

Policy Statement

The International School of Ulm/Neu-Ulm (ISU) fully recognises its responsibilities for child protection and its role in ensuring that each and every student can learn in a safe and non-threatening environment.

ISU commits to the values inherent in the United Nations Convention on the Rights of the Child (UNCRC). The UNCRC is a legally-binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities.

ISU believes that the welfare of children is of paramount importance and, as responsible adults, we have the task of safeguarding and promoting the welfare of children and ensuring that they are protected from harm.

In Bavaria, the cooperation between schools and the “Jugendamt” is embodied in the following laws:

- Eighth Book of the Social Code Children and Youth Services Act (Chapter One - General provisions §§ 1 - 10) § 8a - Protection Order for Child Endangerment).
- ChildProtection1GermanSchoolLaw-Sec42, Paragraph6.
- GDPR

ISU works to provide *Safer Culture* in our community using preventative as well as responsive safeguarding practice, policies and procedures. This concept is detailed herein.

As such, all faculty, staff, volunteers, board members, contractors and visitors have a duty to ensure that if there are any concerns relating to the welfare and/or safety of a child at ISU, the procedures contained within this document are followed. This includes low level concerns that might not meet the harm threshold. This duty applies to the welfare and/or safety of children **at all times**, for example - but not limited to - normal school activities, extra-curricular programmes and trips as well as at home.

Research¹ indicates that there are preventative measures that can reduce the risk of child abuse. This policy sets out the systems and procedures by which these are promoted at ISU. There are as follows:

- (a) reducing the opportunity and acceptability of inappropriate, problematic or concerning behaviour;
- (b) increasing the effort required to offend;
- (c) increasing the risk and perception of the risk of detection;
- (d) ensuring there are robust and effective staff support systems in place;
- (e) not over-relying on criminal records checks

¹ Leclerc, B., & Cale, J., 2015. Adult sex offenders in youth-oriented organisations: evidence on sexual victimisation experiences of offenders and their offending patterns. Trends and Issues in Crime and Criminal Justice

The importance of organisational culture should not be underestimated in this context. The importance of all members of the community living by the school's guiding statements, and of staff adhering to the expectations outlined in the staff handbook, must be emphasised.

The ISU Board of Trustees designate for Child Safeguarding is
Mr. Philip Wharton (p.wharton@is-ulm.de)

The ISU Designated Safeguarding Lead is
Mrs. Carolyn Henry (c.henry@is-ulm.de)

Review Cycle

This policy is reviewed annually in a process led by the Designated Safeguarding Lead and with the input of the Safeguarding Team and the Board Designate for Safeguarding before Board of Trustees Approval.

Last review: July 2024

Next review: June 2025

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Procedures

Roles & Responsibilities

Designated Safeguarding Lead (DSL)

To help ensure that the safety and rights of all children are protected, the Director designates a member of staff to serve as the school's **Designated Safeguarding Lead**. Their responsibilities are as follows:

- Coordinate communications with the ISU Safeguarding Team
- Develop, update and ensure compliance of a protocol for reporting possible safety issues for children,
- Participation in regular child protection training and ensure that all staff and volunteers know how to recognize and report any concerns.
- Ensure that Principals report enrollment of all volunteers for safeguarding briefing.
- Training of Staff on systems and procedures including delivering PD and training.
- Being the point of contact for staff who have concerns or information that a child may currently be or may have been the victim of physical or emotional abuse
- Report any concerns to the ISU Director. The Director, if appropriate, may inform the school counsellor and/or the respective division principal. After consultation with the Director, a member of the Safeguarding Team may contact the appropriate authorities (i.e. Schulamt School Psychologist and/or Jugendamt) and follow the procedures set down by both the local and Bavarian authorities.
- Provide summary information to the Director, respective Principals and ISU Board of Trustees regarding the number, nature and outcomes of referrals made.
- Where appropriate, report directly to the ISU Board of Trustees via the Board Designate for Safeguarding.

Safeguarding Team

The safeguarding team is comprised of the Director and the Designated Safeguarding Lead

School Director

Work with the safeguarding team, external authorities and school community with regards to investigations of harm. Liaise with legal staff as to the school's legal responsibilities in the face of concerns/allegations. Contact the parents in the event that external authorities are involved.

