



Safeguarding Policy 2025

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1. Policy Statement

At the International School Hannover Region (ISHR), we believe there is no greater responsibility for a school than providing a safe and healthy environment in which to learn. We know that if a student cannot feel safe then they cannot learn to their full potential. At ISHR, we aim to create and maintain a caring ethos where all children and students feel safe, secure, and valued. Safeguarding the welfare of children and students is everyone's responsibility and so we expect all staff, volunteers and visitors to share this commitment. Staff will be trained and educated in child protection and safeguarding in accordance with ISHR's Mission Statement and German law, to ensure that all safeguarding concerns are promptly reported and appropriately responded to.

2. Policy Rationale

ISHR's Child Safeguarding Policy is aligned with the [United Nations Convention on the Rights of the Child](#), [Keeping Children Safe in Education](#) (UK), the recommendations of the [International Task Force on Child Protection](#) (ITFCP) that have set the standards for safeguarding in schools worldwide and the [Council of International Schools \(CIS\) Safeguarding Standards](#) as well as the German [Gesetz zur Stärkung eines aktiven Schutzes von Kindern und Jugendlichen \(Bundeskinderschutzgesetz - BKiSchG\)](#). ISHR recognises that the welfare of the child is paramount and all children, regardless of age, disability, gender identity, cultural background, religion or belief, sex or sexual orientation have a right to equal protection from all types of harm or abuse. ISHR expects all individuals and groups affiliated with the school community to act with integrity and to take responsibility for keeping students safe. This policy applies to all who have contact with the school community including staff, service and activity partners, volunteers, associated agencies, interns, contractors, parents and visitors.



3. Roles and Responsibilities

Safeguarding children is everyone's responsibility. At ISHR, we are committed to ensuring the safety and protection of all children and staff members. Our school must be a place where every member of the community feels safe, supported, trusted, and cared for.

All staff members share a collective responsibility to create a positive and secure environment. They should be approachable and supportive, fostering both the academic and emotional development of students. Staff take care to avoid any situation in which their actions or words could be misunderstood or misinterpreted. This includes maintaining a professional tone of voice and appropriate language at all times as well as respecting appropriate physical boundaries. As adults, staff members are responsible for setting and upholding clear professional boundaries at all times. If there is any uncertainty about a situation or concern, staff should consult the ISHR's Code of Conduct (Staff Handbook, pages 28 – 30) or the **Safeguarding Team** for guidance and support.

The **Designated Safeguarding Lead (DSL)** ensures that ISHR is in compliance with International Standards for Child Safeguarding and Protection as well as German Law regarding Child Safeguarding. They promote and support the education and training of staff as related to child protection. The DSL identifies operational and instructional opportunities to safeguard children and proactively acts to close gaps in best practice. The DSL must always maintain appropriate confidentiality and work within applicable legal frameworks in all cases involving suspected and actual child abuse and/or neglect.

The **Deputy Designated Safeguarding Lead (DDSL)**: supports the work of the Designated Safeguarding Lead (DSL) and takes the lead role should the DSL be off campus. The role of the DDSL creates a team of two who effectively collaborate and communicate to ensure that Safeguarding remains the highest priority at ISHR and that timely, efficient and well-organised systems are in place to support our students. The DDSL will coordinate with the DSL to liaise with external agencies as required.

The **Designated Safeguarding Board Member** ensures the School has policies on appointing and a Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL). They ensure that ISHR has a training strategy for all employees, including the Directors, the DSL and DDSL. The Safeguarding Board Member also ensures that the safeguarding and child protection policy and procedures are consistent with German government best practices, reviewed annually and made available to parents and other stakeholders. They deal with concerns made against members of staff including those made against the Director. The Board Member ensures safer recruitment procedures are in place that include the requirement for appropriate checks in line with German and international guidance.



The **Director** ensures that the safeguarding policy and procedures are implemented, understood and followed by all staff and that ISHR's rigorous commitment to safeguarding is promoted and communicated to all stakeholders. The Director should allocate sufficient time and resources to enable the DSL and DDSL to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings. They should ensure 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 school's policies and procedures. The Director should ensure that child safety and welfare is addressed throughout the curriculum and to ensure that all safer recruiting practices are followed when recruiting new staff.

