



# CHILD PROTECTION & SAFEGUARDING TRAINING

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*Leonardo V.  
Academy*

2025/2026

Academic Year



Leonardo V.  
Academy

Reliable ☒  
Supportive Informed ☒  
Trustworthy ☒ Accessible ☒ Consistent  
Kind ☒ Relationships ☒ Experienced ☒  
Empathetic ☒ Respectful  
Knowledgeable ☒ Approachable  
Honest  
Involving  
Dedicated  
Listening  
Helpful  
Protection  
Open ☒  
Hearing  
Rights ☒  
Enthusiastic ☒  
Continuity ☒

**KEY PURPOSE:**

**KEEPING STUDENTS SAFE IN SCHOOL**

# KEY DOCUMENTS

KEEPING CHILDREN SAFE IN EDUCATION [2025]



Department  
for Education

# Keeping children safe in education 2025

**Statutory guidance for schools  
and colleges**

**September 2025**

## What school and college staff should know and do

### A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children.
2. 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.
3. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
  - protecting children from maltreatment
  - preventing the impairment of children's mental and physical health or development
  - ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
  - taking action to enable all children to have the best outcomes.
5. Children includes everyone under the age of 18.

# KEY DOCUMENTS

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KEEPING CHILDREN SAFE IN EDUCATION [2025]

# KEY DOCUMENTS

WORKING TOGETHER TO SAFEGUARD CHILDREN  
[2018]



HM Government

## **Working Together to Safeguard Children**

**A guide to inter-agency working to  
safeguard and promote the welfare of  
children**

## A child centred approach to safeguarding

10. This child centred approach is fundamental to safeguarding and promoting the welfare of every child. A child centred approach means keeping the child in focus when making decisions about their lives and working in partnership with them and their families.
11. All practitioners should follow the principles of the Children Acts 1989 and 2004 - that state that the welfare of children is paramount and that they are best looked after within their families, with their parents playing a full part in their lives, unless compulsory intervention in family life is necessary.
12. Children may be vulnerable to neglect and abuse or exploitation from within their family and from individuals they come across in their day-to-day lives. These threats can take a variety of different forms, including: sexual, physical and emotional abuse; neglect; domestic abuse, including controlling or coercive behaviour; exploitation by criminal gangs and organised crime groups; trafficking; online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Whatever the form of abuse or neglect, practitioners should put the needs of children first when determining what action to take.
13. Children are clear about what they want from an effective safeguarding system. These asks from children should guide the behaviour of practitioners.
14. Anyone working with children should see and speak to the child: listen to what they say; take their views seriously; and work with them and their families collaboratively when deciding how to support their needs. Special provision should be put in place to support dialogue with children who have communication difficulties, unaccompanied children, refugees and those children who are victims of modern slavery and/or trafficking. This child-centred approach is supported by:

# KEY DOCUMENTS

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WORKING TOGETHER TO SAFEGUARD CHILDREN  
[2018]

Children have said they need:

- ❖ **VIGILANCE:** to have adults notice when things are troubling them
- ❖ **UNDERSTANDING & ACTION:** to understand what is happening; to be heard and understood; and to have that understanding acted upon
- ❖ **STABILITY:** to be able to develop an ongoing relationship of trust with those helping them
- ❖ **RESPECT:** to be treated with the expectation that they are competent rather than not
- ❖ **INFORMATION & ENGAGEMENT:** to be informed about & involved in procedures, decisions, concerns & plans
- ❖ **EXPLANATION:** to be informed of the outcome of assessments and decisions and reasons when their views have not met a positive response
- ❖ **SUPPORT:** to be provided with support in their own right as well as a member of their family
- ❖ **ADVOCACY:** to be provided with advocacy to assist them in putting forward their views
- ❖ **PROTECTION:** to be protected against all forms of abuse and discrimination and the right to special protection

ALL STAFF AT INTERNATIONAL  
SCHOOLS SHOULD BE FAMILIAR  
WITH THESE DOCUMENTS



Leonardo N. Academy  
The Renaissance of Education

# SAFEGUARDING DEFINITION

- ❖ “Safeguarding” refers to the process of protecting minors from abuse or neglect. Further, it aims to prevent the the impairment of a child’s health or development, working to ensure that children grow-up in circumstances consistent with a normal provision for safe and effective care.
- ❖ “Safeguarding” and ensuring the protection/welfare of children is regarded as a duty to:
  - ❖ Keep children protected and away from negative influence or mistreatment
  - ❖ Prevent the impairment of a child’s mental and physical health or development
  - ❖ Obviate any threats which may impair a child’s healthy cognitive and natural physical development
  - ❖ Ensure that children group up in circumstances consistent with the provision of safe and effective care
  - ❖ Take action to enable all children to grow up in circumstances consistent with the provision of safe and effective care
  - ❖ “Safeguarding” and its application is a core value and relates to all members [LVA]; it is a chief consideration in the organisation, planning and development of the school, whether it be educational and curriculum changes, pastoral improvements, or extra-curricular activities