Board of Trustees

The Board is ultimately responsible for the way in which young people at ISU are protected from harm. It oversees and monitors the school's strategic safeguarding risks. In order to carry out these responsibilities effectively, the Board:

- has appointed one Board member to take leadership responsibility for the school's safeguarding arrangements (the **Board Designate for Safeguarding**).
- receives and reviews a log setting out quantitative data in relation to the number and type of child protection related matters arising each year.
- oversees a safeguarding risk register which provides a high-level summary of (a) the different safeguarding risks facing our students; and (b) the risks to the school that may result from its safeguarding work.
- receives and reviews a written report from the SL on at least an annual basis.
- Ensures that safeguarding is a standing item at all regular board meetings

The Board of Trustees are only informed of child protection concerns at an aggregate level, so that they can identify trends and ensure that the school's risk register adequately addresses the risks facing the school's students. However, where a concern has the potential to expose the school to legal, financial or reputational damage, then it should normally be reported to one of the Board Co-Chairs and/or Board Designate for Safeguarding, depending on the legal context.

All members of the ISU Board of Trustees complete the ECIS Level 2 Certificate in Child Protection (Governors and Owners) and repeat the updated course after three years.

Board Designate for Safeguarding

Safeguarding is the responsibility of all Trustees but the designated safeguarding trustee takes lead responsibility for overseeing the school's safeguarding arrangements in order to ensure that the Board's responsibilities are implemented in practice.²

The role of the Safeguarding Trustee is to take lead responsibility for overseeing the school's safeguarding arrangements by:

- Understanding the school's safeguarding requirements and responsibilities;
- Meeting each semester (once virtual; once in person) with the school's DSL to review and support their work;
- Supporting the DSL in preparing reports including their annual safeguarding report to the Board of Trustees;
- Overseeing a safeguarding implementation plan;
- Supporting the Director and Co-Chairs of the Board in managing allegations of abuse;
- Ensuring the risk register includes safeguarding risks and measures to mitigate risks and is reviewed by the ISU Board of Trustees;

² Council of International Schools (CIS), Rigg, K., Hulbert, J., Spradling, R., Dugdale, J., and Roby, K., 2022. CIS Briefing on Safeguarding & Well-being: Governance in Schools.

- Ensuring findings and recommendations from external safeguarding reviews, safeguarding self-assessment exercises and inspections are taken account of in the strategic planning and the safeguarding implementation plan;
- Ensuring any safeguarding deficiencies and trends are brought to the attention of the Board of Trustees and considered;
- Ensuring the Board of Trustees reviews safeguarding and associated policies and that the Board of Trustees can be confident they are effective in practice;
- Supporting the Board of Trustees with scrutinising safeguarding through audits and visits;
- Ensuring resources are effectively allocated or reviewed when changes might be required;
- Working with the Board of Trustees and SL to regularly review whether the measures the school has put in place are creating a safer culture and keeping people safe;
- Working with the Co-Chairs to ensure there is space on the agenda for safeguarding reports to be properly considered and helping board members /trustees understand Director and DSL reports;
- Ensuring the risk register includes safeguarding risks and measures to mitigate risks and is reviewed by the Board of Trustees.
- Act as an alternative reporting path for concerns regarding the Director.

The contact details for the board designate for safeguarding is published on the first page of this document.

All Staff

Observe, listen and record/report any disclosed or suspected cases of harm against children via CPOMS. If unsure how to proceed, staff must seek advice from the Designated Safeguarding Lead or a member of The Safeguarding Team.

Homeroom Teachers

Homeroom teachers are key in the early identification and reporting of safeguarding concerns. They must observe and identify signs of abuse or neglect, promptly report concerns to the Designated Safeguarding Lead (DSL) via CPOMS, and accurately document observations. They should communicate initial concerns in this way while maintaining confidentiality, supporting the student in a safe classroom environment, and following up with the DSL to ensure the concern is addressed, providing additional information as required.

Principals

Principals ensure the effective implementation of the school's safeguarding policies and procedures and coordinate with the DSL to manage safeguarding cases. They contribute to investigations where requested by the safeguarding team, ensure thorough and impartial handling of significant cases, and ensure appropriate support for involved students and staff. Principals also monitor situations to prevent recurrence.

