENDIX #8| CZECH REPUBLIC SAFEGUARDING LEGISLATION “RISKY BEHAVIOUR IN A SCHOOL ENVIRONMENT” NEW RELIGIOUS MOVEMENTS

### Risky Behavior in the School Environment - Framework Concept

#### Appendix No. 17

#### “ New Religious Movements ”

#### Type of Risky Behaviour

Before we start talking about "new religious movements", let's first stop at the concept of "cult". It is commonly used in connection with these groups, but it can also refer to groups that do not have a religious character (although they often have similar features, which in a more extreme form can be pathological, for example the use of psychological manipulation) - see below.

By the term "sect" we mean, in the context of the primary prevention of risky behavior, a certain bounded social group whose members share an ideological concept through which the group defines itself in relation to its surroundings, and in the process there is a gradual social isolation, manipulation and loss of privacy.

#### Starting Points

Steven Hassan (1994) defines the following four groups of cults that use psychic manipulation in different areas of society.

1. Religious cults: They are the most common, the most famous, the most numerous, the most popular in the media. They are oriented towards diverse religious teachings. They come from a variety of sources - from the Bible to the secret teachings of ancient Egypt, the Druids, the Orient, UFOs to the inventions of the founders and leaders of these cults.

2. Political cults: These groups, at first sight living on the edges of the political spectrum, are usually labeled as "extremist", "fringe", "marginal". Nevertheless, a non-negligible number of people (especially young people) join them and fall under their spell. This is also to some extent caused by the methods of recruiting and maintaining membership. The "belief" and "ritual" of political cults are no different in their persuasiveness from religious cults. The basis is a certain political ideology, which with the passage of time is shrouded in an increasingly mystical haze. This includes the dangerous cults of historical figures of the 20th century, especially the cults of the leaders of the fascist, Nazi and communist regimes.



## Starting Points

3. Psychotherapeutic-educational cults: They focus on mediating "spiritual visions", "enlightenment" or other "peak spiritual experiences" (for a considerable amount of money) and use some techniques of psychological manipulation. They often offer consecutive (increasingly expensive) courses that are supposed to result in the knowledge of the "ultimate truth". Those members who can no longer pay must leave the group (which they sometimes cannot do on their own, of their own free will) or become its recruiters, "dealers".

4. Commercial cults: They work on the principle of money. They manipulate and deceive people who are then forced to work in multi-level (multi-level marketing, MLM) or pyramid organizations for minimal commission or completely free, while eagerly awaiting the promised wealth and prosperity. If they don't turn up (which is by design) it lowers their confidence and 'salesmanship' and this prevents them from complaining - 'it's your fault you can't get people, sell stuff...'.

We will continue to focus on groups that have a religious character. In the media and in professional literature, a number of terms are used that often merge - cult, sect, denomination and church. The characteristic features of these groups are shown in the following table (Schaefer, 1989).

	Church	Denomination	Sect	Cult
<b>Size</b>	big	big	small	small
<b>Religious Services</b>	formal, limited participation	formal, limited participation	informal, emotional	changeable, volatile
<b>Doctrine</b>	specific but can be tolerantly interpreted	specific but can be tolerantly interpreted	specific, emphasis placed on its purity	constantly improved
<b>Clergy</b>	professional, specialized	professional, specialized	specialization up to a certain degree	non-specialized
<b>Membership</b>	ritual	acceptance doctrine	acceptance doctrine	emotional commitment
<b>Wealth</b>	considerably	considerably	limited	variable
<b>Relationship to the State</b>	approved by the prevailing cultural and social organization	tolerant	rejects or is in opposition to prevailing cultural standards	not interested

We consider groups belonging to cults and sects as risky (many of these groups describe themselves as churches without, of course, meeting the above-mentioned characteristics).

In order to identify a group as a sect (or cult), we need to focus on certain characteristics. Ronald Enroth (1995) defined nine common features that can be expected to exist in a sect. We can find some of them in each such group, but each does not necessarily contain all the listed characters.

1. **Authoritarian:** In a sectarian organization, there is a charismatic leader demanding absolute and unquestionable power over other members, their loyalty and devotion. The leader's authority is all-encompassing and unquestionable. The individual members' own identity is changed, redefined together with the goals and is meaningful only in connection with the leader.
2. **Oppositional:** The very nature of the sect, its behavior and values are in direct opposition to the behavior and values of the majority society and culture. The group often positions itself as an opponent and rival of central social institutions; they are often targeted by cults for alleged "persecution". The family is probably the worst affected by this attitude.
3. **Exclusive:** A common feature is elitism and reinforcing a sense of originality and exclusivity. The group is the only one that spreads the "truth", and therefore the possible abandonment of it means a threat to the apostate's salvation (and life).
4. **Legal:** The legal framework governs everything – from spiritual matters to everyday minutiae. There are almost endless (and constantly being added to) lists of rules, principles and prohibitions that are the ultimate authority for all of life.
5. **Subjective:** Sectarian groups place considerable emphasis on experiences, experiences, feelings and emotions.
6. **Sense of persecution:** A trait found in the vast majority of sects. The constant feeling of external threat is a strong glue for the internal homogeneity of the group. At the same time, it promotes a sense of self-importance and uniqueness.
7. **Emphasis on Sanctions:** Any maladaptive behavior, rebelliousness, public dissent or doubt are severely sanctioned. There are many means from manipulating members to expelling them.
8. **Esoteric:** The existence of a shared secret is another glue of the group. It is an absolutely necessary part of any doctrine and once again instills in the members a sense of their own exclusivity.
9. **Anti-priestly:** One of the basic characteristics of sects is the absence of paid professional clergy - they emphasize the active participation of all members. However, the opposition to the church hierarchy does not exclude the existence of its own (often complicated) internal hierarchy, which, however, has a somewhat different character.

Daniel Goleman (1988) summarized practical indicators pointing to the potential dangerousness of closed groups. According to him, it is necessary to pay attention to:

- Taboo topics (questions that cannot be asked, uncertainties that cannot be shared, doubts that cannot be voiced)

- Taboo topics (questions that cannot be asked, uncertainties that cannot be shared, doubts that cannot be voiced)
- Secrecy (restriction of access to information)
- Spiritual cloning (stereotyped behavior where people walk, talk, think, eat and dress like their leader)
- Group thinking (we think as "WE")
- The absence of "renegades" (a group that claims that no one has ever left can be considered potentially very dangerous)
- Tests of loyalty (members are forced to prove loyalty to the group by doing something that violates their personal code of ethics)
- Centralized understanding (a single view of the world is used to explain anything and everything)
- Absence of a sense of humor

If these signs appear to a greater extent in the group you are considering being offered membership, it is better to think the whole thing through again. It can also be stated that these indicators have general validity, i.e. they also apply in everyday life - for example in employment or cohabitation.

Ladislav Hora (1995) recapitulates the characteristic features of sects as follows:

1. Isolation, relative closure
2. Strengthening the feeling of exclusivity
3. Maintaining a non-conforming oppositional position
4. The desire to build an ideal community
5. Emphasizing the ethical dimensions of religious life
6. Authoritative management system
7. Existence of a uniform and explanatory universal key
8. Eclecticism

Now we will introduce the religious groups that operate in the Czech Republic. This is a selection of those groups that are either numerous or interesting in some way. The fact that we pay more attention to them does not in any way imply that they are dangerous, but we will point out some controversial moments (we draw on the sources listed in the bibliography and on the experiences of the authors of the text).

## **Community of Jehovah's Witnesses (Jehovahists)**

The main point of Jehovahist teaching is the expectation of the coming end of the world, which will include the judgment of the world, the battle of Armageddon and the advent of the Kingdom of God on the restored Earth. In the Czech Republic, 13,000 people claim to be Jehovah's Witnesses (according to the 2011 population, house and apartment census). They are especially famous for their tireless missionary activity, where they go around households and offer religious literature, including their own Watchtower magazine, as well as intensive Bible study.

Jehovists were persecuted in our country during World War II and the later communist regime. The reason for the persecution was, on the one hand, a strict refusal to serve in the military, on the other hand, non-participation in political life and the refusal of any form of "worship" of the state and its symbols. In 1993, the Jehovaists became a state-registered religious society, which sparked debate over some other points of their faith. In particular, they talked (and still talk) about refusing a blood transfusion, even in the case when it is absolutely necessary to save life - today Jehovaists state that it is a personal decision of each individual, however, we still find appreciation of the refusal of blood in their freely distributed materials and blood derivatives. The "supremacy of God's law" can also be problematic, which in practice means that in the event of a conflict between God's and worldly laws, Jehovah's Witnesses unequivocally favor God as the only authority.

Possible problems: Jehovahists do not celebrate generally shared church or state holidays, they also refuse to celebrate birthdays. This brings problems, especially for children, who cannot share with their peers, for example, Christmas or birthday parties, which, as a result, significantly isolates them from the group. Another risk is injury requiring a blood transfusion. Although the Constitutional Court ruled in 2004 that parental rights may even be restricted, it is still a problem, with many Jehovahists preferring not to let their children go on school trips, further isolating them.

**The Church of Jesus Christ of Latter-day Saints (Mormons).** The teachings are based on Protestant traditions, while the Mormon teaching on the history of the lost tribes of Israel in America (the book "The Book of Mormon" is dedicated to this), on Jesus' founding of the church in America, or on obedience to the "living prophet" - the president of the church - plays an important role.

The group was founded by Joseph Smith in the USA in 1830. It faced problems from the very beginning, the main reason being the approval of polygamy, which (not only) Puritan America strictly rejected. Polygamy was repealed in 1890, but at least two issues remained: racism (the church refused to accept blacks because, in their opinion, being black was a punishment from God) and also religiously motivated violence ("blood reconciliation", punishing those who oppose the church - although it was abandoned at the end of the 19th century, we still encounter cases of such behavior in the 20th century).

Mormons have been officially active in our country since 1929, but in 1950 the communists banned them and they were revived in 1990. Currently, less than a thousand people (925 in the 2011 census) claim to be Mormons, and most of them are in Prague and Brno .

Possible problems: Mormons are a church that, among other things, focuses on providing prevention programs in areas that are incompatible with their religious beliefs (they reject drugs and premarital sex, of course, but also, for example, coffee). It cannot be ruled out that among the American lecturers who also teach here, there may be someone from the so-called True Church of Jesus Christ of Latter-day

who belong to the extremist wing, rejected by the mainstream Mormons in the US. Indeed, these "true" Mormons hold some of the criticized Old Love views, including "blood atonement." On the other hand, this risk is essentially negligible, since their occurrence on European soil has not been recorded for the time being.

### **Fellowship of the Holy Spirit for the Unification of World Christendom (Church of the Unification; Moonists).**

A movement based on the teachings of the controversial Reverend Moon, who presented himself as the chosen one to complete the work begun by Jesus and establish the Kingdom of God on Earth. In fact, it is an organization with many names, which protects political, social and economic activities in addition to belief. In particular, the methods of recruiting new members are considered problematic in the case of the Moonists. New members are often lured to the church under completely different pretexts, and in addition, the manipulative technique of "love bombing" is used against them, which is highly unethical. The group, or rather the recently deceased Moon, has long been accused of economic abuse of its members as well as totalitarian practices. The most media-worthy moment of Moonist teachings are the "mass weddings", when Reverend Moon married up to thousands of couples of his followers, whom he had previously - through divine inspiration - brought together across countries and continents, which often smacked of the tradition of "arranged" marriages.

Currently, the Unification Church is in big trouble because Reverend Moon died in the fall of 2012 and it is still unclear who will succeed him.

Possible problems: The group was perceived as very risky especially in the 1990s, when it tried to fully establish itself and recruit new members with recruitment techniques that can be described as highly manipulative and threatening mental health. The effort of the leaders of the Moonists to separate and isolate new members from their families and previous life was also perceived as a big problem. The main problem, however, was that very often it was not obvious whether the offered activity (for example drug prevention programs, education of problem children or care for teenage mothers) was guaranteed by the Unification Church.