ISHR Safeguarding Team

Role	Person	Contact
Director of ISHR	John Barker	john-barker@is-hr.de
Designated Safeguarding Lead (DSL)	Astrid Scharf	astrid-scharf@is-hr.de
School Psychologist, Secondary School Counsellor & WSST Learning Leader	Kristina Schurzig	kristina-schurzig@is-hr.de
Secondary School Counsellor	Rebecca Fernandez	rebecca-fernandez@is-hr.de
Primary School Counsellor	Almedina Junuzovic	almedina-junuzovic@is-hr.de
Designated Safeguarding Board Member	Markus Scheele	scheele@eventit.ag
Deputy Designated Safeguarding Lead (DDSL) & G10LL	Julian Parkin-Haig	julian-parkin-haig@is-hr.de

4. Definitions and Clarifications

Child or Young Person: [German law \(Jugenschutzgesetz JuSchug, § 1\)](#) defines a child as any person under the age of 14 years and a young person is older than 14 but younger than 18. This also aligns with [The United Nations Convention on the Rights of the Child](#) which defines a child as "persons under the age of 18 years". At ISHR, we acknowledge our duty of care to all students regardless of age including ISHR students over the legal age of 18.

Safeguarding: At ISHR safeguarding aims to create systems of care that recognise when students need support. It is the preventive work that is in place to support the safety and wellbeing of our students and to respond before harm occurs.

Child Protection: At ISHR Child Protection refers to the work that we do to keep children and students safe, who might be at risk of harm. The risk of harm may be from a single event or serious concerns over time. Child protection concerns are reported if they happen in or out of [school, as mandated by German law \(Sozialgesetzbuch \(SGB\) § 8a \(4\) 3 and Gesetz zur Kooperation und Information im Kinderschutz \(KKG\) § 4\).](#)



5. Categories of Abuse

“A key challenge within any school community is to ensure that there is a shared understanding of what abuse is and how you will deal with it if it takes place in your school. Definitions of child abuse vary significantly across cultures and can be particularly contested in areas where structural inequalities and poverty are considered a much greater risk to children's welfare. It can also be difficult to talk about abuse, even where there is a shared understanding of what it is, and cultural norms can act as a barrier to discussion and disclosure”.

(Supporting your school: A new protocol for managing allegations of child abuse by educators and other adults in international communities Jane Larsson, Chair, International Task Force on Child Protection; Executive Director, Council of International Schools Sophia Coles, Associate, The Safeguarding Unit, Farrer & Co. Jane Foster, Consultant, The Safeguarding Unit, Farrer & Co. Katie Rigg, International Advisor for Student Well-being, Council of International Schools, 2019).

At ISHR, in order to be successful in safeguarding children and students, we must all adhere to understanding the following definitions of abuse and indicators to ensure a consistent approach. In accordance with the [articles 19 & 34 of the UNCRC](#) ISHR defines abuse as any situation or pattern of behaviour that is not conducive to the physical and emotional well-being of a child. In its most serious forms, abuse can result in developmental harm or death of a child or student. We recognize that child abuse can be categorised into one of the following main areas, whilst cognisant that it rarely occurs in isolation.



Types of Abuse	Possible Indicators
<p><u>Child maltreatment</u></p> <p>The overarching term for abuse and neglect that occurs to children and young adults. It includes all types of physical and/or emotional ill-treatment, sexual abuse, neglect, negligence and commercial or other exploitation, which results in actual or potential harm to the child's health, survival, development or dignity, in the context of a relationship of responsibility, trust or power.</p>	<p>See below</p>
<p><u>Physical Abuse</u></p> <p>Generally refers to the non-accidental use of physical force against a child, by an adult or where there is a power differential, that results in harm to the child. Physically abusive behaviours include, but are not limited to, shoving, hitting, slapping, shaking, throwing, punching, kicking, biting, burning, strangling and poisoning. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.</p>	<ul style="list-style-type: none"> → Unexpected bruises and welts on any part of the body → Bruises of different ages (various colours) → Injuries reflecting shape of article used (electronic cord, belt, buckle, table tennis bat, hand, etc.) → Injuries that regularly appear after absence or vacation → Unexplained burns, especially on soles, palms, back or buttocks → Burns with a pattern from an electric burner, iron or cigarette → Rope burns on any part of the body → Injuries inconsistent with information offered by the child or student → Immersion burns with a distinct boundary line → Unexplained laceration, abrasions or fractures
<p><u>Emotional/psychological abuse</u></p> <p>The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and</p>	<ul style="list-style-type: none"> → Sudden change of behaviour or school performance → child/ student seems not to care about appearance or what happens to them (impulsive behaviour) → child/student is actively trying to make others dislike them (self-isolating behaviour) → child/student shows risk-taking behaviours such as bullying, stealing and/or running away → Self-harming or eating disorders → May lack social skills