Teaching Assistants

Teaching assistants support safeguarding by recognising and reporting signs of abuse or neglect to the DSL and accurately documenting observations. They create a supportive environment, assist in investigations where called upon by providing relevant information, and communicate concerns promptly and accurately. Post-reporting, they continue to monitor and support the student, reporting any further observations to the DSL.

Counsellors

Meet with and support the student who is suspected of being harmed. Keep notions of interactions with the student. Within the Safeguarding Team, potentially liaise with external agencies with regard to supporting the student. Provide safety updates within The Safeguarding Team.

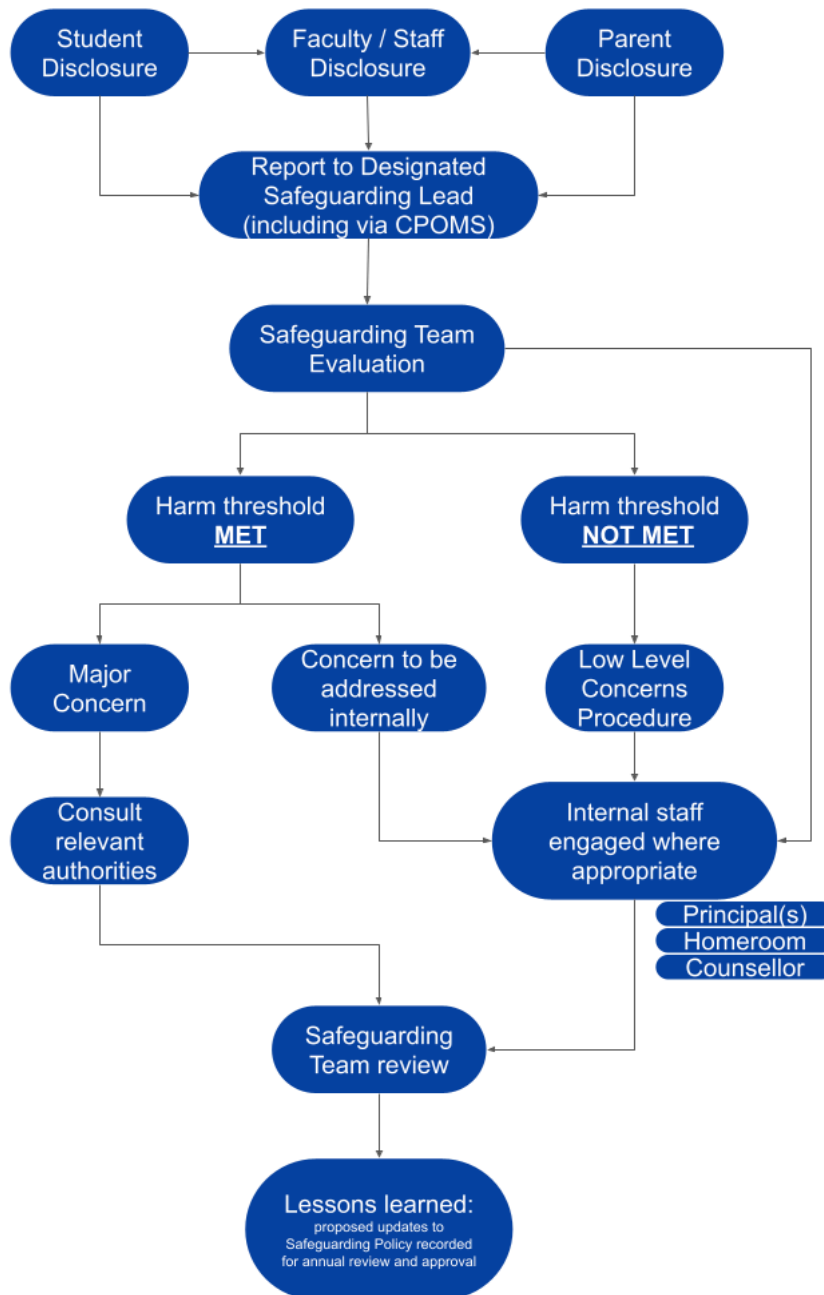
Jugendamt (youth services branch of local government)

Liaise with the school and police with regards to investigating allegations.

Polizei (Police)

Take the lead on investigations of allegations of harm allegations against children that are reported by the school.