Currently, Moonists have their centers in Prague, Brno, Olomouc and Pilsen

**Church of Scientology (Scientology).** An organization founded by American science fiction and adventure writer Lafayette Ronald Hubbard, who published the seminal book "Dianetics" in 1950. Scientologists believe that through study one can acquire one's own immortality by breaking through the cycle of birth and death that we entered in the past. Each of us is a Thetan, who has divine abilities (high intelligence, absolute health, etc.), but these abilities are limited by the inhibitions of the mind arising from our past lives. And it is precisely these barriers that currently complicate our lives that can be removed using appropriate methods, especially auditing.

In the case of Scientology, the use of pseudo-therapeutic methods is problematic, as well as the suspicion of the use of manipulative techniques that can lead to personality destruction. However, the dispute is also waged by the Scientologists against modern psychiatry, which they accuse primarily of the inappropriate use of psychotropic drugs.

The Church of Scientology is also often mentioned in the media, as a number of famous personalities - for example Tom Cruise or John Travolta - claim to be members of it.

In the Czech Republic, Scientologists are based in the Dianetics Center in Prague, they also have branches in Brno and Pilsen; the number of members is difficult to estimate, but we currently do not exceed a few dozen active individuals.

Possible problems: Scientologists are accused of using an unethical method of recruiting new members, promising them extraordinary advances in their lives (they have even faced charges of false advertising).

Recently, there has been a lot of talk about the LITE language school, the Narconon anti-drug program, or the organization that seeks to discredit psychiatry called the Civil Commission for Human Rights - even here, it is often true that a primarily different service is offered than the one that is ultimately provided to the interested party.

**Satanism.** It is an organizationally and ideologically completely disparate stream of different directions and movements, which is primarily united by the worship of the "fallen angel" Satan, who is understood as the factual opposite and opponent of God. It is a historical concept that has been constantly evolving, however, currently the Anglo-Saxon world is primarily influenced by Satanism, as presented by High Priest Anton Szandor La Vey, who founded the Church of Satan in 1966 (on Walpurgis Night, April 30) and then published "The Satanic Bible" (it was also published in a Czech translation in the 1990s). Satanism (or a series of its symbols - the number "666" indicating the Antichrist, the inverted cross, the pentagram, etc.) is part of many bloody crimes. It influences not only culture (it inspires painters, writers and musicians, for example black metal music), but also society as a whole. It certainly cannot be equated only with witchcraft, the devil or human sacrifices, but nevertheless these phenomena are the most attractive to many people.

Satanism, or rather its worship of darkness and death, also inspired a number of other trends, including, for example, the now popular "Gothic" phenomenon - that is, the worship of "dark art with a touch of death". Related to this is the wave of increased interest in topics such as vampires, werewolves or zombies.

Possible problems: The risk these days is not so much human sacrifice or murder in the name of Satan, but rather the commercial exploitation of the youth's desire for something forbidden and mysterious. This leads to the abuse of addictive substances (mainly marijuana), alcohol, and risky sexual behavior, but there may also be a risk of suicidal behavior in those teenagers who identify too much with literary characters and long for death and the fate of a vampire.

Risk & Protective Factors	An overview of the main risk factors (basic human needs and sects' offers to fulfill them, at least apparently); <a href="http://www.cpons.cz/priciny.htm">http://www.cpons.cz/priciny.htm</a> :			
	Individual	Offer (Sect)	Domain	Protective Factors
to belong somewhere (society, group, collective)	friendship, "perfect" relationships	family, school, society	<b>Personality:</b> Healthy self-esteem and self-concept A sense of power over your life <b>Family:</b> Unconditional acceptance of the child Democratic style of education (freedom of opinions, attitudes) Value system <b>School:</b> Critical thinking Meaningful spending of free time Information about the existence and risks of sects <b>Company:</b> Implementation of primary prevention programs Information about the existence of sects and their risks	
to be accepted as a person (make a name for yourself)	flattery, admiration ("love bombing")	family, school		
relieve yourself of the responsibility for your decision-making	clear guidance, templates - just fill	personality		
altruism (helping others)	service, participation in saving the world	personality		
to start a quality family	guaranteed recipes for the perfect family	family, school		
get to know, know more, educate yourself	study, courses, meditation, higher consciousness	school		
principles of healthy living	the principles of living in harmony with nature	school		
lust for power	the possibility of growth in the hierarchy of the sect	personality		
to influence fate in one's own favor	methods, techniques, principles of its control	personality		
orientation in the unknown - magical, mystical, mysteries	the ability to experience, understand and control it	personality		
earn your salvation	tasks, actions (fulfillment - apparent certainty)	personality		
find the meaning of life	concrete and final fulfillment of this need	personality		
get rid of the stereotype, dissatisfaction with consumerism	a strange, alternative lifestyle	personality		

<p><b>Network of Partners, Cooperation in the Community / Region</b></p>	<p>For any suspicion of the occurrence of a given phenomenon, the following persons should always be informed:</p> <ul style="list-style-type: none"> <li>▪ <i>Director of the school/school facility</i></li> <li>▪ <i>Parents/guardian</i></li> <li>• <i>Class teacher</i></li> </ul> <p>In justified cases, it is possible to contact the following workplaces:</p> <ul style="list-style-type: none"> <li>▪ <i>School counseling office (school psychologist, school prevention methodologist, educational consultant, special pedagogue)</i></li> <li>▪ <i>PPP (pedagogical-psychological consultancy)</i></li> <li>▪ <i>SVP (educational care centers)</i></li> <li>▪ <i>OSPOD (department of social and legal protection of children)</i></li> <li>• <i>Police of the Czech Republic</i></li> <li>▪ <i>Helpline</i></li> </ul>
<p><b>Legislative Framework</b></p>	<p>Act No. 561/2004 Coll., on pre-school, primary, secondary, higher vocational and other education (School Act), as amended (which deals with what internal regulations must be followed in the school)</p> <p>Act No. 89/2012, Civil Code, § 655 - § 975 family law</p> <p>Act No. 359/1999 Coll., on social and legal protection of children, as amended (obligation to report)</p> <p>Strategy for the prevention of risky behavior in children and youth under the jurisdiction of the Ministry of Education, Youth and Sports for the period 2012-2015.</p>
<p><b>Type of Prevention</b></p>	<p>Negative effects of sects: despite the discussion about which criteria are acceptable for the definition of a sect and which are not, from the point of view of prevention, we understand this area as a set of psychological, social, economic and other consequences of the influence of a sect.</p> <p><b>From the point of view of prevention, the key area is the consequences for mental and somatic health, social status, economic area, rarely also criminal-legal consequences (incitement or support of criminal activity committed in the interest of a sect).</b></p> <p>Primary prevention in schools:</p> <ol style="list-style-type: none"> <li>1) To familiarize students with the risks and practices (conceptual idea) of these (different) groups</li> <li>2) Be able to map the existence (reality) and basic characteristics of specific sects in the Czech Republic</li> <li>3) Teach students to distinguish between a sect and a traditional religion and the possibilities of conception/interpretation of traditional religions</li> </ol>



	<ol style="list-style-type: none"> <li>4) Define the concept of sect, its level of meaning</li> <li>5) To familiarise students with the possible risks of joining a sect and the process of dependence on a sect (manipulation, persecution, feelings of guilt and inferiority, taking possession of members' property, using members' professional or powerful positions, etc.)</li> <li>6) Deal with the basic assumptions of people's inclination towards these groups (personal crisis - need for security, need for a spiritual dimension, social contact, emotional and intellectual maturity)</li> <li>7) Be able to discuss the given topic with students and try to answer any questions</li> </ol>
<p><b>How to do It</b></p>	<p>The basic rules of primary prevention always apply:</p> <ul style="list-style-type: none"> <li>• Always listen to your pupils and students, keep an overview of the current information among them - i.e. what they read, what they listen to or what they watch on TV</li> <li>• Never strictly preach or condemn, rather explain and try to strengthen the bond of trust</li> <li>• Avoid making some topics taboo - you can also talk about Satanism, it's just a matter of how</li> <li>• Always try to provide the most objective information possible, using all available listed sources</li> <li>• Do not try to impose the "correct" view of the matter and let other opinions be heard - preferably in a moderated discussion</li> <li>• Never ridicule or degrade (not only media) "idols";</li> <li>• If you suspect that a problem in this area has appeared in your area, always try to get as much information as possible before taking action;</li> <li>• If you decide to act, always try to consult with experts.</li> </ul>
<p><b>Possibilities &amp; Limits of the Educator</b></p>	<p>We often come across cases where a child (student) is under the strong influence of a parent-sectarian, which of course determines the possibilities of his view of the world around him. Such a young person can start looking for an alternative to the current way of life. It is up to the teachers to be ready to give him support if he seeks it from them and to be able to convey to him the external reality. However, no one has the right to change anyone else's views by force or sanctions just because his view is different from the majority.</p>

It is also absolutely necessary to realize that for a large part of teenagers who ostentatiously demonstrate their affiliation with e.g. Satanists, this is a pose closely related to the desire to be different from others, to be "in" and possibly to provoke. Therefore, before you seek the help of a specialist for such a "Satanist obsessed" student, it is better to talk to him and find out if this is not just demonstrative speech.

However, if someone appears among your students who shows more convincing signs of belonging to a certain sect (it can be physical signs - symbols, changes in clothing, hairstyle, but also a psychological change that is more difficult to track - changes in behavior, imbalance, excessive introversion, new acquaintances and friends that the student refuses to talk about, change in interests, communication skills, etc.), it is better to try to find out what group it is, how long the person has been in contact with it, how strongly he is into the movement, taking into account the student's personality involved, what is his current relationship with the environment, is he willing to talk about his new affiliation, but above all: treat him as a person we care about, do not reduce his intelligence, do not force him to do anything, do not threaten, do not blackmail, do not lecture, not to fear the consequences and above all to let him know that we will always be nearby if he wants to talk - that is, that we are on his side. If the person starts looking for help, it is a good idea to turn to the experts.

- a) If the family is a member of a community with signs of a sect and there is no suspicion of neglect of care or any other criminal offense against the child, it is not possible for the pedagogue to influence the child's involvement in this community.
- b) The teacher must set his goals, which he can achieve with his help (in particular, to pass on information about the risks of sects, not to break the mutual relationship with the child, etc.).
- c) It is necessary for the teacher to keep a cool head and avoid undue pressure on the student; the greater the pressure from the teacher, the greater the destruction of the relationship towards and away from the child.
- d) Not trying to "argue truthfully" is pointless.
- e) Maintain "life optimism" (find other teachers who have the same problem in the classroom, consult with them, share their opinions, try to be patient and wait despite all the exhaustion, don't forget to still live "your" life ).

See Miovský, Skácelová (2012): Proposal of the recommended structure of the minimum preventive program for the prevention of risky behavior for elementary schools (part of Sect - information, skills, competences).