<p>learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children to frequently feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. It can also refer to a parent or caregiver's pattern of failure to provide a child with non-physical nurture, emotional support or availability.</p>	<ul style="list-style-type: none"> → Concerning interactions between parents or carers and the child (e.g. overly critical or lack of affection) → Lack of self-confidence or self-esteem → Sudden speech disorders → Self-harm or eating disorders → Lack of empathy shown to others (including cruelty to animals) → Drug, alcohol or other substance misuse → Change of appetite, weight loss/gain → Signs of distress: tearfulness, anger
<p><u>Sexual Abuse</u></p> <p>The actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions against children. The activities may involve physical contact or non-penetrative acts. 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.</p>	<ul style="list-style-type: none"> → Sudden change of behaviour or school performance → Sexual knowledge, behaviour or use of language not age-appropriate → Displays of affection that are sexual and/or not age-appropriate → Bed-wetting or incontinence → Venereal diseases (VD) or sexually transmitted diseases (STD) in a child of any age → Evidence of physical trauma or bleeding in oral, genital or anal area → Difficulty in walking or sitting → Alluding to having a secret that cannot be revealed → Reluctance to undress/change clothes in front of others (e.g. PE) → Running away from home with specific complaint → Fear of being alone with an individual → Pregnancy, especially at a young age → Extremely protective parenting → Exposure to pornography
<p><u>Neglect</u></p> <p>Neglect is the ongoing failure to meet a child's basic needs and the most common form of child abuse. A child might be left hungry or dirty, or without proper clothing, shelter, supervision or health care. This can put children and young</p>	<ul style="list-style-type: none"> → Poor personal or dental hygiene → Child is hungry → Parents are uninterested in child's academic progress → Parents do not respond to repeated communications from school

<p>people in danger. Furthermore, it can also have long-term effects on their physical and mental well-being. Neglect can take many forms, which makes it hard to identify.</p>	<ul style="list-style-type: none"> → child/student does not want to go home → Both parents or legal guardian are absent → Parents cannot be reached in an emergency → Excessive hunger → Inadequate or insufficient clothing → Untreated medical issues → Changes in weight or being excessively under or overweight → Low self-esteem, attachment issues, depression or self-harm → Poor relationships with peers → Self-soothing behaviours that may not be age-appropriate (e.g. rocking, hair-twisting, thumb-sucking) → Changes to school performance or attendance
<p>Child on Child abuse Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. It can happen both inside and outside of school and online. It is most likely to include, but may not be limited to, bullying (including online bullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between peers; physical abuse; sexual violence, sexual harassment; non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent; upskirting and initiation/hazing type violence and rituals.</p>	<p>See sexual abuse, emotional abuse indicators.</p>
<p>Female Genital Mutilation (FGM) Female Genital Mutilation comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies and individuals and groups in relevant communities need to be alert to the possibility of a girl being at risk of FGM or already having suffered FGM.</p>	<p>Indicators - There are a range of potential indicators that a girl may be at risk of FGM. There are a number of indications that a girl or woman has already been subjected to FGM: • a girl or woman asks for help; • a girl or woman confides in a professional that FGM has taken place; • a mother/family member discloses that female child has had FGM; • a family/child is already known to social services in relation to other safeguarding issues; • a girl or woman has difficulty walking, sitting or standing or looks uncomfortable; • a girl or</p>