Leonardo V. Academy  
The Renaissance of Education

# SAFEGUARDING DEFINITION

❖ "Safeguarding" does not apply only to "child protection" and its related concerns; it is a much larger, deeper element, of a full school provision to provide a safe educational setting. "Safeguarding" also relates to the following other school policies:

- ❖ RECRUITMENT POLICY
- ❖ BEHAVIOR MANAGEMENT SYSTEM
- ❖ SAFE INFORMATION SHARING
- ❖ ATTENDANCE POLICY
- ❖ MEDICAL NEEDS
- ❖ TECHNOLOGY & ITS USES
- ❖ PSHEE & SEX / RELATIONSHIPS EDUCATION
- ❖ CURRICULUM



Teachers have the responsibility to ensure the welfare of [LVA] students at all times:

- ❖ Read the Child Protection & Safeguarding Policy
- ❖ Know the members of the Safeguarding Team
- ❖ Understand the Safeguarding Procedure & how to report a concern
- ❖ Be aware of the different types of abuse & neglect
- ❖ Report any concern (it does not matter if it proves to be baseless)
- ❖ Set a good example to students through proper and professional conduct
- ❖ Incorporate components of PSHEE in their lessons
- ❖ Attend the mandatory safeguarding training (required minimum of one per year)
- ❖ Take any online trainings given to them by the Safeguarding Lead or Principal
- ❖ Ensure students know the Safeguarding Procedure



## ROLE OF TEACHERS

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# ROLE OF PARENTS

Parents are an integral part of our Safeguarding community. Parents should know that the Safeguarding Policy is available on the school website. In particular, they should be aware of the reporting procedure and know that all information will be kept confidential. If a parent writes to a teacher with a Safeguarding Concern, the DSL should be informed immediately.

It is recommended that a teacher does respond to the parent directly and allow a member of the Safeguarding Team to address the concern.



# ROLE OF SAFEGUARDING TEAM

The Designated Safeguarding Lead works with the senior leadership team to ensure that safeguarding standards are met in the school.

The DSL should be available for students & teachers during work hours. Broad areas of responsibility are: managing reports of abuse, ensuring everyone is informed of safeguarding practice, and providing advice/support to teachers.

Other members of the safeguarding team are there to support the DSL when s/he is not available. Students, teachers and parents should know that any member of the Safeguarding Team can be contacted and that they will report to the DSL. If the issue is a minor one, a member of the Safeguarding Team can handle the issue without the assistance of the DSL.



# INDICATORS OF ABUSE

The 'Key Indicators' of abuse are outlined in 'Keeping Children Safe in Education' (2022):

'Keeping

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

(page. 136 | KCSE, 2022)





## FORMS OF ABUSE

The main four categories of abuse are:

NEGLECT  
PHYSICAL  
SEXUAL  
EMOTIONAL

# NEGLECT

The Persistent failure to meet a child's basic physical and/or psychological needs likely to result in the serious impairment of the child's health or development, such as:

- ❖ Substance misuse in pregnancy
- ❖ Failing to provide adequate food/shelter/clothing/ protection from danger and abandonment
- ❖ Failing to ensure adequate supervision
- ❖ Failing to provide appropriate medical care
- ❖ Failing to respond to child's basic emotional needs



# INDICATORS OF NEGLECT

- ❖ Constant tiredness
- ❖ Being unkept, dirty or smelly
- ❖ Loss of weight / being underweight
- ❖ Inappropriate dress for weather conditions
- ❖ Untreated medical conditions
- ❖ Frequent missing school or being late
- ❖ Failing to keep medical appointments
- ❖ Being left unsupervised at home regularly
- ❖ Depression



# AFFLUENT NEGLECT

Arguably the most common we will encounter at a private school.

- ❖ Parents work & spend a lot of time away
- ❖ No emotional support at home for issues which occur during the day (including school)
- ❖ Little practical support
- ❖ "Home help" or "Nannies" can be abusive (rotating agency support)
- ❖ Wealthy parents can create a greater problem when a safeguarding concern is raised
- ❖ Support from DSL or Head of School available



# PHYSICAL & EMOTIONAL ABUSE

“A form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.”