	<p><b>Use of religious symbols in schools:</b></p> <p>The wearing of religious symbols in public space, i.e. not even in school, is not restricted in any way in Czech legal regulations, which follows from the Report on the investigation of the public defender of rights Mgr. Anna Šabatová, Ph.D. Sp. stamp.: 173/2013/DIS/EN.</p> <p>A student may therefore wear/use religious symbols in the school environment, but only if they do not increase the risk of endangering the health of the student or others, or prevent the performance of a certain activity.</p> <p>It is therefore not recommended, for example, to wear chains during physical education classes, etc. The wearing of Muslim headscarves (hijab) should not, above all, endanger the safety of the wearers, etc.</p>
<p><b>Notify the Police</b></p>	<p>If the educator is certain that a crime has been committed, he or she is required by law to contact the law enforcement authorities; if he has such suspicions, the law obliges the school to report this fact to the municipal authority, i.e. to a social worker from the Social and Legal Protection of Children (OSPOD). In the event that parents/legal representatives refuse to cooperate with the school and refuse to participate in educational committees, the school is again entitled to notify OSPOD.</p>
<p><b>Literature &amp; Links</b></p>	<p>ALLAN, J. a kol.: <i>Víra a vyznání</i>. Bratislava, 1993.</p> <p>BARETT, D. V.: <i>Sekty, kulty, alternativní náboženství</i>. Ivo Železný, 1998.</p> <p>ENROTH, R. a kol.: <i>Za novými světy: Průvodce sektami a novými náboženstvími</i>, EELAS, 1995.</p> <p>ERIKSON, E. H.: <i>Dětství a společnost</i>. Argo 2002.</p> <p>GOLEMAN, D.: <i>Waking Up - Early Warning Signs for the Detection of Spiritual Blight</i>. Elements Book, New York 1988</p> <p><b>Internet links:</b></p> <p><a href="http://sekty-cz.webs.com/problematikasekt.htm">http://sekty-cz.webs.com/problematikasekt.htm</a></p> <p><a href="http://www.sekty.cz/www/index.php">http://www.sekty.cz/www/index.php</a></p> <p><a href="http://www.prevence-praha.cz/sekty?start=2">http://www.prevence-praha.cz/sekty?start=2</a></p> <p><a href="http://cpons.webpark.cz/">http://cpons.webpark.cz/</a></p> <p><a href="http://www.kapezet.cz/index.php?object=General&amp;articleId=158&amp;leveMenu=0">http://www.kapezet.cz/index.php?object=General&amp;articleId=158&amp;leveMenu=0</a></p>

# Child Protection & Safeguarding Policy

## 15. APPENDIX #12 | CZECH REPUBLIC SAFEGUARDING LEGISLATION "RISKY BEHAVIOUR IN A SCHOOL ENVIRONMENT" RISKY SEXUAL BEHAVIOUR

### Risky Behavior in the School Environment - Framework Concept

#### Appendix No. 18

#### "Risky Sexual Behaviour"

#### Type of Risky Behaviour

Risky sexual behavior can negatively affect the individual who engages in it, both at the time it occurs and in the future. Subsequently, it can be manifested in the development of the psyche (e.g. shift of values, strengthening of manipulative abilities, flattening of emotionality), in the psychological-sexological area (e.g. psychosexual immaturity, preference for pathological sexual activities, preference for virtual erotic material over normal human contact, unclear or unprotected sexual orientation, etc.), in the health (e.g. sexually transmitted diseases including HIV/AIDS, drug addiction) and social areas (establishing inadequate social ties, loss of relationships or poor quality relationships, problems in the family, etc.)

Risky sexual behavior includes early onset of sexual life (this group also includes increased consumption of pornography before the age of 15), high frequency of sexual intercourse, casual acquaintances, promiscuity, prostitution behavior, presenting one's own explicitly erotic materials on the Internet, bloody sexual practices, vaginal, anal and oral intercourse without the use of a condom outside of a long-term partnership where fidelity of the partners is assumed.

In a broader sense, risky sexual behavior is also linked to other factors, such as antisocial behavior, aggression, excessive alcohol and drug abuse. The occurrence of sexually transmitted diseases is to a large extent an indicator of social and educational phenomena. Prevention must be based on the epidemiology of STDs (Sexually Transmitted Diseases) and HIV in a given geographic area and the cultural and social environment of the target group. (Unfortunately, the incidence of newly infected people with the HIV virus, which causes the still incurable and fatal disease AIDS, has been increasing in the Czech Republic in recent years. In the Czech Republic, we record the highest percentage of newly infected men who practice sex with men per capita in the entire EU.)

**A child can be either an active perpetrator of risky sexual behavior or a victim of it.**

	<p>In children and adolescents, inappropriate sexual manifestations, such as, for example, compulsive masturbation or atypical sexual development (these must be distinguished from manifestations of normal sexual curiosity, experimentation with one's own body and the bodies of other children), and non-sexual manifestations, which subsequently they can develop into sexual deviance. There may be an increase in physical aggression in boys, and more self-harm in girls.</p> <p>The so-called "triad of symptoms" can alert us to the risk of sexual risky behavior: bedwetting even after the age of twelve, cruelty to animals and arson.</p> <p>Manifestations of sexual deviation must be detected in time and the child must also be given adequate help in time; this is the only way to prevent the commission of a crime.</p> <p>Primary prevention mainly means the creation of healthy attitudes, which subsequently influence the behavior of individuals (or even change attitudes), even before sexual risky behavior actually occurs. This type of prevention is mainly the competence of schools and their teachers, who create a good space for this activity. Other, more explicit expressions of sexual risk behavior in children already require cooperation with other experts.</p>
<p><b>Starting Points</b></p>	<p>Sexual risk behavior is considered a set of behavioral manifestations accompanying sexual activities and showing a demonstrable increase in health, social and other types of risks. At the same time, these may be relatively frequent phenomena in the population (for example, unprotected sexual intercourse with casual acquaintances, significantly promiscuous behavior, risky sexual practices, for example in inappropriate hygienic conditions). There may also be a combination of several types of risky behavior, e.g. a combination of substance use and risky sex. This also includes various new phenomena that bring the risk of other than just health impacts, such as publishing intimate photos on the Internet or sending them by mobile phone, possibly video recording with an increased risk of misuse of such material.</p> <p><b><u>Sexual orientation (heterosexual and homosexual)</u></b> is a lifelong, unchangeable, uncaused and unchosen state of exclusive or predominant erotic and emotional preferences of persons of a given sex.</p> <ul style="list-style-type: none"> <li>- Decisive for the recognition of sexual orientation are erotic ideas, dreams, fantasies and the quality of erotic emotional affection - falling in love.</li> <li>- Sexual orientation is not a matter of choice, but is conditioned, primarily biologically.</li> </ul> <p>In 2000, the American Psychiatric Association (APA) issued a document in which it does not recommend the treatment of homosexuality as a scientific method, because there is a lack of sufficiently demonstrable studies on the effectiveness of treatment. He refuses to see homosexuality as a condition requiring treatment.</p>

- Only an orientation with which its bearer is not aligned, or uncertainty in sexual orientation, is considered a health disorder.

- We do not understand bisexuality as a sexual orientation, but as the ability of sexual behavior and attraction to members of both sexes, or as a form of surrogate sexual behavior.

- Sexually risky behavior can be associated with heterosexual, homosexual and bisexual behavior.

## **SEXUAL DEVIATIONS**

### **Gender identity**

Gender identity expresses a subjectively perceived sense of belonging, or, on the contrary, a contradiction with one's own body, its primary and secondary sexual characteristics and with the social role attributed to a given gender.

- Transsexuality is defined as the state of an individual who wishes to live and be accepted as a member of the opposite sex.

FtM ... female to male

MtF ... male to female

- External manifestations of gender identity are called gender roles
- The essence of transsexualism as a gender identity disorder is not sexual characteristics, but gender role characteristics

**Sexual deviation (paraphilia)** are sexual preference disorders - characterized by sexual impulses, fantasies or practices that are unusual, deviant or bizarre.

*Deviations in activity:* disturbances in the way of achieving sexual excitement and satisfaction voyeurism, exhibitionism, froterism, inking, pathological sexual aggression, aggressive sadism, sadism and masochism

*Deviation in the object:* qualitative disorders of sexual motivation characterized by an inadequate focus of erotic desire, pedophilia, fetishism, transvestism, necrophilia, zoophilia

## **SEXUALLY TRANSMITTED DISEASES**

### **(STD – Sexually Transmitted Diseases)**

- Women are more vulnerable to STDs than men, and for many of them the infection goes unnoticed
- The only means of protection against STDs is a condom (it is important to know that it exists and, if necessary, to know how to handle it)

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**Psychosocial aspects of STDs:**

- Fear of disease transmission
- Fear of recurrence
- Feelings of guilt
- Concerns about the reactions of the sexual partner
- Breakdowns of partner relationships
- Sexual dysfunction
- Stigmatization or social exclusion

**STD prevention**

- Educating not only vulnerable groups and providing advice on ways to prevent STDs through changes in sexual behavior (especially this aspect of prevention falls within the competence of the educator)
- Creating and supporting healthy attitudes towards one's own body, interpersonal relationships and sex as such (school plays an important role here as well) identification of infected persons who do not need to seek medical care themselves; regardless of whether they observe the symptoms themselves or not (the educator can identify the risk and symptoms of STDs and inform the child/parents about the options for further action – recommend experts)
- Effective diagnosis and treatment of infected persons
- Examination, treatment and counseling provided to sexual partners of infected persons
- Pre-exposure vaccination of persons at risk of STD infection in cases where the vaccine is available
- STD testing is provided by the general practitioner, venereologist, infectious disease department, gynecologist/urologist and special organizations (e.g. the Czech society AIDS pomoc, which runs the House of Light and provides preventive services)

**Basic principles of STD prevention at school:**

- Adapt preventive programs to the age and education of the target group (inform about the form of protection against STDs; about the rights of the child and human dignity; about what sexual abuse and risky sexual behavior are; support the creation of healthy attitudes towards one's own body, relationships and sexual behavior; minimize manifestations of intolerance, prejudice, etc. in the field of relationships, sex and sexual orientation)
- Ensure better cooperation between school and family
- Link health, social and educational interventions



### **Endangered persons**

- Adolescents (they are biologically more susceptible to infection, practice unprotected sexual intercourse more often, have short-term relationships more often and often refuse to visit medical facilities)
- Children (sex with a person under the age of 15 is a criminal offense)
- Homosexual men and women

**ANTICONCEPTION (contraception)** is a collective name for methods that cause a temporary and reversible loss of the ability to fertilize, thus preventing the occurrence of an unplanned pregnancy.

### **ADDICTIVE SUBSTANCES AND SEX**

#### **Common features of regular drug users (with regard to risky sexual behavior):**

- Higher frequency of completed sexual intercourse (penis ejaculates in the vagina)
- Lower average age of first sexual intercourse
- More experience with sexual intercourse with a prostitute compared to individuals with no experience of abuse
- More frequent sexual dysfunctions, problems and sexually transmitted diseases in the anamnesis

#### **The main areas of influence of the use of psychoactive substances on sexual behavior and the risks associated with it (WHO):**

- Transmission of HIV infection and other sexually transmitted diseases
- Effects on sexual activity and partnership, including transmission of infectious diseases to a non-drug-using partner
- Unwanted pregnancy
- Complications and difficult pregnancy management
- Vertical transmission of sexually transmitted diseases (i.e. from mother to child during pregnancy or childbirth)
- Neonatal abstinence syndrome
- Insufficient access to health services in the field of sexual behavior

	<p><b><u>Psychoactive substances affect (according to WHO):</u></b></p> <ul style="list-style-type: none"> <li>• Sexual appetite and activity</li> <li>• Safety of sexual behavior - especially condom use</li> <li>• Sexual relationschoice of sexual partners</li> <li>• The social and physical environment in which the use of psychoactive substances occurs overlaps with the environment in which sexual relations are negotiated and in which there is a high incidence of prostitution and the use of its services</li> </ul>		
<p><b>Risk &amp; Protective Factors</b></p>	<p><b>Risk Factors</b></p>	<p><b>Domain</b></p>	<p><b>Protective Factors</b></p>
	<p>family environment (low socio-economic status; parents' divorce or partnership problems; personality pathology of one or both parents)</p>	<p><b>family, community, environment</b></p>	<p>Working with the family, supporting the family, recommending professional contacts for parents to solve their problems.</p>
	<p>upbringing (insufficient control; overworked parents; excessively restrictive upbringing)</p>	<p><b>family</b></p>	<p>At least try to create positive models of family functioning at school: the child can learn a good relationship between student and teacher; clear rules of operation.</p>
	<p>experienced trauma (death of a loved one; experiencing an accident; mental illness in the family; CAN syndrome)</p>	<p><b>personality</b></p>	<p>The offer of psychotherapy (only a specialist with psychotherapy education, i.e. who has completed comprehensive psychotherapy training can provide this), guidance for open communication, but at the same time respecting the child's boundaries (do not mine the story).</p>

