RYGAARDS SCHOOL
INTERNATIONAL AND
DANISH DEPARTMENTS

Bernstoffsvej 54
DK 2900 Hellerup
Tlf +45 / 39621053

email admin@rygaards.com | www.rygaards.com

Rygaards School Internal Safeguarding Procedures

Rygaards School (RS)believes that every child has the right to thrive and feel secure and safe from abuse and harm.

We are committed to ensuring the wellbeing of all students, including protecting them from harm.

Key Principles
Key principles relating to safeguarding within RS include:

- Safeguarding is the responsibility of all staff, volunteers, school board and anyone else who works with a child or children at RS

- The local and national child protection procedures will be used to protect children

- Anyone who works with a child within school must understand their responsibility to identify, respond to and report any abuse or neglect

- RS respects the views and voices of all children in the school

- All learners have an equal right to be safe, irrespective of disability, gender, sexual orientation, gender reassignment and race

Child Abuse and Welfare
Child abuse can manifest itself in a variety of different ways and across all cultures, areas and socio-economic groups. All members of staff should be vigilant at identifying signs and evidence of physical, sexual, emotional abuse or neglect. Any concerns of any abuse or general welfare, including high rates of absence, should be raised immediately with the school leadership.

Definitions

Welfare: health and wellbeing of an individual, both physical and emotional.

Physical abuse: causing physical harm to a child by any means

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. Activities may or may not involve physical contact. They may include involving children in looking at, or in the production of, pornographic material, or encouraging children to behave in sexually inappropriate ways.

Emotional abuse: is the emotional ill-treatment of a child causing severe and persistent adverse effects on the child's emotional development. This may be by making them feel they are worthless or unloved, inadequate, undervalued or frequently made to feel frightened.

Neglect: is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development. Forms of neglect are failing to provide adequate food, shelter, and clothing.

Absence that is a cause for concern: a high rate of absence that is a cause for concern will usually be unauthorised absence. Sickness that leads to high absence, although authorised, may also be a cause for concern.

Rules and regulations
At RS we follow the guidance given in the publication *The Professional Concern (Danish Ministry of Education)*

According to Danish law, school professionals have a duty to notify the municipality of any concerns they may have in relation to student welfare and suspected abuse and/or neglect.
See Chapter 27 in "Serviceloven", especially § 153
Bekendtgørelse af lov om social service -
https://www.retsinformation.dk/Forms/R0710.aspx?id=191895

The United Nations Convention on the Rights of the Child (UNCRC)3. This is an international agreement that protects the rights of children and provides a child centered framework for the development of services to children. The Danish Government ratified the UNCRC in 1991 and, by doing so, recognises children's rights to expression and receiving information.

Why the notification?
The aim of a notification concerning a child or young person is to identify and address welfare issues and abuse at an early stage so that the child or young person can receive the proper help and support. The notification obligation **is a personal duty.** All staff are required to submit a notification if they know or have reason to assume that the welfare of a child or a young person under the age of 18 may be at risk. The notification duty is personal. **When you consider there is a need to inform you are required to do so.**

Guidelines
If you have safeguarding concerns:
- Make systematic observations – with written documentation, dated
- Involve school leadership
- Involve the parents
- **Do not involve the parents if the parents are suspected of violence or sexual assault**

If a child discloses a safeguarding issue:
- Listen carefully, do not make judgments, or discuss your own opinion about what the child is telling you

- Try to ask open questions that enable the child to describe (the incident/their feelings) using their own vocabulary and terminology, **remembering not to lead or guide the conversation.**
- Ensure the child feels secure, safe, and comfortable in the room and with the supervising adult
- Staff members must not make promises of confidentiality to the child
- As soon as possible, make detailed notes of time and place, note details of what was said and how it was said.
- Submit to leadership and make a notification to the "Kommune" or complete the notification documentation collaboratively with the nearest leader.

Note: School leadership will usually sign off on notifications. Notifications must always be sent from the school office using secure post. Staff members must never delay in referring an issue.

