



**BERLIN  
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SCHOOL**

**BERLIN METROPOLITAN SCHOOL**

**SAFEGUARDING POLICY**



<b>Safeguarding Policy</b>	<b>Launch Date</b>	<b>01.05.2022</b>
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*Berlin Metropolitan School consistently aims to build an inclusive culture of learning that inspires and challenges every individual to develop to their full potential and be active and responsible participants in our global society.*

*Inspire each other – grow together.*

## **Contents**

- 1. Policy Introduction and Purpose**
  - 1.1 Introduction
  - 1.2 Purpose
  - 1.3 Policy Statements
  - 1.4 Policy Context
  - 1.5 Definitions
- 2 Roles and Responsibilities: Maintaining a Safe School Community**
  - 2.1 Child Protection Team
  - 2.2 Community Awareness
  - 2.3 Child Protection Officers
  - 2.4 Senior Leadership Team
  - 2.5 School Counselors
- 3 Procedures**
  - 3.1 Disclosures
  - 3.2 Reporting Disclosures
  - 3.3 Student Disclosures
  - 3.4 Vulnerable Students
  - 3.5 Staff Disclosures
  - 3.6 Report Documentation and Storage
  - 3.7 Managing Child Protection Cases – Child Protection Team Procedures
  - 3.8 Child Protection Case Meetings
  - 3.9 Confidentiality
- 4 Awareness and Prevention**
  - 4.1 Staff Training and Awareness
  - 4.2 Student, Parent and Community Awareness
  - 4.3 Recruitment Practices
  - 4.4 External Service Provision
  - 4.5 Freelance Instructors, Coaches and Professionals
  - 4.6 Field Trips and Camps
  - 4.7 Facilities and Security



## **5 Resources and Links**

- 5.1 Appendices
- 5.2 Supporting Documents & Policies
- 5.3 Information Sources / Credits

# **I. Policy Introduction and Purpose**

## **1.1 INTRODUCTION**

Berlin Metropolitan School (BMS) offers a safe and caring environment where students are free to explore and develop to their fullest potential. The BMS Safeguarding Policy reflects our commitment to promoting the welfare of children and youth within our school community. The practices and processes outlined within the policy are guided by German Law (Child and Youth Services Act) and reflect the overall ideals outlined in the United Nation Convention on the Rights of the Child (1990). We aim to provide an environment where students are respected, heard and valued, which is consistent with the values found within the International Baccalaureate Organization and our school Mission Statement.

## **1.2 PURPOSE**

The purpose of this policy is to outline our commitment to child protection and safeguarding at BMS. It will:

- Provide a transparent overview of processes, procedures, and protocols related to child protection and safeguarding at BMS.
- Communicate a comprehensive resource for staff members which includes all necessary definitions, forms and tools to support child protection and safeguarding.
- Provide all necessary contact information and clear reporting pathways for staff members.
- Ensure the highest possible standard of care for our students.

## **1.3 POLICY STATEMENTS**

*'All children have equal rights to be protected from harm and abuse. Everyone has a responsibility to support the protection of children.'*

*All schools have a duty of care to children enrolled in the school and those who are affected by the operations of the school.'*

*All actions on child protection are taken with consideration for the best interests of the child, which are paramount.'*

**The ITFCP Statement of Commitment to Child Protection**



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Child abuse and neglect are concerns throughout the world. Child abuse and neglect are violations of a child's human rights and are obstacles to the child's education as well as to their physical, emotional, and spiritual development. BMS endorses the UN Convention on the Rights of the Child, of which Germany, is a signatory.

Schools fill a special institutional role in society as protectors of children. Schools need to ensure that all children in their care are afforded a safe and secure environment in which to grow and develop, both at school and away. Educators, having the opportunity to observe and interact with children over time, are in a unique position to identify children who are in need of help and protection. As such, educators have a professional and ethical obligation to identify children who are in need of help and protection, and to take steps to ensure that the child and family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect.

All staff employed at BMS must report suspected incidents of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered, or, is at significant risk of suffering abuse or neglect. Reporting and follow up of all suspected incidents of child abuse or neglect will proceed in accordance with administrative regulations respective to this policy. Furthermore, cases of suspected child abuse or neglect may be reported to the appropriate employer, to the respective consulate in Berlin or to the appropriate child protection agency and/or to local authorities.

BMS seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. As such, BMS will distribute this policy annually to all parents and applicants, will communicate this policy annually to students, will provide training for all staff, will make every effort to implement hiring practices to insure the safety of children, and will review the policy annually for compliance and effectiveness.

In the case of a staff member reported as an alleged offender, BMS will conduct a full investigation following a carefully designed course of due process, keeping the safety of the child as the highest priority.

### **Berlin Metropolitan School is committed to:**

- Providing an environment where all members of our school community feel safe, secure and are protected from harm
- Respecting the rights and needs of all students, staff, parents, and families
- Addressing child protection matters in a professional and sensitive manner
- Developing and maintaining child protection processes and systems for all members of staff as well as maintaining inter-agency communication
- Promoting an environment where students feel supported and connected to the school culture
- Involving parents/caregivers.

*The Child Protection and Safeguarding Policy applies to: all staff, students, parents, and visitors to our school. All employees must be familiar with, and adhere to, this Child Protection and Safeguarding Policy and the procedures outlined within.*

### **1.4 POLICY CONTEXT**

As an International school community, with students and families coming from all over the world, we aim to provide a safe and secure learning environment for all members of our community, and provide the necessary support should this be needed for individual students and their families. As an international community with a transient



**Berlin Metropolitan School  
- POLICY -**

population, our community can also be vulnerable to abuse and therefore we must work to ensure we can raise awareness, act to mitigate risks, identify and address any concerns promptly and in an appropriate manner. This policy document is designed to provide all the necessary information and guidance for our staff members to ensure aligned approaches and practices are implemented to support safeguarding and child protection.

## **1.5 DEFINITIONS**

Safeguarding is a broad umbrella term used to incorporate policies, procedures, standards, practices, guidelines and philosophies aimed at protecting children from intentional and unintentional harm. It includes measures and steps to be taken to promote the wellbeing of children as well as those required if a child protection concern is raised.

*'Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.'*

From UK Government guidance Working Together to Safeguard Children (2006)

### **Physical abuse**

Physical abuse is intentionally inflicting physical injury on a child. This may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child or failing to take the necessary steps to prevent such harm being inflicted. This includes situations whereby an adult fabricates or causes the symptoms of illnesses in children.

### **Emotional or Psychological abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It involves:

- humiliating, putting down or constantly criticizing a child
- shouting at or threatening a child or calling them names
- mocking a child or making them perform degrading acts
- constantly blaming or scapegoating a child for things which are not their fault
- trying to control a child's life and not recognizing their individuality
- not allowing them to have friends or develop socially
- pushing a child too hard or not recognizing their limitations
- manipulating a child
- exposing a child to distressing events or interactions such as drug taking, heavy drinking or domestic abuse
- persistently ignoring them
- being cold and emotionally unavailable during interactions with a child
- never saying anything kind, positive or encouraging to a child and failing to praise their achievements and successes.



