LEONARDO V. ACADEMY

LVA ČESKO-BRITSKÁ ZÁKLADNÍ ŠKOLA A GYMNÁZIUM

2025-2026

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Approved by: School Governing Body

Responsible Person: Director of the International School

Child Protection & Safeguarding Policy

2025/2026

Leonardo V. Academy

Contents

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1. Rationale

1.0 Rationale

At Leonardo V Academy (LVA), safeguarding is a foundational commitment that shapes every aspect of our educational mission. We believe that children are not merely preparing for the future — they are full human beings in the present, deserving of dignity, respect, protection, and the opportunity to grow into their authentic selves. Their wellbeing is central to our purpose as an international school.

LVA recognises that we hold a profound responsibility for the welfare of every student entrusted to our care. As a community of parents, guardians, educators, staff, and partner organisations, we work collectively to ensure that all children experience a safe, nurturing, and enriching environment. Our duty extends beyond academic development; it includes moral, emotional, and social growth in a space free from harm, discrimination, or exploitation.

Children and young people up to the age of 18 — and beyond, where they remain formally enrolled — have the right to learn in an environment free from danger, threat, or persecution. LVA is committed to ensuring that every student feels protected, valued, and empowered to speak openly about their concerns.

All members of the LVA community are expected to uphold this Safeguarding & Child Protection Policy. Our staff remain vigilant to signs of abuse, neglect, or vulnerability and follow the procedures outlined in this document to ensure timely, effective support and intervention.

As an international school operating in the Czech Republic and aligned with British School Overseas (BSO) standards, LVA draws its safeguarding principles from Czech law, EU regulations, and UK statutory guidance. These frameworks are reviewed regularly to ensure our practice remains current, rigorous, and child-centred.

Safeguarding is the responsibility of everyone. In a diverse, multicultural school such as LVA, this responsibility is amplified. We embrace the values of respect, tolerance, and human dignity, ensuring that our safeguarding culture reflects the highest international standards.

1.1 Influencing Frameworks

LVA's Safeguarding & Child Protection Policy is informed by a combination of Czech, British, and international guidance. These frameworks shape our procedures, expectations, and responsibilities.

Key sources include:

- **UK – Keeping Children Safe in Education (KCSIE), 2025**

- **UK – Working Together to Safeguard Children, 2018**

- **UK – Prevent Duty, 2015**

- **Czech Republic – Department of Social & Legal Protection of Children (OSPOD)**

- **UN Convention on the Rights of the Child**

These documents collectively emphasise that safeguarding is a shared responsibility. Every adult who interacts with children — whether in school, at home, or in the wider community — plays a vital role in ensuring their safety and wellbeing.

LVA acknowledges the complexity of safeguarding in a modern, multicultural environment. Our staff must remain vigilant to a wide range of concerns, including:

- Physical, emotional, and sexual abuse

- Neglect

- Child-on-child abuse

- Substance misuse

- Radicalisation and extremist influence

- Exposure to pornography or harmful online content

- Bullying and harassment

KCSIE (2025) highlights the importance of early intervention and timely action. Failure to recognise or respond to early signs of harm can place children at significant risk. LVA is committed to ensuring that all staff understand their responsibilities and act promptly when concerns arise.

We strive to create an environment where students feel safe to express their worries, fears, or experiences. Our staff maintain a consistent, proactive, and compassionate approach, always acting in the best interests of the child.

Pyramid Level	Group	Description
Top	STUDENTS	Students should be aware of LVA's safeguarding practices and understand their importance.
2	SAFEGUARDING TEAM	Chief individuals responsible for safeguarding and child-protection support.
3	TEACHERS & PARENTS	Most likely to notice a need for early help; report and coordinate all concerns with the DSL and the safeguarding team.
4	HEAD OF SCHOOL	Appoints and works with the Safeguarding Lead; assists with communication between teachers and parents.

Pyramid Level	Group	Description
Bottom	DIRECTORS	Ensure all safeguarding steps are well managed and effectively taken.

1.2 Purpose of the Policy

The purpose of this policy is to establish a clear, comprehensive safeguarding framework that protects all students at Leonardo V Academy. It outlines the responsibilities of staff, the procedures for reporting concerns, and the principles that guide our approach to child protection.

Research from the Council of Europe indicates that **1 in 5 children** experience some form of sexual violence, often perpetrated by individuals in positions of trust. Many children never disclose their experiences. This reality underscores the importance of vigilance, training, and early intervention.

LVA staff spend significant time with students and are often the first to observe behavioural changes or signs of distress. We value the trusting relationships students form with their teachers, counsellors, and pastoral staff, and recognise the importance of these relationships in early identification and support.

Abuse can occur in any community, regardless of background, gender, nationality, religion, or socioeconomic status. For this reason, all LVA staff receive annual safeguarding training and are required to understand the procedures for reporting concerns.

The core safeguarding principles of LVA are:

- A commitment to safeguarding and promoting the welfare of children as a central priority of school life

- Providing a safe, supportive environment where students can thrive academically and personally

- Regular review of safeguarding practices to ensure compliance with evolving legislation

- Ensuring staff, students, and parents understand the importance of safeguarding and their role within it

This policy should be read alongside LVA's:

- Health & Safety Policy

- Anti-Bullying Policy

- Online Safety Policy

- Personal Device Policy

- Positive Behaviour Policy

Together, these documents form the foundation of LVA's commitment to child safety and wellbeing.

1.3 Introducing Our Safeguarding Team

Leonardo V Academy maintains a trained, accessible safeguarding team across all school sections. The team ensures that students always have someone they feel comfortable approaching, regardless of age, background, or personal preference.

Designated Safeguarding Lead (Secondary & Senior Secondary)

Richard Jackson, Safeguarding Lead – Secondary & Senior Secondary School

Zdenka Vasickova, Safeguarding Lead – Primary and Secondary School

Designated Safeguarding Lead (Primary School)

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

Additional trained staff support the DSLs and ensure that safeguarding responsibilities are shared across the academy. The team reflects diversity in gender, age, background, and role to ensure accessibility for all students.

Students, parents, and staff may contact the safeguarding team:

- In person

- Via **Edookit**

- Through scheduled appointments

- During school hours or via designated emergency channels

The safeguarding team serves as a vital link between students, teachers, parents, and school leadership. Their role includes:

- Receiving and responding to safeguarding concerns

- Supporting students in distress

- Liaising with external agencies when necessary

- Ensuring staff understand reporting procedures

- Promoting a culture of safety and openness

LVA is committed to ensuring that every student knows who the safeguarding team members are and feels confident approaching them for help, guidance, or support.

1.4 Terminology & Definitions

This section provides clear definitions of key safeguarding terms used throughout the Leonardo V Academy (LVA) Safeguarding & Child Protection Policy. These definitions ensure consistency, shared understanding, and alignment with Czech, EU, and UK safeguarding frameworks.

Children

For this policy, "children" refers to all individuals under the age of 18. At LVA, this definition extends to any enrolled student who is 18 or older but remains under the school's duty of care until graduation.

Students / Pupils

These terms are used interchangeably to describe children enrolled at LVA.

Child Protection

Child protection refers to the specific actions taken to safeguard children who are identified as being at risk of significant harm, or who have already experienced abuse or neglect. It involves immediate intervention, reporting, and coordinated support.

Safeguarding

Safeguarding is the broader, proactive process of promoting the welfare of children and protecting them from harm. It includes:

- Preventing abuse, neglect, and exploitation

- Protecting children from impairment of mental or physical health

- Ensuring safe and healthy development

- Providing effective care and supervision

- Creating conditions that enable children to achieve the best educational outcomes and life chances

Safeguarding is a whole-school responsibility and applies to all staff, volunteers, contractors, and visitors.

Safeguarding as a Core Value

At LVA, safeguarding is embedded in every aspect of school life. It influences:

- School organisation and leadership

- Curriculum planning

- Pastoral systems

- Behaviour expectations

- Extra-curricular activities

- Staff training and professional conduct

Safeguarding applies not only to LVA students but also to any young people participating in school-hosted events, competitions, or activities.

Safeguarding Beyond Child Protection

Safeguarding extends far beyond responding to child protection concerns. It encompasses a wide range of school policies and practices, including:

Equalities

Ensuring that all students are treated fairly and respectfully, regardless of nationality, ethnicity, religion, gender, disability, or socioeconomic background.

Safe Recruitment

Implementing rigorous hiring procedures to ensure that all staff and volunteers are suitable to work with children and receive appropriate safeguarding training.

Behaviour Management

Promoting a positive, respectful school culture with clear expectations, restorative practices, and firm anti-bullying measures.

Information Sharing

Protecting student privacy while ensuring that essential information is shared appropriately with authorised individuals and agencies, in line with GDPR and Czech data protection law.

Attendance Monitoring

Tracking student attendance in accordance with Czech legal requirements and responding promptly to unexplained absences.

Medical Needs

Ensuring that students have access to appropriate medical support, first aid, and individual healthcare plans where necessary.

Technology & Online Safety

Educating students about safe online behaviour, responsible use of personal devices, and digital citizenship. This includes guidance on safe use of ISIC cards where relevant to school systems.

PSHE & Sex Education

Providing age-appropriate, progressive education on personal safety, relationships, wellbeing, and social responsibility.

Curriculum Integration

Embedding safeguarding themes across subjects and learning experiences, including IB curriculum components, to promote awareness, resilience, and critical thinking.

2.0 Safeguarding & Child Protection Management

"Safeguarding and 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 for Education (2025)*

At Leonardo V Academy (LVA), every member of staff shares the responsibility for ensuring a safe, supportive, and enriching learning environment. Safeguarding is not limited to the Designated Safeguarding Leads or the safeguarding team; it extends to school leadership, teachers, administrative staff, support staff, and all individuals employed by or associated with the academy.

LVA follows the legal requirements of the Czech Republic regarding child protection and safeguarding, while also aligning its philosophy and procedures with the UK's Department for Education guidance, including *Keeping Children Safe in Education (2025)* and *Working Together to Safeguard Children (2018)*. This dual-framework approach ensures that our safeguarding practice is rigorous, internationally aligned, and responsive to the needs of our diverse school community

2.1 Aims of the Safeguarding Procedure

Effective safeguarding requires more than subject knowledge or classroom expertise. Teachers and staff at LVA are entrusted with a broader professional and moral responsibility. As outlined in the UK

Teachers' Standards (2021), educators must act with integrity, maintain up-to-date professional knowledge, build positive relationships, and work collaboratively with families in the best interests of their students.

A well-structured safeguarding management system is essential to fulfilling these responsibilities.

Using *Keeping Children Safe in Education (2025)* as a guiding framework, LVA aims to maintain a child-centred, coordinated approach to safeguarding. Our safeguarding system is built on the following principles:

- Schools play a central role in identifying and responding to safeguarding concerns.

- Strong, transparent relationships between school and families are essential to child welfare.

- The best interests of the child must guide all decisions and actions.

- Safeguarding concerns are not always obvious; even minor indicators must be recognised, shared, and acted upon.

- Even experienced educators can overlook signs of harm; therefore, vigilance and humility are essential.

- School leadership must establish and support a trained safeguarding team, including a Designated Safeguarding Lead (DSL) who liaises with local services in Prague and across the Czech Republic.

- The DSL may appoint deputies based on their suitability, training, and relevance to student needs.

- All staff must understand how to report safeguarding concerns and what support is available to them.

- Staff must be trained in all policies related to child safety, including:

- Safeguarding & Child Protection Policy

- Anti-Bullying Policy

- Positive Behaviour Policy

- Personal Device Policy

- Online Safety Policy

2.2 Roles & Responsibilities

LVA operates a safeguarding structure based on a clear hierarchy of responsibility. Understanding the roles of each group within the school ensures that safeguarding procedures are implemented consistently and effectively.

2.3.1 Basic Description of the Safeguarding Approach

Students

Students are the central focus of all safeguarding procedures. They must be aware of the policy, understand the expectations placed upon them, and know how to seek help. Their safety, wellbeing, and voice are paramount.

Safeguarding Team

The safeguarding team is the first point of contact for any safeguarding concern. They work closely with students, teachers, parents, and school leadership. It is the responsibility of the entire school community to ensure that students know who the safeguarding team members are and how to reach them.

Teachers & Parents

Teachers interact with students daily and are often the first to notice signs of distress, behavioural changes, or indicators of abuse or neglect. They must report concerns immediately to the safeguarding team.

Parents may also raise concerns, including those involving children who are not their own. Teachers must document and report any safeguarding-related communication from parents, especially when concerns involve emotional harm, bullying, or academic decline linked to wellbeing.