If the "Kommune" inform us they cannot respond adequately, then notify "Ankestyrelsen" http://deldinbekymring.nu/jeg-vil-underrette

Safe recruitment of staff
- At RS, staff and volunteers will only be permitted to work with young people will need a *Børnattest*
- Staff will be asked appropriate safeguarding questions at interview and informed of safeguarding checks.
- Adults and visitors without sufficient checks should not be left unattended with students.
- References will be provided and the referees contacted.

Training of staff
- Regular safeguarding and child protection training takes place at RS.

Professional conduct and safe working practices
- Staff have a responsibility to safeguard all students that are in their care and themselves.
- Staff should ensure that social media is private and that they do not add students to their social media.
- Relationships with students should be professional.
- Students should not be singled out or treated as favourites.
- Staff have a responsibility to report inappropriate relationships being formed and any inappropriate attachments that students may show to themselves or others.
- Staff should avoid compromising situations and situations where they find themselves alone with students.

Any allegations against staff will be investigated and appropriate action will be taken based on the findings of the investigation.

Internal systems – including procedures for notifications
If a child makes a disclosure or you have a concern:
1. The concern is noted
2. Contact is made with the nearest Leader, Leadership or Counsellor and a plan of action is agreed upon.
3. The parents are notified of our concern and informed that we are obliged to make a notification, **except in cases of suspected physical or sexual abuse.**

4. Contact is made with the appropriate authorities, usually the "Kommune" in which the family resides. This is via secure mail or the relevant "Kommune" pro forma. They send notification of receipt within 5 days.
5. Staff/ the school are entitled to follow up, but the "Kommune" is not obliged to share details of actions taken, although sometimes they will do so.

In situations where the nearest leader is unavailable, teachers should contact another member of school leadership team or school counsellor.

Appendix 1- Types and Signs of Abuse

Appendix 2- Specific Safeguarding Issues

Appendix 3- Safeguarding Roles and Responsibilities

Appendix 4 - Processes and Procedures

Updated by RS Leadership March. 2024

Appendix 1   Types and Signs of Abuse

This section explains the different types of child abuse that learners could experience, along with a definition of each. This includes neglect, sexual abuse, physical abuse, and emotional abuse.

Please note that Bullying is a part of this section. North Zealand International school's anti-bullying policy supports this document.

These are some of the signs of abuse, however the lists are not exhaustive. Equally, just because a learner is demonstrating one or more of the signs indicated, it does not necessarily mean that they are being abused.

General signs of abuse
Some of the signs of abuse are the same, regardless of the type of abuse that the child is experiencing. Examples include (but are not limited to):
- changes in behaviour, such as angry outbursts, aggressive behaviour or becoming withdrawn or anxious;
- changes in eating habits;
- sleep problems or experiencing nightmares;
- continence problems, such as bed-wetting or soiling themselves;
- appearing afraid of particular individuals or making excuses to avoid people;
- self-harming;
- suicidal thoughts;
- knowing about topics and issues that are not appropriate for their age;
- not receiving adequate or timely medical care or treatment for injuries;
- frequent absences from school;

- lacking social skills and/or having few friends;
- running away from home or going missing.

Neglect

Neglect is the failure to meet a child's basic needs. Neglect is the most common form of child abuse and often takes place at the same time as other types of abuse.
Neglect can be difficult to recognise but it is important to be aware of and act on any indicators of neglect.

Examples include a failure to:
- provide adequate food, clothing and shelter;
- receive appropriate medical and dental care;
- ensure that a child is accessing regular education;
- provide supervision that is appropriate to their age and stage of development;
- meet their emotional needs – for example, to feel safe and loved.