<p>Harmful Practices - Oxfordshire Safeguarding Children Board</p> <p>(https://www.oscp.org.uk/practitioners/multi-agency-procedures-and-resources/female-genital-mutilation/)</p>	<p>woman finds it hard to sit still for long periods of time, and this was not a problem previously; • a girl or woman spends longer than normal in the bathroom or toilet due to difficulties urinating; • a girl spends long periods of time away from a classroom during the day with bladder or menstrual problems; • a girl or woman has frequent urinary, menstrual or stomach problems; Multi-agency statutory guidance on female genital mutilation • a girl avoids physical exercise or requires to be excused from physical education (PE) lessons without a GP's letter; • there are prolonged or repeated absences from school or college (see 2016 guidance on children missing education); • increased emotional and psychological needs, for example withdrawal or depression, or significant change in behaviour; • a girl or woman is reluctant to undergo any medical examinations; • a girl or woman asks for help, but is not be explicit about the problem; and/or • a girl talks about pain or discomfort between her legs.</p> <p>Actions - If staff have a concern, they should contact the DSL or DDSL.</p> <p>Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a duty upon that individual to report it to the police.</p>
<p><u>Fabricated or Induced Illness</u></p> <p>Staff must be aware of the risk of children being abused through fabricated or induced illness (FII).</p>	<p>There are three main ways of the carer fabricating or inducing illness in a child.</p> <p>These are not mutually exclusive and include:</p> <ul style="list-style-type: none">• fabrication of signs and symptoms. This may include fabrication of past medical history.• fabrication of signs and symptoms and falsification of hospital charts and records and specimens of bodily fluids. This may also include falsification of letters and documents.• induction of illness by a variety of means. <p>Warning signs:</p> <ul style="list-style-type: none">• symptoms only appear when the parent or carer is present

- the only person claiming to notice symptoms is the parent or carer
- the parent or carer does not let healthcare professionals see the child on their own
- the parent or carer talks for the child, or the child refers to the parent or carer rather than speaking for themselves
- the child has an inexplicably poor response to medicine or other treatment
- if one particular health problem is resolved, the parent or carer may then begin reporting a new set of symptoms
- the child's alleged symptoms do not seem plausible – for example, a child who has supposedly lost a lot of blood but does not become unwell
- the parent or carer has a history of frequently changing GPs or visiting different hospitals for treatment, particularly if their views about the child's treatment are challenged by medical staff
- the child's daily activities are being limited far beyond what you would usually expect for a certain condition – for example, they never go to school or have to wear leg braces even though they can walk properly
- the parent or carer does not accept reassurance or recommended treatment, an

Types of abuse in FII

- Previous case reports of FII have uncovered evidence of parents or carers:
- exaggerating, distorting or lying about their child's symptoms, medical history, tests or diagnoses
- falsifying documents
- deliberately contaminating or manipulating clinical tests to fake evidence of illness, for example, by adding blood or sugar to urine samples
- poisoning their child with unsuitable and non-prescribed medicine
- infecting their child's wounds or injecting the child with dirt or poo



	<ul style="list-style-type: none"> • inducing unconsciousness by suffocating their child • not treating or mistreating genuine conditions so they get worse • withholding food, resulting in the child failing to develop physically and mentally at the expected rate <p>https://www.nhs.uk/mental-health/conditions/fabricated-or-induced-illness/signs/</p> <p>School may involve other agencies in making their assessments. That could include school nurse, pediatrician, educational psychologist for example.</p>
<u>Faith Based Abuse</u>	<p>This abuse is 'Not about challenging people's beliefs, but where beliefs lead to abuse that must not be tolerated. This includes belief in witchcraft, spirit possession, demons or the devil, the evil eye, or djinns, dakini, kindoki, ritual or muti murders and use of fear of the supernatural to make children comply with being trafficked for domestic slavery or sexual exploitation. The beliefs which are not confined to one faith, nationality, or ethnic community.'</p>
<u>Risks Associated with Parent/Carer Mental Health</u> <p>The majority of parents who suffer mental ill-health can care for and safeguard their children and/or unborn child. Some parents, however, will be unable to meet the needs and ensure the safety of their children.</p>	<p>Our approach is to recognise, seek support, instil preventive factors and monitor. Designated Safeguarding Lead should seek support through Safeguarding Team who will escalate to the external authorities if they are concerned that the child involved is being placed at immediate risk of harm.</p>
<u>Honour Based Violence (HBV) and Forced Marriages</u> <p>Honour Based Violence and Forced Marriage refers to a collection of practices used to control behaviour within families to protect perceived cultural or religious beliefs and honour. Violence can occur when offenders perceive that a relative has shamed the family or community by breaking their 'code of honour'.</p>	<p>'A forced marriage is a marriage in which one or both spouses do not (or, in the case of some vulnerable adults, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'</p> <p>In German law, it is a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or</p>



Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBV may exist.

another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

For more information see:

<http://www.karmanirvana.org.uk/>

Source

6. Online Safety and Personal Electronic Devices

We are aware that digital platforms can be misused by both adults and peers to harm, exploit or manipulate children. These risks include cyberbullying, exposure to harmful and/or inappropriate content, online grooming, sextortion and coercive or abusive communication via messaging apps, live streams, gaming environments or social media platforms.

ISHR is committed to ensuring students use technology safely, respectfully, and responsibly. Our E-Safety Policy outlines the measures in place to protect students while they are in school. Any instances of cyberbullying or online harassment, whether they occur on or off campus, are treated with the same seriousness as in-person incidents and are addressed through our [Nondiscrimination Policy](#) and safeguarding procedures.

To support a focused, safe, and respectful learning environment, ISHR is a phone-free school. This means:

- students are not permitted to use personal mobile phones, tablets or smartwatches during the school day.
- access to social media, chat rooms or unfiltered online gaming platforms is prohibited on school devices and networks.
- personal devices brought to school must be turned off and stored in lockers or designated areas during the school day.

Students are taught about digital citizenship, privacy, online consent and reporting unsafe online behaviour through the curriculum and through external providers. We also provide parent evenings to encourage open conversations at home about safe and responsible technology use. Staff members at ISHR are expected to model good practice in the use of technology and mobile phone usage around campus.

7. The Right To Images: Consensual and non-consensual sharing of indecent images and videos

Teachers must balance education, vigilance, and compassion in handling incidents involving the sharing of explicit images. While the digital world may blur boundaries for students, it is a teacher's legal and ethical responsibility to protect, educate and act decisively in the best interest of every child.

German criminal law ([Strafgesetzbuch, StGB](#)).

[§ 184b – Verbreitung, Erwerb und Besitz kinderpornographischer Inhalte](#) clearly defines the



possession, production and distribution of explicit images involving anyone under the age of 18 as illegal, regardless of whether the content was shared consensually or self-generated.

Teachers must treat any case of indecent image sharing - consensual or non-consensual - as a safeguarding concern and act in accordance with the school's child protection procedures.

It is essential that any such incidents be reported immediately to the Safeguarding Team. However, it is equally vital that staff do not ask the student to show the image, forward it or attempt to access or view the content.

Doing so may not only compromise the child's safety and dignity but could also lead to serious legal consequences for the staff member, including potential criminal liability under child protection and media laws.

Teachers need to:

- remain calm and supportive
- record a factual, non-judgmental account of the disclosure
follow the school's safeguarding protocol without delay

8. Use of school premises for Tutoring

School premises may be used by staff for non-school activities outside of regular teaching hours, provided such use does not interfere with educational operations or scheduled events on campus. Before taking up any non-contractual activities on school campus, staff need to inform the Director of the details using [this google form](#). Also all relevant policies should be adhered to, to ensure the premises are left tidy and secure.

9. Field Trips and Work Experience

Field Trips

Staff planning off-campus sports and field trips must recognise that students are more vulnerable in such settings due to a variety of factors. Outside the regular school environment, established rules, routines and supervision structures are likely to change. Students may interact with unfamiliar adults and the boundaries of relationships and expectations can become less clear.

To address these increased risks, child protection is integrated into all field trip risk assessments. Staff must ensure that safeguarding measures are carefully planned, communicated and implemented throughout the trip.

Before any residential field trip, staff are kindly asked to **consult with a member of the Safeguarding Team** regarding the students attending. The team may have important information or insights that can help ensure the safety and well-being of all participants.

Comprehensive guidance is available in the [ISHR Fieldtrip Handbook](#), which includes detailed procedures, policies and risk assessment templates to support safe and responsible planning.