Safeguarding Flowchart



Measures of Prevention

The International School of Ulm/Neu-Ulm (ISU) is committed to maintaining a safe learning environment. ISU also works to promote *Safer Culture* which is supported by:

- **Staff (handbook) and visitor (at sign in) codes of conduct**
- Preventative as well as responsive safeguarding practice
- Policies and procedures
- Recognising dangerous cultures
- Providing appropriate training
- Safeguarding, professional boundaries, e-safety
- Upskilling your workforce to recognise negative safeguarding behaviours
- Communication and openness
- Whistleblowing
- Putting children first
- Culture of vigilance

Learning and teaching

Student education at ISU is a key component of safeguarding as it empowers students with the knowledge and skills necessary to protect themselves and others. The PSHE curriculum includes units that teach students to identify safe and unsafe situations, recognize healthy and unhealthy relationships, and understand personal boundaries. From an early age, students learn to distinguish between good and bad touches, identify trusted individuals, and create safety rules. As they progress, they gain skills in assertiveness, refusal, and how to seek help in unsafe situations. Preventative workshops on alcohol and drug abuse, involving specialists and police, further reinforce these lessons by providing practical strategies to resist peer pressure and avoid risky behaviours. Through a combination of classroom instruction and interactive workshops, students are better equipped to navigate their environments safely, make informed decisions, and contribute to a culture of vigilance and support within the school community.

Safeguarding risk register

The safeguarding risk register is maintained by the DSL and Director, and is reviewed at least annually by the Board Designate for Safeguarding. The register sets out an overview of risks and mitigation measures related to key safeguarding risks facing the school's students and key strategic, legal, reputational and/or financial risks facing the school related to safeguarding.

Safeguarding Audit

The CIS International Safeguarding Toolkit is a developmental tool to help CIS member schools monitor current practices, understand opportunities for development and growth, track progress, and create a common understanding with school communities on how a school safeguards the students in their care. The toolkit will support a school at any stage of development to improve and manage safeguarding in a school.

ISU uses this toolkit to:

- Identify areas of strength and areas for development. The toolkit content applies to schools in any legal or cultural context, and indicators point out where schools need to confer with Bavarian, German and European legislation.
- Explore resources available within the toolkit for guided learning.
- Create reviews for each element for communications and reporting within the school community.
- Prepare information and evidence for accreditation and board review.

Other measures integrated into school procedures:

- All potential employees must provide at least three (3) references and are required to submit a police clearance or background check from their previous country of residence.
- All employees and volunteers working with the school must be familiar with the Child Protection Policy and its implication within the school.
- ISU will seek out and provide training opportunities for faculty and staff to ensure that they are aware of the signs and symptoms of neglect or physical, emotional, or sexual abuse.
- ISU forbids the use of non-disclosure or confidentiality agreements which prevent transparent sharing of information about child safeguarding concerns, complaints, inquiries or investigations.

Faculty and Staff, External Services, and Volunteer Vetting

- All external services (catering, cleaning, etc.) working at ISU have contractual obligations from the employer to provide police clearance checks.
- Police clearance checks must show a minimum of six months validity.
- Employee references must be obtained for every employee
- Job recruitment fairs (e.g. Search Associates) hold confidential references for candidates. These must be supported with a telephone reference given the time lapsed between reference and appointment.
- The school should check the validity of the references supplied.
- All private freelancers (coaches, music instructors, mother-tongue teachers, ASAP volunteers, parent volunteers, etc.) working with children either individually or in a group must be briefed by a member of the safeguarding team on this policy and procedure, adhere to it, be properly vetted and have police clearance checks.
- External services: Contractors visiting the campus are escorted at all times by a fully cleared member of staff who is responsible for the visitors throughout their visit.

School Trips

- For the purpose of this document, “chaperone” includes teachers, other staff members and volunteers.
- All volunteer chaperones must undergo a police check approved by HR, with a copy stored by HR.
- All staff involved with an excursion should be familiar with the need to prevent child abuse, to understand signs that a child is at risk or has been harmed, and to respond appropriately if he or she has concerns.
- Students should be briefed and encouraged to report any breaches on these procedures to the Designated Safeguarding Lead
- The minimum required student to staff ratio should be known and adhered to for all trips.
- The risk assessment for each trip should be shared and discussed with all adults acting as chaperones before the trip starts. This ensures that everyone is aware of potential risks and their responsibilities.
- The start of trip/end of the trip is defined as a departure from and return to ISU, to include being picked up by parents.
- During a trip and wherever possible, a minimum of three students should remain together at all times.
- It is expected that both male and female chaperones will be present on overnight trips involving both boys and girls.