Head of School

Each section of LVA has a Head of School responsible for daily operations. While they may be part of the safeguarding team, they are not required to serve as the DSL. Their responsibilities include:

- Selecting the DSL

- Supporting the DSL in appointing safeguarding team members

- Assisting with communication to authorities, parents, and students

- Providing leadership support in safeguarding cases

Directors

The Directors ensure that safeguarding is embedded in the overall functioning of the academy. They support the safeguarding team when cases escalate beyond school-level intervention, including matters involving Czech authorities or legal processes.

2.3.2 Role of Students

Students do not hold formal safeguarding responsibilities, but they often raise concerns about peers. Staff must handle such disclosures professionally, without leading or pressuring students, especially when allegations involve peers or staff.

Students may also be more aware of online risks, such as inappropriate group chats or sharing images without consent. The DSL will work with students to ensure they understand:

- That the Safeguarding & Child Protection Policy exists and is accessible (digital and paper copies available upon request).

- The signs of abuse and neglect.

- Who they can speak to confidentially.

- That information shared may need to be passed to relevant authorities if required for safety.

- Behaviour expectations outlined in the Positive Behaviour Policy.

- Their role as positive influences within the school community, especially older students supporting younger peers.

- Dress code expectations to prevent inappropriate or harmful imagery.

2.3.3 Role of the Designated Safeguarding Lead (DSL) & Safeguarding Team

At LVA, the **Designated Safeguarding Lead for Secondary & Senior Secondary is Richard Jackson**. The **Primary DSL remains the designated individual in LVA's existing structure**.

The DSL is the central figure in safeguarding and child protection. Their responsibilities include:

- Ensuring the safeguarding policy aligns with Czech and UK expectations.

- Making themselves visible and approachable to students.

- Updating staff on safeguarding matters.

- Providing advice and support to staff and families.

- Maintaining secure written records of concerns.

- Referring cases to Czech authorities when necessary.

- Communicating with the Head of School and Directors.

- Monitoring attendance and following up on unexplained absences.

- Ensuring all staff complete safeguarding training and confirm understanding of the policy.

- Coordinating with external organisations and arranging specialist speakers.

- Ensuring safeguarding information is shared appropriately when a student transfers to another school.

- Supporting teachers with PSHE and safeguarding-related curriculum content.

2.3.4 Role of Teachers in Safeguarding Procedure

All LVA staff must read this policy alongside *Keeping Children Safe in Education (2025)*. Teachers must:

- Know who the DSL and safeguarding team members are.

- Understand communication channels and reporting procedures.

- Be familiar with all policies supporting safeguarding.

- Recognise signs of abuse, neglect, exploitation, and radicalisation.

- Respond appropriately to disclosures while maintaining confidentiality.

- Understand safeguarding responses for students with poor attendance or sudden withdrawal.

- Model appropriate behaviour and professional conduct.

- Teach students how to manage risk and stay safe through PSHE and daily interactions.

- Foster a culture of trust and openness.

- Participate in required safeguarding training.

2.3.5 Role of Parents/Guardians in Safeguarding Procedure

Parents and guardians are essential partners in safeguarding. They must:

- Understand this policy and the reporting procedures.

- Recognise signs of abuse and neglect.

- Know that information may be shared with Czech authorities when required.

- Support the school in creating a safe environment.

- Understand that concerns must be reported promptly, as outlined in UK guidance on information sharing.

- Know who the DSL and safeguarding team members are.

- Use **Edookit** as the primary communication platform for safeguarding-related contact.

- Participate in school events, seminars, and workshops on safeguarding topics.

2.3.6 Role of the Head of School

The Head of School must:

- Appoint the DSL and approve safeguarding team members.

- Understand safeguarding procedures thoroughly.

- Support the DSL in managing cases.

- Act as Case Manager for allegations against staff.

- Ensure staff feel safe to raise concerns (whistleblowing).

- Stay updated on UK safeguarding guidance.

- Ensure staff know where to access all school policies.

- Communicate procedures to parents.

- Oversee the PSHE curriculum.

- Support the welfare of SEND students.

- Promote a culture of listening to children.

2.3.7 Role of the Directors

The Directors of LVA are responsible for ensuring that:

- A qualified DSL is appointed and supported.

- Safeguarding training is regular and comprehensive.

- The DSL has sufficient time, resources, and authority.

- Safeguarding procedures are implemented consistently.

- Safer recruitment practices are followed, including Czech police background checks.

- All non-teaching staff (maintenance, cleaning, service staff) meet Czech employment safety requirements.

- The safeguarding policy is effective and regularly reviewed.

- The school environment meets Czech health and safety standards.

- A caring, safe ethos is maintained across the academy.

3.0 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, or the protection of the 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."
— Articles 15 & 16, UN Convention on the Rights of the Child (1990)

As a British School Overseas (BSO) institution operating in the Czech Republic, Leonardo V Academy (LVA) upholds the safeguarding values and expectations of BSO standards while functioning within a different legislative environment. The Czech Republic, as a democratic EU member state and signatory to the UN Convention on the Rights of the Child, maintains strong alignment with UK safeguarding principles. However, LVA must emphasise Czech legislation throughout this policy, ensuring that all safeguarding actions comply with national law.

3.1 Confidentiality & GDPR

This policy outlines indicators of abuse (Section 4) and the actions required of staff (Section 5). However, confidentiality is fundamental to safeguarding practice. All safeguarding matters must be handled with the highest degree of discretion to protect:

- The wellbeing of students

- The professional integrity of staff

- The trust of parents and guardians

LVA guarantees that no personal safeguarding information will be released publicly. If information is disclosed unintentionally or through misconduct, the school will support affected individuals and cooperate fully with Czech authorities.

3.1.1 Confidentiality of Discussion & Referral

Staff may only discuss safeguarding concerns with:

- The Designated Safeguarding Lead (DSL)

- A member of the Safeguarding Team

- The Head of School

- Relevant Czech authorities (when required)

Information is shared strictly on a **need-to-know basis**.

Consent is **not required** if a child is at risk of significant harm. Staff must never promise a child that they will keep a disclosure secret. Instead, they must explain:

- Why information may need to be shared

- Who it may be shared with

- How the school will support them

If staff are unsure whether to share information, they must consult the DSL or Head of School immediately. Fear of sharing information must never prevent action that protects a child.

3.1.2 GDPR Principles

The Czech Republic enforces the **Personal Data Processing Act (2019)**, which implements EU GDPR standards. LVA complies fully with these requirements.

Safeguarding records at LVA:

- Are stored securely in the Head of School's office

- Are backed up in encrypted, password-protected digital systems

- Are never stored on unsecured personal devices

- Are kept separate from academic files

- Are accessible only to authorised safeguarding personnel

Parents and students do **not** have an automatic right to view safeguarding records. Requests must be directed to the Head of School.

GDPR does **not** prevent staff from sharing safeguarding information with the DSL or authorities when a child is at risk.

The Personal Data Processing Act requires LVA to:

- Protect personal data through technical and organisational measures

- Limit unnecessary data processing

- Prevent unauthorised publication

- Maintain documentation of all data-handling procedures

- Notify recipients of any incorrect or rectified data

3.2 Czech Republic Legislation

The Czech Republic maintains a comprehensive system of child protection. Under Czech law, all children within the country's territory—regardless of nationality—are entitled to social and legal protection.

A "child" is defined as any person under 18 years of age.

Social and legal protection applies to children who:

- Reside permanently in the Czech Republic

- Hold temporary or long-term residence permits

- Are asylum seekers or under international protection

- Are dependents of parents with temporary protection

- Have resided in the Czech Republic for at least 90 days

These criteria apply to the majority of LVA students.

3.2.1 OSPOD – Authority for Social & Legal Protection of Children

LVA falls under the jurisdiction of **OSPOD Praha 8**, the local authority responsible for child protection.

OSPOD:

- Investigates safeguarding concerns

- Assesses risks to children

- Supports families in crisis

- Coordinates case conferences

- Provides counselling and intervention

- Works with schools to resolve educational or social concerns

Schools are legally required to notify OSPOD **without undue delay** when a safeguarding concern arises. Failure to report serious concerns may result in legal consequences.

When LVA submits a referral:

- OSPOD must respond within 30 days

- The school may be asked to provide additional documentation

- Parents may be contacted directly

- The school must cooperate fully with investigations

3.3 UK Legislation

Although UK law does not directly apply in the Czech Republic, LVA aligns its safeguarding philosophy with UK standards given its BSO identity.

Relevant UK legislation includes:

- **Education Act 2002 (Sections 157 & 175)**

- **Independent School Standards Regulations (2003)**

- **Keeping Children Safe in Education (2025)**

These documents shape LVA's safeguarding culture, training expectations, and procedural frameworks.

3.4 Whistleblowing Policy

A whistleblower is an individual who reports wrongdoing within an organisation. Whistleblowing is essential for identifying and safeguarding risks and ensuring accountability.

Although Czech whistleblower protections are evolving, LVA guarantees:

- Staff can raise concerns without fear of retaliation

- All reports will be taken seriously

- Concerns will be investigated fairly

- Staff will be protected even if concerns are later proven unfounded, provided they acted in good faith

Whistleblowing is a critical component of safeguarding, and staff must feel confident to report concerns about:

- Colleagues

- Contractors

- Volunteers

- Leadership

- Any adult interacting with students

3.5 SEND & Child Protection / Safeguarding

Students with Special Educational Needs and Disabilities (SEND) are statistically more vulnerable to abuse. LVA recognises the heightened risks and commits to providing additional support.

Key principles:

- SEND students must be taught to recognise signs of abuse

- SEND status must never be mistaken for a safeguarding concern

- Staff must understand that SEND students may show different indicators of harm

- Communication barriers may require additional time, patience, and alternative methods

- The DSL and Safeguarding Team will provide tailored support based on individual needs

LVA ensures that SEND students have equitable access to safeguarding procedures and are supported with sensitivity and expertise.

4.0 Indicators of Abuse & Safeguarding Issues

"We must protect families, we must protect children, who have inalienable rights and should be loved, cared for physically and mentally, and should not be brought into the world only to suffer." — *Indira Gandhi*

All members of the LVA community must be familiar with indicators of abuse. Abuse is often complex, overlapping, and multifaceted. Cases may involve multiple forms of harm, and allegations may involve more than one child.

Staff must also recognise the risk of misinformation or false allegations. Support must be provided to alleged perpetrators while investigations are ongoing.

LVA follows the definitions and indicators outlined in **Keeping Children Safe in Education (2025)**.

4.1 Definitions of Abuse

4.1.1 Forms of Abuse & Neglect

The following definitions are drawn from *Keeping Children Safe in Education (2025)* and represent the most relevant forms of abuse encountered in schools.

Staff must report concerns to the DSL or Safeguarding Team immediately. It is **not** the staff's responsibility to investigate.

4.1.2 Abuse

Abuse is any form of maltreatment of a child. It may involve:

- Inflicting harm

- Failing to prevent harm

- Abuse by adults or other children

- Abuse online or offline

- Abuse in families, institutions, or communities

4.1.3 Physical Abuse

Physical abuse includes:

- Hitting

- Shaking

- Throwing

- Burning or scalding

- Poisoning

- Drowning

- Suffocating

- Any act causing physical harm

4.1.4 Emotional Abuse

Emotional abuse includes:

- Persistent emotional maltreatment

- Humiliation or belittling

- Silencing or ignoring a child

- Age-inappropriate expectations

- Overprotection

- Exposure to domestic abuse

- Serious bullying (including cyberbullying)

- Exploitation or corruption

4.1.5 Sexual Abuse

Sexual abuse includes:

- Contact sexual acts

- Non-contact sexual acts

- Grooming

- Encouraging sexualised behaviour

- Viewing or producing sexual images

- Online sexual exploitation

- Abuse by adults or other children

4.1.6 Neglect

Neglect includes failure to provide:

- Adequate food, clothing, or shelter

- Protection from harm

- Adequate supervision

- Access to medical care

- Emotional support

Neglect may begin during pregnancy due to maternal substance misuse.

4.2 Definitions of Safeguarding Issues

Staff must be aware of safeguarding risks linked to:

- Substance misuse

- Missing education

- Serious violence

- Radicalisation

- Sharing of sexual images

- Online exploitation

- Criminal exploitation (CCE)

- Sexual exploitation (CSE)

4.2.1 Children Absent from Education

Irregular or unexplained attendance may indicate:

- Abuse

- Exploitation

- Abduction

- Radicalisation

- Family instability

Staff must follow LVA's attendance procedures and report concerns immediately.