The potential signs of neglect include (but are not limited to):
- being unclean or 'smelly';
- being hungry frequently;
- losing weight or being underweight;
- wearing inappropriate clothing;
- reports of a child being left alone or unsupervised for a period of time that is unsuitable for their age or stage of development;
- untreated injuries, medical conditions or dental issues;
- poor language, communication or social skills;
- not having many friends;
- regularly complaining of tiredness;
- not asking for medical help, e.g., when they have fallen over on the playground

Physical abuse

Physical abuse is abuse that causes physical harm to a child. It may involve hitting, shaking, throwing, burning/scalding, drowning, suffocating, poisoning or otherwise. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Bruising and cuts are common on children, but it is important to view all injuries in a wider context and to be aware that some injuries may have been inflicted, rather than being accidental.

The indicators of physical abuse include (but are not limited to):
- unexplained marks or bruising, or an explanation which is inconsistent with the injury;
- multiple bruises;
- burns, e.g. from a cigarette or mirroring the shape of an object;
- scalds;
- bite marks;
- broken skin;
- physically flinching from physical contact or touch;
- not wanting to get changed.

Emotional abuse

Emotional abuse is the emotional maltreatment of a child which causes adverse effects on the child's emotional development. It may involve telling a child that they are worthless or unloved, inadequate, or making them feel that they are not valued.

Emotional abuse may also include:
- not giving the child opportunities to express their views, deliberately silencing them, or belittling what they say or how they communicate;
- age or developmentally inappropriate expectations being imposed on children that are inappropriate for their age or stage of development;
- serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Emotional abuse can be hard to identify due to there being no physical signs. It should be recognised that a child who appears well looked after could still be suffering from emotional abuse.
Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

The indicators of emotional abuse may include (but are not limited to):
- rocking;
- sulking;
- hair twisting;
- being unable to play;
- experiencing sudden speech disorders;
- being fearful of making a mistake;
- being withdrawn, anxious or depressed;
- self-harm;
- being fearful of a parent being spoken to about their changes in behaviour.

Sexual abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activities. It can take the form of physical contact and/or non-contact activities.

Physical contact includes assault by penetration (for example, rape or oral sex) or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing.

Non-contact activities include children looking at, or being involved 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 can be perpetrated by men, women or other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) and there is a separate section about this later in this policy.

Upskirting is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Learners of any gender can be victims of sexual abuse. Any child reporting sexual abuse needs to be taken seriously and listened to.

Signs of sexual abuse include (but are not limited to):
- pain or itching in the genital area;
- stomach pains;
- discomfort sitting down or walking;
- sexually transmitted diseases;
- bruising or bleeding in the genital area;
- vaginal discharge or infection;
- pregnancy;
- having inappropriate sexual knowledge for their age;
- sexual drawings or language;
- bed-wetting;
- having secrets which they say they cannot tell anyone;
- having unexplained money suddenly;
- not being allowed to have friends

Appendix 2 Specific Child Protection Issues

Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity. An abuser will gain the trust of a child or control them through blackmail or violence.

CSE can happen in person or online. A child exploited online may be forced to:

- distribute sexual images of themselves;
- film or livestream sexual activities;
- engage in sexual conversations.

The indicators of potential CSE can include (but are not limited to):
- going missing;
- not attending school;
- having sexual knowledge that is inappropriate for their age;
- using drugs or alcohol;
- having unexpected gifts or money that they will not explain the source of;
- concerns regarding sexual health;
- becoming isolated from family and friendship groups;

- struggling with trust;
- declining emotional wellbeing.

Child Criminal Exploitation (CCE)

Child Criminal Exploitation is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into criminal activity.

This can include children being involved in transporting drugs or money, shoplifting or stealing, as well as being forced or manipulated into committing crime or threatening/committing serious violence to others. Children can be trapped in this kind of exploitation by being threatened with violence or coerced into debt. Children may also be coerced into carrying weapons or may begin carrying a knife for protection from others.

The indicators of potential CCE can include (but are not limited to):
- going missing or travelling for unexplained reasons;
- not attending school;
- using drugs or alcohol;
- being involved with gang activity or exhibiting signs of this, such as wearing clothing/accessories or using slang associated with gangs;
- having unexpected gifts or money that they will not explain the source of;
- committing 'petty' crime, such as shoplifting;
- carrying a weapon;
- becoming isolated from family and friendship groups;
- unexplained injuries and refusal to seek medical help;
- declining emotional wellbeing.