	<p>risky places (with reduced possibility of escape, poorly lit, low frequency of people's movement)</p>	<p><b>environment</b></p>	<p>Teach children to avoid these places or to behave safely in them.</p>
	<p>availability of pornography or films with aggressive content</p>	<p><b>family, community, environment</b></p>	<p>availability of pornography or films with aggressive content</p>
	<p>There are three basic indicators of when sexual behavior can be considered harmful and when a teacher should intervene:</p> <ol style="list-style-type: none"> <li>1. if the child does not perform it in private;</li> <li>2. if there is a suspicion that he is somehow injuring himself or someone else;</li> <li>3. if sexual behavior becomes compulsive behavior (this means that the child devotes so much space to it that he neglects his normal duties, hygiene, friends, studies, etc.).</li> </ol> <p>If it is a family pathology, it is advisable to recommend psychotherapeutic help.</p>		
<p><b>Networks of Partners, Cooperation in the Community / Region</b></p>	<p>It is good if cooperation with parents is possible. In this case, depending on the severity, the situation can be resolved either at the school (where, in addition to the parents, the institution of the school is also represented, for example by a teacher, or a mediator of the ongoing process is present - e.g. a school psychologist), or - in more complex cases - mediate contact with the parents with a specialized workplace that offers psychological, therapeutic and counseling services to families and their individual members in difficult life situations.</p> <p><a href="http://www.csspraha.cz/triangl">http://www.csspraha.cz/triangl</a></p> <p>If the parents are not interested in solving the situation, it is necessary to establish cooperation with the school's prevention methodologist, an educational consultant, a school or clinical psychologist, who should operate with their own network of important contacts for solving above-standard problems.</p> <p>In which case notify OSPOD, or Police of the Czech Republic, see below.</p>		

## Legislative Framework

### **CRIMINAL CODE Act No. 40/2009 Coll.**

#### **§ 367 Failure to obstruct a criminal act**

1. **Whoever learns in a credible manner that another is preparing or committing a crime**

- **illegal termination of pregnancy without the consent of the pregnant woman (§ 159)**

- **human trafficking (§ 168)**

*§ 168 Human trafficking*

*Whoever induces, procures, hires, entices, seduces, transports, harbors, retains or delivers a child for the benefit of others*

*a) to sexual intercourse or to other forms of sexual abuse or harassment or to the production of pornographic work*

*or who benefits from such an action.*

*The same will be punished if a person other than the one mentioned in paragraph 1 using violence, threat of violence or other serious harm or trickery or by abusing their error, distress or dependence, induces, negotiates, hires, entices, seduces, transports, hides, detains or extradits, to be used by others for sexual intercourse or other forms of sexual abuse or harassment or for the production of pornographic work,*

- **rape (§ 185)**

*Who forces another to have sexual intercourse by force or the threat of violence or the threat of other serious harm, or who exploits their vulnerability for such an act.*

- **sexual abuse (§ 187)**

*Whoever has intercourse with a child under the age of fifteen or who otherwise sexually abuses them*

*... if he commits the act referred to in paragraph 1 on a child under the age of fifteen entrusted with his supervision, abusing his dependence or his position and the resulting trustworthiness or influence*

- **abuse of a child to produce pornography (§ 193)**

*Who induces, procures, hires, entices, seduces or abuses a child to produce a pornographic work or the proceeds of a child's participation in such a pornographic work*

## Legislative Framework

### • **abuse of a guarded person (§ 198)**

*Who abuses a person who is in his care or education*

... and does not prevent the commission or completion of such crime, shall be punished with imprisonment for a term not exceeding three years.

(2) Whoever commits the offense referred to in paragraph 1 is not criminal if he could not have prevented the offense without considerable difficulty or without putting himself or a person close to him in danger of death, bodily harm, other serious harm or criminal prosecution.

(3) A criminal offense can also be prevented by timely reporting it to the public prosecutor or police authority; the soldier may instead make a notification to a superior.

### **§ 368 Failure to report a crime**

#### **(1) Whoever learns in a credible manner that another has committed a crime**

• **human trafficking (§ 168),**

• **abuse of a child to produce pornography (§ 193),**

• **mistreatment of a trusted person (§ 198)**

... and fails to report such offense without delay to a public prosecutor or police authority, or instead, in the case of a soldier, to a superior, shall be punished by imprisonment for up to three years.

(2) Whoever commits the act referred to in paragraph 1 is not criminal if he could not make the notification without putting himself or a person close to him at risk of death, bodily harm, other serious harm or criminal prosecution.

(3) A lawyer or his employee who becomes aware of the commission of a criminal offense in connection with the exercise of advocacy or legal practice does not have the obligation to notify pursuant to paragraph 1. Clergy of registered churches and religious societies authorized to exercise special rights also do not have an obligation to report if they learn of the commission of a crime in connection with the exercise of confessional secrecy or in connection with the exercise of a right similar to confessional secrecy.

### **Contraception**

#### **§ 11, Act. No. 20/1966 Coll. (On caring for people's health)**

- Minor (under 18) girls can express their consent to contraception by themselves, parental consent is not required

- For girls under the age of 15, the situation is complicated by the fact that a criminal act of sexual abuse is clearly being prepared (§ 167 of the Criminal Code) and according to this section, anyone who learns about the preparation of a criminal act of sexual abuse is obliged to prevent it, otherwise he himself commits a crime.

From a medical point of view, however, it is clear that when a girl under the age of 15 has sex, it is desirable that she at least have reliable contraception. The situation can be solved by prescribing hormonal contraception for therapeutic reasons (e.g. acne, irregular menstruation).

### Sterilization

Gynecologists considered the Czechoslovak Ministry of Health Directive No. 1/1972 to be outdated already at the time of its creation, but it has not been possible to change it.

The head physician of the department where the patient is being treated decides on sterilization if it is performed on diseased genital organs for a therapeutic purpose according to the rules of medical science. In other cases, the sterilization committee established by the hospital director. Sterilization is possible only at the request or with the consent of the person on whom it is to be performed, and is only possible for health reasons. The listed indications are very strict.

On the other hand, however, sterilization can also be performed on a woman who permanently meets the conditions for artificial termination of pregnancy for health reasons, which, on the other hand, are very liberal. These are listed in Decree No. 75/1986 Coll. (amended decree no. 467/1992 Coll.).

### **Artificial abortion**

Artificial termination of pregnancy is regulated by Act No. 66/1986 Coll. and Decree No. 75/1986 Coll. (amended decree 467/1992 Coll.).

In general, a woman's pregnancy is artificially terminated if she requests it in writing and the duration of the pregnancy does not exceed 12 weeks. A woman between the ages of 16 and 18 applies for an abortion herself, but the medical facility notifies her legal representative of the abortion.

For women under 16, parental consent is required.

	<p><b><u>STD</u></b></p> <p>The current legally binding legal norms and methodological guidelines of the Ministry of Health of the Czech Republic include:</p> <ul style="list-style-type: none"> <li>- Act No. 258/2000 Coll., on the protection of public health</li> <li>- Decree of the Ministry of Health of the Czech Republic No. 195/2005 Coll., conditions for preventing the occurrence and spread of infectious diseases</li> <li>- Directive No. 30/1968 of the Journal of the Ministry of Health, on measures against venereal diseases, registered in the collection of laws</li> </ul> <ul style="list-style-type: none"> <li>• - Bulletin of the Ministry of Health of the Czech Republic from December 1997, number 10, standards of STD investigation procedures</li> </ul>
<p><b>Type of Prevention (Specific / Non-Specific)</b></p>	<p>The most important element of primary prevention is RELATIONSHIP. A priori, the teacher should work on creating a good relationship with each child individually. When he develops a good relationship with the child and respects him, the child is subsequently motivated to accept what the teacher says. This is especially difficult with problematic children in various areas of life, but it is precisely these children who need an individual approach the most.</p> <p>In an unsuccessful child, it is necessary to support self-confidence and give him space to experience success whenever possible (if not in knowledge activities, then at least through interest activities).</p> <p>Subsequently, the child should become familiar with basic sexual concepts, should be able to recognize danger, should know his rights and be able to protect them. Good sex education develops and helps to shape not only behavior, but also attitudes and skills of the child, it emphasizes the rights and dignity of every person. Here, the informative role of the educator is very important.</p> <p>Effective prevention should also include early instruction of the child to whom he can contact in the event of an emergency or threat (police, teacher, health professional, etc.).</p> <p>If we want the child to be able to defend himself sufficiently, and as part of the theoretical teaching we also teach him to be able to say NO, we should also respect this on a practical level. On the contrary, children should have the opportunity to express their disagreement with the teacher or a different opinion in an acceptable, decent form, without being punished for it.</p> <p>The most effective diagnostic and interventional tool remains TALKING (which is not about bargaining, but is meant in the sense of quality commun-</p>

-ication. By punishing children for insolence, we will not learn anything, nor will we support the process of changing their behavior. We should set limits, set clear rules, but maintain understanding and the possibility of open communication.

Proven methods in education are narration (it is the art of telling stories), explanation (being able to explain even seemingly complex phenomena simply), description (for this it is necessary to operate with a sufficient amount of knowledge) and demonstration (use of fairy tales, practical examples and connections with other subjects).

Among the most vulnerable groups are children, youth and adults with mental retardation, for whom many sexual manifestations are trivialized (public masturbation, exposure, etc.), on the one hand, and on the other hand, they are very easily manipulated and abused by adults and peers. Special attention should be paid to the sexual education of children with mental retardation and specific approaches should be chosen (e.g. Kracík, 1992; Orfeus, 2004).

**Specific advice:**

The teacher should talk about the parts of the human body related to the genitals without any special emotional charge (without obvious horror, excessive enthusiasm, outrage, etc.), for example, when reacting to children's play or even inappropriate behavior. He should avoid statements like "That's yuck!", "That's not allowed!".

Children show an interest in explaining various sexual expressions and words with sexual content. Because they didn't and don't get enough of it, they use profanity in their own way. However, they often only have an idea of their content or do not know it at all.

The child should be informed about everything that interests him, but the form of communication remains important. Sometimes it is difficult to talk about sex openly, in the language of a child, and to maintain the appropriate amount of intimacy that the topic requires, as well as the necessary professional boundaries. Adults often hide or obscure the truth in an attempt to protect the child (or themselves). This creates a bigger taboo around the topic than it needs to. The child then looks for information elsewhere: on the Internet, with friends, in non-specialist magazines. Not only are these often untrustworthy sources, but this search also carries other risks, such as premature exposure of the child to pornographic material or chatting on the Internet with unknown people. If you feel unsure or unable to answer a child's question, it is important to let the child know that you hear their question, that you do not detract from its meaning, but that you cannot answer precisely. At the same time, you should have someone in reserve to whom you can refer the child and whom you know has confidence in him.



## How to Do It

The period from thirteen to fifteen years of age of a child is a period of rapid and major physical changes. This mainly affects the adolescent's own experience of the body, which is directly linked to sexual behavior. It is a very sensitive period and the teacher should not interfere with personal questions until the teenager asks for it himself. On the contrary, theoretical/impersonal knowledge is more than desirable in this period. Ideally, children should gradually become familiar with information about sex life from early childhood. It is quite late to start at this age.

### **Recommended procedures and methods of prevention from the point of view of the educator:**

Finding out the social climate in the classroom (either by using professional methods designed for this, such as sociometry, interactive programs and programs for the development of social competences, or in the case of an experienced teacher, even simple observation and noticing changes in the social climate in the classroom is sufficient) - description, timely intervention, talks etc.