4.2.2 Affluent Neglect

Affluent neglect refers to unmet emotional or developmental needs in children from financially secure families. Indicators may include:

- Extended periods without parental presence

- Emotional isolation

- Lack of supervision

- Overreliance on household staff

- High pressure without emotional support

Staff must approach such cases sensitively and professionally.

5.0 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 those working with children, young people and adults must have ready access to help to discuss concerns and decide whether a referral to children's social care is needed." — *The Munro Review of Child Protection (2011)*

The *Keeping Children Safe in Education (2025)* framework distinguishes between **"high-risk"** concerns (meeting the threshold of immediate harm) and **"low-risk"** concerns (not meeting the immediate harm threshold). While these categories are often used for allegations against staff, they are equally relevant for child-on-child concerns and general safeguarding issues.

For this policy:

- **High-risk** = a child is in immediate danger or likely to suffer harm. → **OSPOD or the police must be contacted without delay.**

- **Low-risk** = no immediate danger is evident. → The concern is managed internally by the Safeguarding Team.

All staff at Leonardo V Academy must adopt the mindset of **"it could happen here."** Safeguarding is a shared responsibility, and failure to follow procedure may result in disciplinary action.

The *Working Together to Safeguard Children (2018)* guidance highlights what children expect from an effective safeguarding system:

- **Vigilance** – adults notice when something is wrong

- **Understanding & action** – concerns are taken seriously and acted upon

- **Stability** – consistent, trusting relationships

- **Respect** – being treated as capable individuals

- **Information & engagement** – being involved in decisions

- **Explanation** – understanding outcomes and next steps

- **Support** – emotional and practical assistance

- **Advocacy** – help in expressing their views

- **Protection** – safety from abuse, discrimination, and harm

These principles must guide every safeguarding response at LVA.

5.1 High-Risk and Low-Risk Concerns (KCSE 2025 Context)

- **High-risk concerns** involve immediate danger, significant harm, or imminent risk. Examples: physical injury, sexual abuse, severe neglect, threats of violence, suicidal intent.

- **Low-risk concerns** involve early indicators of harm or wellbeing issues without immediate danger. Examples: emotional distress, minor behavioural changes, early signs of neglect.

Staff must **never** attempt to investigate. Their role is to **report**, not to determine severity.

5.2 Receiving a Disclosure & Reporting a Concern (Steps)

Any staff member at LVA must report safeguarding concerns — whether high-risk or low-risk. Reporting is a **non-negotiable professional duty**.

Failure to report may result in disciplinary action.

STEP 1a: Immediate Danger

If a child is in **immediate danger**, staff must contact:

- **OSPOD Praha 8**

- **Police of the Czech Republic**

If the DSL is available, they should be informed immediately so they can coordinate the referral.

However, **staff may contact authorities directly** if the DSL is unavailable.

A child is considered in immediate danger if:

- They disclose imminent harm

- They show signs of serious physical injury

- They express fear of going home

- There is credible evidence of abuse requiring urgent intervention

A Czech-speaking staff member will assist if needed.

STEP 1b: Suspicion & Disclosure

Safeguarding concerns may arise from:

- A **suspicion** (observed signs, behaviour changes, concerning patterns)

- A **direct disclosure** from a student

Staff must respond calmly, professionally, and without judgement.

STEP 1b (i) – Suspicion

If a staff member suspects abuse:

1. Report immediately to the **DSL** or a **Safeguarding Team member**.

2. Report verbally or through **Edookit** (which provides a timestamp).

3. Complete a **Record of Concern Form** if requested.

4. Include:

   o Date and time of observation

   o Exact wording of any statements made

   o Factual, objective details

   o Relevant context

5. The DSL may complete the form if sufficient information is provided verbally.

Record of Concern Forms are available:

- On the Teacher Shared Drive

- In hard copy from the School Office

STEP 1b (ii) – Disclosure

If a child discloses abuse:

- Explain immediately that you **cannot keep the information secret**

- Allow the child to speak freely

- Remain calm and composed

- Use supportive statements:

    o "You've done the right thing by telling me."

    o "I'm here to help you."

    o "This is not your fault."

- Do **not** ask leading or investigative questions

- Do **not** express shock or disbelief

- Do **not** promise outcomes

- Avoid physical contact

- Inform the child what will happen next

- Report to the DSL verbally and via Edookit

- Write up the disclosure as soon as possible

- Seek emotional support if needed

Staff must **never** discuss disclosures with colleagues, friends, or family.

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

Once a concern is raised:

- It must be passed immediately to the **DSL**

- If the DSL is unavailable, a **Safeguarding Team member** receives it

- The Safeguarding Team member must then notify the DSL

- The DSL may involve the Head of School or a Czech-speaking administrator

STEP 3: DSL Reporting the Concern & Action

The DSL (Richard Jackson for Secondary/Senior; Primary DSL for Primary):

- Reviews the concern

- Clarifies details with the reporting staff member

- Determines next steps

- Consults with the Head of School

- Decides whether external referral is required

The DSL does **not** investigate. Their role is to:

- Gather facts

- Assess risk

- Coordinate action

STEP 4: Making an External Referral

If external referral is required:

- The DSL contacts **OSPOD** or the **police**

- The reporting staff member is informed

- Parents/guardians are notified **unless** they are implicated or notification increases risk

- OSPOD responds within 30 days

- The DSL must follow up if no response is received

- All communication must be documented

If the child's situation does not improve, the DSL must escalate the case.

STEP 5: Ongoing Support

Safeguarding cases can be emotionally challenging. LVA emphasises:

- Sensitivity

- Professionalism

- Non-judgement

- Confidentiality

The DSL:

- Monitors the student's wellbeing

- Coordinates support for affected students and staff

- Informs relevant teachers on a need-to-know basis

- Ensures ongoing documentation

- Provides follow-up communication

Staff must **never** discuss safeguarding cases outside the Safeguarding Team and Head of School.

6.0 Additional Safeguarding Concerns, Policies & Procedures

This document sets out Leonardo V Academy's commitment to Child Protection & Safeguarding. It is written so that anyone with no prior safeguarding knowledge can understand the school's expectations and the steps to report concerns. The sections below cover additional safeguarding procedures that complement the core policy and are essential to LVA's overall safeguarding framework.

6.1 Safer Recruitment

Safer recruitment is a cornerstone of safeguarding. LVA operates robust recruitment procedures to ensure that staff, volunteers, contractors and visitors are suitable to work with children. Safer recruitment is not only about pre-employment checks but also about ongoing vigilance to identify inappropriate behaviour in appointed staff.

All recruitment at LVA follows statutory guidance and best practice. At least one member of every interview/appointment panel will have completed **Safer Recruitment** training. Recruitment procedures include, as a minimum:

- Completion of a **school-specific application form**.

- Provision of **two referees**, one of whom must be the most recent employer and able to comment on suitability to work with children; at least one referee must be contacted verbally.

- Evidence of identity and professional qualifications.

- Appropriate **criminal record checks** in line with Czech requirements (and DBS checks for UK residents where applicable).

- Face-to-face interview (or video interview if necessary) with explicit safeguarding questions.

- Induction that includes the Child Protection Policy and identification of safeguarding training needs.

LVA will not appoint anyone unsuitable to work with children.

6.1.1 Criminal Record Checks in the Czech Republic

LVA is committed to implementing robust safer recruitment practices and will:

- Verify identity and right to work in the Czech Republic.

- Request a **Czech criminal record check** for all non-UK and UK residents working in the Czech Republic (checks background in home and previous resident countries).

- Request a **DBS certificate** from UK residents where appropriate.

- Verify medical fitness where required.

- Verify professional qualifications and employment history, resolving any discrepancies before appointment.

- Obtain and scrutinise references for shortlisted candidates, including telephone verification.

All checks will be recorded and retained in accordance with data-protection law.

6.1.2 Members of Staff Defined as "Regulated Activity"

A person is in a **regulated activity** if they:

- Regularly teach, train, instruct, care for or supervise children;

- Carry out paid or unsupervised unpaid work regularly in a school where contact with children is possible;

- Engage in intimate or personal care or overnight activity, even if this occurs only once.

LVA will ensure appropriate checks for those undertaking regulated activity.

6.1.3 Existing Staff

If concerns arise about an existing employee's suitability to work with children, LVA will treat the matter with the same rigour as for new appointments. Relevant checks will be repeated if an employee moves into a regulated activity. LVA will refer to the Czech police and/or OSPOD, where:

- The harm test is satisfied, or there is a significant present risk;

- The individual has received a caution or conviction for a relevant offence;

- There is reason to believe a listed relevant offence has been committed;

- The individual has been removed from regulated activity (or would have been had they not left).

6.1.4 Agency & Third-Party Staff

LVA will obtain written confirmation from agencies or third-party providers that they have completed the necessary safer-recruitment checks. On arrival, LVA will verify the identity of agency staff and ensure the person presenting for work is the person on whom checks were made.

6.1.5 Contractors

Contractors and their employees who work on site will have the appropriate Czech criminal record checks. For UK contractors, an enhanced DBS or equivalent will be required where relevant. Contractors without checks will not be allowed to work unsupervised or undertake regulated activity. LVA will verify contractor identity on arrival.

6.1.6 Volunteers

Volunteers will be vetted proportionately to their role. LVA will:

- Never leave an unchecked volunteer unsupervised in regulated activity.

- Obtain relevant Czech police checks for frequent volunteers.

- Carry out risk assessments to determine whether further checks are required.

- Verify legal status and visa requirements where applicable.

Training

All new staff at LVA receive induction training on child protection and safeguarding procedures. LVA requires:

- **Annual whole-staff safeguarding training**, typically at the start of the academic year.

- Completion of online safeguarding modules (as required by LVA) and refresher courses.

- A training record maintained by the DSL and Head of School, including dates and content.

- DSLs to undertake formal multi-agency training every two years and update knowledge at least annually.

- At least one person on each recruitment panel to have completed Safer Recruitment training.

Suggested training topics (sample): Child Protection in Education; Prevent Duty; Safe Recruitment; Safeguarding Young People; Mental Wellbeing; Child Neglect; Online Safety; SEND safeguarding; Use of Reasonable Force; Preventing Bullying.

LVA will ensure staff are aware of national and Czech extremist guidance and local safeguarding updates.

Security in School

LVA maintains secure access and visitor management:

- Security staff or reception will check identity and appointments at entry.

- Entry is controlled by secure doors, staff supervision and CCTV where appropriate.

- Unauthorised visitors will be challenged and reported to the Head of School.

- Suspicious persons loitering near the school will be reported to the police.

- Internal classroom doors will not be locked while pupils are present; classroom doors should have unobstructed glass panels.

- Staff working one-to-one must follow safer-working practices (see below).

Extended School & Off-Site Arrangements

- LVA's safeguarding policy applies to all school-managed extended activities.

- Where external organisations use school premises, LVA will check their safeguarding procedures and safer-recruitment practices.

- For off-site visits and residential trips, LVA will ensure effective safeguarding arrangements are in place and that providers are appropriately vetted.

6.5 First Aid & Medical Plans

- First aid will be administered by qualified first-aiders except in emergencies.

- All first-aid treatment is recorded, and significant incidents are communicated to parents promptly.

- Students with long-term medical needs will have an agreed medical plan developed with parents.

Working with Children One-to-One

One-to-one situations require additional safeguards because they can increase vulnerability and risk of false allegations. LVA expects staff to follow safer-working principles:

- The child's welfare is paramount.

- Adults must avoid actions that could be misinterpreted.

- Work openly and transparently; be visible to others where possible.

- Maintain professional standards regardless of culture, disability, gender or background.

- Where privacy is required, ensure visibility through a window or open door; keep a parent/carer present if tutoring at home.

- Lone working must be risk-assessed and agreed with line management.

Prevention

LVA fosters an open, supportive culture so children and parents feel able to raise concerns. The school will:

- Maintain an ethos where children feel secure and listened to.

- Ensure children know which adults they can approach.

- Deliver PSHE/IB-aligned personal, social and health education that equips pupils to manage risk and seek help.

- Build effective relationships with parents and external agencies.

- Operate safe recruitment and ensure appropriate checks for overseas hires and visa compliance.

- Ensure staff and volunteers maintain professional boundaries and follow the Guidance on Safe Working Practice.

Monitoring & Evaluation

LVA's Child Protection & Safeguarding Policy is regularly monitored and evaluated. Mechanisms include:

- Active oversight by the School Directors to ensure safeguarding principles are upheld.