**Berlin Metropolitan School  
- POLICY -**

**Sexual abuse**

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. Sexual abuse can involve contact and/or non-contact abuse. It includes:

- sexual touching of any part of the body whether the child is wearing clothes or penetration by putting an object or body part inside a child's mouth, vagina or anus
- forcing or encouraging a child to take part in sexual activity
- making a child take their clothes off, touch someone else's genitals or masturbate.

Non-contact abuse involves non-touching activities. It can happen online or in person and includes:

- encouraging a child to watch or hear sexual acts
- not taking proper measures to prevent a child being exposed to sexual activities by others
- showing pornography to a child
- making, viewing or distributing child abuse images
- allowing someone else to make, view or distribute child abuse images.

Online sexual abuse includes:

- persuading or forcing a child to send or post sexually explicit images of themselves, this is sometimes referred to as sexting
- persuading or forcing a child to take part in sexual activities via a webcam or smartphone
- having sexual conversations with a child by text or online
- meeting a child following online sexual grooming with the intent of abusing them.

Abusers may threaten to send sexually explicit images, video or copies of sexual conversations to the young person's friends and family unless they take part in other sexual activity. Images or videos may continue to be shared long after the abuse has stopped.

**Grooming**

Abusers will often try to build an emotional connection with a child in order to gain their trust for the purposes of sexual abuse. This is known as grooming and involves befriending and establishing an emotional connection with a child, and sometimes the family or staff members in the community. This is done in order to lower the community's and a child's inhibitions and to build trust. Often the first people who potential child abusers build trust and relationships with, through a variety of means, are their fellow adults.



**Neglect**

Neglect is 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. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs. Neglect may involve a parent’s or caregiver’s failure to:

- provide adequate food, clothing or shelter
- supervise a child (including leaving them with unsuitable caregivers) or keep them safe from harm or danger
- make sure the child receives appropriate health and/or dental care
- make sure the child receives a suitable education meet the child’s basic emotional needs – parents may ignore their children when they are distressed or even when they are happy or excited. This is known as emotional neglect.

Neglect is the most common type of child abuse. It often happens at the same time as other types of abuse.

**2. Roles and Responsibilities**

**2.1 CHILD PROTECTION TEAM**

BMS has a Child Protection Team consisting of the School’s Principals, Counselors and Child Protection Officers. This team provides the oversight and strategic leadership of the child protection provision and safeguarding in the whole school, and reports to the Executive Director.

Child Protection Team		
Counseling Team Members	Child Protection Officers (CPO)	School Principals
ELC, Primary and Secondary Counselors	Representative CPOs from different divisions	ELC, Primary and Secondary School Principals



**Berlin Metropolitan School  
- POLICY -**

The team is responsible for the continuous monitoring, review, and improvement of child protection provision and safeguarding measures. This includes the following elements:

- revision of current school policies and practices on a regular basis
- attendance at relevant training and conferences to ensure current practices are up to date both locally and internationally
- ensuring Child Protection training is provided regularly and identifying needs to be addressed within the school community
- ensuring prevention, protection, and risk and safety awareness feature in the school curriculum
- liaising with local Berlin authorities and agencies to ensure best practices
- actively engaging with experts in the wider community to build a network of resources
- reviewing community awareness practices and providing information sessions for the community as required
- providing a forum in which concerns can be addressed in a supportive, sensitive and effective manner
- providing contact information for the community to relevant services out of hours.

## **2.2 COMMUNITY AWARENESS**

The Child Protection and Safeguarding Policy is published and available to the school community on our school website. Our safeguarding practices and child protection regulations are communicated to families in divisional handbooks, including the information that our school counselors are available for guidance and directing our community to the relevant resources. Our school curriculum provides students with age-appropriate content to support their growth and development in the areas of social emotional learning and Physical Education, and Sex Education. We adhere to the Berliner Rahmenlehrplan, and awareness of topics related to safeguarding and child protection are embedded into our curriculum. Our Behavior, and Professional Practice policies, also provide explicit guidance to the community regarding safeguarding and child protection procedures.

## **2.3 CHILD PROTECTION OFFICERS**

BMS is committed to the ongoing training of staff members as Child Protection Officers (CPO) which takes place in the German language and requires a commitment to regular review of practices and procedures in Germany. The CPOs are responsible for:

- Participating in ongoing child protection training and the facilitation of training for staff members and the community.
- Based upon information gathered, identifying cases of child protection to be reviewed by the Child Protection Team.
- Providing a safe space for staff to share concerns and offering advice in potential child protection cases.
- Presenting local child protection regulations to the School Community.
- Updating and ensuring compliance with the school procedures for reporting disclosures.
- Reporting concerns to the Child Protection Team and School Executive Director after which an action plan will be developed to ascertain which steps must be taken and if necessary which authorities are to be informed i.e. Schulamt /Jugendamt.
- Participating in regular Child Protection Team meetings and providing summary of disclosures/ concerns raised.



**Berlin Metropolitan School  
- POLICY -**

It is crucial to note that CPOs must not take over cases, but rather serve as advisors to the staff members directly involved in the case. CPOs **must not be given identifying information about the child involved** so that they can make nonbiased judgements. Where possible, members of staff should submit disclosures or seek advice from a CPO who is not a member of the school division in which the child is placed. It is the task of the School's Child Protection Officer(s) to give the Child Protection Team guidance in cases of child protection.

## **2.4 SENIOR LEADERSHIP TEAM**

The Senior Leadership Team is comprised of the Principals of each School division, the CCEP Director, the Business Manager and the Executive Director. The Senior Leadership Team must be made aware of any child protection concerns, and be actively involved in managing the investigations and inquiries taking place. As the School Principals form part of the Child Protection Team, they are responsible for sharing feedback with the SLT on a regular basis.

## **2.5 SCHOOL COUNSELORS**

BMS employs three full time school counselors who work to support students and their families from K – 12. The School Counselors play a central role in participating in and advising the Child Protection team and working in partnership with families as well as external advisors and authorities. The School Counselors are part of the Child Protection Team and are there to seek out further support if, and when, needed. The counselors are usually the members of staff who liaise closely with the families involved and with the authorities and collaborate closely with the Child Protection Officers.

# **3. Procedures**

## **3.1 DISCLOSURES**

A disclosure is defined as the moment another person, child or adult, chooses to share details of an incident or situation that may indicate they are, or have been, the victim of an abusive situation or relationship. This may be described implicitly or explicitly in the person's disclosure. If someone discloses such a situation to you it is because you are a trusted adult for them, and therefore all staff members must be prepared to engage in, and respond to, such a disclosure appropriately. Staff are required to report any incidents, concerns, or disclosures about any type of threat of child endangerment or abuse. All concerns, disclosures, and indications of child endangerment must be taken seriously. It is a legal obligation for faculty, staff, and administrators, either as individuals, or members of the institution, to report incidents of, or concerns about, physical or psychological violence, aggression, harassment, and physical or sexual abuse.