### **Unsuitable practices:**

Intimidation; multimedia events and campaigns; sports events are useful and supportive, but do not fit into specific programs.

The basic strategy remains that you need to take every communication of the child seriously.

The teacher can notice anything in the child's behavior that seems striking or strange (the content of the introductory part of the text can be a clue), or the child can seek out the teacher himself. If this causes certain and justified concerns in the teacher or he does not know how to deal with it, he lacks information and the like, it is certainly appropriate to consult an expert (classroom teacher, school prevention methodologist, educational consultant, school or clinical psychologist). The teacher should also know if it is a person with appropriate education and professional experience in the given field.

The teacher can also notice physical changes in the child (e.g. during the development of secondary sexual characteristics) visible to the naked eye. If the teacher finds something suspicious in this area or something that seems out of the norm (e.g. a strikingly feminine breast shape in a boy, excessive facial or arm hair in a girl, a strikingly unmutated or partially mutated voice in a teenage boy, striking and frequent scratching or reaching into the crotch area even through clothing), parents should be informed about this and offered to see a specialist (pediatrician, sexologist, in the case of adolescents, in cooperation with the child, it can also be a gynecologist, andrologist or urologist).

	<p>The teacher should be aware that it is necessary to take seriously every communication of the child, and not to underestimate them. It is also not up to the teacher to judge the truth of the child's report or statement. This is up to the court, or forensic expert.</p>
<p><b>Possibilities &amp; Limits of the Educator</b></p>	<p>Schools and other educational institutions should be responsible for additional education of their pedagogues, school psychologists or primary prevention methods (e.g. provided by NÚV or VISK). In every school or institution that works with young people, there should be a competent person who is familiar with the topic both theoretically and practically (they should be equipped with the appropriate skills to behave in critical phases). In order for a pedagogue or psychologist to be able to respond adequately, he or she must be well-versed in the given topic and should have someone in reserve whom they can turn to and with whom they can still consult professionally on the given topic.</p>
<p><b>In Which Case to Inform the Police &amp; OSPOD</b></p>	<p>The adult is obliged to protect and promote the best interest of the child. He is obliged to report discovered violence against a child (including sexual) to the Child Social and Legal Protection Authority (OSPOD) or to the Police of the Czech Republic. Another possibility to anonymously report detected violence against children is offered by the website <a href="http://www.protikorupcni-linka.cz/cs/Obecna-temata/Nasili-na-detech/">http://www.protikorupcni-linka.cz/cs/Obecna-temata/Nasili-na-detech/</a></p>
<p><b>Recommended Links &amp; Literature</b></p>	<p>BENTOVIM, A.: <i>Týrání a sexuální zneužívání v rodinách</i>. Grada, 1998.  ČEPICKÝ, P.: <i>Úvod do antikoncepce pro lékaře negynekology</i>. Levret, 2002.  FIFKOVÁ, H.; WEISS, P.; PROCHÁZKA, I.: <i>Transsexualita</i>. Grada, 2002.  CHMELÍK, J. a kol.: <i>Mravnost, pornografie a mravnostní kriminalita</i>. Portál, 2003.  KRACÍK, J.: <i>Sexuální výchova postižené mládeže: skripta pro posluchače Pedagogické fakulty UK</i>. Karolinum, 1992.  KUŽELOVÁ, M.: <i>Co by měla sestra vědět o antikoncepci</i>. Levret, 2005.  LUKŠÍK, I.; SUPEKOVÁ, M.: <i>Sexualita a rodovost v sociálních a výchovných súvislostiach</i>. Humanitas, 2003.  MILFAIT, R.: <i>Komerční sexualizované násilí na dětech</i>. Portál, 2008.  RAŠKOVÁ, M.: <i>Připravenost učitele k sexuální výchově v kontextu pedagogické teorie a praxe v české primární škole</i>. Univerzita Palackého v Olomouci, 2008.  WEISS, P.; ZVĚŘINA, J.: <i>Sexuální chování obyvatel ČR. Situace a trendy</i>. Portál, 2001.  WEISS, P.: <i>Sexuální deviace</i>. Portál, 2002.  WEISS, P.: <i>Sexuální zneužívání dětí</i>. Grada, 2005.  WEISS, P. a kol.: <i>Sexuologie</i>. Grada, 2010.  JEDLIČKA, J.; STUPKA, J.; CHMELOVÁ, B.: <i>Příručka HIV poradenství</i>. SZÚ, 2007.</p>

**Proceedings of professional conferences:**

*Ženy a drogy*. Praha 15.-16. dubna 2009 (vydalo Občanské sdružení SANANIM)

*Mladiství a drogy*. Praha 20.-21. dubna 2010 (vydalo Občanské sdružení SANANIM)

*Sexualita a drogy*. Praha 21. března - 1. dubna 2011 (vydalo Občanské sdružení SANANIM)

*K realizaci sexuální výchovy v základní škole*: sborník příspěvků z pracovního semináře (Slezská univerzita v Opavě, Fakulta veřejných politik v Opavě, Ústav pedagogických a psychologických věd, 2011)

*Sexualita mentálně postižených*: sborník materiálů z celostátní konference (Orfeus, Centrum denních služeb, 2004)

Mellan, J. K sexualitě mentálně postižených. In: Mitlöhner, M.: *13. celostátní kongres k sexuální výchově v České republice*. Sborník referátů. Praha: SPRSV, 2005.

**Internet links:**

<http://planovanirodiny.cz/>

Sdružení Linka bezpečí (116 111), [www.linkabezpeci.cz](http://www.linkabezpeci.cz)

Trestní zákoník:

<http://business.center.cz/business/pravo/zakony/trestni-zakonik/cast2h2d1.aspx#par168>

Materiály vypracované Radou Evropy, které by mohly pomoci při zajištění prevence:

<http://www.tadysenedotykej.org/Default.cz.asp>

Bakalářská práce o pedofilii, tj. erotické orientaci na nedospělé osoby (děti). Zabývá se především těmi pedofilně orientovanými lidmi, kteří nepáchají trestné činy na dítěti či dětech a jejichž hlavní problém nespočívá v nutkání k takovým činům.

Ke stáhnutí na: [http://is.muni.cz/th/174448/pdf\\_b](http://is.muni.cz/th/174448/pdf_b)

# Child Protection & Safeguarding Policy

## 16. APPENDIX #9 | CZECH REPUBLIC SAFEGUARDING LEGISLATION "RISKY BEHAVIOUR IN A SCHOOL ENVIRONMENT" SELF-HARM

### Risky Behavior in the School Environment - Framework Concept

#### Appendix No. 16

#### " Self-Harm "

<p><b>Type of Risky Behaviour</b></p>	<p>Self-mutilation (self-harm) is a complex self-aggressive behavior which, unlike suicide, does not have fatal consequences and which can best be understood as an immature, maladaptive response to acute or chronic stress, uncontrollable emotions or thought processes. Although a person unfamiliar with the issue may easily perceive self-harm as a suicide attempt, death during a self-harm act, unlike a suicide attempt, is not in the vast majority of cases the motive and goal of the action (although the incidence of suicide in the group of children and adolescents who self-harm is statistically eight times higher than in the general population ).</p> <p>Pathological self-harm is generally not considered an injury that is tolerated in a given culture and whose primary goal is body decoration (typically piercings and tattoos in our culture), sexual satisfaction, spiritual experience within ritual practices or integration into a peer group or demonstration of self-worth between them (trying to be "cool" and "in").</p>
	<p>There are different ways of self-harm (hereinafter also referred to as SP) with different severity of damage. The most frequently observed self-injurious (self-mutilating) behavior is</p> <ul style="list-style-type: none"> <li>• Cutting (razor, splinter, etc.)</li> <li>• Skin burning</li> </ul> <p>Other forms are:</p> <ul style="list-style-type: none"> <li>• Scratching</li> <li>• Pricking with a needle</li> <li>• Irritation of healing wounds</li> <li>• Marking with hot metal or, for example, a marking gun</li> <li>• Abrasion of burnt skin</li> <li>• Biting, punching, bumps</li> <li>• Picking, pulling skin and hair/piles and more</li> </ul>

Self-harm can affect any part of the body, but the most common place of damage is the hands, wrists and thighs. The severity of the damage can range from superficial wounds to injuries resulting in permanent disfigurement.

Self-harm typically begins between the ages of 12 and 15, but the first self-harm around age 7 or even earlier is not an exception. SP can last for weeks, months or years. In many cases, SP has a cyclical rather than a linear course, it is practiced for certain periods, then disappears and reappears after a break.

Self-harming behavior is directly related to biological, psychological/psychiatric and social (family, upbringing, social environment) provoking factors.

Psychologically, people who harm themselves often:

- Suffers from chronic anxiety
- Tend to be irritable
- They don't like themselves/they devalue themselves
- Are hypersensitive to rejection
- Tend to be chronically angry, usually at themselves
- Tend to suppress anger
- Tend to have intense aggressive feelings that they strongly condemn and often suppress or turn against themselves
- Tend to be more impulsive and have a weakened ability to control impulses
- Tend to act in accordance with their current mood
- Tend not to plan for the future
- Tend to be depressed and have suicidal/self-destructive tendencies
- Do not have a flexible repertoire of skills to manage the workload
- Tend to be evasive
- They feel weak, helpless.

From a psychiatric point of view, SP often appears in young people with a disharmonious personality, typically with borderline personality disorder, eating disorders and post-traumatic stress disorder.

Physical, emotional or sexual violence is more often found in the life story of self-harmers than in the general population. On the other hand, abuse or neglect is often absent in the anamnesis of the injured. Almost always, however, the harming child/adolescent has experienced/is experiencing so-called invalidation - questioning the correctness and justification of his feelings and interpretation of situations by close adults. Children in dysfunctional families are often severely punished for expressing certain thoughts and feelings, and take away the belief that they have wrong feelings that they cannot trust, and that certain feelings are forbidden. (However, a child's self-harm does not automatically mean a dysfunctional, abusive or neglectful family. Even "normal" situations in the family or school can challenge the child's experiences: "You're angry and you don't want to admit it." "But yes, you did it, don't lie." " You're

just lazy." "You're just not trying hard." "At least now you have something to cry about!", and at the same time, disability is not the only causative factor in the development of SP.)

For some children, harming is part of the process of finding one's own life philosophy and style, striving for non-conformity, or defining one's identity in the world - typical representatives of this group are members of the emo and goth subcultures. For more information on subcultures, see the separate Subcultures appendix. The self-harm of these children shows several fundamental differences compared to the typical self-harm described above - the children do not isolate themselves, they often do not hide their injuries, on the contrary, they consider SP as a common theme, including often even horror photos, shared over the Internet; the etiopathogenetic basis of self-injury also differs in individual cases.

Although SP is autoaggression, it is also, and much more, an act of self-preservation, of self-help, which allows the individual to regain contact with the world, especially in young people with a history of trauma. Although the pain accompanying self-harm can be physically almost unbearable, the self-injurer prefers it to the psychological torment and considers it an effective means of soothing mental pain.

The motif of SP is most often

- Trying to relieve internal tension, trying to escape from an intolerable situation or intolerable mental state, trying to remove feelings of guilt, shame, achieving a sense of purification
- The effort to gain a sense of control over one's own body and psyche
- The effort to achieve a feeling of satisfaction from the bodily experience of pain or the warmth of the blood
- Bodily expression of unspeakable feelings, expression of anger at oneself, e.g. for one's own weakness or lack of discipline
- Distraction from other problems
- Manifestation of needs, demonstration of one's own strength or achievement of care and protection, gaining a sense of security or uniqueness
- Reliving the trauma in an attempt to process it
- Achieving injuries that are visible and treatable as opposed to invisible mental ones
- Achieving unattractiveness for others.