- Regular meetings between the Head of School and the DSL and Safeguarding Team.

- Weekly DSL/Head of School check-ins and additional meetings as required.

- Surveys of students, staff and parents to inform safeguarding practice.

- Scrutiny of attendance, behaviour logs, records of concern, and minutes of relevant meetings.

- Annual reviews of procedures and targeted audits of safeguarding practice.

- Review of parental concerns and formal complaints.

Photography & Images

To protect students, LVA will:

- Obtain parental consent for photographs of students under 18 at enrolment (opt-out basis).

- Do not publish images of students whose parents have opted out.

- Seek consent for images of students aged 18+.

- Ensure pupils are appropriately dressed in images.

- Encourage pupils to report concerns about images taken of them.

Online, Electronic & Personal Device Safety

Online safety is a critical safeguarding priority. LVA's **Personal Device Policy** and **Online Safety Policy** operate together to protect pupils from online harm.

- Students and staff must follow the school's e-safety rules.

- Chat rooms and social networking sites are blocked in school; off-site use is addressed through education and parental guidance.

- Cyberbullying is treated as seriously as other forms of bullying and managed through the Anti-Bullying and Personal Device policies.

- LVA provides guidance for parents and pupils on online risks and safe use of devices.

6.9.1 Personal Device Policy Guidelines

Personal devices (smartphones, tablets, smartwatches, gaming devices) can be beneficial but also present risks. LVA's expectations include:

Prohibited or unacceptable behaviours:

- Using a personal device during lessons without explicit teacher permission.

- Using smartwatches during lessons without permission.

- Disrupting with device sounds.

- Entering classrooms while using headphones or devices.

- Bullying via text, image, social media or messaging (in or out of school hours).

- Sexting or sharing sexual images of oneself or others.

- Encouraging others to send sexual images.

- Sending racist, violent or abusive imagery or messages.

- Deliberately filming or photographing others to humiliate or intimidate and publishing such material.

- Photographing or filming in toilets, changing rooms or other private spaces.

- Using devices outside school to target members of the LVA community — this remains actionable.

LVA will educate pupils about the risks and consequences of misuse and will apply sanctions in line with the Positive Behaviour Policy where necessary.

APPENDIX #1 — RESOURCES (UNITED KINGDOM)

- **CAFCASS** — Children and Family Court Advisory and Support Service

- **CHILDLINE** — National helpline for children and young people

- **NSPCC** — Child protection learning and guidance

- **THE CHILDREN'S SOCIETY** — Policy and support for children's welfare

- **TALK TO FRANK** — Drug education and support

- **CHILDNET** — Online safety resources for schools and families

- **EDUCATE AGAINST HATE** — Resources to prevent radicalisation

- **SAFER RECRUITMENT CONSORTIUM** — Guidance and training on safer recruitment

- **LUCY FAITHFULL FOUNDATION** — Child sexual abuse prevention and support

- **MARIE COLLINS FOUNDATION** — Support for victims of online sexual abuse

- **CHILDREN'S COMMISSIONER** — Advocacy and research for children's rights

- **#ASK THE AWKWARD / THINKUKNOW** — Resources for talking to young people about online safety

- **ANTI-BULLYING ALLIANCE** — Guidance and resources on bullying prevention

- **RAPE CRISIS** — Support for survivors of sexual violence

- **UK SAFER INTERNET** — National online safety centre

APPENDIX #2 — RESOURCES (CZECH REPUBLIC)

- **ROSA CENTRUM** — Support services for victims of sexual violence

- **CANEE** — Child protection and education networks

- **SPONDEA** — Child protection and counselling services

- **DĚTSKÉ KRIZOVÉ CENTRUM** — Children's crisis centre services

- **BÍLÝ KRUH BEZPEČÍ** — Victim support organisation

- **OUR CHILDREN FOUNDATION** — Child welfare initiatives

- **LINKA BEZPEČÍ** — National child helpline

- **LINKA PRO RODINU A ŠKOLU** — Family and school support line

- **MODRÁ LINKA** — Mental health helpline

- **LINKA ELIPDA** — Support lines for seniors and families

- **LUMOS** — Advocacy for children in institutional care

- **ČLOVĚK V TÍSNI** — Humanitarian and social support organisation

- **HVĚZDA (Charita Hvězda)** — Local child and family services

- **CZECH HUMAN RIGHTS CENTRE** — Human rights advocacy and legal support **ČESKÁ ŽENSKÁ LOBBY** — Women's rights and advocacy

APPENDIX #3 — CZECH REPUBLIC SAFEGUARDING FRAMEWORK (SUMMARY)

Risky Behaviour in the School Environment — framework concepts used across Czech guidance to identify and respond to behaviours that place children at risk.

Abused Child Syndrome (CAN — Child Abuse and Neglect)

- **Scope:** CAN covers physical, emotional, and sexual abuse and neglect. Czech estimates indicate a non-trivial prevalence and emphasise that most harm is inflicted by family members.

- **Key behavioural indicators:** withdrawal, anxiety around adults, avoidance of school, sudden changes in academic performance, aggression, sleep/eating disturbances, unexplained absences.

- **Key physical indicators:** unexplained bruises, burns, fractures, marks consistent with restraint or scalding, repeated injuries.

- **Neglect indicators:** persistent hunger, poor hygiene, inappropriate clothing, lack of supervision, developmental delays, poor school engagement.

Recognition and Early Action

- Teachers and school staff are often the first to notice changes. Early, sensitive conversation with the pupil is recommended; do not interrogate. If contact with parents is appropriate, invite them to discuss observed concerns without accusation. If concerns persist or escalate, refer to OSPOD or the relevant municipal social-legal protection authority.

- **Legal duty:** Czech law (Act No. 359/1999 Coll. on social and legal protection of children and Criminal Code provisions) supports and, in some cases, requires reporting of suspected child abuse. Failure to report can have legal consequences.

Practical guidance for staff

- Observe and record factual details (dates, times, exact words).

- Seek private, calm conversation with the child where possible; avoid leading questions.

- Consult school counselling services or pedagogical-psychological centres for support.

- If a crime is suspected or the child is at immediate risk, contact the police and OSPOD without delay.

Objectives of intervention

- Prevent further trauma and harm.

- Stabilise the child's safety and wellbeing.

- Coordinate multi-agency support to address immediate and longer-term needs.

Local support contacts and helplines (examples to keep on file): Dětské krizové centrum, Linka bezpečí, municipal OSPOD offices, local paediatric and counselling services.

APPENDIX #4 — CRISIS SITUATIONS AND VIOLENCE RISK (CZECH CONTEXT)

Crisis situations with threat of violence — planning and prevention guidance for threats originating from internal (students, staff) or external (visitors, intruders) sources.

Types of risk

- **Internal:** bullying, cyberbullying, vandalism, pupil-on-pupil violence, staff-related incidents.

- **External:** intruders, violent visitors (including parents), targeted attacks.

Risk factors and early warning signs

- Fascination with weapons or violent media; social isolation; lack of positive adult relationships; escalating aggression; mental-health concerns; prior victimisation or bullying. Multiple risk markers increase concern and warrant early intervention.

School preparedness

- Maintain a **crisis plan** and a trained **crisis team**.

- Implement an **early-warning system** for staff and pupils to report concerns.

- Ensure clear evacuation, lockdown and communication procedures.

- Conduct regular practical drills (fire, lockdown, evacuation) and review outcomes.

Prevention and safety measures

- Define school rules and routines that reduce vulnerability (supervision at key times, safe transitions).

- Integrate safety and health education into the curriculum (RVP/IB alignment).

- Provide staff training in health & safety, first aid, and crisis response.

- Ensure physical security measures (controlled access, visitor checks, CCTV where appropriate) are proportionate and lawful.

Post-incident response

- Provide immediate safeguarding and medical care.

- Activate crisis team and external emergency services as required.

- Offer psychological support and follow-up for pupils, staff and families.

- Review incident, update risk assessments and revise policies to prevent recurrence.

Legal and regulatory context

- Czech legislation and guidance require schools to assess and manage risks to pupil safety and to cooperate with municipal authorities and emergency services. The Czech School Inspectorate (ČSI) evaluates school safety measures as part of broader quality assurance.

Practical actions for staff

- Know the crisis plan and your role within it.

- Report concerns promptly and factually.

- Support pupils calmly and maintain clear communication with leadership and emergency responders.

- Participate in training and drills to ensure readiness.

APPENDIX #5 — DOMESTIC VIOLENCE

Risky Behaviour in the School Environment — Framework Concept (Appendix No. 20)

Overview

Domestic violence is a form of risky behaviour that can seriously undermine a child's healthy development. It often occurs in private, escalates over time, and can take physical, psychological, sexual, economic or social forms. Children may be direct victims or witnesses; both roles carry significant short- and long-term harm. Early, sensitive identification and multi-agency response are essential.

Key characteristics of domestic violence

- **Repetitive**: incidents recur and often escalate in severity.

- **Private**: typically occurs within the household and is hidden from public view.

- **Escalating**: behaviour can progress from insults and humiliation to severe physical assault.

- **Power and control**: the perpetrator uses coercion and control to instil fear.

- **Dual presentation**: perpetrators may present a different persona publicly than they do at home.

- **Cyclical pattern**: alternating phases of tension, violence, and apparent calm.

- **Survival behaviours**: victims often adapt behaviours to minimise harm (e.g., placating, hiding injuries).

Forms of domestic violence

- **Psychological**: intimidation, threats, humiliation, surveillance, isolation, coercion, blackmail.

- **Physical**: hitting, slapping, burning, strangulation, repeated injuries that may or may not be visible.

- **Sexual**: rape, coercion, sexual assault, forced exposure to sexual material.

- **Economic**: restricting access to money, coercion over property or debts.

- **Social isolation**: preventing contact with friends, family or services; confiscating phones or documents.

Children exposed to domestic violence—whether as victims or witnesses—are at risk of emotional, cognitive and behavioural problems that can persist into adulthood.

Common indicators in children

- Sudden deterioration in school performance or concentration.

- Withdrawal, anxiety, fearfulness around certain adults.

- Aggressive or disruptive behaviour; bullying peers.

- Sleep or appetite disturbances; unexplained physical complaints.

- Frequent unexplained injuries or inconsistent explanations for injuries.

- Reluctance to go home; repeated unexplained absences.

- Developmental regression or self-harm.

Impact and long-term consequences

Exposure to domestic violence can lead to:

- Reduced self-esteem, PTSD, psychosomatic symptoms, eating disorders, substance misuse.

- Difficulties forming healthy relationships; increased risk of repeating abusive patterns.

- Impaired concentration and learning, social withdrawal, mistrust of adults.

- Increased risk of suicidal ideation and other serious mental-health outcomes.

LVA recognises that these effects require sensitive, professional intervention and long-term support.

School responsibilities and limits

- **Teachers must not attempt to "solve" domestic violence alone.** Their role is to observe, record, listen sensitively and refer.

- **If a child discloses abuse or there are clear signs of harm**, staff must follow LVA's safeguarding procedures and notify the Designated Safeguarding Lead (DSL) immediately. If a crime is suspected or a child is at immediate risk, staff must contact the police and OSPOD without delay.

- **Do not confront a suspected perpetrator** in a way that could increase risk to the child.

- **Do not provide therapy**—refer to specialist services and multi-agency partners.

Czech law requires reporting of suspected child abuse; failure to report can carry legal consequences.

Practical guidance for staff

Initial contact with a child

- Find a private, safe moment to speak; be calm and non-judgemental.

- Use open prompts: "Can you tell me what happened?"; avoid leading or suggestive questions.

- Reassure the child: it is not their fault; you will help them.

- Explain that you may need to share information to keep them safe.

- Record the child's words verbatim, with date/time and factual observations.

Questions to avoid

- Do not ask "Why?" or ask the child to repeat details unnecessarily.

- Do not speculate or make accusations in front of the child.

- Do not promise confidentiality if safety may be at risk.

Engaging parents/carers

- Where safe and appropriate, invite parents to discuss observed concerns in a non-accusatory way.

- If parents are the suspected perpetrators, do not confront them; follow DSL guidance and multi-agency advice.

- Encourage parents who are victims to seek specialist support; provide contact details for local services.

When to notify authorities

- **Immediate risk or evidence of a crime**: contact the police and OSPOD immediately.

- **Reasonable suspicion of abuse or neglect**: notify OSPOD without undue delay.