## **3.2 REPORTING DISCLOSURES**

1. Any disclosure must be reported to any member of the Child Protection Team and the **Disclosure form** must be completed with any relevant details/ information.
2. The Child Protection Team Member reports to the relevant team members including the School Principal.
3. The Child Protection Team gathers further information and assesses the situation.



**Berlin Metropolitan School**  
**- POLICY-**

4. Appropriate action is implemented (following the flow chart in Appendix 4).
5. Any relevant support is arranged for the affected parties.

Please note it is advisable that members of staff submit disclosures, or seek advice, from a CPO who is **not a member of the school division in which the child involved is placed**. This supports confidentiality and reduces the risks of additional information or knowledge of the child or family clouding judgement or impacting upon decision making.

### 3.3 STUDENT DISCLOSURES

It is crucial that staff are aware of practices involved when a student discloses information regarding their safety and welfare. There may be times where a staff member may be aware that a student is building up courage to disclose something with them, or perhaps has concerns about a student's wellbeing, and it is advised that staff members reach out to the School Counselors or a CPO for further advice on how best to manage the specific situation. It is critical to note that staff members must take the role of 'active listener' and should not take on the role of 'investigator'. When a student discloses information, the adult involved has the responsibility to listen, report the disclosure so that appropriate help can be sought out, and ensure next steps are planned to help the student.

The following outlines the **protocols a staff member should follow** when a student discloses information:

- Make sure that any student disclosure happens in a safe, quiet setting.
- Listen to the student in a supportive, sensitive and non-judgmental manner.
- Stay calm throughout and ensure your tone of voice and body language conveys that you take them seriously and believe them.
- Be aware of any language/communication difficulties that the student may be experiencing when trying to express themselves. Give the child time to sort through their thoughts.
- Ask open-ended, but not leading questions, if you need to, but do not pressurize the child for additional details.
- Tell the student that you may need to share this information with someone who can help.
- Let the student know that someone else may need to speak with them and explain why.
- Reassure the student that they have done the right thing by sharing this information with you.
- Record what was said on the **Disclosure Form** including the date, time, place and context of the disclosure or concern. Record facts only, not assumptions or any interpretations. Write down what the child stated, not an interpretation of this.
- Inform a member of the Child Protection Team of the disclosure and submit the form to the Counselor.
- Maintain confidentiality and only speak to members of the relevant Child Protection Team members about the case.

Practices **staff should avoid** when a child discloses information:

- Asking leading/closed questions about the student's disclosure or probe for specific information. E.g. 'Did mum hit you here, on your arm?'
- Promising that you will not tell anyone about the disclosure or let the child swear you to keep a 'secret'.
- Reacting emotionally or registering alarm or disgust when the child is disclosing what has happened.
- Confronting the child about the claims and interrogate them.
- Making any judgments or assumptions about what you have heard.



### **Berlin Metropolitan School**

#### **- POLICY-**

- Making comments or statements about those involved, making disparaging comments about the 'abuser'.
- Sharing any disclosed information with parties other than those directly involved in maintaining student safety (Child Protection Team).
- Allowing the disclosure to occur in a group setting.

Teaching students about safeguarding and child protection and making yourself a part of their support system invites them to come to you with a problem. School staff must understand and know how to respond appropriately, knowing that it is often very difficult for children to disclose abuse. Students often find it difficult to talk to us because of the fear of:

- **Memory.** Children often cope with their abuse by pushing it so far back in their minds that they "forget." To remember means to feel hurt again.
- **Loss of Love.** Children often worry that their parents or friends won't love them once they know about their abuse because now they are "dirty." This is often because children will take responsibility for their abuse. Children also often fear the separation of their family because of the telling. Offenders work hard to reinforce these feelings in order to keep the child silent.
- **Shame & Guilt.** Children either know or can sense that what happened, especially a sexual experience with an adult, is wrong. By telling someone and acknowledging that this happened, they fear the shame of the abuse. They fear they will get into trouble for telling. Older children will experience more of a sense of guilt than younger children, especially in sexual abuse.
- **Blame.** Children fear that they will be blamed for what happened and in the case of sexual abuse that they somehow wanted it. Adults tend to be believed over the child and offenders often state that the child "asked" for the sexual touch or other abuse.
- **Harm.** Offenders often maintain control over their victims by threatening harm to them or their families if they tell. Children are then burdened with the inappropriate responsibility for keeping their families safe.

Understanding these fears of disclosure will help in your appropriate response.

### **3.4 VULNERABLE STUDENTS**

There are students in every community who may be more vulnerable than others (such as those with physical disabilities or particular social and emotional needs), and who struggle to manage their behaviors and the manner in which they communicate with others. We must interact with these students with the utmost care and respect. Students can be labelled as 'attention-seeking' or 'troublesome' or having a tendency to exaggerate or seek out the 'limelight'. These students must also be listened to and not overlooked, their attention-seeking and disruptive behavior could indeed be a symptom of some sort of abuse or neglect. Each and every student has a right to be heard, and listened to, and sometimes the students who are 'misbehaving', constantly challenging adult boundaries and frequently breaking the rules, are of higher risk than their peers to some sort of abuse or being taken advantage of in some manner. It is important to take what every student discloses seriously and address any concerns.

### **3.5 STAFF DISCLOSURES**

Any staff member may also find themselves in the situation where a colleague discloses information to them in an effort to seek help. All disclosures and concerns must be listened to without judgement and taken seriously. Staff can bring their concerns to members of the Child Protection Team at any time, knowing that all perspectives in any given situation will be investigated sensitively.



**Berlin Metropolitan School  
- POLICY -**

The following are the **protocols a staff member should follow** when a colleague discloses information:

- Make sure that any staff disclosure happens in a safe, quiet setting.
- Listen to the staff member in a supportive, sensitive and non-judgmental manner.
- Stay calm throughout and ensure your tone of voice and body language conveys that you take them seriously and believe them.
- Be aware of any language/communication difficulties that the staff member may be experiencing when trying to express themselves, remembering we have many diverse home languages in our community. Give the individual time to sort through their thoughts.
- Ask open-ended, but not leading questions, if you need to, but do not pressurize the staff member for additional details.
- Tell the staff member that you will need to share this information with the Child Protection Team and someone who can help.
- Let the staff member know that someone else may need to speak with them and explain why.
- Reassure the staff member that they have done the right thing by sharing this information with you.
- Record what was said on the **Disclosure Form** including the date, time, place and context of the disclosure or concern. Record facts only, not assumptions or any interpretations. Write down what the staff member stated, not an interpretation of this.
- Inform a member of the Child Protection Team of the disclosure and submit the form to the Counselor.
- Maintain confidentiality and only speak to members of the relevant Child Protection Team members about the case.

The following are practices **staff should avoid** when a staff member discloses information:

- Do not ask leading/closed questions about the details of the disclosure or probe for specific information.
- Do not promise that you will not tell anyone about the disclosure.
- Do not react emotionally or register alarm or disgust when the staff member is disclosing what has happened.
- Do not confront the staff member about the claims and interrogate them.
- Do not make any judgments or assumptions about what you have heard.
- Do not make comments or statements about those involved, do not make disparaging comments about the 'abuser'.
- Do not share any disclosed information with parties other than those directly involved.
- Do not allow the disclosure to occur in a group setting.