Serious violence

Children and young people can be involved with, and be at risk from, serious violent crime. This can be linked to Child Criminal Exploitation but can also occur separately.

The indicators of potential serious violent crime can include (but are not limited to):
- regular or increased absence from school;
- decline in academic performance or behaviour;
- change in friendships or relationships, often involving older individuals or groups;
- signs of self-harm;
- being involved with gang activity;
- signs of assault or unexplained injuries;
- significant change in wellbeing;
- any potential indicators of CCE.

Domestic abuse

Domestic abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional abuse. It can be an isolated incident, or a series of incidents and children can be victims. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).

The indicators of potential domestic abuse can include (but are not limited to):
- becoming anxious, withdrawn or depressed;
- sleep difficulties;
- bed-wetting;
- complaining of physical symptoms, such as tummy aches;
- behavioural issues, such as aggression or behaving in a much younger manner than their actual age;
- low sense of self-worth or self-esteem;
- self-harm;
- alcohol or drug abuse.

Female Genital Mutilation (FGM)

Female Genital Mutilation involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.
Staff will report to the police in addition to a notification if they believe an act of FGM has been carried out on a girl under the age of 18.

The signs of FGM include (but are not limited to):
- being absent from school;
- not taking part in PE lessons;
- appearing to be in pain or have restricted movements;
- regularly going to the toilet for prolonged amounts of time;
- unauthorised absence from school, especially holidays planned to countries which are known to practise FGM.

Child-on-child abuse

The school understands that abuse can take place from one child to another child. Child-on-child abuse can take several forms including (but not limited to):
- bullying, including discriminatory bullying and cyberbullying;
- physical abuse;
- sexual harassment, including online sexual harassment;
- causing someone to engage in sexual activity without consent;
- upskirting;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth-produced sexual imagery).

Sexual violence and sexual harassment can occur between two or more children of any age and sex. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can be both physical and verbal and can occur online and/or face to face.

Staff should take a zero-tolerance approach to sexual violence and sexual harassment. It is never acceptable and should not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and encourage people to falsely believe that it is acceptable.

Staff should also challenge physical behaviour, such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. They should recognise, acknowledge, and understand the scale of harassment and abuse, and understand that even if there are no reports, it does not mean it is not happening.

Radicalisation and extremism

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

There is no single way of identifying an individual who is likely to be susceptible to a radical ideology. All school staff must be aware of changes in learners' behaviour which could indicate that they may be at risk. Staff should use their professional judgement in identifying students who might be at risk of radicalisation and always act proportionately and seek support if they are concerned.

Appendix 3 Child Protection Roles and Responsibilities

School staff
The safeguarding responsibilities of staff within the school include:
- understanding their role in and duty to safeguard children;
- providing a safe environment in which children can learn and thrive;
- listening to the views, feelings and opinions of children within the school;
- having knowledge of and being alert to the signs of abuse;
- being knowledgeable about child protection and have the skills and understanding to identify any child in need of early help;
- understanding that children may not feel ready, or know how to tell someone they are being abused, exploited or neglected, and/or they might not recognise their experiences as harmful;
- being aware of what to do if a child tells them about being abused, neglected, or exploited and have the skills and knowledge to respond to this swiftly;
- reassuring victims that they are being taken seriously, and will be supported and kept safe;
- being aware of the role of the school's designated safeguarding lead (DSL), who this person is and how and when they should be contacted;
- following the school's policies and procedures for recording and reporting safeguarding concerns;
- being aware of whistle-blowing procedures and knowing where to seek further advice and support;