(page. 136 | KCSE, 2022)

- ❖ Child-on-Child Abuse
- ❖ Teacher-on-Child Abuse
- ❖ Domestic Abuse
  - ❖ Parental
  - ❖ Sibling
  - ❖ Other relative

# PHYSICAL & EMOTIONAL ABUSE

- ❖ “Persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development.”
- ❖ Conveying to a child that they are worthless or unloved
- ❖ Emotional abuse can be the result of physical abuse
- ❖ Not giving a child the opportunity to express their views
- ❖ Deliberately silencing children and “making fun of them”
- ❖ Imposing inappropriate expectations
- ❖ Demanding the child succeeds beyond their ability
- ❖ Overprotection and limiting social interaction
- ❖ Serious emotional bullying, including cyberbullying
- ❖ Deliberately causing children to feel frightened
- ❖ Age-inappropriate expectations on children (for example, caring for an elderly or drug-dependent relative)

# INDICATORS

- ❖ Compulsive nervous behaviours such as hair twisting or rocking, spinning around
- ❖ An unwillingness or inability to play
- ❖ Excessive fear of making mistakes
- ❖ Self-harm or mutilation
- ❖ Excessive deference towards others, especially adults
- ❖ Excessive lack of confidence, showcasing the need to seek approval, persistent attention seeking and affection
- ❖ Inability to cope with praise
- ❖ Delayed development (growth, puberty, childish behaviour, late-commencement of



## SEXUAL ABUSE

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Females can also be abusers as can other children. The sexual abuse of children by other children is a specific safeguarding issues (also known as child-on-child abuse) in education and all staff should be aware of it and their school or colleges procedure for dealing with it.

(page. 137 | KCSE, 2022)



## SEXUAL ABUSE (EXPLOITATION)

- ❖ Can be committed by an individual or groups of people, which can be male or female
- ❖ "Abuse" can be a single or multiple occurrences
- ❖ Perpetrators can perform abusive actions via physical and non-physical contact
- ❖ Negative & exploitative actions can take place through technology or remotely
- ❖ Young people may not be aware that abuse is taking place
- ❖ "Abuse" can involve force or enticement-based methodologies to achieve compliance (i.e. threatening behaviour)
- ❖ Power imbalance: abuse committed by someone older, yet power factors such as gender, sexual identity, cognitive ability, SEND concerns, physical strength, status and economic imbalance



## SEXUAL ABUSE (HARASSMENT)

### Child-on-Child Abuse:

- ❖ Schools must adopt a zero-tolerance policy
- ❖ “Banter” / “having a laugh” / “boys will be boys” type excuses cannot be used as an excuse
- ❖ Failing to control such actions can lead to a culture of unacceptable behaviour
- ❖ Constant vigilance against a “culture of normalized abused” should be adopted
- ❖ Knowing that abuse and harassment cases may not be reported
- ❖ Combatting behaviour such as: grabbing the backside of a student / touching another student’s genitals or breasts / pulling down trousers / flicking bras or undergarments / lifting up skirts or trying to look up a skirt



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## SEXUAL ABUSE (HARASSMENT)

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

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



## SEXUAL ABUSE (ONLINE)

Online sexual harassment, such as:

- ❖ Consensual and non-consensual sharing of nude and semi-nude images and/or videos
- ❖ Sharing of unwanted explicit content
- ❖ Sexualised online bullying
- ❖ Unwanted sexual comments and messages, including, on social media
- ❖ Sexual exploitation, coercion and threats
- ❖ Coercing others into sharing images of themselves and performing acts they're not comfortable with online

# ADDITIONAL SAFEGUARDING CONCERNS (PLEASE SEE THE POLICY)

- ❖ Female Genital Mutilation
- ❖ Bullying (see anti-bullying policy)
- ❖ Personal Device Abuse
- ❖ Serious Violence (gang activity)
- ❖ Child Abduction
- ❖ Forced Marriage
- ❖ Homelessness
- ❖ Mental Health Issues



# THE PREVENT DUTY

The Prevent Duty is a resolution to stop the radicalisation of students (terrorist organisations). In the Czech Republic this is known as the “Countering Terrorism” strategy. As part of the [LVA] Safeguarding Policy, the following early indicators must be looked out for:

- ❖ Showing sympathy for extremist causes
- ❖ Glorifying violence, especially of other faiths and cultures
- ❖ Remarking about attending extremist events
- ❖ Evidence of possessing extremist literature
- ❖ Secretive behaviour
- ❖ Out of character changes in dress, behaviour or peer-relationships
- ❖ Advocating messages of extremist groups
- ❖ Verbalising anti-European, anti-Czech or anti-British views
- ❖ Expressing intolerance to other faiths, genders, races, or sexualities
- ❖ Creating graffiti or artwork with extremist themes
- ❖ Online searches or sharing extremist messages on social profiles



# THE PREVENT DUTY

As a school based in Prague, despite the Czech capital being a safe city in comparison to those in western Europe, **schools should be** particularly cognizant of the following possible local extremist activities, with particular care being given to xenophobic, racist and anti-LGBTQ groups: (i) neo-Nazism; (ii) pan-Slavism; left-wing extremism (anarchistic and orthodox communism); (iii) anti-Roma activity; and (iv) pro-Kremlin groups.