Although parents and teachers often perceive SP as manipulation, the primary and conscious effort to gain advantages, to punish those around them or to cause them remorse is not so common.

The direct trigger of SP is most often a feeling of loss and abandonment, a feeling of shame, criticism. The emotions that are most often present before

	<p>SP (but also after it) are anger at oneself and sadness. The act of self-harm is almost always preceded by isolation, but sometimes children harm themselves in the presence of a friend or in a group.</p>		
	<p><b>Risk Factors</b></p>	<p><b>Domain</b></p>	<p><b>Protective Factors</b></p>
	<ul style="list-style-type: none"> <li>• emotional lability</li> <li>• impulsiveness</li> <li>• Pronounced egocentrism, borderline traits</li> </ul>	<p><b>personality</b></p>	<ul style="list-style-type: none"> <li>• harmonious personality development with adequate assertiveness and resistance to stress</li> </ul>
	<ul style="list-style-type: none"> <li>• neglect</li> <li>• abuse</li> <li>• invalidation of feelings and experiences</li> <li>• lack of boundaries in education</li> <li>• lack of space for a healthy expression of aggression</li> <li>• dysfunctional family</li> <li>• early loss or separation from one of the parents, parental unemployment</li> </ul>	<p><b>family</b></p>	<ul style="list-style-type: none"> <li>• complete family</li> <li>• supportive and motivating family background</li> <li>• clear boundaries in education</li> </ul>
	<ul style="list-style-type: none"> <li>• boundary disorder</li> <li>• eating disorder (anorexia, bulimia)</li> <li>• post-traumatic stress disorder</li> </ul>	<p><b>psychiatric disorders</b></p>	<ul style="list-style-type: none"> <li>• drug therapy, but especially psychotherapy of the mentioned disorders</li> </ul>

	<ul style="list-style-type: none"> <li>• bullying</li> <li>• negative role models - damaging classmate/group (emo, goths)</li> <li>• shocked, indiscreet, judgmental, punishing teacher</li> </ul>	<b>school</b>	<ul style="list-style-type: none"> <li>• the school's sensitivity to personality specifics</li> <li>• open communication (teacher, school psychologist)</li> <li>• understanding, respect and discretion in dealing with the injured party</li> <li>• willingness to listen without judgment or dismay</li> </ul>
<b>Networks of Partners in the Community</b>	<p>Addresses: educational advisor, school psychologist, class teacher, school counseling facility, pediatrician/child psychiatrist, event. body of social and legal protection of the child</p> <p>In the case of a direct risk of serious harm or a threat to life (direct risk = a student holds a razor at school and plans to cut himself, talks about suicide, etc./indirect assumption of risk = a teacher discovers old scars on his wrist, etc.)</p> <ul style="list-style-type: none"> <li>• Psychiatric department or clinic of the catchment hospital, central reception of the nearest psychiatric hospital - even involuntarily, ideally after prior telephone consultation</li> <li>• If the student is not currently at risk of serious self-harm (applies to students motivated to solve the situation and seek help, forced consultation with a specialist rarely brings an effect)</li> <li>• available psychiatric or psychological outpatient clinic - ideally with a recommendation from a child/adolescent doctor, or after ordering by phone by parents (waiting periods must be taken into account, especially if the consultation will be covered by the health insurance company)</li> <li>• <b>crisis centers - a recommendation from a medical facility is not necessary, a prior telephone or e-mail appointment is suitable, but not necessary</b></li> <li>• <i>Dětské krizové centrum</i> (V zápolí 21, 141 00 Praha 4, tel. 241 480 511, 777 664 672, <a href="mailto:ambulance@ditekrize.cz">ambulance@ditekrize.cz</a>, <b>Provozní doba:</b> Po, St 8:00 - 16:00, Út - Čt 8:00 - 18:00, Pá 8:00 - 14:00)</li> </ul>		



	<ul style="list-style-type: none"> <li>• <i>Krizové centrum RIAPS</i> (Chelčického 39, Praha 3, tel. 222 580 697, nepřetržitý provoz)</li> <li>• <i>Centrum krizové intervence Psychiatrické léčebny Praha-Bohnice</i> (Ústavní 91, Praha 8, tel. 284016110, <a href="mailto:cki@plbohnice.cz">cki@plbohnice.cz</a>)</li> <li>• <i>Krizové centrum Spondea</i> (Sýpka 25, Brno - Černá Pole, tel. 541 235 511, 608 118 088, <a href="mailto:krizovapomoc@spondea.cz">krizovapomoc@spondea.cz</a>)</li> <li>• <b>Linky důvěry</b> (níže jsou vybrány linky důvěry, na něž mohou volat děti i dospělí, další naleznete na <a href="http://www.dkc.cz/kontakty.php">http://www.dkc.cz/kontakty.php</a> nebo <a href="http://www.capltd.cz/linky.php">www.capltd.cz/linky.php</a>) <ul style="list-style-type: none"> <li>• Linka Bezpečí - tel. 116 111, <a href="mailto:pomoc@linkabezpeci.cz">pomoc@linkabezpeci.cz</a></li> <li>• Linka důvěry Centra krizové intervence PL Bohnice - tel. 284 016 666</li> <li>• Linka důvěry Dětského krizového centra - tel. 241 484 149, <a href="mailto:problem@дитеkrize.cz">problem@дитеkrize.cz</a></li> <li>• Linka důvěry RIAPS - tel. 222 580 697, <a href="mailto:linka@mcssp.cz">linka@mcssp.cz</a></li> </ul> </li> </ul> <p>Telefonická krizová intervence KC Spondea - tel. 541 235 511, 608 118 088, chat <a href="http://www.chat.spondea.cz">www.chat.spondea.cz</a></p>
<p><b>Legislative Framework</b></p>	<p>Self-harm itself is not a crime, but inducing/forcing self-harm, suicide, or causes causing self-harm, such as sexual abuse, torture, etc., are crimes subject to reporting obligations.</p> <ul style="list-style-type: none"> <li>• <b>Act No. 359/1999 Coll., on social and legal protection of children</b> expressly determines as an obligation various institutions, including schools and school facilities, to report a case of a threat to a child's health or life, even if only a criminal offense is suspected. For natural persons, this procedure is formulated as a right, not as an obligation.</li> <li>• <b>Act No. 40/2009 Coll., Criminal Code</b> stipulates in Sections 364 to 368 the obligations that every natural person has in the case of inciting, approving, abetting, not obstructing and not reporting a crime. The paragraphs apply to the entire range of crimes, the area of violent acts committed against children and child abuse without exception (but suspicion is not enough).</li> </ul> <p><b>Act No. 20/1966 Coll., on public health care as amended</b> (§ 23). A person can be hospitalized without their consent if they show signs of a mental disorder and are dangerous to themselves or those around them.</p>

## Type of Prevention

### **Non-specific prevention:**

- strengthening children's ability to manage stress (the ability to manage stress is generally decreasing in the population) – part of universal and targeted preventive approaches (e.g. enabling young people to learn about and try different methods of managing stress and negative emotions within school and extracurricular activities)
- strengthening the ability to recognize existing strengths and develop them
- learn to reach out and relate to others in authentic and meaningful ways and participate in activities where they can feel meaningful connection and belonging

### **Specific primary prevention**

#### ***It is important to be sensitive to the manifestations of possible self-harm:***

- unexplained burns, cuts, scars and other clusters of marks on the skin, common sites of self-harm are the arms, wrists and forearms of the non-dominant upper limb, but marks of self-harm can appear on virtually any part of the body
- clothing inappropriate for the season (long sleeves and long pants in summer), sweatbands and other wrist coverings, avoiding activities that require exposing the body (swimming, gym), bandages and plasters
- unusual personal items (razors and other tools that can be used for cutting or striking)
- increase in signs of depression or anxiety
- unbelievable or incomplete stories in response to targeted questions

#### ***Questions on SP must be emotionally neutral and non-offensive.***

When organizing preventive actions, counterproductive one-off educational actions aimed primarily at raising awareness of forms and practices of self-harm should be avoided. During education, it is advisable to focus more on the provoking causes (emotional difficulties, coping with stress, etc.), or educate parents and teachers rather than children.

### **Primary prevention indicated**

- help identify triggers of self-harm
- help improve the ability to become aware of stressors maintaining SP
- improve the ability to recognize, experience and manage emotional states and own emotions in more productive, positive ways, teach more appropriate stress management strategies and provide more adaptive alternatives for dealing with stressful situations
- motivation and assistance in removing associated problems (use of addictive substances)

<p><b>How to do It</b></p>	<p><b>Recommended procedure:</b></p> <ul style="list-style-type: none"> <li>• Assess the current risk of serious self-harm and, if present, send the child, possibly even against the will of the parents, to a psychiatric facility</li> <li>• Contact the family, systematic long-term cooperation with the family</li> <li>• Refer the child to the school psychologist. If the school does not have a school psychologist, you can, of course, use the services of a psychologist from the pedagogical-psychological consultancy.</li> <li>• Motivate the child and family to visit a specialist – crisis center, psychological/psychiatric outpatient clinic</li> <li>• Establish clear boundaries and rules on school grounds</li> <li>• The ideal approach is one in which SP is tolerated, but leads to specific consequences - for example, a rule can be introduced that the pupil can come to the teacher at any time when he feels the urge to harm himself, but the teacher will not attend to him if he harms himself (on the condition that another adult, teacher or parent can handle an acute situation with eventual treatment or prevention of further consequences).</li> </ul> <p><b>Inappropriate procedure:</b></p> <ul style="list-style-type: none"> <li>• Trying to immediately eliminate self-injurious behavior</li> <li>• Sanctions and ignoring</li> </ul>
<p><b>Possibilities &amp; Limits of the Educator</b></p>	<p>In some cases, the teacher can be the most important adult motivating the child to change, or seeking professional help. On the other hand, without cooperation with the family, his competence (as well as responsibility) is limited.</p> <p>A self-harming child/teenager represents a great burden on the tolerance of a responsible adult and a risk factor for the development of burn-out syndrome and other psychological problems - a teacher interested in the problem of a self-harming student needs effective methods of preventing burnout, the support of a superior and, ideally, supervision by a certified supervisor.</p>
<p><b>Inform the Police or OSPOD</b></p>	<ul style="list-style-type: none"> <li>• The obligation to report does not apply directly to self-harm, but to accompanying problems often accompanying SP – bullying, sexual abuse, neglect of care, child abuse (CAN syndrome), etc. – see other chapters</li> <li>• Encouraging children to self-harm/suicide (group of self-harmers, cyberbullying) is subject to reporting obligations.</li> <li>• In the case of a direct risk of serious injury or death as a result of self-harm, immediate, even involuntary, hospitalization in a psychiatric hospital is appropriate - in case of refusal of hospitalization, the assistance of the Police of the Czech Republic is necessary.</li> </ul>

## Literature & Links

- Platznerová – Sebeпоškození, Galén 2009 – pro lékaře, ale obsahuje množství informací přínosných pro pedagogy:  
[http://www.galen.cz/idistrik/vydav/?module=katalog&page\[book\]=3994](http://www.galen.cz/idistrik/vydav/?module=katalog&page[book]=3994)
- Kriegelová – Záměrné sebeпоškození, Grada 2008 – pro psychology, ale obsahuje množství informací přínosných pro pedagogy:  
[http://www.grada.cz/zamerne-sebeposkozovani-v-detstvi-a-adolescenci\\_4985/kniha/katalog/](http://www.grada.cz/zamerne-sebeposkozovani-v-detstvi-a-adolescenci_4985/kniha/katalog/)
- Zahraniční zdroje: <http://www.selfharm.net/> nebo <http://www.harmless.org.uk/>