- being able and prepared to deal with any safeguarding concern, including knowing who to speak to and understanding how to deal with sharing information and confidentiality issues;
- being aware of all of the school's policies and know how these relate to safeguarding;
- being aware of national and local guidance and legislation that relate to safeguarding;
- receiving appropriate training about safeguarding and child protection (including online safety), and receive updates at least annually or as required;
- being able to recognise physical abuse, emotional abuse, sexual abuse, and neglect, as well as specific safeguarding issues including (but not limited to):

  - alcohol and substance misuse
  - bullying
  - Child Criminal Exploitation
  - child-on-child abuse
  - Child Sexual Exploitation
  - gang involvement
  - gender-based violence
  - hate crimes
  - domestic abuse
  - fabricated or induced illness
  - faith abuse
  - Female Genital Mutilation
  - forced marriage
  - mental health issues
  - missing children
  - modern slavery and human trafficking
  - poor parenting
  - online abuse/cyberbullying
  - radicalisation and extremism
  - serious violence
  - teenage relationship abuse
  - upskirting

- seeking advice when they feel they need support or guidance to recognise the signs or understand the issues set out about above;
- being aware that safeguarding concerns can be linked to or caused by factors in a child's wider environment outside of the family, such as sexual and criminal exploitation, and serious youth violence, which is sometimes referred to as contextual safeguarding;
- knowing that if a child is missing from education, this poses a safeguarding risk;
- knowing what to do if they suspect a child is missing from education or about to leave the country and following the correct procedures;
- recognising that children can abuse children;
- understanding the impact that trauma and adverse childhood experiences can have on children, including the impact it can have on behaviour, educational outcomes and mental health;
- understanding and being alert to the specific vulnerable groups, such as those with learning support needs, or with other health conditions;
- being aware of the relationship between mental health issues and abuse;

- understanding the barriers that prevent children from reporting safeguarding issues; understanding that often safeguarding issues overlap and that a child might experience multiple

RS School leadership-DSL`s (Danish and International Designated School Leads)
The safeguarding responsibilities of leaders include:
- ensuring that there is a whole-school approach to safeguarding and child protection;
- ensuring that all school leaders promote a culture that safeguards its learners;
- understanding that they have strategic leadership responsibility for safeguarding in the school;
- ensuring that they understand local arrangements for safeguarding put in place
- ensuring that there are effective policies in place for child protection and safeguarding, and that these are fully adhered to and that all statutory policies are in place;
- ensuring that safeguarding and child protection underpins all other school policies and procedures and that these are updated regularly, in line with national and local expectations;
- ensuring child protection files are maintained properly;
- ensuring that the safeguarding lead is either available within school or ensuring there is a deputy or cover in place;
- being aware that children with learning support needs and/or disabilities can be particularly vulnerable to child abuse and school policies give appropriate consideration to their needs;
- ensure that the school has systems in place for dealing with safeguarding issues which are well promoted, easy to understand and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback;
- ensuring that a safeguarding point of contact is appointed from the school's leadership team who has the status and authority to carry out all of the safeguarding duties;
- ensuring that all staff are appropriately trained in child protection and safeguarding issues (including online safety) as part of the induction process and on an ongoing basis;
- ensuring that learners are taught appropriate information about safeguarding and how to keep themselves safe (including online safety) and that this is built into the curriculum;
- ensuring that the school has more than one contact number for parents/carers in case of emergencies;
- ensuring that unsuitable people are not employed by the school by making sure that compliant safer recruitment practices are in place;
- ensuring all staff are aware of whistle-blowing procedures;
- ensuring that there are procedures in place for managing allegations against staff;
- receiving any allegations about the Principal and ensuring that these are handled in line with national requirements;
- ensuring that the school premises is safe and regular health and safety checks are carried out in line with national requirements;
- ensuring that the safeguarding procedures are reviewed and are updated to reflect any local or national changes in arrangements
- acting as a point of contact for local safeguarding partners;
- taking part in and contributing to strategic discussions and multi-agency meetings, and supporting other staff to do so where relevant
- ensuring that actions the school takes (or proposes to take) do not jeopardise an ongoing investigation