### **3.6 REPORT DOCUMENTATION AND STORAGE**

Staff members are required to document all observations, disclosures, and other pertinent information through use of the **Disclosure Form** (Appendix 3). These forms must be signed by the respective Principal and stored in the Counselor's Office. If the Counselor is not available, the information can be stored with the respective Principal, in a secure locked file. All child protection records are confidential and shared only on a need-to-know basis. The respective Principal and Counselor, with the advice of the CPO, agree upon the next steps to be taken. The **Child Protection Concern Flow Chart** (Appendix 4) outlines the reporting and decision-making procedure.



### **3.7 MANAGING CHILD PROTECTION CASES – CHILD PROTECTION TEAM PROCEDURES**

In all suspected child protection cases, the school adheres to German law regarding our procedures of reporting and seeking consultation. We have access to a range of consultative organizations including the Jugendamt (Youth Services) and we will always in the first instance seek advice and work in consultation with the Jugendamt to address any child protection disclosures. This often involves working in partnership with the Jugendamt and a family to utilize the necessary resources and ensure any additional supports are in place. However, this of course always depends upon the nature of any given disclosure, the extent of concern and urgency of the case. If a formal report is required and submitted to external authorities this may lead to investigation by professional social workers and/or the police so that appropriate measures can be put in place.

### **3.8 CHILD PROTECTION CASE MEETINGS**

Child Protection Case Meetings can be called at any time by any member of the Child Protection Team and are focused upon reviewing a disclosure or concern submitted and the team making a decision together on the next steps. Case meetings may involve the whole Child Protection team or specific members of the team in collaboration with the Senior Leadership Team if a Crisis situation arises. The Crisis Management Team may then lead a case dependent on the assessment made by the team.

### **3.9 CONFIDENTIALITY**

Maintaining confidentiality is imperative in the context of child protection and safeguarding issues. This means that in all alleged and suspected cases of child abuse or misconduct, staff must not make use of, or divulge, information which breaches confidentiality. Members of staff are required to share information regarding issues of child protection with the relevant personnel. All reports need to be made to the respective Principal or Counselor as soon as concerns are raised. This is outlined in the **Child Protection Concern Flow Chart** (Appendix 4).

If staff members have any questions about confidentiality, they are encouraged to seek advice from their Principal or Counselor. To ensure that all information related to child protection incidents/observations remain confidential, all written documents should be stored and locked away in the counselors' office. Any breach in confidentiality will be taken seriously and may lead to disciplinary actions.

## **4. Awareness and Prevention**

### **4.1 STAFF TRAINING AND AWARENESS**

As a part of our 'Back to School Week', and general onboarding process, all staff are required to attend Child Protection training at school which familiarizes staff with school policies and procedures. The training outlines the most up-to-date school policy and procedures relating to child protection matters at BMS, as well as giving staff members warning signs to be aware of and watch out for. Online training courses are also available for staff members and ongoing opportunities to discuss issues related to safeguarding and child protection are built into ongoing professional development sessions for staff members. Our Counseling and Child Protection Team members are also available to provide ongoing advice and workshops to staff members.



**Berlin Metropolitan School  
- POLICY -**

The designated Child Protection Officers attend off-site professional development sessions regularly to ensure they are up to date on current practices and procedures. These trainings are held in German and ensure we are informed and work in compliance with all local regulations and protocols.

#### **4.2 STUDENT, PARENT AND COMMUNITY AWARENESS**

Working in partnership with our parent community is of the utmost importance and the Child Protection and Safeguarding Policy will be available to our parent community on our school website/on request. A commitment to Child Protection and Safeguarding can be found in our student parent handbooks and a summary of information given about counseling services and our Child Protection Officers.

Our student community is also educated in an age-appropriate way throughout our curriculum in aspects of personal safety and wellbeing that support students learning strategies to cope with any difficult situations they may face and an understanding of those adults around them from whom they can seek further support. This forms part of the Social Emotional Learning /Life Skills program and curriculum. External professionals are invited into school to supplement this work, including sexual health advisors, the Police, and online safety experts.

#### **4.3 RECRUITMENT PRACTICES**

BMS is committed to adhering to recruitment practices and procedures that ensure the safe recruitment of all teaching and non-teaching staff members. Visibility of a commitment to child protection and safeguarding measures will be stated on our school website, in job advertisements, and in documentation for our potential candidates.

Our Human Resources department is responsible for the initial screening of applicants and thorough screening is critical to ensuring potential abusers are prevented from entering our school community. This process of evaluation is regularly revised and amended in order to meet local and international guidelines for recruitment procedures.

All positions at BMS require background screening checks including:

- Police check from all countries where the candidate has been employed and lived
- Three confidential written references from previous employers. Previous employers are always asked if there were any concerns related to child protection and safeguarding raised about the candidate in their previous position.
- A personal interview including questions that relate to safeguarding. Please refer to **Appendix 7 Child Protection and Safeguarding Interview Questions**
- Teaching permission application with the Berlin Senat (dependent on position)

All hiring practices adhere to German law. A comprehensive overview of our Screening and Recruitment practices can be found in Appendix 6.

As part of new staff orientation all staff, including all interns, volunteers, freelance employees and externally contracted service providers, are instructed in our BMS Child Protection Policy and guidelines. Further details regarding staff training and ongoing professional learning in the area of Child Protection and Safeguarding can be found in section 4.1.



#### **4.4 EXTERNAL SERVICE PROVISION**

Any externally contracted service providers or companies who are working onsite during school hours are not left to supervise BMS students. All external service providers (catering, cleaning, etc.) working at BMS have contractual obligations to provide police clearance checks to their employer.

#### **4.5 FREELANCE INSTRUCTORS, COACHES AND PROFESSIONALS**

There are many private instructors and coaches who work with our students, for example, as part of our Vacation and Club Program. The CCEP Director is responsible for the hiring and communication with these instructors and coaches and anyone who is working with our students must be trained in, and adhere to, our Child Protection and Safeguarding Policy as well as other policies such as our Professional Practice and Social Media Policy. Background checks must be carried out on all instructors and coaches who work with our students.

#### **4.6 FIELD TRIPS AND CAMPS**

When students attend overnight camp trips with external companies/organizations BMS requires police checks from all instructors who are working in direct contact with the student group. Staff members and students find themselves in different circumstances and routines when on field trips and camps and therefore staff members must ensure they adhere to all guidelines set out in our **Field Trip and Camp Policy**.

#### **4.7 FACILITIES AND SECURITY**

Our Business Director, Facility Manager and facility team ensure that the school grounds and facilities meet the requirements of all health and safety regulations and in accordance with German law. Regular checks of all facilities are led by our Facility Manager.

Students and parents are not permitted inside the School building outside of school hours unless this is by invitation to a school event. ELC and Primary students must check out at reception each day and written permission must have been given by parents for students to leave school independently. Our staff check the school building is empty at the end of each school day to ensure no students are left in the school building. Security staff are onsite each day from 17.00 to 08.00 and 24 hours at the weekend.