- **If unsure**: consult the DSL for advice and, where necessary, seek guidance from OSPOD or other statutory partners.

Under Czech criminal law and social-legal protection statutes, schools and professionals have a duty to report and cooperate with investigations.

Prevention and education

LVA will incorporate age-appropriate education to help pupils:

- Recognise healthy and unhealthy relationships.

- Understand personal boundaries and how to say "no."

- Know who to contact in school and in the community for help.

- Learn about online safety and the risks of coercive or exploitative behaviour.

PSHE/IB curriculum elements will be used to build resilience, emotional literacy and safe-relationship skills.

Support and multi-agency cooperation

Effective response requires coordinated action:

- **OSPOD** and the police lead statutory investigations.

- **Health services, counselling centres and specialist NGOs** provide therapeutic support.

- **Schools** provide ongoing pastoral care, reasonable adjustments in school and liaison with external agencies.

- LVA will maintain up-to-date contact lists for local intervention centres, crisis lines and specialist services and will cooperate fully with referrals.

Examples of Czech specialist resources include local OSPOD offices, Dětské krizové centrum, Linka bezpečí and regional intervention centres.

Recommended teacher practice

- Record observations factually and promptly.

- Seek private, supportive conversation with the child; avoid interrogation.

- Refer concerns to the DSL immediately via **Edookit** and follow LVA reporting procedures.

- If the child is at immediate risk, call emergency services first, then notify the DSL.

- Maintain confidentiality and share information only on a need-to-know basis.

- Support the child's access to specialist services and follow DSL guidance on ongoing support.

Inappropriate practices to avoid

- Publicly confronting suspected perpetrators at school.

- Pressuring a child to disclose more than they are comfortable with.

- Attempting to provide therapeutic interventions beyond the teacher's competence.

- Ignoring or minimising disclosures or visible signs of harm.

Prevention strategies for schools

- Deliver targeted prevention work on healthy relationships, consent and online safety.

- Train staff to recognise signs of domestic violence and to follow reporting procedures.

- Maintain clear referral pathways and multi-agency contacts.

- Ensure safeguarding records are secure and that follow-up actions are documented.

Network of partners

LVA will work with a network of statutory and non-statutory partners, including:

- **OSPOD (social and legal protection authority)**

- **Police of the Czech Republic**

- **Local crisis centres and specialist NGOs** (e.g., ROSA, Dětské krizové centrum)

- **Healthcare providers and paediatric services**

- **Psychological and pedagogical counselling centres**

Early, coordinated intervention improves outcomes for children and families.

Legal framework (selected references)

- Czech Criminal Code provisions addressing violence, sexual offences and failure to report.

- Act No. 359/1999 Coll., on social and legal protection of children (reporting and cooperation duties).

- Relevant civil and administrative provisions concerning protection orders and victim support.

LVA will ensure staff are aware of the legal obligations to report and will provide guidance on when and how to notify authorities.

Final note

Domestic violence is complex and highly sensitive. Leonardo V Academy is committed to protecting children, supporting victims, and working with statutory and specialist partners to ensure safe, timely and effective responses. Staff should always consult the DSL for case-specific guidance and follow LVA's safeguarding procedures.

APPENDIX #6 —HOMOPHOBIA

Homophobia

Below is an **expanded, inspection-ready appendix** on homophobia for Leonardo V Academy. Most content is presented in **tables** for quick reference; each table cell contains a single line. I've included **authoritative links and literature** as citations for the most important legal and resource claims. Use this as a staff reference, training handout, or printable appendix.

Key Legal and Policy Points (summary)

- **Anti-discrimination law** in the Czech Republic explicitly prohibits discrimination on the basis of sexual orientation and gender identity.

- **Czech Ministry of Education guidance and handbooks** advise schools to recognise and act on homophobic bullying.

- **National helplines and specialist NGOs** provide immediate support for children and adults affected by violence, bullying or domestic issues; schools should keep these contacts current.

- **Research** shows young people with minority sexual orientations experience higher rates of bullying and mental-health risk than their heterosexual peers.

1. Definitions and Forms

Term	Definition	Common Manifestations
Homophobia	Hostility toward people because of sexual orientation or gender identity.	Name-calling; exclusion; threats; physical assault; online harassment.
Biphobia	Hostility toward bisexual people.	Erasure; stereotyping; targeted bullying.
Transphobia	Hostility toward trans and gender-diverse people.	Misgendering; exclusion from facilities; targeted abuse.
Bullying	Repeated, targeted behaviour where victim has reduced ability to defend.	Systematic harassment, social isolation, sustained online abuse.
Isolated incident	Single act that may still cause severe harm.	One-off assault or public outing with major impact.

2. Risk Factors and Protective Factors

Risk Factors (perpetrator side)	Risk Factors (victim side)	Protective Factors (school/family)
Male peer cultures with rigid gender norms	Uncertainty about own sexual or gender identity	Family acceptance and parental support
Low awareness or education about LGBT+ issues	Atypical gender expression or non-conformity	Inclusive school policies and visible role models

Risk Factors (perpetrator side)	Risk Factors (victim side)	Protective Factors (school/family)
Association with aggressive or extremist groups	Social isolation or prior victimisation	Strong pastoral care and counselling access
Low critical thinking about diversity	Family rejection or hostile home environment	Clear reporting routes and safe spaces

3. Indicators and Impact

Behavioural Indicators	Emotional Indicators	Potential Long-Term Impact
Sudden drop in attainment or attendance	Anxiety, depression, withdrawal	Chronic mental-health conditions; PTSD
Social withdrawal or changing peer groups	Low self-esteem; shame; secrecy	Increased risk of substance misuse
Aggressive behaviour or bullying others	Suicidal ideation or self-harm	Difficulty forming healthy relationships
Frequent complaints of teasing or exclusion	Sleep and appetite disturbances	Academic underachievement and isolation

4. Immediate School Response Steps

Step	Action	Notes and Legal Considerations
1 Listen	Receive disclosure calmly; record exact words and time.	Avoid leading questions; explain you may need to share to keep them safe.
2 Report	Notify the DSL via **Edookit** and follow safeguarding flowchart.	Maintain confidentiality on a need-to-know basis.
3 Risk assessment	DSL assesses immediate risk and decides internal vs external referral.	If immediate danger, contact police and OSPOD without delay.
4 Support	Provide pastoral care; arrange counselling; consider safety plan.	Keep records secure; monitor for repeat incidents.
5 Sanction or restoration	Apply disciplinary or restorative measures per policy.	Ensure actions are proportionate and documented.

5. Investigation and Case Management

Phase	Responsible	Key Outputs
Initial triage	DSL	Factual record; immediate safety actions
Internal investigation	DSL + Safeguarding Team	Witness statements; timeline; risk mitigation
External referral	DSL to OSPOD / Police	Formal referral; multi-agency meeting if required
Support plan	DSL + pastoral team	Counselling referrals; classroom adjustments

Phase	Responsible	Key Outputs
Review	DSL + Head of School	Case closure notes; lessons learned

6. Prevention and Curriculum Actions

Area	Recommended Actions	Examples
Policy	Explicitly name homophobic language as unacceptable	Anti-Bullying Policy; Behaviour Policy updates
Curriculum	Deliver age-appropriate LGBT+ inclusion and healthy relationships	PSHE/IB units on consent, respect, identity
Staff training	Annual CPD on LGBT+ safeguarding and inclusive practice	External trainers; case studies; role play
Pupil voice	Safe reporting routes and pupil forums	Anonymous reporting; peer-support groups
Parental engagement	Guidance for families on supporting LGBT+ children	Workshops; resource packs; signposting

7. Resources Links and Literature

Type	Resource	Citation
Czech Anti-Discrimination Law	Act No. 198/2009 Coll. on equal treatment	

Type	Resource	Citation
Ministry Guidance	Government handbook on homophobia in schools	
National child helpline	**Linka bezpečí** 116 111 (phone, chat, email)	
Domestic violence and specialist support	**ROSA** helplines and services	
LGBT+ research	Public Defender of Rights report Being LGBT+ in the Czech Republic	
International guidance	UK Keeping Children Safe in Education (2025)	(referenced in school policy)
Further reading	Smetáčková & Braun Homofobie v žákovských kolektivech (2009)	

8. Suggested Staff Quick Phrases for First Conversations

Purpose	Suggested Phrases
Reassure	"Thank you for telling me; you did the right thing."
Explain next steps	"I need to share this with the DSL so we can keep you safe."
Avoid blame	"This is not your fault."
Record	"I'm going to write down what you've told me exactly as you said it."

9. Updated Rules and Policy Additions for LVA

Area	New Rule	Implementation
Policy language	Add explicit protected characteristics: sexual orientation and gender identity	Update Anti-Bullying and Equality policies
Reporting	Require DSL to log homophobic incidents in a dedicated register	Monthly review and trend analysis
Training	Mandatory annual LGBT+ safeguarding module for all staff	Record completion in training log
Curriculum	Include LGBT+ inclusion in PSHE/IB and safeguarding lessons	Termly lesson plans and resources
Confidentiality	Use pseudonymised records for sensitive cases where appropriate	Data handling protocol aligned with GDPR and Czech law

10. Recommended Literature and Online Resources (select)

- **Act No. 198/2009 Coll. Anti-Discrimination Act** — official text and commentary.

- **Government handbook Homophobia in Schools** — practical teacher guidance.

- **Being LGBT+ in the Czech Republic** — Public Defender of Rights research summary.

- **ROSA Centre** — crisis support and helplines for victims of domestic violence.

- **Linka bezpečí 116 111** — child helpline for immediate support

APPENDIX #7 — NEW RELIGIOUS MOVEMENTS

From the school document: "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." **From the school document:** "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)."

1 Core definitions and scope

Term	Plain definition
New Religious Movement (NRM)	A relatively modern religious or spiritual group distinct from established denominations.
Sect / Cult (practical use)	A bounded social group with strong ideological control, social isolation and manipulative practices.
Risky NRM	Any group whose practices or structures create safeguarding, coercion, exploitation or radicalising risks for pupils.

2 Typology of groups (practical categories)

Category	Typical focus	Why schools monitor
Religious NRMs	New or syncretic spiritual teachings	Potential for isolation, secrecy, harmful rituals

Category	Typical focus	Why schools monitor
Political cults	Ideological extremism framed as belief	Recruitment of young people; radicalisation risk
Psychotherapeutic / educational cults	"Enlightenment" courses and paid progression	Financial exploitation; psychological manipulation
Commercial cults / MLM	Money-driven recruitment and exploitation	Coercive labour; financial harm to families

3 Practical indicators of high-control or risky groups

Indicator	What staff should observe
Authoritarian leadership	Single charismatic leader demanding unquestioning loyalty
Secrecy and taboo topics	Questions discouraged; information tightly controlled
Isolation	Pupils withdraw from peers or family; unusual absence from mainstream activities
Escalating demands	Increasing time, money or tasks required of members
Punitive sanctions	Harsh penalties for dissent or leaving the group

Operational note: use the **BITE model** (Behavior, Information, Thought, Emotional control) to structure observations and risk assessments.

4 Risk assessment matrix (school use)

Risk factor	Low	Medium	High
Pupil withdrawal from school life	Occasional disengagement	Regular missed clubs or social isolation	Sudden withdrawal; refusal to attend mainstream lessons
Family involvement	Family curious but supportive	Family attends group events occasionally	Family strongly aligned with group; resists school contact
Financial demands	No unusual spending	Some extracurricular payments to external group	Large or coercive payments; pupils selling goods for group
Behavioural change	Minor mood swings	Noticeable change in peer group and routines	Radical change in beliefs; aggressive proselytising

5 Immediate safeguarding actions (flow for staff)

Step	Action	Record
1 Observe	Note factual behaviours and dates; do not interrogate	Factual log entry in safeguarding system
2 Listen	Offer a calm, non-judgemental space if a pupil discloses involvement	Verbatim notes; time and signature
3 Report	Notify the **DSL** via **Edookit** immediately	Edookit timestamped referral
4 Triage	DSL completes risk assessment and decides internal measures or external referral	DSL risk assessment form
5 Multi-agency	If criminality, coercion or immediate harm suspected, contact Police/OSPOD	Formal referral record and follow-up notes

Guidance: do **not** confront alleged leaders or family members in ways that could escalate risk; preserve evidence and maintain confidentiality on a need-to-know basis.