Work Experience

Grade 9 students participating in work experience placements are also considered to be in potentially vulnerable situations. These placements typically involve interaction with external adults in unfamiliar environments, often without direct school supervision. As such, safeguarding must be a central consideration during the planning and monitoring of all work experience arrangements.

All placements must be vetted and approved in accordance with ISHR's safeguarding protocols. Staff must ensure that clear expectations for professional conduct and boundaries are communicated to both students and host organisations. Parents, students, and hosts should be provided with written guidelines that outline roles, responsibilities, and reporting procedures in the event of any concern. Ongoing contact between the school and the student should be maintained throughout the placement to ensure student safety and well-being.

10. Safeguarding Principles, Record Keeping and Confidentiality

At ISHR, the best interests of the child provide the basis for all decisions and actions taken with regard to safeguarding.

Creating a safe and caring environment: ISHR recognises that safeguarding children and students is the responsibility of all members of our community, including staff, parents, students, volunteers, visitors, and partner organisations. Through this shared commitment, ISHR aims to create an environment where everyone feels safe and is able to share concerns related to safeguarding issues.

Recording Student Concerns: All student safeguarding files should be entered and stored on the secure, digital record-keeping system ([MyConcern/The Safeguarding Company](#)) provided by the school. All staff will receive annual training to ensure that they know how to access and use MyConcern.

The Safeguarding Team is responsible for ensuring all documents are complete and factual.

The role of staff is not to investigate or verify a safeguarding concern but rather to report it and set in motion the process of getting help for the child and student.

Fill out an [electronic record](#) as soon as possible if you have a concern about a child's well-being based on:

- something the child, another child or adult told you
- something you have noticed about the child's behaviour, health (including mental health) or appearance
- something reported by a parent or visitor

Even if you think your concern is minor, the Safeguarding Team may have more information that, together with what you know, represents a more serious concern about a child or student.



If you need more information about the child you have a concern about, please be careful to use open questions beginning with “how”, “where”, “when”, “what” or “who”? Avoid using the term “why” as it is likely to provoke a defensive response. Refrain from promising to keeping information “a secret” to the child or student. Instead let the child or student know what you plan to do next, for example “I am worried about you and I need to tell Ms/Mr. X, so that they can help us think about how to keep you safe”. Regardless of the duty of confidentiality, any member of staff who has reason to believe that a child may be suffering harm, or be at risk of harm, has a duty to forward this information via MyConcern without delay.

If there is an urgent safeguarding concern, please contact the DSL or DDSL directly and then log onto the Safeguarding Company.

Once in MyConcern, you will receive an email with an identification number. Your concern will be reviewed by all members of the Safeguarding Team and they will get back to you to provide feedback if and when possible.

Confidentiality: The purpose of confidentiality is to the benefit of the child. ISHR accepts its duty to manage sensitive information in a manner that is respectful, professional and that complies with the applicable law. In the interest of the student, staff need to keep all information about any suspected or reported safeguarding incidents strictly confidential. It is important to recognise that ISHR works within a context of local and international child protection laws and we will share relevant safeguarding concerns with others who need to know.

Recording Concerns involving Staff: Staff who are concerned about a colleague’s conduct may worry that they have misunderstood the situation and whether raising a concern could jeopardise their colleague’s career. At ISHR safeguarding children and students is our first priority and no member of staff should feel that they cannot speak up and raise concerns regarding the safety of children and students at ISHR. However, any concerns involving staff should not be recorded on MyConcern. Due to the sensitive nature of these concerns, please use the following guidelines to record your concern.

If you have a concern about:

- **a member of staff:** report to the Director, the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) only.
- **the Director:** report to the Designated Safeguarding Board Member, the Safeguarding Lead (DSL) and the Deputy Designated Safeguarding Lead (DDSL) only.
- **the DSL or DDSL:** report to both the Director and the Designated Safeguarding Board Member.



11. Related Procedures and Practices

Code of Conduct: In order to safeguard children and students enrolled in our school, all members of the staff are expected to follow the professional expectations of the ISHR Code of Conduct as outlined in the ISHR Staff Handbook as part of their contractual obligations.

Staff Safeguarding Training: The school will ensure that staff induction, education and training programmes are a vital part of our commitment to safeguarding children and students. The school has a scheduled programme of regular, systematic professional safeguarding training for safeguarding leads, school leadership, teaching and non-teaching staff and volunteers.