Emergencies/accidents/injuries:

- ISU Emergency Guidelines must be followed on all school trips.
- Wherever possible, use a +1 rule, meaning if a group needs to split up (i.e. an injured student needs to go to the hospital), always have an extra adult or student go along.

Training

All faculty and staff receive Child Protection training as part of their induction into the school and as part of the annual preparation for the school year. This is required to be completed before assuming responsibilities with children. Internal training will be updated at least annually by the Safeguarding team and the external ECIS training is renewed every three years.

All ISU Board members are required to complete and maintain dedicated ECIS safeguarding training with a focus on the roles and responsibilities of school governors. In addition, Board co-chairs and the Board Designate for Safeguarding have access to resources to support the handling of concerns that are reported directly to them. These resources are kept in the ISU Board shared drive in the Safeguarding folder.

Categories of Abuse

Through day-to-day contact with pupils and work with families, both teaching and non-teaching staff members have a critical role to play in noticing indicators of possible physical or emotional abuse or neglect. When indicators of such are noticed, the teacher or staff member has an obligation to report their observations via the CPOMS app. If unsure how to proceed, staff must seek advice from Designated Safeguarding Leads.

Evidence of abuse can include (but is not limited to):

Physical Abuse: Non-accidental injuries, bruising, burns, fractures, etc. Indicators may include:

- Obvious signs of injury,
- Injuries which are unusual or unexplained,
- Injuries which, while explained, are frequent.

Neglect: The chronic inattention to physical or emotional needs Indicators may include:

- Dirty, unkempt appearance,
- Lack of focus, developmental delays,
- Low self-esteem,
- Hunger.

Sexual Abuse: The involvement of children or young people in sexual activity. Indicators may include:

- Extreme variations in behaviour,
- Sexualized language, behaviour or play,
- Indirect disclosure through play, drawing or written work.

Emotional Abuse: Persistent, emotional mistreatment, such as ridiculing or the withholding of love, affection or approval.

Indicators may include:

- Low self-esteem, unhappiness, melancholy, fear, distress or anxiety,
- Attention seeking behaviour,
- Emotional, developmental delay.

Violence: The use of physical force or power, whether threatened or actual, against oneself, another person, or a group, resulting in or likely to result in injury, death, psychological harm, impaired development, or deprivation. Indicators may include:

- Unexplained injuries or frequent visits to the nurse or hospital,
- Fear of adults or specific individuals,
- Aggressive, violent, or overly defensive behaviour,
- Witnessed acts of violence or threats,
- Damaged property or personal belongings.

Protocols: Incident Reporting, Record Keeping, Confidentiality and Photography

All faculty and staff have a duty to be vigilant to the indicators of abuse and neglect, and to refer any and all concerns using the CPOMS platform. The Safeguarding Team will then be automatically alerted and discuss how to proceed and what actions should be taken, adding these actions onto CPOMS. Parents and community members are encouraged to report any safeguarding concerns to our designated safeguarding lead, via email or by phone or in person.

During investigations, if deemed necessary, the child's safety must be ensured, parents notified if part of the agreed course of action, and anonymity of those involved should be a priority. Any suspicions and investigations will be kept strictly confidential, shared only with those who need to know. In the case of an emergency, where there is a credible threat to the child's safety and wellbeing, the Child Safety Plan will be put into place by the Safeguarding Team.

ISU operates in accordance with German law and best practise both locally and within the international school community. Confidential records are kept on children about whom the school has documented concerns and these records are shared with the appropriate authorities when the Safeguarding Team identifies that the child is in danger or that their physical and/or emotional needs are not being met. These files are securely stored on CPOMS, protected by two factor authentication.

If a report is made to the Jugendamt or the Schulamt's School Psychologist, the school will follow the recommendation of the authorities as to what, if any, information should be shared with the family or others.

The Safeguarding Team will provide support and make any necessary referrals to Schulamt's School Psychologist or to the Jugendamt.