Crisis drills are reviewed annually with all employees and drills are conducted with all students and staff on a regular basis.

## **5. Resources and Links**

### **5.1 APPENDICES**

1. Appendix 1 **Definitions and Indicators of Abuse**
2. Appendix 2 **Disclosure Form**
3. Appendix 3 **Child Protection Concern Flow Chart**
4. Appendix 4 **Berlin Child Protection Registration Form - Co-operation School & Youth Welfare Office**
5. Appendix 5 **Screening and Recruitment Practices**



**Berlin Metropolitan School  
- POLICY-**

6. Appendix 6 **BMS Staff Guidelines**
7. Appendix 7 **Child Protection and Safeguarding Interview Questions**
8. Appendix 8 **ELC Personal Care and Hygiene Guidelines**

**5.2 SUPPORTING DOCUMENTS & POLICIES**

IT Policy  
HR Policy  
Behavior Policy  
Child Protection and Safeguarding Contact Information  
PSPE Scope and Sequence  
Life Skills Curriculum Unit Overview  
Second Step Curriculum Overview

**5.3 INFORMATION SOURCES / CREDITS**

United Nations Human Rights (1989), Conventions on the Rights of the Child,  
<http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

Council for International Schools – Child Protection and Safeguarding Standards \_\_\_\_  
<https://www.cois.org/about-cis/child-protection/resources>

International Centre for Missing and Exploited Children  
<https://www.icmec.org/education-portal/school-policies/>

NSPCC  
<https://learning.nspcc.org.uk/research-resources/briefings/definitions-signs-child-abuse/>

Association of International Schools in Africa: Child Protection Handbook  
[https://www.aisa.or.ke/resources/Documents/Monthly%20Circular/Child%20Protection%20Handbook%20Final%20\(Oct2018\).pdf](https://www.aisa.or.ke/resources/Documents/Monthly%20Circular/Child%20Protection%20Handbook%20Final%20(Oct2018).pdf)

Senatsverwaltung für Bildung, Jugend und Familie  
<https://www.berlin.de/sen/jugend/familie-und-kinder/kinderschutz/#notdienste>

Senatsverwaltung für Bildung, Jugend und Familie – Link to Crisis Plan for Schools  
<https://www.berlin.de/sen/bildung/unterstuetzung/gewalt-und-notfaelle/informationen-fuer-schulen/>

International School Hannover Region - Child Safeguarding Policy and Procedure 5.40  
<https://drive.google.com/file/d/0ByDv6SSI3oT0MXJ2UkJDQ3VQYjdYZTJ3XzBJX2k3YjZuYm9j/view>

International School of Paris Child Protection Policy and Procedures  
[https://www.isparis.edu/uploaded/Documents/policy\\_documents/Child\\_Protection\\_1.2.\\_web.pdf](https://www.isparis.edu/uploaded/Documents/policy_documents/Child_Protection_1.2._web.pdf)

Supporting your school: A new protocol for managing allegations of child abuse by educators and other adults in international communities  
<https://resources.finalsite.net/images/v1541762398/cis/mhtgsnzclzvvhbgoxuwg/Launching-Protocol.pdf>

## Appendix 1

# Definitions and Indicators of Abuse

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Child Protection and Safeguarding is a broad umbrella term used to incorporate policies, procedures, standards, practices, guidelines and philosophies regarding protecting children from intentional and unintentional harm.

*'Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.'*

From UK Government guidance Working Together to Safeguard Children (2006)

### Physical abuse

Physical abuse is intentionally inflicting physical injury on a child. This may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child or failing to take the necessary steps to prevent such harm being inflicted. This includes situations whereby an adult makes up or causes the symptoms of illnesses in children.

### Emotional or Psychological abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It involves:

- humiliating, putting down or constantly criticizing a child
- shouting at or threatening a child or calling them names
- mocking a child or making them perform degrading acts
- constantly blaming or scapegoating a child for things which are not their fault
- trying to control a child's life and not recognizing their individuality
- not allowing them to have friends or develop socially
- pushing a child too hard or not recognizing their limitations
- manipulating a child
- exposing a child to distressing events or interactions such as drug taking, heavy drinking or domestic abuse
- persistently ignoring them
- being cold and emotionally unavailable during interactions with a child
- never saying anything kind, positive or encouraging to a child and failing to praise their achievements and successes.



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- POLICY -**

**Sexual abuse**

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. Sexual abuse can involve contact and/or non-contact abuse. It includes:

- sexual touching of any part of the body whether the child is wearing clothes or notrape or penetration by putting an object or body part inside a child's mouth, vagina or anus
- forcing or encouraging a child to take part in sexual activity
- making a child take their clothes off, touch someone else's genitals or masturbate.

Non-contact abuse involves non-touching activities. It can happen online or in person and includes:

- encouraging a child to watch or hear sexual acts
- not taking proper measures to prevent a child being exposed to sexual activities by others
- showing pornography to a child
- making, viewing or distributing child abuse images
- allowing someone else to make, view or distribute child abuse images.

Online sexual abuse includes:

- persuading or forcing a child to send or post sexually explicit images of themselves, this is sometimes referred to as sexting
- persuading or forcing a child to take part in sexual activities via a webcam or smartphone
- having sexual conversations with a child by text or online
- meeting a child following online sexual grooming with the intent of abusing them.

Abusers may threaten to send sexually explicit images, video or copies of sexual conversations to the young person's friends and family unless they take part in other sexual activity. Images or videos may continue to be shared long after the abuse has stopped.

**Grooming**

Abusers will often try to build an emotional connection with a student in order to gain their trust for the purposes of sexual abuse. This is known as grooming and involves befriending and establishing an emotional connection with a student, and sometimes the family or staff members in the community. This is done in order to lower the community's and a student's inhibitions and to build trust. Often the first people who potential abusers build trust and relationships with, through a variety of means, are their fellow adults.

Any crossing of boundaries must not be tolerated and abusers may try to normalize their behavior through humour and building a trust relationship with adults around them to then enable them to gain the trust of the students around them. An abuser may try to validate behavior through engaging in crossing boundaries in the presence of other adults and encourage similar behavior, this results in fear of reporting any concern as the other adults may feel at fault. Abusers will also seek to discredit those in positions of leadership or individuals or groups of staff to normalize their behavior and refocus the discussion on others' behavior.



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- POLICY -**

## **Neglect**

Neglect is 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. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Neglect may involve a parent's or carer's failure to:

- provide adequate food, clothing or shelter
- supervise a child (including leaving them with unsuitable carers) or keep them safe from harm or danger
- make sure the child receives appropriate health and/or dental care
- make sure the child receives a suitable education meet the child's basic emotional needs – parents may ignore their children when they are distressed or even when they are happy or excited. This is known as emotional neglect.

Neglect is the most common type of child abuse. It often happens at the same time as other types of abuse.