# Child Protection & Safeguarding Policy

## 17. APPENDIX #10 | CZECH REPUBLIC SAFEGUARDING LEGISLATION “RISKY BEHAVIOUR IN A SCHOOL ENVIRONMENT” SUBCULTURES

### Risky Behavior in the School Environment - Framework Concept

#### Appendix No. 19

#### “ Belonging to Subcultures ”

<p><b>Type of Risky Behaviour</b></p>	<p>Subcultures are a natural part of the life of teenagers, so the inclination towards them begins to manifest itself significantly from around the age of 13. In psychological development, this affiliation is an important part of the transition between childhood and adulthood. Above all, it allows the adolescent to break away from passively following the values of parents and authorities, creates a prerequisite for the future creation of one's own identity within society, and represents the first step in finding one's own individuality (the process of individuation).</p> <p>Although the contribution of subcultures to the psychological development of adolescents is obvious, the negative impact of belonging to some subcultures can be the adoption of some forms of risky behavior, most often different forms of addictive behavior (consumption of various drugs or sticking to one type of activity).</p>
<p><b>Starting Points</b></p>	<p>Around the age of 12, an individual takes a significant step in the process of individuation and separation (separation from parents or important adults in the individual's life and creating one's own individuality in the social space). The individual gradually begins to think about the world as a system of values, meaning, direction, ethics, etc., which creates the need to formulate one's own opinion on phenomena connected with one's own life or the life of society. Due to the complexity of the given task (both from the point of view of intellectual and postmodern pluralism, i.e. the common coexistence of many different and mutually contradictory interpretations of the world and society), adolescents naturally seek to "bridge" this reality through simplifying and generalizing interpretations of individual subcultures. This has its extraordinary urgency especially in the urban environment, in which the coexistence of different interpretations of the world is tighter and requires a sharper delineation.</p>

In addition to this "philosophical" view, subcultures have a key feature as a platform for the meeting of individuals of the same generation and, in addition to a sense of belonging, they create a space for establishing more intimate as well as romantic and sexual relationships. The feeling of closeness with others gives the individual the assurance that (simply put) he will not be alone.

Subcultures are therefore a key space for teenagers, the resulting risk is the fact that the individual may be more willing and permissive to activities that he would otherwise refuse.

We distinguish two different forms of belonging to subcultures based on the development of identity (according to James Marcia, 1966):

1) Vicarious identification – usually temporary belonging to a given group, naive identification with values, possible fluctuation between individual subcultures

2) True identification - relatively constant affiliation, long-term elaboration of one's own approach, active involvement in the implementation of joint actions, etc. is frequent.

The description of the most frequently occurring subcultures below should help in understanding the basic attributes of subcultures and at the same time provides an overview of possible (but not necessary) typical risks.

### **Anarchism**

An international political movement that rejects any form of polity and the application of central power to control or limit individual life. The key concept here is personal freedom. This political movement does not accept an establishment where the power of man is exercised over another man.

The ideological roots of this movement can be traced, for example, to the emergence of evangelical churches (which refused to recognize the Catholic Church as the representative of God on Earth), to some movements active during the French Revolution or against the background of the Bolshevik Revolution in Russia. The movement got its ideological foundations in the 19th century, especially during the revolutions at the end of the 1940s. The name of Mikhail Bakunin, who was an opponent of Marx's ideas at this time, is most associated with this period.

Currently, there are various forms of anarchism all over the world, some tend more towards collectivism (the means of production owned by the community, which is controlled by the will of all individuals) but also towards individualism (e.g. anarcho-capitalism), which rejects any form of state apparatus and organi-

sation by the state and leaves everything to the agreement of individuals. In the Czech Republic, anarchist trends are currently united under the banner of the Czechoslovak Anarchist Organization. Their activity is focused on organizing demonstrations (especially marches against neo-Nazis or meetings of the International Monetary Fund and the World Bank in Prague), they regularly publish the magazine A-kontra (currently quarterly), which is devoted to the spread of anarchism and reflection on current events in society.

**Risks:** The behavior of the members of this subculture may be directed against the authorities, there will probably be a visible resistance to regulations, rules, school discipline, etc. authorities. However, they are likely to be interested in learning and willing to discuss social issues. For individuals who belong to radical groups within the anarchist movement, it can be assumed that they will participate in demonstrations and also clashes with members of nationalist and racist skinheads, neo-Nazi groups, etc.

### **Emo**

A subculture originating from punk, characterized by a distinct external image, accompanied by declared and actually experienced emotional sensitivity, rich inner experiences, thoughtfulness and inclination to various forms of art.

The external image includes distinctive hairstyles (black, straight hair, combed to the "heel"), tight jeans and a T-shirt with rather austere inscriptions, Converse shoes. The use of badges, tennis headbands, distinctive ribbons and other accessories is common.

There is no political or ideological orientation or excessive drug consumption associated with the subculture. Members of the subculture meet mainly on social networks and at concerts of related bands. In the past, emo was often associated with allegedly frequent self-harm or even suicide by members of this subculture, but emo as a musical and lifestyle style does not directly support this behavior, some members even directly oppose this behavior.

The behavior of members of the subculture is indifferent to the surrounding world, it does not carry elements of aggressive or antisocial behavior.

**Risks:** possible apathy towards school duties, strong or provocative image, signs of self-harm in unstable individuals Gothic/Witch

Music and fashion culture emerging from post-punk and metal in the early 1980s. It uses references to 19th century "gothic" novels, uses visuals of horror films and tunes of dark and melancholic music. It is associated above all with a very expressive appearance, especially expressive make-up (even boys), the use of exclusively black paint, silver studs, spikes and other metal elements, including piercings. For the majority population, the modification of the appearance of members of the subculture has a completely incomprehensible

effect, and the dark tuning of the general population rather evokes references to psychological disorders. However, it is rather a manifestation of high sensitivity, thoughtfulness and possible introversion of the given individual. The distinctive exterior can then have the function of a "defensive layer" towards the environment rather than an aggressive or offensive tuning. At the same time, however, this subculture can be attractive precisely to pathological individuals with a tendency to violence, and although the subculture itself does not support any form of violence, it can be abused by these individuals.

Regular members, however, usually show more interest in culture and art, often read fiction or poems (rather serious or tragic in tone), are interested in the dark sides of human existence (e.g. death, violence or depression), but rather from a "theoretical point of view".

**Risks:** worse establishment of normal social contacts, frequent prejudices of the environment, in rare cases support of already existing pathologies - e.g. depression or tendency to violence.

### **Hip-hop**

It is primarily about music and the lifestyle associated with it. The subculture originates from the African-American and Hispanic subcultures of the suburbs of American cities in the 1970s. It reflects the life of the lower socio-economic strata without a clear perspective, standing outside the interest of the majority. In terms of values, the subculture is oriented against any forms of racism, materialism, sexism and other forms of discrimination or the supposed reduction of life and relationships to profit and wealth.

The music is specific for its monotonous rhythm (beat) reproduced from gramophone records or other players (controlled by the so-called DJ, read DJ) and chanted, consistently rhythmic and usually rhyming text (interpreted by the so-called MC, read emcee). The text usually carries a message, a message and is not just for simple consumption.

Members of the subculture are not interested in a "career" in the ordinary sense of the word, they refuse to strive for material well-being, they are oriented towards relationships and protect themselves with proclamations about the observance of values, such as solidarity, humanism, etc.

Hip-hop culture also includes graffiti as another tool of so-called street culture. It was originally used to mark the territory of street gangs and to spread the views of political activists. The hip-hop subculture sees graffiti as an art form of expression standing outside the mainstream of art. Part of this expression is also the painting of graffiti on illegal surfaces (mostly the walls of transport structures, less houses), which is a manifestation of the imaginary occupation of a city street as the "home" of members of a given subculture. In many cities, there are also legal areas on which graffiti can be painted, but for some, this form is unattractive and even, from a certain point of view, contrary to their values and principles.



The consumption of mostly so-called "soft" drugs, especially marijuana, is often associated with the hip-hop subculture. Hip-hop subculture is formed by communities, usually around local "gurus", music groups or alternative music publishing "labels", which then form the so-called "crew". These establish either partnership or rivalry relationships with each other, and thus create an internal, locally specific structure within the subculture.

**Risks:** creating graffiti (misdemeanor), consuming marijuana, long-term resignation from school duties - significant and long-lasting demotivation

### **Punk**

A movement, music and lifestyle formed in the first half of the 1970s as a protest against the government establishment and the cultural mainstream. Ideologically, it is based on the movement, which in England at that time represented the attitudes of the working class, the so-called "on the edge" of society, lacking production and cultural capital. Punk personifies protest against any form of state authority and against the majority shared value of money and property (see e.g. the shared slogan "no future!").

Part of the external signs of the punk movement are very distinctive hairstyles (so-called "clear"), high sturdy shoes, a leather or denim jacket with studs and patches. However, it is not a necessary condition.

The music is characterized by spontaneous energy and natural, untrained instrumentation. Members of the movement also occupy uninhabited buildings and establish local cultural centers in these places, the so-called squats (which is a phenomenon of an alternative way of life that affects not only punk, but also anarchism and other trends).

The movement no longer has radical features as at the time of its creation, some members of this subculture are normally involved in social life, but it is still an important subculture even in the Czech Republic (see the slogan "Punk's not dead").

The movement is politically distinctly left-wing, in some of its forms it merges with the ideas of anarchism, it often defines itself against various forms of discrimination and supports the emancipation of women.

**Risks:** possible long-term resignation to "normal" values, risk of truancy, reduced benefits, difficulties with authorities - especially indiscipline, insolence, excessive consumption of alcohol, marginally also marijuana, offenses against public order, especially at political events (especially members of anarchist movements, specifically the AntiFa movement).

## **Ska/Reggae**

Ska is a musical style originating in Jamaica characterized by fast rhythms and positive atmosphere of the songs. Wind instruments playing in a so-called "section" are often used in ska, usually a trumpet, saxophone and trombone. Later, on the basis of ska (simply speaking, by "slowing it down"), reggae was formed.

Ska was popular in the 1970s by English skinheads (then a working-class movement with little in common with the current skinheads as we know them from the Czech Republic) and mods (a fashion and artistic subculture in England in the 1960s and 1970s).

The subculture is politically oriented to the left, opposes fascism, Nazism and other forms of militarism and discrimination, but does not use political activism as a form of self-presentation. The subculture is internally very cohesive and culturally active.

The members are sometimes referred to as "rude boys", which is the original name for juvenile delinquents in Jamaica, but nowadays the term is used as a reference to the roots of the subculture and does not have primarily criminal content.

In terms of image, mainly black and white colors are used. Elegant clothes such as jackets, ties, shirts are common, black and white checkered pattern can often be seen on various parts of the clothing.

**Risks:** mainly consumption of so-called "soft" drugs, especially marijuana, sometimes synthetic drugs are also found, offenses against public order, especially at political events.

## **Community RPG / Network PC Games**

RPGs, i.e. Role-playing games, are epic, long-term group games taking place in a fictitious ("fantasy") world. The specificity of these games is that the participant devotes himself to the development of his own game character, which is part of a world that has its own development, important milestones and events, and at the same time is also (in the real world) part of a community of fellow players.

RPGs can be played as board games, computer games via the Internet or local network, or in nature, where large battles or various gatherings including costumes and various props are carried out, for example. The community can therefore be virtual as well as real, i.e. physical.

From a visual or political point of view, these groups of people usually have no unifying element. From a pedagogical point of view, with strong identification

with a character, some individuals may experience reduced motivation for real-world activities. This happens especially if the player in the fictional world (or in the real community) dominantly realizes some of his needs (e.g. the need for success, dominance, friendship and love). The real world can then appear uninteresting and/or hostile. However, the games themselves do not produce this effect, and the vast majority of participants are able to realize their life goals in practice (in these cases, living in a fictional world has a similar function and effect to, for example, watching TV series by the majority population).

**Risks:** possible "distance" from reality and gradual loss of interest in school and other duties, reduced amount of experiences of various nature from the real world (e.g. experienced love, friendship, fun, etc.), possible addiction formation with increased frequency of playing.