The designated safeguarding lead (DSL)

The DSL`s who are members of the senior leadership team (SLT), are the leads for child protection and safeguarding in the school. The safeguarding responsibilities of the DSL`s include:

- undertaking the training required to fulfil their role effectively, in line with statutory requirements;
- ensuring that all staff are aware of key policies regarding safeguarding and that relevant policies are available on the school website;
- ensuring that all staff are aware of the role that they have to play in safeguarding and child protection and are supported and adequately trained to fulfil this role;
- being available in term time, including being contactable online if they are not physically in school during term time, to provide advice and support on child welfare, safeguarding and child protection matters;
- being the point of contact for staff who have a concern about a child's welfare, safeguarding, or a child protection issue;
- liaising with other staff to ensure that learners are safeguarded effectively;
- ensuring that account is taken of the risk to children outside of their families and considering whether children are at risk of exploitation and/or serious violence;
- managing referrals to the children's services or other agencies (such as the police if a crime has been committed), or to the Channel programme, or the Disclosure and Barring Service (where someone has been dismissed or has left because of the harm they have caused or the risk of harm they pose);
- liaising with other agencies and partners in cases where early help is considered the most appropriate response, and contributing to any ongoing support and further assessments;
- working in close partnership with social care and social workers;
- being aware of which learners have or have previously had a social worker and promoting their academic progress and attainment;
- where there has been an allegation/report of sexual violence, the DSL will advise the school how to proceed, including undertaking an immediate risk assessment of need;
- where there has been an allegation against a member of staff;
- being aware of local protocols and arrangements in respect of the Prevent duty;
- being aware of local arrangements for early help;
- responding to any safeguarding concerns in line with local and national requirements;
- keeping accurate, detailed and secure written records of safeguarding issues, including any actions that have been taken and how these have been followed up;
- ensuring that child protection records are kept up to date, stored securely and only shared with those who need to know in line with data protection legislation;
- ensuring that staff are aware of national and local safeguarding protocols and procedures;
- supporting staff to complete accurate and detailed records of any concerns that they have;
- providing support for staff so that they are confident about safeguarding, child protection and welfare issues;
- supporting staff to implement any reasonable adjustments or extra support needed to assist learners who have been affected by abuse, recognising that, even where statutory services support has ended, the child can suffer long-term consequences;
- helping staff to understand the links between safeguarding and academic/pastoral support;

- fostering a culture of listening and making sure the wishes and feelings of the children are considered;
- ensuring that effective links are built with parents and carers to foster a culture of engagement and open and honest communication;
- working with partner agencies and building links to promote the safety and welfare of learners at the school;
- supporting the school with fulfilling its Prevent duty and keeping up to date with the latest guidance in relation to Prevent;
- considering how safeguarding issues can impact on other issues within the school, e.g. attendance, attainment, learner wellbeing etc.;
- where at-risk learners transfer schools, ensuring that the new school is given the information needed to keep the child and others safe, including both victims and perpetrators;
- ensuring that the school's child protection policy and procedures are reviewed annually and always remains up to date and monitoring the implementation and effectiveness of said policies and procedures.

Appendix 4 - Processes and Procedures

Recruitment
New staff will be subject to a *Børnattest* – required police screening for working with children. This screening is a requirement for working with children in Denmark.

Training
- All staff are aware of the school's child protection policy and safeguarding procedures.
- All members of staff receive safeguarding training.
- All staff have regular safeguarding updates and training on both general safeguarding and specific safeguarding issues.
- Parents are supported to understand safeguarding issues and how the school can help.
- Learners are offered appropriate education and support to help keep them safe from harm.

<u>Volunteers and visitors to school</u>

All visitors are to the school are required to check in at the front office.

<u>Related policies and procedures</u>

- anti-bullying policy
- behaviour and sanctions policy
- complaints policy
- data protection and GDPR policy and procedures
- health and safety policy
- safer recruitment policy
- whistleblowing policy