Guidance for staff on how to act, listen to and record concerns

Staff and volunteers should feel confident about challenging the behaviour of others and voicing concerns.

They should also know who to contact if they feel unable to report an incident within their organisation.

Staff should NOT attempt to investigate the matter, but note the facts and record this information in CPOMS.

The following constitutes a safeguarding allegation if it is claimed that a staff member or volunteer has:

- behaved in a way that has harmed, 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 they may pose a risk of harm to children
- behaved in a way that indicates they may not be suitable to work with children.

Record keeping

It is important to keep a clear and comprehensive summary of:

- all allegations that have been made
- details of how allegations have been followed up and investigated
- outcomes of the allegation and actions taken.

NOTE: It is important to advise the student that the information CANNOT be kept confidential by you when you believe they are at risk.

Good practice advice for listening to disclosures / concerns

DO	DON'T
<ul style="list-style-type: none"> <input type="checkbox"/> Be accessible, caring and receptive <input type="checkbox"/> Listen carefully <input type="checkbox"/> Take it seriously <input type="checkbox"/> Reassure them that they were right to tell <input type="checkbox"/> Say what will happen next <input type="checkbox"/> Consult immediately with Designated Safeguarding Lead <input type="checkbox"/> Make a careful record of what was said 	<ul style="list-style-type: none"> <input type="checkbox"/> React strongly <input type="checkbox"/> Jump to conclusions especially about the abuser <input type="checkbox"/> Speculate or accuse anybody <input type="checkbox"/> Tell them you will keep it secret <input type="checkbox"/> Ask leading questions <input type="checkbox"/> Make promises you cannot keep <input type="checkbox"/> Stop them from speaking freely <input type="checkbox"/> Tell them to stop talking so you can go and fetch the Designated Safeguarding Lead

Make an accurate record of:

- The date and time of the incident/disclosure;
- The date and time of the report;
- The name and role of the person to whom the concern was originally reported and their contact details;
- The name and role of the person making the report (if different to the above) and;
 - their contact details;
 - The names of all parties who were involved in the incident,
 - including any witnesses to an event;
- What was said or done and by whom;
- Any action taken to look into the matter;
- Any further action taken (such as a referral being made); and the reasons why the organisation decided not to refer those concerns to a statutory agency (if relevant).
- Make sure the report is factual. Any interpretation or inference drawn from what was observed, said or alleged should be clearly recorded as such.

Low level concerns procedures

At ISU, we are dedicated to ensuring the safety, well-being, and protection of all our students. This includes addressing low-level concerns promptly and effectively. A low-level concern refers to any issue, incident, or behaviour that may not immediately meet the harm threshold but still requires attention to prevent escalation and maintain student and staff safety.

“A concern or allegation that may meet the harm threshold means the behaviour in question might indicate that a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children.”³

A concern is therefore raised that the harm threshold has been breached if it is alleged that a person has:

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

It includes behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children, which is known as transferable risk.

A **low-level concern** arises when an allegation does not meet the harm threshold. The term ‘low-level’ concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ – that an adult working with children may have acted in a way that:

- is inconsistent with an organisation’s staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the harm threshold; or is otherwise not serious enough to merit a referral

Notably, organisations should not simply concern themselves with safeguarding boundaries. Research⁴ indicates that organisations in which boundaries are adhered to in **every respect in which staff perform their role** are likely to be the safest environments for children.

³ Safeguarding Unit, Farrer & Co., Eastman, A., O’Rorke, O., Fudakowski, K., Smellie, D., Erooga, M. and Lynch, D., 2022. Developing and implementing a low-level concerns policy: A guide for organisations which work with children.

⁴ Erooga, M., 2018. Thinking Beyond a Single Type of Organisational Sex Offender’ in M. Erooga, M. (ed.) Protecting Children and Adults from Abuse After Savile, London, Jessica Kingsley Publishers

ISU aims to promote a culture characterised by openness and transparency. Addressing low-level concerns helps us to promptly recognise behaviours that are inappropriate, problematic, or of concern. By doing so, it effectively reduces the potential for abuse. Furthermore, it guarantees that adults engaged within or on behalf of the school understand and adhere to professional boundaries, all aligned with the schools guiding statements.