All new members of staff will receive an induction to Safeguarding, which will give an overview of child abuse as well as explaining the systems for reporting concerns. During induction staff will receive information about where to locate all necessary safeguarding documentation. In addition, all new staff at the school (including cover teachers, part-time and full-time teaching and administrative staff) will be expected to complete online Child Protection training (ECIS). Advanced child protection training will be provided for DSLs and counsellors.

MyVoice: is an open-access reporting system that empowers students to raise safeguarding concerns about themselves or others quickly and easily. We believe that by providing a secure, easily accessible reporting tool, ISHR can carry out early interventions and provide better support for anyone who needs it. MyVoice is accessible through the ISHR website. Any submitted forms will be forwarded to the safeguarding team directly.

Safeguarding Risk Assessments: Staff undertake a safeguarding risk assessment in relation to all ISHR events and activities involving children when filling in the necessary documentation on EVOLVE. A risk assessment takes into consideration the student group profile; the hazards/risks identified; the likelihood of the risk occurring, and the consequences of the risk. This information is used to determine the level of safeguarding measures that are necessary to make the event safe.

Comprehensive Sexual Education: ISHR runs a Comprehensive Sexual Education (CSE) programme from K1-12 that includes formal teaching and learning opportunities related to child protection, such as bullying, personal safety, physical abuse, manipulation, grooming, online safety, healthy sexual behaviour, neglect and negligent behaviour, self-harm and disclosing abuse.

Volunteers: Where a parent or other volunteer helps on a one-off basis, they will only work under the direct supervision of a member of staff and at no time have one-to-one contact with children. For further information, please refer to the [7.60 Visitors to Campus Policy.pdf](#)

Digital Safety: ISHR is committed to creating a safe digital learning community through the curriculum, professional development, auditing of systems, working with parents, and



developing detailed policies. The IT Department is responsible for monitoring IT usage by both students and staff, and reporting any safeguarding concerns immediately to school Leadership or the Designated Safeguarding Lead. ISHR subscribes to the [National Online Safety](#) website which provides resources for all staff on issues associated with digital and online safety and awareness.

Data Protection: ISHR has a [4.90 Confidentiality and Data Protection Policy.pdf](#) that complies with the German and European Data Protection laws and regulations. Staff and children are expected to engage in safe and responsible use of digital communications and social media as per the [5.21 Responsible Technology Use Agreement.pdf](#)

Recruitment and Vetting: ISHR is committed to ensuring that all people who work in our schools are suitable to work with children. The school applies best practice standards in the recruitment, screening and interviewing of prospective staff. All permanent staff members are asked to provide a Polizeiliches Führungszeugnis (criminal record certificate) every three years.

12. Related Policies

This policy statement should be read alongside the following policies and procedures, including:

[1.23 Nondiscrimination Policy .pdf](#)

[5.26 Anti Bullying Policy .pdf](#)

[4.52 Healthy Internal Communication.pdf](#)

[4.70 Social Media and Email Policy.pdf](#) [4.24 Intimate Care and Safe Touch.pdf](#)

[4.90 Confidentiality and Data Protection Policy.pdf](#)

[5.70 Student Dress Code.pdf](#)

[5.90 Fieldtrip Handbook.pdf](#)

[6.50 One to One Assistant Policy.pdf](#)

[7.60 Visitors to Campus Policy.pdf](#)

[2024.05.08_Handreichung_Schulabsentismus_v05_soe_klein.pdf](#) - this document will be used until the updated Attendance policy is in place

13. Policy Review

It is the responsibility of the Designated Safeguarding Lead, the Deputy Designated Safeguarding Lead, the Director and Heads of School, to ensure this policy is fully implemented. This policy, and all of the related procedures and practices, will be reviewed and updated every two years. The Director will sign a copy of the revised policy and will share it with the School Board for final ratification. For related procedures and practices, please refer to our child safeguarding website.

We are committed to reviewing our policy and good practice annually.

This policy was last reviewed on: 7th August 2025.



Signed:

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John Barker
Director

Signed:

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Markus Scheele
Chair of the Supervisory Board
Designated Safeguarding Board Member