6 Investigation and case management roles

Role	Responsibility
Reporting staff	Record facts; escalate to DSL; preserve confidentiality
Designated Safeguarding Lead (DSL)	Lead triage, coordinate internal investigation, liaise with parents and agencies
Head of School	Oversight of risk mitigation and employment decisions if staff implicated

Role	Responsibility
Governors / Proprietor	Ensure policy compliance and legal reporting; review systemic risks
External agencies	Police, OSPOD, health and psychological services for statutory action

7 School policy updates and rules (recommended for LVA)

Policy area	New rule	Implementation note
Visitor & speaker vetting	All external speakers must be pre-approved and provided with a safeguarding brief	Add mandatory speaker form and ID/DBS/ICPC checks where applicable
Parental engagement	Record and verify any parental requests to withdraw pupils for external group activities	Require written consent and DSL review
Pupil recruitment	Ban on on-site recruitment by external groups without written school approval	Enforce sanctions for unauthorised recruitment
Financial exploitation	Staff to report signs of coercive fundraising or pupil sales activity	DSL to escalate to OSPOD if coercion suspected
Curriculum	Include critical thinking and influence awareness in PSHE/IB	Termly lesson plans and external resource mapping

Policy area	New rule	Implementation note
Training	Annual CPD on undue influence, cult dynamics and radicalisation for all staff	Record in training log and appraisal

Rationale: these rules balance **freedom of belief** with safeguarding duties and legal obligations; they are proportionate and evidence-based.

8 Classroom guidance for teachers

Situation	Do	Do not
Pupil expresses new, extreme beliefs	Listen calmly; record verbatim; refer to DSL	Confront or ridicule the pupil or the family
Pupil absent for group activities	Ask open questions about wellbeing; offer support	Assume the family is "brainwashing" without evidence
External speaker requests access	Request ID, references and safeguarding checks; require supervised session	Allow unsupervised contact or private meetings with pupils
Pupil pressured to recruit peers	Remove pupil from situation; report to DSL	Ignore or handle informally without record

9 Resources, literature and authoritative references

Type	Title / Source	Why useful
Undue influence model	Steven Hassan — **BITE Model** (Behavior, Information, Thought, Emotional control).	Practical framework for recognising high-control tactics.
Spiritual abuse case studies	Ronald Enroth — *Churches That Abuse*.	Examples of spiritual abuse and group dynamics.
Czech legal framework	Act on Freedom of Religion and registration of churches; Ministry of Culture guidance on churches and religious societies.	Explains registration, rights and limits for religious societies.
Local context research	Czech sociological and educational guidance on NRMs and extremism	Use for local risk context and prevention planning.

10 Suggested staff training and audit checklist

Training topic	Frequency	Evidence
Undue influence and BITE model	Annual	Attendance log and CPD materials
Vetting external speakers	Before each event	Speaker vetting forms and ID checks
Recognising coercive control and exploitation	Annual	Case study exercises and scenario assessments

Training topic	Frequency	Evidence
Multi-agency referral process	Annual	Simulated referral exercise and debrief

11 Quick reference: immediate wording and actions

If a pupil discloses	Say	Then
Involvement with an external group	"Thank you for telling me; I'm going to make sure you're safe."	Record verbatim; notify DSL via Edookit
Pressure to recruit or sell	"You don't have to do that; we will help you."	Remove from situation; escalate to DSL
Fear for safety at home	"I'm worried about your safety; I need to share this with the DSL."	Contact emergency services if immediate danger

12 Final principles for staff

Principle	Application
Respect freedom of belief	LVA respects lawful religious belief while safeguarding pupils from harm
Proportionality	Interventions must be evidence-based and avoid unnecessary intrusion into family life
Multi-agency	Serious concerns require coordinated action with Police, OSPOD and health services

Principle	Application
Record keeping	All actions must be recorded securely and reviewed for patterns

APPENDIX #8 — Addendum: Psychoactive Substances, Risk & Protective Factors (LVA)

From the source document: "There are three basic indicators of when sexual behavior can be considered harmful and when a teacher should intervene: 1. if the child does not perform it in private; 2. if there is a suspicion that he is somehow injuring himself or someone else; 3. if sexual behavior becomes compulsive behavior." **From the source document:** "If it is a family pathology, it is advisable to recommend psychotherapeutic help."

1. Effects of psychoactive substances on sexual behaviour

Area affected	Practical implications for pupils
Sexual appetite and activity	Increased sexual drive or impulsivity; earlier sexual debut
Safety of sexual behaviour	Reduced condom use and impaired negotiation of consent
Choice of sexual partners	Riskier partner selection; increased likelihood of transactional sex
Social/physical environment	Substance use often occurs in settings with higher exploitation risk

2. Risk factors and protective factors

Domain	Risk factors (examples)	Protective factors (examples)
Family	Low socio-economic status; parental separation; parental pathology	Family support; parental engagement; referral to family services

Domain	Risk factors (examples)	Protective factors (examples)
Upbringing	Insufficient supervision; overworked or absent parents; overly restrictive parenting	Positive school role models; clear routines and boundaries
Individual / Trauma	Bereavement; accidents; family mental illness; CAN history	Access to specialist psychotherapy; school counselling; safe adult relationships
Environment	Poorly lit or isolated places; easy access to pornography	Education on safe spaces; supervised activities; online safety lessons
Substance use	Regular psychoactive substance use	Early substance-use education; harm-reduction advice

3. Three indicators that require teacher intervention

Indicator	Action required
Not private	Intervene immediately; separate pupils; record and report to DSL
Risk of harm	Treat as safeguarding concern; seek medical help if needed; notify DSL
Compulsive behaviour	Refer to DSL for assessment and specialist referral

4. Immediate staff actions when substance-related sexual risk is suspected

Step	Action
1 Ensure safety	Remove pupil from immediate risk; arrange medical attention if required
2 Listen & record	Use neutral language; record exact words, date and time in Edookit
3 Preserve evidence	Secure devices, messages and CCTV; do not examine pupils' phones
4 Report	Notify the DSL via Edookit (Richard Jackson for Secondary & Senior Secondary; Primary DSL for Primary)
5 Refer	DSL to consider OSPOD, Police or health referrals and arrange counselling

5. Networks of partners and local cooperation

Partner	Role / When to contact
Parents / guardians	First contact where safe and appropriate; involve in support planning
School psychologist / prevention methodologist	Early assessment; mediation with family; coordinate referrals
Pedagogical-psychological counselling (PPP)	Specialist assessment and therapeutic pathways
OSPOD	Statutory referral for suspected abuse, exploitation or neglect

Partner	Role / When to contact
Police	Contact when criminality is suspected (trafficking, sexual offences)
Local sexual health services	STI testing, contraception, vaccination and confidential advice

6. Legislative framework — key criminal offences (summary)

Law	Relevant offences (summary)
Criminal Code, Act No. 40/2009 Coll.	**§168 Human trafficking** — inducing or transporting a child for sexual exploitation; **§185 Rape** — forced intercourse; **§187 Sexual abuse** — sexual acts with a child under 15 or abusing trust; **§193 Abuse to produce pornography** — inducing a child to produce pornographic material; **§198 Abuse of a guarded person** — failure to prevent abuse; **§367/368** — duties to obstruct or report certain crimes

7. Prevention, curriculum and school practice

Area	Recommended LVA practice
Curriculum	Integrate age-appropriate sexual health, consent, substance-use education and online safety into IB/PSHE

Area	Recommended LVA practice
Parental engagement	Provide guidance on talking to children about sex, substances and online risks
Targeted support	Early referral to school counsellor and PPP for pupils showing risk indicators
Safe spaces	Supervised extracurricular provision; clear rules for isolated areas; ISIC card used for supervised access where relevant
Media literacy	Teach pupils to critically evaluate pornography and aggressive content

8. When to notify OSPOD or Police

Trigger	Action
Suspected sexual activity involving a child under 15	Immediate DSL referral and statutory notification
Evidence of trafficking, coercion or exploitation	Contact Police and OSPOD without delay
Failure to prevent or credible knowledge of a crime	Duty to report under Criminal Code; DSL to make formal referral

9. Practical staff phrases and recording prompts

Purpose	Suggested wording
Reassure	"Thank you for telling me; I'm here to help and keep you safe."
Explain limits	"I may need to share this with the DSL so we can get you the right support."
Record prompt	"I will write down what you said exactly as you said it and when you said it."

10. Referral and therapeutic options

Need	Suggested pathway
Immediate medical care	Emergency services or A&E; inform DSL
STD testing / contraception	Refer to GP or local sexual health clinic
Psychotherapy for family pathology	Recommend specialist psychotherapist with accredited training
Substance misuse	Refer to local substance-use services and school counsellor

Consent, Contraception and Reproductive Health — LVA Appendix

Quoted from the supplied document: "- Minor (under 18) girls can express their consent to contraception by themselves, parental consent is not required." **Quoted from the supplied document:** "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."

1 Purpose and scope

Purpose	Scope
Clarify LVA practice on pupil consent, contraception, pregnancy and STD matters; ensure staff act lawfully and safeguard pupils	Applies to all staff, volunteers and contractors at LVA in all settings (on site, trips, online); aligns with Czech legal duties and LVA safeguarding procedures

2 Legal and medical principles (concise)

Issue	Key point for staff
Contraception for minors	Girls aged 16–17 may consent to contraception without parental consent; staff must signpost to health services and DSL if concerned.
Under-15 sexual activity	Sexual activity involving a child under 15 raises immediate safeguarding and potential criminal concerns; staff must follow safeguarding reporting duties.

Issue	Key point for staff
Termination of pregnancy	Young people aged 16–18 may request termination themselves; for under-16s parental consent is required; staff must follow DSL guidance and statutory referral routes.
Sterilisation and abortion law	Medical decisions are governed by health law and hospital procedures; staff must not attempt to advise beyond signposting to medical professionals.
STI prevention and treatment	Condoms are the primary protection against STIs; staff should promote access to testing, vaccination and confidential health services.

3 Practical guidance for staff (immediate actions)

Situation	Do	Do not
Pupil requests contraception or sexual-health advice	Offer a private, non-judgemental conversation; signpost to GP/sexual health clinic; inform DSL if under 16 or if safeguarding concerns exist	Insist on parental involvement when the pupil is legally able to consent; delay urgent signposting
Pupil under 15 discloses sexual activity	Treat as a safeguarding concern; record verbatim; notify DSL immediately and consider statutory referral (OSPOD/Police)	Manage the matter informally or in isolation without DSL involvement
Pupil discloses pregnancy or requests abortion	Reassure; explain you will involve the DSL; signpost to medical services; follow legal thresholds for parental notification	Give medical advice or attempt to arrange procedures yourself

Situation	Do	Do not
Sexting or sharing intimate images	Preserve evidence (do not view images); secure devices; notify DSL and follow LVA sexting protocol	Share images, forward messages, or interrogate pupils about content in public

4 Prevention, curriculum and classroom practice

Area	LVA practice
Curriculum	Integrate age-appropriate sexual health, consent, contraception, online safety and STI prevention into IB/PSHE units; start early and build progressively.
Teaching approach	Use factual, neutral language; avoid moralising; encourage questions; respect boundaries and professional limits.
Methods	Use storytelling, explanation, demonstration and moderated discussion; employ sociometry and social-climate checks to detect issues early.
Vulnerable groups	Provide tailored approaches for pupils with learning disabilities; use specialist resources and involve trained professionals.
Parental engagement	Encourage cooperation; where parents are unsupportive and risk is identified, follow safeguarding procedures.

5 Indicators that require escalation

Indicator	Action
Sexual behaviour not private; compulsive sexual behaviour; signs of self-harm or injury	Immediate DSL referral; safeguarding assessment; consider medical and statutory referrals
Repeated disclosure of unprotected sex, STI symptoms, pregnancy concerns	DSL to arrange health referral and counselling; signpost to sexual health clinic and GP
Evidence of exploitation, trafficking, coercion or transactional sex	Contact Police and OSPOD without delay; preserve evidence and follow multi-agency procedures

6 Recording, confidentiality and staff wording

Recording	Confidentiality
Record factual notes in **Edookit**: exact words, date, time, witnesses and actions taken	Share information only on a need-to-know basis; explain limits of confidentiality to the pupil before disclosure

Suggested staff phrases

- "Thank you for telling me; I'm here to help and keep you safe."

- "I may need to share this with the Designated Safeguarding Lead so we can get you the right support."

- "I will write down what you said exactly as you said it and when you said it."

Teacher Responsibilities, Limits and Reporting — LVA Safeguarding Appendix

Quoted from the supplied document: "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 section translates the supplied guidance into **Leonardo V Academy (LVA)** policy language, clarifies practical limits for staff, and sets out when to notify **Police** and **OSPOD**. Apply the usual LVA conventions (IB examinations, **ISIC card**, **Richard Jackson** as Secondary & Senior Secondary DSL).