### **Skinheads**

This subculture arose in England in the 1960s as an opposition to the "moderate" currents of working-class and artistic subcultures. Members identified with Jamaican "rude boys" and occasionally pursued their interests through street violence. During the 1970s, some skinheads began to participate in anti-immigrant activities, and so the originally politically indifferent group gradually became a more nationally oriented movement. Skinheads thus split into the original "oi-skinheads", who hold left-wing views and strongly oppose racism and nationalism (musically oriented towards ska, ska-punk), and a group of skinheads who are right-wing, publicly against immigrants, to homosexuals, drug addicts and other minorities outside of their idea of a healthy part of the nation. In the Czech Republic, the term skinheads are identified rather with groups professing a nationalist, in the extreme, even neo-Nazi ideology, but in reality, a whole range of sub-currents of opinion and ideology that have nothing to do with neo-Nazism and racist attitudes can be called "skinheads" (e.g. Redskins, S.H.A.R.P. etc.).

Extreme right-wing groups are usually very well organized, profess hierarchical management and implement rich international cooperation. Their ideological goals include the fight against immigrants, homosexuals and other minorities, including the use of provocative actions (e.g. marches through excluded localities) or even violence, as well as the support of a whole range of social issues.

Members of this subculture wear sturdy high boots (so-called canadas), a leather or denim jacket (e.g. the so-called "curvy" or "bomber"), patches are common, which show the individual's belonging to a subgroup or ideology.

These groups are strongly oriented towards shared values and principles (concentration on "Czech" values and traditions, strongly e.g. Hussiteism), oppose multiculturalism and immigration, are very well organized and, due to the illegality of some of their activities, are also very closed and towards social distrustful of the majority.

	<p><b>Risks:</b> higher risk of aggressive behavior (e.g. conflicts with radical anarchist groups or Roma); possible participation in illegal activities in the sense of activities enshrined in the Criminal Code in the section "Support and promotion of movements aimed at suppressing human rights and freedoms", hate crimes, denial of genocide, etc.</p>
<p><b>Network of Partners, Cooperation in the Community</b></p>	<p>School method of prevention with educational advisor, school psychologist, class teacher, with school counseling facility, in cooperation with parents/legal representatives. School counseling facilities (especially SVP and PPP) can cooperate in revealing the causes and possible negative impacts, i.e. risky behavior resulting from belonging to a subculture.</p>
<p><b>Legislative Framework</b></p>	<p>Belonging to subcultures is not regulated by any legislative regulation. Certain extremist groups are associated with specific behavior regulated by the Criminal Code, namely:</p> <p>§196 of the Criminal Code Violence against a group of residents and against an individual</p> <p>§198 of the Criminal Code Defamation of a nation, ethnic group, race and belief</p> <p>§198a Inciting hatred towards a group of persons or restricting their rights and freedoms</p> <p>§236 of the Criminal Code Restriction of freedom of religion</p> <p>§260 of the Criminal Code Support and promotion of movements aimed at suppressing human rights and freedoms</p>
<p><b>Types of Prevention</b></p>	<p><b>Non-specific and specific primary prevention</b></p> <p>Preventive action in the field of subcultures is at least questionable, for the reason already mentioned at the beginning of the text, that belonging to a certain group (for example, a minority) is a natural developmental step in the life of teenagers. So we can talk about the prevention of some risky behaviors that are closely and sometimes typically associated with certain subcultures.</p> <p>At the level of non-specific primary prevention, it is possible to focus (as in the case of manifestations of other types of RCH) on creating a safe environment within which subcultures can safely develop and manifest. This area includes the support of openness to the opinions of others (tolerance of opinion plurality), the development of listening skills, the support of the cohesion of class teams, but also the setting of organizational and relational rules within the group (classroom, school community). Belonging to any subculture must not be a source of danger either for the individual, or for the group around him, or for society.</p>

	<p><b>Specific prevention</b> can then focus on individual risk factors accompanying individual types of subcultures, as described in the Background section. A fundamental step for such an action should be getting to know the real history and development of individual subcultures and information about phenomena that can be risky for the individual and his surroundings.</p>
<p><b>How to Do It</b></p>	<p>1. Merely belonging to a subculture does not mean anything, it does not automatically carry the risk of risky behavior. A negative view of a given subculture may be the result of one's own prejudices.</p> <ul style="list-style-type: none"> <li>- don't be fooled by appearance - the fact that someone looks unacceptable to an adult does not necessarily mean that they behave unacceptable</li> <li>- try to accept the pupil's belonging to a subculture as a developmental need, do not ridicule him, do not comment on what can be considered inappropriate or ridiculous from the point of view of an adult</li> <li>- criticize the behavior, not the subculture: direct any criticism to the given individual and his behavior, not to his belonging to the given group, or perhaps to the group as a whole ("it's your friends and the music you listen to"), it creates a feeling grievances and "jumping"</li> </ul> <p>2. Try to learn something about the given subculture - it will help you in communicating with the given individual. The vast majority of teenagers are internally insecure, so they will welcome acceptance rather than criticism - they will react defensively to it.</p> <p>3. Take the possible risks of the given subculture as a possibility, not as a certainty.</p> <ul style="list-style-type: none"> <li>- the fact that there is an increased risk of risky behavior within a given subculture does not mean that everyone does so.</li> </ul> <p>The specific intervention is guided by the nature of the risky behavior (see the recommended procedure for addiction to addictive substances, truancy, etc.).</p> <p>What should be the goal of the solution: The goal of the solution should be to separate belonging to the subculture and manifestations of risky behavior. I.e. do not address and sanction subculture membership, but only risky behavior. No subculture is "obliged" to take drugs or go to school.</p>
<p><b>Possibilities &amp; Limits of the Educator</b></p>	<p>A teacher can "get close" to a pupil or student by accepting the pupil's belonging to a subculture and expressing an understanding of his situation. He should be able to lend a helping hand and give clear boundaries to unacceptable forms of behavior. If this approach is not effective, then the situation needs to be addressed together with parents/guardians and the counseling facility.</p>

<p><b>Inform the Police &amp; OSPOD</b></p>	<p>If the teacher is certain that a crime has been committed, he is legally obliged to contact the law enforcement authorities. If it has such suspicions, the law obliges the school to report this fact to the municipal authority, i.e. to a social worker from the Social and Legal Protection of Children (OSPOD).</p>
<p><b>Recommended Links &amp; Literature</b></p>	<p>Smolík, J. <i>Subkultury mládeže, uvedení do problematiky</i>. Grada, Praha 2010.</p> <p>Souček, T. a kol. <i>Kmeny</i>. Nakladatelství BiggBoss, Praha 2011.</p> <p>Marcia, J. Development and Validation of Ego-Identity Status. <i>Personal and Social Psychology Journal</i>, 3, State University of New York, New York, 1966.</p>

# Child Protection & Safeguarding Policy

## 18. APPENDIX #15 [Record of Concern Form]



Use this form to record any concern or suspicion that a student may be suffering abuse or neglect, of if you have received a disclosure of abuse from the student, or if you have heard about an allegation of abuse. You must give this form to the designated Safeguarding Lead officer.

If you have a more general concern about the student's welfare, please complete the Welfare Concern form instead, and hand it to the designated Safeguarding Lead officer.

<b>Student's Full Name:</b> _____	
<b>Student's Grade:</b> _____	<b>Class Teacher:</b> _____
<b>Student's Details:</b> (If you do not have certain information, do not delay handing in this form. The designated SGL will complete the information)	
<b>Date of Birth:</b> _____	<b>Gender: MALE / FEMALE</b>
<b>Nationality:</b> _____	<b>Religion:</b> _____
<b>Does the student have any Special Educational Needs? YES / NO</b>	
<b>If yes, please specify:</b> _____ _____	
<b>Date of Enrolment at Meridian International School:</b> _____	
<b>Details of any Siblings:</b> _____ _____	

**Address:** \_\_\_\_\_

**Telephone:** \_\_\_\_\_

**Parent's Details** (to be completed by the Safeguarding Lead)

**Preferred Contact:**     **MOTHER**     **FATHER**     **OTHER:** \_\_\_\_\_

**Contact 1:**

**Name:** \_\_\_\_\_

**Relationship with Student:** \_\_\_\_\_

**Email:** \_\_\_\_\_ **Telephone:** \_\_\_\_\_

**Contact 2:**

**Name:** \_\_\_\_\_

**Relationship with Student:** \_\_\_\_\_

**Email:** \_\_\_\_\_ **Telephone:** \_\_\_\_\_

**Contact 3:**

**Name:** \_\_\_\_\_

**Relationship with Student:** \_\_\_\_\_

**Email:** \_\_\_\_\_ **Telephone:** \_\_\_\_\_



**Preferred language of those with Parental Responsibility:** \_\_\_\_\_

**Is translation support required to converse with the parents? YES / NO**

**Student resides with:      BOTH PARENTS      FATHER      MOTHER      OTHER**

**If other, please give details:** \_\_\_\_\_

**Any important home/background information:**

(e.g. any legal arrangements affecting residence and parenting; any Special Needs or disabilities of the parents which may impact the student; any ethnic/cultural background of the parents which may impact the student).

**THE FOLLOWING IS TO BE COMPLETED BY THE PERSON RAISING THE CONCERN:**

**Why are you concerned about this student?**

Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the student leading questions or try to investigate the concern yourself.

**What have you observed and when?**

This relates to anything you have personally witnessed.

**Does the student have any visible injury, or have they told you that they have been injured?**

**YES / NO - If yes, has medical advice been sought?**

**What have you heard and when?**

This may be third-party information that is relevant but as yet unsubstantiated.

**What have you been told and when?**

Write here anything you have been told by the pupil or any other person. Be clear about who has said what.

**If an allegation has been made, give any details you have about the alleged abuser.**

**Does the student know this form has been completed? YES / NO**

**If no, why?**

**If yes, what did they say? (use student's own words)**

**Do the parents know this form has been completed? YES / NO**

Note: parents should not be contacted by anyone in the school if this could place the student at risk.  
No contact should be made without discussion with the Safeguarding Lead first.

**If no, why not?**

**If yes, what did they say? (use parents' own words)**

**Have you discussed your concern with anyone else? YES / NO**

**If yes, who?**

**Has any action already been taken with regard to this concern?**

(e.g. student taken out of class, First Aid or medical treatment, etc.)

**Is this the first time you have been concerned about this student? YES / NO**

Please give further details

If you have used additional sheets to complete this Record of Concern, please staple them to this form and write the number of additional sheets here \_\_\_\_\_.

Hand this form to the designated Safeguarding Lead officer before you go home. If the designated SGL is unavailable, hand it to the deputy, the Principal, or other member of the administration. The person receiving the form should sign below.

**Reporting Person**

**Name:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**Contact Details:**

**Telephone:** \_\_\_\_\_

**Email:** \_\_\_\_\_

If you are not a member of Meridian International School staff, please provide details of your school, agency or service together with a business contact telephone number:

\_\_\_\_\_  
\_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date of this Report:** \_\_\_\_\_

**Time given to SGL:** \_\_\_\_\_

**Received by Safeguarding Lead:**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Time:** \_\_\_\_\_

# Child Protection & Safeguarding Policy

## 19. APPENDIX #16 [Certificate of Child Protection & Safeguarding Training]



**CERTIFICATE**  
Meridian International School  
Child Protection & Safeguarding Seminar



THIS CERTIFICATE IS AWARDED TO

*Teacher Name*



For attending the Child Protection & Safeguarding training seminar held on \_\_\_\_\_. The seminar is designed to prepare educators to know the school's safeguarding procedure in addition to knowing how to identify safeguarding concerns, recognise indicators of abuse and how to create a positive / safe whole school environment.

\_\_\_\_\_ HEAD OF SCHOOL      \_\_\_\_\_ DESIGNATED SAFEGUARDING LEAD