Our commitment to safeguarding extends to recognising and addressing minor concerns as part of our proactive approach to student welfare. Such concerns could involve issues related to behaviour, relationships, emotional well-being, or any other situation that may impact a student's overall experience at school.

All members of our school community, including students, staff, parents, and visitors, play a vital role in identifying and reporting low-level concerns. We encourage an open and transparent culture where reporting is regarded as a responsible action, in alignment with our collective commitment to student safety.

Reporting Procedures:

Observation and Identification: Any member of the school community who becomes aware of a low-level concern is encouraged to observe, assess, and report to the DSL. If in doubt, it is always better to err on the side of caution.

Reporting: To report a low-level concern, individuals can follow the designated reporting procedures, which include informing the Designated Safeguarding Lead, a Counsellor or Director.

It is important to note that self-reporting is encouraged. By way of example, if a member of staff knows they are going to be in a situation which would be deemed a breach of the staff code of conduct, including, for example, where a member of staff has a child who is a student in the school – they may have the mobile phone number of their child's friend or plays in an external sports team with a current student and they may be on a WhatsApp group with them.

Documenting and Communication: The report will be documented by a member of the Safeguarding Team and stored in a confidential location accessed only by that team. The subject of the report will be informed. Low level concerns are not documented in personnel files. ISU records substantiated safeguarding concerns/allegations (including a group of low-level concerns about the same individual) that meet the harm threshold in personnel files. Chronological details including date and time will be recorded of the concern or allegation and all subsequent actions taken. Any documentation, emails and records of conversations will be logged within the report.

Assessment and Intervention: The Designated Safeguarding Lead or appropriate personnel will assess the concern, considering the available information and relevant context. If intervention is required, appropriate actions will be taken to address the concern.

Follow-Up: Regular review and follow-up on low-level concerns will be carried out to ensure that appropriate actions have been taken and that the situation has been resolved or managed effectively.

By addressing low-level concerns promptly and collaboratively, we contribute to maintaining a safe and supportive environment that nurtures the overall well-being of our staff and students.

Once a disclosure / concern / allegation has been entered into CPOMS:

- The Safeguarding Team will be automatically alerted to the disclosure / concern / allegation and then meet to decide the appropriate course of action according to the thresholds.
- All child protection records are confidential and shared only on a need to know basis. Records kept on the CPOMS system are only accessible by the Safeguarding Team.

Note: These records form evidence and may be used in the child protection referral as well as any subsequent investigation or legal proceedings. Since they are considered to be evidence they are exempt from open file regulations and do not have to be made available to parents requesting access to a student's file.

Possible outcomes in response to allegations that meet the harm threshold

Substantiated: there is sufficient evidence to prove the allegation;

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;

False: there is sufficient evidence to disprove the allegation;

Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

Confidentiality

Confidential and personal information about children, families, faculty and staff, or others within the school is confidential and privacy must be respected. The right to confidentiality is superseded by the rights enshrined in the UN convention on the Rights of the Child and the school's obligation to safeguard and promote the welfare of children and ensure that they are protected from harm.

Photography and Filming

ISU aims to protect children when partaking in events and activities, specifically those where photographs and videos may be taken;

We seek to keep children / young people and staff safe by:

- Having a responsibility to promote the welfare of all children and young people and to take; share and use images of children safely.
- **It is preferred that** photographs and videos are recorded on school devices / memory cards. However, staff who do not have access to a camera-enabled school devices may exceptionally use personal devices on condition that media are permanently deleted before the device leaves school premises (and settings are such that photos are not automatically uploaded to external, non-ISU servers)
- Securing written consent on an annual basis from children and their parents or carers before taking and using a child's image;
- Affording parents and carers the right to decide whether children's images are taken and how these may be used, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation;
- Always explaining what images will be used for, how they will be stored and what potential risks are associated with sharing images of children;
- Making it clear that if a child or their family withdraw consent for an image to be shared, it may not be possible to delete images that have already been shared or published;
- Removing the names of children whose images are being used in our published material whenever possible (and only using first names if we do need to identify them).

External Contacts

Experienced Specialist:

Mr. Richard Aubele, ASD Team North, responsible for the southern district

Tel. 0731/7040-53401

E-mail: richard.aubele@ira.neu-ulm.de

Office for Youth and Family (Youth Welfare Office)

Neu-Ulm District Office Youth and Family Department

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