1. Core duty of the teacher

Duty	Practical guidance
Take every disclosure seriously	Treat every child communication about harm or risk as important; record verbatim and act.
Do not investigate alone	Do not attempt forensic assessment, truth-finding or detailed probing — that is for statutory agencies and experts.
Preserve relationship	Maintain a calm, non-judgemental stance to preserve trust and encourage further disclosure.

2. Immediate actions for a teacher who receives a disclosure

Step	Action (one line)
1 Reassure	Use neutral, supportive language: "Thank you for telling me; I'm here to help."
2 Record	Write exact words, time, date and any witnesses in **Edookit** immediately.
3 Report	Notify the DSL via **Edookit** and, if urgent, by phone. (Secondary DSL: **Richard Jackson**; Primary DSL: as recorded.)
4 Preserve evidence	Do not examine phones or images; secure devices and inform the DSL.
5 Safety	If immediate danger, call emergency services first, then notify the DSL.

3. Possibilities and limits of the educator

What teachers can do	What teachers must not do
Provide emotional support and signpost to school counsellor or DSL	Attempt to determine legal guilt or conduct forensic interviews
Record and escalate concerns promptly via Edookit	Confront alleged perpetrators or families in ways that could escalate risk
Consult internal experts (prevention lead, school psychologist)	Share disclosures beyond the safeguarding team or on social media

What teachers can do	What teachers must not do
Encourage family cooperation where safe and appropriate	Force a pupil to disclose to parents without DSL/expert guidance

4. When to inform Police and OSPOD (quick reference)

Trigger	Required action
Immediate risk of harm	Call emergency services; notify DSL; DSL to contact Police/OSPOD.
Suspected sexual abuse (including under-15 sexual activity)	Notify DSL immediately; statutory referral to OSPOD and Police as required.
Evidence of trafficking, exploitation or coercion	Notify Police and OSPOD without delay; preserve evidence and follow DSL instructions.
Credible knowledge of a crime (e.g., production of child pornography)	Duty to report to Police/OSPOD; DSL to make formal referral.
Parents refuse to cooperate and child at risk	DSL to notify OSPOD; school may escalate without parental consent.

Note: staff who become aware of a credible plan to commit sexual abuse must act — the law requires prevention or reporting; do not delay.

5. Working with parents and external specialists

- **If parents are cooperative and it is safe**, involve them in the support plan after consulting the DSL and relevant experts.

- **If parents are the source of risk** (or refuse to engage), follow DSL advice and statutory referral routes; do not attempt to resolve alone.

- **Use specialist services** (school psychologist, PPP, clinical psychologists, family therapists) for assessment and therapeutic work; teachers should refer via the DSL or prevention lead.

6. Teaching practice and prevention (teacher checklist)

- **Listen actively** and avoid moralising language.

- **Use factual, age-appropriate information** in IB/PSHE lessons; encourage questions and signpost trusted services.

- **Monitor classroom climate** (sociometry, observation) and escalate patterns of concern to the prevention lead.

- **Respect professional boundaries**: if unsure, consult the DSL or a named specialist before acting.

7. Recommended links and literature (kept on LVA intranet)

Selected references from the supplied material (kept in the LVA safeguarding library):

- Bentovim, A. *Týrání a sexuální zneužívání v rodinách* (Grada, 1998).

- Smetáčková, I.; Braun, R. *Homofobie v žákovských kolektivech* (Úřad vlády ČR, 2009).

- Kracík, J. *Sexuální výchova postižené mládeže* (Karolinum, 1992).

- Local helplines and prevention portals (school to maintain current URLs and phone numbers on the intranet).

APPENDIX #9 — Self-Harm

From the supplied document: "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." **From the supplied document:** "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."

This appendix translates the supplied material into a concise, practical, school-facing format for **Leonardo V Academy (LVA)**. It uses LVA terminology (IB examinations, **ISIC card**) and the agreed safeguarding roles (Secondary & Senior Secondary DSL: **Richard Jackson**; Primary DSL unchanged). Tables present quick reference actions, indicators and pathways for staff.

1 Overview and purpose

Purpose	Scope
Protect pupils who self-harm; reduce harm; provide timely support and multi-agency referral	Applies to all staff, volunteers and contractors at LVA in all settings (on site, trips, online)

2 Key definitions (one line each)

Term	Definition
Self-harm (SP)	Deliberate self-inflicted injury or behaviour not intended to be fatal.

Term	Definition
Suicidal behaviour	Acts or plans with intent to end life; requires immediate emergency response.
Non-suicidal self-injury (NSSI)	Self-harm without suicidal intent (e.g., cutting, burning, scratching).

3 Common methods and typical onset

Common methods	Typical onset / course
Cutting; burning; scratching; picking; biting; hitting; inserting objects	Often begins between **12–15 years**; may be cyclical, episodic or chronic

4 Psychological and social features (indicators staff should note)

Emotional / behavioural indicators	Physical / observable indicators
Chronic anxiety; low self-esteem; impulsivity; mood swings; social withdrawal	Unexplained cuts, burns, frequent bandages, long sleeves in warm weather
Intense shame or self-criticism; hypersensitivity to rejection	Repeated "accidents"; avoidance of PE or swimming; visible scars
Sudden changes in peer group or online activity; talk of self-punishment	Possession of implements (razors, lighters) or graphic online content

5 Risk factors and protective factors

Risk factors	Protective factors
Emotional lability; impulsivity; borderline traits; eating disorders	Harmonious personality development; assertiveness training
History of neglect, abuse or invalidation; family dysfunction	Supportive, motivating family; clear boundaries in upbringing
Early loss or separation; parental unemployment	Access to timely psychotherapy and school counselling
Psychiatric disorders (PTSD, depression)	Effective psychiatric treatment and specialist therapy

6 Immediate staff response (quick checklist)

Step	Action (one line)
1 Ensure safety	If immediate danger or suicidal intent suspected, call emergency services; stay with pupil until help arrives.
2 Listen & reassure	Use calm, non-judgemental language; thank the pupil for telling you.
3 Record	Record verbatim disclosure, date, time, observed injuries and context in **Edookit**.
4 Report	Notify the DSL immediately (Secondary DSL: **Richard Jackson**; Primary DSL as recorded).

Step	Action (one line)
5 Preserve evidence	Keep any physical evidence safe; do not photograph injuries unless instructed by DSL/medical staff.
6 Arrange support	DSL to arrange same-day pastoral support and referral to school counsellor or external services.

7 Assessment, referral and case management

Stage	Responsible	Key outputs
Triage	DSL	Immediate risk assessment; decide emergency, statutory or school pathway
Medical assessment	School nurse / GP / A&E	Treat injuries; assess for medical complications
Psychosocial assessment	School counsellor / PPP / CAMHS	Formulate safety plan; therapeutic referral
Multi-agency	DSL + OSPOD / Police (if required)	Statutory referral, safeguarding plan, family involvement
Ongoing support	DSL + pastoral team	Individual support plan, classroom adjustments, monitoring

Record keeping: maintain secure, factual records in Edookit; review case at least weekly while risk is elevated and termly thereafter.

8 Safety planning and classroom adjustments

Area	Examples
Safety plan	Identify triggers, coping strategies, emergency contacts, agreed check-ins with a trusted adult
Classroom adjustments	Flexible deadlines, supervised breaks, seating changes, temporary removal from PE if needed
Online safety	Monitor for self-harm content sharing; refer to online safety lead for digital safeguarding

9 Prevention, curriculum and staff training

Area	LVA practice
Curriculum	Include emotional regulation, resilience, help-seeking and mental-health literacy in IB/PSHE units
Whole-school culture	Promote non-stigmatising language, pupil voice and peer support programmes
Staff training	Annual CPD on recognising self-harm, suicide risk, safety planning and trauma-informed practice
Parental engagement	Provide guidance, signposting and involve parents unless doing so increases risk

10 Special considerations

- **Distinguish intent:** always assess for suicidal intent; self-harm without intent still increases suicide risk and requires safeguarding.

- **Subcultures & online sharing:** some pupils may normalise self-harm in peer groups or online; monitor networks and intervene sensitively.

- **Children with disabilities:** adapt approaches and communication; involve specialist services early.

- **Do not punish:** self-harm is a sign of distress — disciplinary responses are inappropriate.

11 Suggested staff wording and recording prompts

Purpose	Suggested phrasing
Reassure	"Thank you for telling me. I'm here to help and keep you safe."
Explain limits	"I may need to share this with the Designated Safeguarding Lead so we can get you the right support."
Record prompt	"I will write down what you said exactly as you said it and when you said it."

12 Resources, referral pathways and literature (kept on LVA intranet)

Type	Example / use
Immediate medical	Local A&E / GP for urgent physical treatment
Mental-health services	School counsellor; CAMHS referral for specialist assessment
Pedagogical partners	PPP (pedagogical-psychological counselling) for assessment and family work
Helplines & online	National youth helplines and local crisis services (maintain current numbers on intranet)
Key literature	Weiss P. *Sexuální zneužívání dětí*; Kracík J. *Sexuální výchova postižené mládeže*; selected journal articles on adolescent self-harm

13 Monitoring, review and governance

- **DSL oversight:** Richard Jackson (Secondary & Senior Secondary) to ensure all self-harm incidents are logged, reviewed and reported termly to the Safeguarding Governor.

- **Trend analysis:** Safeguarding team to review patterns (age, year group, location, online links) and recommend targeted prevention.

- **Policy review:** Update this appendix annually or after any serious incident.

APPENDIX #10 — Bullying, Networks, Crisis Response and Legal Duties (Self-Harm context)

Quoted from the supplied document: "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.)." **Quoted from the supplied document:** "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."

1. Bullying, negative role models and school climate (quick reference)

Risk	School protective response
Bullying and peer pressure	Enforce anti-bullying policy; record incidents in Edookit; DSL triage and restorative or disciplinary action.
Negative role models (subcultures)	Monitor group dynamics; teach media literacy and emotional regulation in IB/PSHE; avoid moralising.
Shocked/judgemental teacher responses	Train staff in trauma-informed, non-judgemental listening and neutral questioning.
Lack of sensitivity to personality differences	Provide staff CPD on neurodiversity, identity and safe classroom practice.

Risk	School protective response
Open communication	Maintain accessible trusted-adult routes (class teacher, school psychologist, DSL).

2. Networks of partners and local contacts (kept on LVA intranet)

Partner	Role / Contact
Class teacher / educational advisor	First-line observation, record and escalate to DSL.
School psychologist / prevention methodologist	Assessment, mediation, classroom interventions.
Pedagogical-psychological counselling (PPP)	Specialist assessment and family work.
Pediatrician / child psychiatrist	Medical and psychiatric assessment; referral to CAMHS.
OSPOD (Child Social & Legal Protection)	Statutory safeguarding referral for suspected abuse or serious risk.
Police of the Czech Republic	Contact when criminality, immediate danger or involuntary hospitalisation is required.

3. Crisis centres and helplines (operational contacts)

Service	Contact (one line)
Dětské krizové centrum (Prague)	V Zápolí 21, 141 00 Praha 4; tel. 241 480 511; 777 664 672; ambulance@ditekrize.cz
Krizové centrum RIAPS (Prague 3)	Chelčického 39; tel. 222 580 697; 24/7 service
Centrum krizové intervence PL Bohnice	Ústavní 91, Praha 8; tel. 284 016 110; cki@plbohnice.cz
Krizové centrum Spondea (Brno)	Sýpka 25, Brno; tel. 541 235 511; 608 118 088; krizovapomoc@spondea.cz
Linka bezpečí (child helpline)	Tel. **116 111**; pomoc@linkabezpeci.cz
PL Bohnice crisis line	Tel. 284 016 666
Dětské krizové centrum trust line	Tel. 241 484 149; problem@ditekrize.cz
RIAPS trust line	Tel. 222 580 697; linka@mcssp.cz
Spondea telephone & chat	Tel. 541 235 511; 608 118 088; chat www.chat.spondea.cz

(LVA safeguarding lead keeps a current, localised contact list on the intranet.)

4. When to escalate immediately (staff quick guide)

Trigger	Immediate action
Direct imminent risk (e.g., pupil with razor, active suicidal plan)	Call emergency services; stay with pupil; notify DSL immediately.
Evidence of exploitation, sexual abuse or coercion	Preserve evidence; notify DSL; DSL to refer to Police and OSPOD without delay.
Group encouragement of self-harm or cyberbullying	Preserve digital evidence; DSL to coordinate multi-agency response and consider criminal reporting.
Non-urgent but concerning signs (old scars, withdrawal)	Record in Edookit; DSL triage; arrange same-day pastoral support and specialist referral.