# REPORTING A SAFEGUARDING CONCERN |



## REPORTING A SAFEGUARDING CONCERN

STEP 1a: IMMEDIATE DANGER

STEP 1b (i): SUSPICION

STEP 1b (ii): DISCLOSURE



## REPORTING A SAFEGUARDING CONCERN

All teachers/members of staff at [LVA] should report a concern they have.

As recommend in KCSE (2025) all staff should maintain an attitude of “it could happen here”.

It is not the responsibility of staff to solve a child protection or safeguarding issue, but it is their responsibility to report it.



## STEP 1 A: IMMEDIATE DANGER

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

OSPOD: +420 222 805 244

Police: +420 974 858 720

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



## STEP 1B: SUSPICION & DISCLOSURE

**SUSPICION:** If a teacher feels there is a safeguarding issue with a student always inform a member of the Safeguarding Team

**DISCLOSURE:** If a child/student informs a teacher or a teacher initiates a discussion with a student

It takes a child a lot of courage to disclose that they are being abused or neglected. They may feel ashamed, particularly if the abuse is sexual. Indeed, their abuser may have threatened about what will happen if they disclose information of speak up. Further, it is common for children to lose faith in adults; they may even believe, or have heard it from someone else, that the abuse is "their fault" and that "they should be guilty".



## STEP 2: REFERRAL / STEP 3: DSL REPORTING

STEP 2: Once a teacher has suspicion or a disclosure is made, they should report it immediately to a member of the Safeguarding Team. If possible, directly to the DSL.

It is appropriate to ask a Czech-speaker to assist if necessary.

STEP 3: The DSL may interview the person that reported the concern, to clarify points. If the person who made the referral did not complete the Record of Concern form, the DSL will complete it.

The DSL will work with the Head of School and inform them of the next steps.



**STEP 4: EXTERNAL  
REFERRAL /  
STEP 5: ONGOING  
SUPPORT**

STEP 4: The DSL will notify OSPOD or the police. The person who raised the concern will be notified if this is the case. Parents may be notified depending on the case. It is the responsibility of the DSL to follow up with OSPOD if they do not learn of an outcome within an appropriate time period.

STEP 5: Reporting and managing child protection and safeguarding concerns is not an easy task. Events surrounding the process are usually emotional and can lead to conflict amongst students, staff, as well as other members of the school. It is important, at all times, to maintain focus, be sensitive to all concerns, to not make rash or uninformed judgements, or to support one person over another (take sides). To assist the DSL and members of the ST, patience and confidence is asked for. If you receive a disclosure and speak to a ST member of DSL, please know that they will be dealing with the issue and will notify you when they have to.

# HOW TO SPEAK WITH A STUDENT

It takes a child a lot of courage to disclose that they are being abused or neglected. They may feel ashamed, particularly if the abuse is sexual. Indeed, their abuser may have threatened about what will happen if they disclose information or speak up. Further, it is common for children to lose faith in adults; they may even believe, or have heard it from someone else, that the abuse is "their fault" and that "they should be guilty".



# HOW TO SPEAK WITH A STUDENT

- ❖ Children should not be embarrassed & be allowed to freely talk
- ❖ Remain calm and do not over-react - a student may stop speaking if they feel they are upsetting the person with are talking to
- ❖ Use soft and gentle language
- ❖ Do not ask "investigative questions" - how many times has it happened? / are your parents involved?
- ❖ Students should be made aware that you must pass the information they share onto an appropriate person (ST member or DSL)
- ❖ Do not offer physical touch / comfort if it can be avoided
- ❖ Avoid admonishing words such as "I do wish you had told me sooner" or "I can't believe what I am hearing"
- ❖ Inform the student what will happen next and encourage them to be open with a member of the Safeguarding Team
- ❖ Write to the DSL immediately via EduPage & complete a Record of Concern
- ❖ Seek support if you are emotionally distressed by what information you are given

THANK YOU  
FOR  
LISTENING  
/ YOUR  
TIME &  
PATIENCE

All those who work in education know that the responsibility of a good teacher is not just knowledge and passion of their subject. Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have a strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. It does not rest here. A teacher is also a confidante, a care-giver, sometimes a friend, sometimes a mentor, sometimes a disciplinarian and guide of what is right and wrong.

Teachers' Standards | UK Department of Education  
| December 2021