## **Signs of abuse**

Recognizing child abuse is not easy. It is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk of harm from someone. You do, however, have both a responsibility and duty, as set out in your organization's child protection procedures, to act in order that the appropriate agencies can investigate and take any necessary action to protect a child.

*The following information should help you to be more alert to the signs of possible abuse:*

### **Physical Abuse**

Most children will collect cuts and bruises as part of the rough-and-tumble of daily life. Injuries should always be interpreted in light of the child's medical and social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern, although this can be more complicated with burns, as these are often delayed in presentation due to blistering taking place sometime later.

*The physical signs of abuse may include:*

- unexplained bruising, marks or injuries on any part of the body,
- multiple bruises – in clusters, often on the upper arm, outside of the thigh,
- cigarette burns,
- human bite marks,
- broken bones,
- scalds, with upward splash marks,



## **Berlin Metropolitan School**

### **- POLICY -**

- multiple burns with a clearly demarcated edge.

*Changes in behavior that can also indicate physical abuse:*

- fear of parents being approached for an explanation,
- aggressive behavior or severe temper outbursts,
- flinching when approached or touched,
- reluctance to get changed, for example in hot weather,
- depression,
- withdrawn behavior,
- running away from home.

### ***Emotional Abuse***

Emotional abuse can be difficult to measure, as there are often no outward physical signs. There may be a developmental delay due to a failure to thrive and grow, although this will usually only be evident if the child puts on weight in other circumstances, for example when hospitalized or away from their parents' care. Even so, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or caregivers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

*Changes in behavior which can indicate emotional abuse include:*

- neurotic behavior e.g. sulking, hair twisting, rocking,
- being unable to play,
- fear of making mistakes,
- sudden speech disorders,
- self-harm,
- fear of parent being approached regarding their behavior,
- developmental delay in terms of emotional progress.

### ***Sexual Abuse***

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. Usually, in cases of sexual abuse it is the child's behavior that may cause you to become concerned, although physical signs can also be present. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

*The physical signs of sexual abuse may include:*

- pain or itching in the genital area,
- bruising or bleeding near genital area,
- sexually transmitted disease,
- vaginal discharge or infection,
- stomach pains,
- discomfort when walking or sitting down,
- pregnancy.



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- POLICY -**

*Changes in behavior which can also indicate sexual abuse include:*

- sudden or unexplained changes in behavior e.g. becoming aggressive or withdrawn,
- fear of being left with a specific person or group of people,
- having nightmares,
- running away from home,
- sexual knowledge which is beyond their age, or developmental level,
- sexual drawings or language,
- bedwetting,
- eating problems such as overeating or anorexia,
- self-harm or mutilation, sometimes leading to suicide attempts,
- saying they have secrets they cannot tell anyone about,
- substance or drug abuse,
- suddenly having unexplained sources of money,
- not allowed to have friends (particularly in adolescence),
- acting in a sexually explicit way towards adults.

***Neglect***

Neglect can be a difficult form of abuse to recognize, yet have some of the most lasting and damaging effects on children.

*The physical signs of neglect may include:*

- constant hunger, sometimes stealing food from other children,
- constantly dirty or 'smelly',
- loss of weight, or being constantly underweight,
- inappropriate clothing for the conditions.

*Changes in behavior which can also indicate neglect may include:*

- complaining of being tired all the time,
- not requesting medical assistance and/or failing to attend appointments,
- having few friends,
- Mentioning being left alone or unsupervised.

***Bullying***

Bullying is not always easy to recognize as it can take a number of forms. A child may encounter bullying attacks that are:

- Physical: pushing, kicking, hitting, pinching, and other forms of violence or threats.
- Verbal: name-calling, sarcasm, spreading rumors, persistent teasing.
- Emotional: excluding, tormenting, ridiculing, humiliating.



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- POLICY -**

*Persistent bullying can result in:*

- Depression,
- low self-esteem,
- shyness,
- poor academic achievement,
- isolation,
- threatened or attempted suicide.

*Signs that a child may be being bullied can be:*

- coming home with cuts and bruises,
- torn clothes,
- asking for stolen possessions to be replaced,
- losing dinner money,
- falling out with previously good friends,
- being moody and bad tempered,
- wanting to avoid leaving their home,
- aggression with younger brothers and sisters,
- doing less well at school,
- sleep problems,
- anxiety,
- becoming quiet and withdrawn.

**Signs of potential offenders**

In addition to recognizing potential signs of child endangerment, it is equally important to be aware of some of the early warning signs to look out for in potential offenders:

*Student potential offender signs*

- unusual interest in sexual activities
- does not stop sexualized behavior when asked to stop
- uses force or coercion in social situations
- displays an unusual intensity when discussing sex and sexuality
- socializes with much younger children
- gives gifts and encourages secrecy in relationships with others

*Adult potential offender signs*

- has a “favorite” student or child
- attempts to find ways to be alone with children
- uses inappropriate language with/about children
- uses sexualized talk in the presence of children
- gives private gifts and encourages secrecy in chats and dealings with children



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**- POLICY -**

- engages with students privately via social media

These definitions and indicators are not meant to be definitive, but only serve as a guide to assist you. It is important too, to remember that many children may exhibit some of these indicators at some time, and that the presence of one or more should not be taken as proof that abuse is occurring. There may well be other reasons for changes in behavior such as a death or the birth of a new baby in the family or relationship problems between parents/caregivers. In assessing whether indicators are related to abuse or not, the authorities will always want to understand them in relation to the child's development and context.

*Source: National Society for the Prevention of Cruelty to Children (NSPCC): Child Protection fact sheet: The definitions and signs of child abuse.*

<https://learning.nspcc.org.uk/media/1188/definitions-signs-child-abuse.pdf>



## Appendix 2

# Disclosure Form

**Student Name:**

**Class:**

**Homeroom Teacher/Tutor:**

**Date:**

I am concerned about the following student:

### Report Details/Observations

Please include all locations, times and dates and all necessary factual information below. This can be in point form or narrative.

<b>Reporting Staff Member:</b>	
<b>Division &amp; Role:</b>	
<b>Submitted to:</b>	
<b>Reporting Staff Member Signature:</b>	
<b>Child Protection Team Member Signature:</b>	

The student **knows I am reporting this/does not know I am reporting this**

Please delete as appropriate

The parent(s) **know I am reporting this/does not know I am reporting this**

Please delete as appropriate

Principal's Signature:

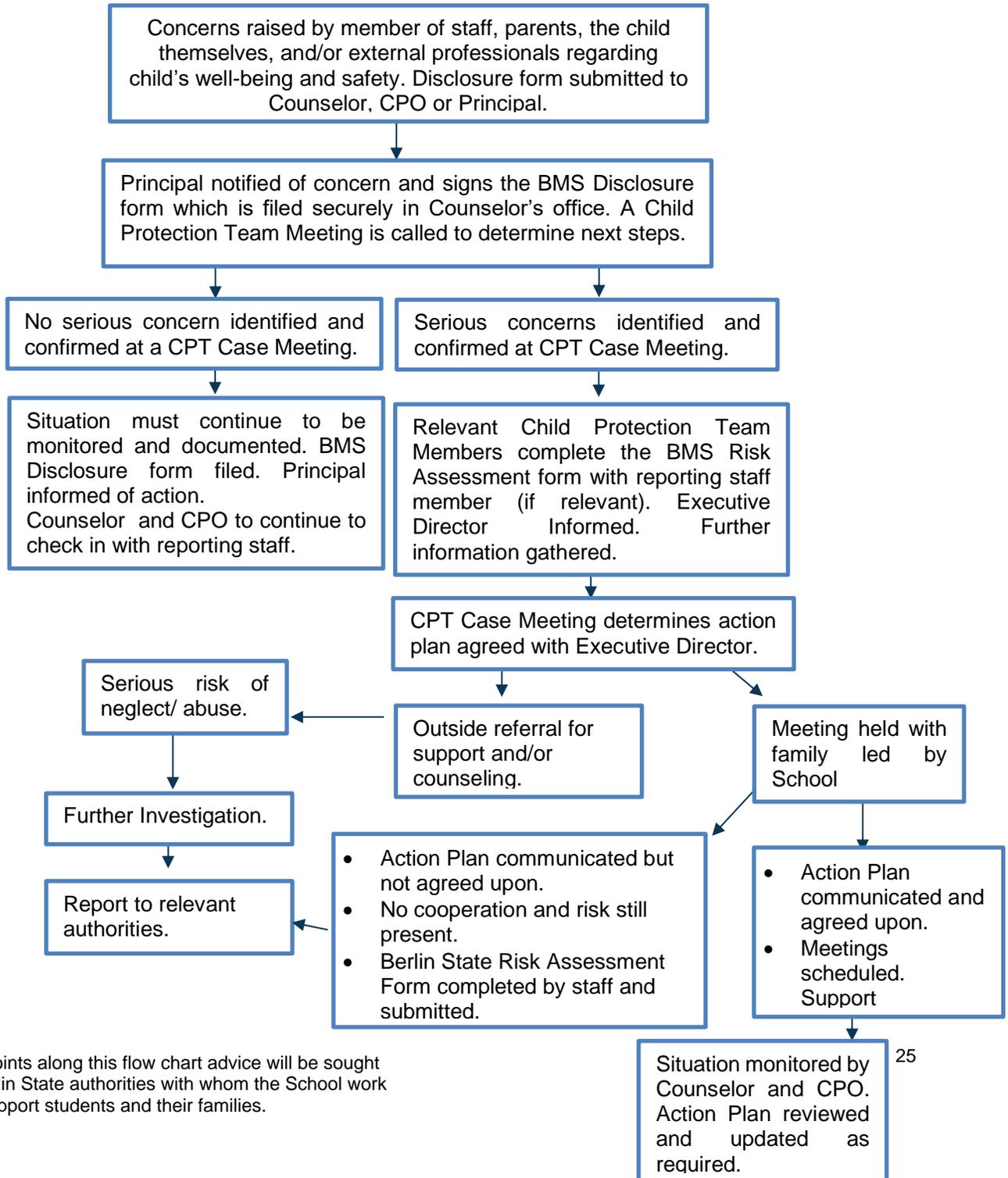
Date:



**Appendix 3**

# Child Protection Concern Flow Chart

## Procedure to report a child protection concern



N.B. At all points along this flow chart advice will be sought from the Berlin State authorities with whom the School work closely to support students and their families.



Appendix 4

Registration Form

Child Protection under the Cooperation School - Youth Welfare Office

Name of School: Fax No:
Reporting Person: Date:
Further Involved Professional: Tel:
Email Address:
Via Fax to RSD/Area: Fax No:

School Age
Student Last Name: Student First Name: Birth Date:
Class/Group: Gender: Years of School Attendance:
Female: [ ] Male: [ ]
Street Address: Telephone No:
Zipcode:

Responsible
Legally responsible for compulsory school attendance: (e.g. both parents, only one parent, guardian,.....)
Guardian 1 Relationship:
Last Name: First Name:
Street address:
Zip Code: Telephone:
Guardian 2 Relationship:
Last Name: First Name:
Street address ( if different):
Zip Code: Telephone:



**Berlin Metropolitan School  
- POLICY -**

		<b>Problem description (serious indications for endangerment)</b>		
		<b>Rarely</b>	<b>Often</b>	<b>Always</b>
<b>Situation</b>	absence (disengagement, see p.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	coming late to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	student does not want to go home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	inadequate nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	unpleasant smell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	tiredness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	difficulty concentrating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	language difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	no weather-appropriate clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	untreated wounds/bruises/scars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	aggression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	apathy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	anxiety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	tendency to isolate oneself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	lack of emotional attachment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	disobeys rules and boundaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	self-harming behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	sexualized behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	bedwetting/soiling oneself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	substance abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
delinquent behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
running away	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
reports of domestic violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Additional Comments/Remarks:</b>				



**Berlin Metropolitan School  
- POLICY -**

<b>Assessed Disengagement Step</b>	step 1 <sup>2</sup>	step 2 <sup>3</sup>	step 3 <sup>4</sup>	step 4 <sup>5</sup>	step 5 <sup>6</sup>
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**Notes**

- <sup>2</sup> Turn away from class without attracting attention/turn away from class noticeably
- <sup>3</sup> Coming in too late / leaving the classroom during class /provoking exclusion from class / missing single hours / occasionally not coming into class, but not more than 10 days per half year
- <sup>4</sup> 11-20 days per half year absent from school
- <sup>5</sup> 21-40 days per half year absent from school, but still coming in
- <sup>6</sup> More than 40 days per half year totally absent from school, complete drop-out

**Measures**

**The following measures were carried out:**

Telephone calls on:

House visits on:

Results:

Already involved services / carrier: (e.g. police, social services, school institution, school psychological services, school projects, education and family counseling)

Contact person / telephone no:

Results / agreed measures:

Reporting person

Class teacher

Principal

Signature Reporting person

Signature class teacher

Signature Principal



**Appendix 5**

## Screening and Recruitment Practices

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This document outlines the BMS screening and recruitment practices as recommended by the [International Task Force on Child Protection \(ITFCP\)](#). This serves as an addendum to our Child Protection and Safeguarding Policy.

**Advertising and Interview Practices**

BMS adheres to national and international safeguarding protocols and makes its commitment to child security and wellbeing visible through advertising and interview practices.