5. Legal duties and involuntary admission (summary)

Legal area	Key points for staff
Reporting obligations	Schools must report threats to a child's health or life to OSPOD or Police where suspected; staff must notify the DSL.
Criminal offences	Inducing or forcing self-harm, sexual abuse, trafficking and production of child pornography are criminal and must be reported.
Failure to report	Criminal Code sections (e.g., §§364–368) create duties to obstruct or report certain crimes; DSL will advise on formal reporting.

Legal area	Key points for staff
Involuntary hospitalisation	Under Act No. 20/1966 Coll., a person may be hospitalised without consent if they are mentally disordered and dangerous to self/others; Police assistance may be required.

6. Prevention: universal, selective and indicated approaches

Level	School actions
Universal (whole school)	IB/PSHE lessons on emotional regulation, help-seeking and bystander behaviour; staff CPD; anti-bullying campaigns focused on respect.
Selective (targeted groups)	Small-group resilience work; peer-support programmes; supervised extracurricular activities to reduce isolation.
Indicated (individual)	Safety planning, one-to-one counselling, family work and specialist referrals (PPP, CAMHS).

Do not use single sensational awareness events about self-harm; focus on coping skills, triggers and support routes.

7. Practical classroom and teacher guidance

Teacher action	Rationale / example
Take every communication seriously	Do not judge truth; record verbatim and escalate.

Teacher action	Rationale / example
Use neutral, non-shaming language	Avoid "yuck" or punitive responses; preserve trust.
Monitor social climate	Use sociometry or observation to detect bullying or group contagion.
Avoid immediate forced disclosure	Encourage voluntary help-seeking; involve DSL before contacting parents unless immediate risk.
Support for staff	Teachers working with self-harming pupils should receive supervision and line-management support to prevent burnout.

8. Recording, evidence and digital safety

Record	Practice
Verbatim notes	Record exact words, date, time and context in Edookit immediately.
Digital evidence	Secure devices and messages; do not view or forward images; DSL to liaise with Police for forensic handling.
CCTV and physical evidence	Preserve and hand to DSL; log chain of custody.

9. Governance, monitoring and staff training

Governance task	Frequency / owner
DSL case review	Weekly while risk is elevated; Richard Jackson to oversee Secondary cases.
Termly trend analysis	Safeguarding team to report to Safeguarding Governor.
Annual policy & CPD review	Update training and policy after incidents or annually.
Staff supervision	Line managers to provide supervision for staff supporting high-risk pupils.

10. Key literature and online resources (maintained on LVA intranet)

Resource	Use
Platznerová, *Sebepoškozování* (Galén, 2009)	Clinical and practical guidance for professionals
Kriegelová, *Záměrné sebepoškozování* (Grada, 2008)	Psychological frameworks and interventions
Harmless / Selfharm.net	International practice guidance and helplines
Local crisis centres & helplines	Immediate referral and out-of-hours support

APPENDIX #11 — Subcultures

From the supplied document: "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." **From the supplied document:** "Merely belonging to a subculture does not mean anything; it does not automatically carry the risk of risky behaviour."

Subcultures

Purpose and scope

Purpose	Scope
Provide LVA staff with a comprehensive, evidence-informed framework to recognise, assess and respond to risks associated with pupil membership of subcultures	Applies to all pupils, staff, volunteers, contractors and visitors in all LVA settings, on site, off site and online

Definitions and typology

	Definition
Subculture	A peer group with shared styles, values or practices that supports adolescent identity formation
Vicarious identification	Temporary or exploratory affiliation with a subculture
True identification	Stable, long-term affiliation with active participation in group activities

	Definition
Risky behaviour linked to subcultures	Actions associated with a subculture that increase health, legal or safeguarding risk

Common subculture examples	Core features
Emo	Dark aesthetic, emotional sensitivity, music and online communities
Goth	Melancholic art and fashion, expressive appearance and literary interests
Hip-hop	Music, crew identity, graffiti culture and street performance
Punk / Anarchist	Anti-authority values, protest activity and DIY culture
Ska / Reggae	Musical community, left-leaning values and cohesive cultural identity
Skinhead (varied currents)	Working-class identity; currents range from anti-racist to extremist
RPG / Gaming communities	Strong online engagement, role immersion and long-term group play

Indicators and risk assessment

Indicator category	Observable signs
Behavioural change	Sudden drop in attainment, attendance or motivation
Social change	New peer group, secrecy about friends or activities
Appearance and possessions	Distinctive dress, accessories, graffiti tools or implements
Risk behaviours	Substance use, vandalism, recruitment, proselytising or violent rhetoric
Digital signals	Sharing graphic content, normalising self-harm or extremist material
Family alignment	Family involvement with group that reduces school contact or oversight

Risk assessment matrix	Low	Medium	High
Engagement level	Casual interest or aesthetic change	Regular attendance at events; online activity	Active recruitment, leadership role or organised illegal activity
Harm indicators	No evidence of harm	Some risky behaviour or peer pressure	Evidence of exploitation, violence, trafficking or criminal planning

Risk assessment matrix	Low	Medium	High
Protective context	Supportive family and school relationships	Partial family engagement; some supervision	Family aligned with risky group; resists school contact

Immediate school response and escalation

Step	Staff action	Record
Observe	Note factual behaviours and dates; avoid interrogation	Factual log entry in Edookit
Listen	Offer a calm, non-judgmental space if the pupil discloses involvement	Verbatim notes; time and signature
Report	Notify DSL via Edookit immediately	Edookit timestamped referral
Triage	DSL completes risk assessment and decides on internal measures or statutory referral	DSL risk assessment form
Preserve evidence	Secure devices, messages, CCTV and physical items; do not view images	Evidence log and chain of custody

Step	Staff action	Record
Multi-agency	If coercion, trafficking, hate crime or immediate danger is suspected, contact the Police and OSPOD	Formal referral and follow-up notes

Immediate escalation triggers

- Active recruitment or coercion on school premises

- Evidence of trafficking, exploitation or organised criminal activity

- Hate speech or actions that may constitute a criminal offence

- Imminent risk of violence or self-harm linked to group activity

Investigation, sanctions and support

Phase	Responsible	Key outputs
Initial triage	DSL	Factual record; immediate safety actions
Internal investigation	DSL + Safeguarding Team	Witness statements; timeline; risk mitigation
External referral	DSL to OSPOD / Police	Formal referral; multi-agency meeting if required
Support plan	DSL + pastoral team	Counselling referrals; classroom adjustments; safety plan

Phase	Responsible	Key outputs
Disciplinary action	Head of School + DSL	Proportionate sanctions focused on behaviour not identity

Sanctions principle

- Address **behaviour** not **identity**; do not ban appearance or membership unless behaviour breaches law or safety.

Prevention, curriculum and classroom practice

Area	LVA practice
IB/PSHE curriculum	Age-appropriate units on identity, media literacy, critical thinking and influence awareness
Emotional skills	Teach emotional regulation, conflict resolution and assertiveness
Online safety	Lessons on digital footprints, image sharing, platform reporting and bystander action
Creative alternatives	Supervised music, art, gaming and performance clubs to channel identity safely
Parental engagement	Workshops and guidance on subcultures, online risks and supportive conversations
Pupil voice	Anonymous reporting, pupil forums and peer mentoring schemes

Classroom guidance for teachers

- Accept identity and ask open, respectful questions

- Criticise behaviour not the subculture or appearance

- Learn about subculture history and language to improve rapport

- Use sociometry and observation to monitor class climate

Safer recruitment, visitors and external speakers

Requirement	Practice
External speaker vetting	Mandatory safeguarding declaration, ID check and pre-approval of content
Contractors and volunteers	Written confirmation of checks; supervise if checks are incomplete
On-site recruitment	Ban on recruitment by external groups without written school approval
Event supervision	All external activities supervised by a named staff member with safeguarding responsibility

Networks of partners and referral pathways

Partner	Role
School psychologist	Assessment, mediation and targeted interventions

Partner	Role
Prevention methodologist	Design of targeted programmes and staff CPD
Pedagogical-psychological counselling (PPP)	Specialist assessment and family work
OSPOD	Statutory safeguarding referral for suspected abuse or exploitation
Police	Criminal investigation, hate crime response and public order incidents
Local youth services	Outreach, diversionary activities and community programmes
Crisis centres and helplines	Immediate support and out-of-hours assistance

Operational note

- Maintain an up-to-date contact list on the LVA intranet and in the DSL emergency folder.

Legal framework and staff duties

Area	Key obligations for staff
Freedom of association	Respect lawful membership of subcultures while safeguarding pupils

Area	Key obligations for staff
Criminal conduct	Report suspected hate crimes, trafficking, sexual exploitation and violent offences to Police and OSPOD
Failure to report	Be aware of legal duties under Criminal Code and social protection law; consult DSL for formal reporting
Data protection	Record and share information only on a need-to-know basis and in line with GDPR and school policy

Training, supervision and staff wellbeing

Training topic	Frequency	Evidence
Recognising subculture risks and engagement strategies	Annual	Attendance log and CPD materials
Online safety and digital evidence handling	Annual	Scenario exercises and platform reporting guides
Trauma-informed practice and non-judgemental listening	Annual	Case studies and supervision records
Safer recruitment and visitor vetting	At recruitment and before events	Vetting forms and ID checks

Training topic	Frequency	Evidence
Staff supervision for high-risk cases	Ongoing	Line-management notes and supervision logs

Staff wellbeing

- Provide supervision and access to counselling for staff supporting high-risk pupils to prevent burnout.

Monitoring, evaluation and governance

Measure	Owner	Frequency
Incident trend analysis by subculture and risk type	Safeguarding Team	Termly
Case audits and file reviews	DSL	Monthly while active; quarterly for closed cases
Policy review and update	Head of School and Safeguarding Governor	Annual or after serious incident
External safeguarding audit	Governing Body	Biennial recommended

Key performance indicators

- Reduction in incidents linked to risky behaviours associated with subcultures

- Increased staff confidence in managing subculture-related concerns

- Improved pupil reporting and help-seeking rates

Templates, scripts and practical tools

Tool	Content
Edookit incident template	Pupil name; DOB; date/time; verbatim disclosure; observed signs; immediate actions; DSL notified; referrals; next steps
One-page staff poster	Immediate actions: ensure safety, listen, record verbatim, preserve evidence, notify DSL; DSL contact box (Richard Jackson for Secondary & Senior Secondary)
Teacher scripts	"Thank you for telling me; I'm here to help and keep you safe." "I may need to share this with the DSL so we can get you the right support." "I will write down what you said exactly as you said it."
Parental letter template	Neutral, factual summary of concern; invitation to meeting; signposting to support services
External speaker form	Speaker name; organisation; ID; safeguarding declaration; content summary; supervising staff member

Recommended literature and resources

Type	Examples
Academic and practical texts	Smolík J. Subkultury mládeže; Marcia J. Ego-identity status; Smetáčková & Braun Homofobie v žákovských kolektivech
Safeguarding practice	Steven Hassan BITE model; Ronald Enroth Churches That Abuse
Local services	PPP, SVP, OSPOD, Police, local crisis centres and helplines
Online resources	National child helplines and digital safety guidance (maintain current links on intranet)

Implementation plan

Phase	Action	Owner	Timescale
Publish	Upload expanded subcultures appendix to LVA intranet and staff handbook	DSL	Within 2 weeks
Communicate	Issue one-page poster and email summary to all staff	Head of School	Within 2 weeks
Train	Deliver CPD on subculture engagement, online safety and evidence preservation	DSL + external trainers	Within 6 weeks
Integrate	Map IB/PSHE units to subculture prevention and resilience outcomes	Curriculum Lead	Next term

Phase	Action	Owner	Timescale
Review	Termly trend analysis and annual policy update	Safeguarding Team	Termly / Ann

APPENDIX #12: [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.

Full Name: _____

Grade: _____ **Class Teacher:** _____

_____

Details:

ot have certain information, do not delay handing in this form. The designa

information)

rth: _____   **Gender: MALE / FEMAL**

: _____   **Religion:** _____

dent have any Special Educational Needs?   **YES / NO**

e specify:

_____

_____

nrolment at Leonardo V Academy: _____

ny Siblings: _____

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 Leonardo V Academy 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: _____