BMS Practices	Responsibility	Notes
<b>Interview questions include:</b>		
<ul style="list-style-type: none"> <li>• Questions related to a candidate's motivation to work with children and in the field of education.</li> </ul>	Interview panel	
<ul style="list-style-type: none"> <li>• Background profile, history of movement, roles and responsibilities within school settings, motivations to leave schools, including contract renewal, questions related to any complaints filed or arrests.</li> </ul>	Interview panel	
<ul style="list-style-type: none"> <li>• Attitudes and behaviors (affective questions about family life and relationships: "How would you respond to...(a specific child protection scenario)?" "How do you maintain boundaries appropriate for your role?" etc.</li> </ul>	Interview panel	
<p>The School includes the following statement on the school website.</p> <p><i>Berlin Metropolitan School (BMS) offers a safe and caring environment where students are free to explore and develop to their fullest potential. BMS staff and community are committed to safeguarding and promoting the welfare of children and youth within our school</i></p>	HR Department	



**Berlin Metropolitan School  
- POLICY-**

<p><i>community. Our practices and processes are guided by German Law (Child and Youth Services Act) and reflect the overall ideals outlined in the United Nation Convention on the Rights of the Child (1990).</i></p>			
<p>The School includes the following statement on its recruitment pages and in job postings, job advertisements.</p> <p><i>BMS is committed to safeguarding and promoting the welfare of all children, young people and adults in our community. Candidates for employment at BMS must be willing to undergo child protection screening, including checks with past employers and criminal checks. We adhere to strict protocols as part of our hiring processes which are aligned with the recommendations of the International Task Force on Child.</i></p>		<p>HR Department</p>	

**Candidate Data**

The school requires a thorough personal and professional profile of each candidate, including the following information.

<b>BMS Practices</b>		<b>Responsibility</b>	<b>Notes</b>
Full Name		HR Department	
Gender		HR Department	
Date of Birth		HR Department	
Citizenship (secondary countries must be included)		HR Department	
Country of residence		HR Department	
Address		HR Department	
Email address		HR Department	



**Berlin Metropolitan School  
- POLICY-**

Phone Number		HR Department	Optional according to Data Protection guidelines.
Education (Institution/ degrees/ dates, where relevant)		HR Department	
Certifications held (Country/region/ province/ expiration date)		HR Department	
Total number of years in education		HR Department	
Total number of years living outside your birth country		HR Department	
Curriculum experience or related relevant experience		HR Department	
Work history (Name of school/employer/eligibility for re-employment)		HR Department	
Explanation for any gaps in work history		Interview Panel	
Name and contact details for references (personal and professional)		HR Department	
Criminal history (arrests and convictions)		HR Department	
Candidate declaration of full disclosure and acknowledges that any agreement of employment or subsequent employment may be terminated immediately due to misrepresentation.		HR Department	
Most candidates provide the information requested above in an online application form (Schrole) rather than only in an existing CV or other format.		HR Department	
Candidate applications are reviewed by at least two people during the recruitment process.		HR Department	

**Reference Checks**

The school has a written statement as part of the BMS Hiring policy which includes information about how references are reviewed and validated.

<b>BMS Practices</b>	<b>Responsibility</b>	<b>Notes</b>
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**Berlin Metropolitan School  
- POLICY-**

The candidate provides at least three confidential professional references. This may be via the online platform Schrole.		HR Department	
One or more of the references is a direct supervisor of the candidate.		HR Department	
At least two references are from employment from the last 6 years and from a range of the institutions worked in.		HR Department	
At least two supervisory references are contacted via email, phone or face to face.		HR Department/ Interview Panel	
Direct questions asked to a candidate referee include: <ul style="list-style-type: none"> <li>• Do you have any concerns about the candidate working unsupervised with children?</li> <li>• Did any of the candidate's colleagues, students or parents express such concerns?</li> <li>• Would you rehire the candidate? (why or why not dependent on the response.)</li> </ul>		Interview Panel	
<b>Recommended additional practice</b>			
The candidate provides one or two confidential personal references to verify background profile and character.		School Principal or Director	

**Referee Validation**

The school has a written statement as part of the BMS Hiring policy which includes information about how identities of referees are verified.



**Berlin Metropolitan School  
- POLICY-**

<b>BMS Practices</b>		<b>Responsibility</b>	<b>Notes</b>
Referees are contacted through business email addresses (if possible in some cases if retired this is not the case).		School Principal or Director	
Referees are contacted through business telephone numbers or skype video call contacts.		School Principal or Director	

**Credential Validation**

The school has a clear process and procedure for the review and verification of personal and professional histories and documentation.

<b>BMS Practices</b>		<b>Responsibility</b>	<b>Notes</b>
All required documentation is collated and reviewed before a formal contract offer is made.		HR Department	
Documentation is translated by a certified service as required		HR Department	
All credentials and documentation adhere to Berlin Senat regulations.		HR Department	
<b>Recommended additional practice</b>			
Documents identified as from an uncertain origin are verified by an authorized agency.		HR Department	

**Criminal Background Checks**

The school requires criminal and background checks from every country in which the candidate has been employed.

<b>BMS Practices</b>		<b>Responsibility</b>	<b>Notes</b>
There is a criminal background check from the candidate's birth country.		HR Department	
There is a criminal background check from every country in which the candidate has been employed.		HR Department	



**Berlin Metropolitan School  
- POLICY-**

The candidate obtains a German police check on arrival in Germany.		HR Department	
<b>Recommended additional practice</b>			
The school conducts an internet search of the candidate.		HR Department	
The school reviews the sex offender websites for each of the countries the candidate has previously lived.		HR Department	<p>Currently open database checks can be done for USA:  <a href="https://www.nsopw.gov">https://www.nsopw.gov</a></p> <p>Overview of all countries can be found here:  <a href="https://www.smart.gov/pdfs/GlobalOverview.pdf">https://www.smart.gov/pdfs/GlobalOverview.pdf</a></p>

Sources: [Council of International Schools](#), [International Task Force on Child Protection](#) and [International Centre for Missing and Exploited Children](#).

CIS Recruitment and Screening Practices

<https://resources.finalseite.net/images/v1543573914/cis/antsvzqr0yb8aoclkj9/Recommended-Recruitment-and-Screening-Practices.pdf>

## Appendix 6

# BMS Staff Guidelines

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Our Professional Practice Policy outlines the professional behavior expected of all staff members in our community. Below you can find some further clarification to this policy particularly in relation to Child Protection and Safeguarding.

### Communication and Relationships

- In meetings and conversations with students, staff must be mindful of the setting, context and circumstances.
- Another adult should always be informed of any one-on-one meeting between student and staff members taking place.
- Meetings with students away from the school premises should only be arranged with the approval of the principal (for example: exhibition mentor meetings).
- Communication with students that is beyond the professional role of teacher or volunteer is strictly prohibited.
- Staff must communicate with students only via school email address or a school endorsed learning platform. Staff are not permitted to connect with students via any private personal social media platforms.
- Staff, and volunteers who use any form of online communications including social media (Facebook, Twitter, etc.) and text messaging to communicate with students may only do so for activities involving school business. Please refer to Social Media Policy.
- All staff should clearly understand the need to maintain appropriate boundaries in their dealings with students. Intimate and/or sexual relationships between staff and pupils will be regarded as a grave breach of trust. Any sexual activity between a member of staff and a student under 18 years of age is a criminal offence and will be reported to the police.
- Staff should abstain from any conduct towards students that could be considered to be flirtatious, overly-familiar, or generally unprofessional, knowing that such behavior is deemed unacceptable in our school.
- Staff may encounter pupils who display attention-seeking behavior, or profess to be attracted to them. Staff should aim to deal with those situations sensitively and appropriately. In these circumstances, the member of staff must ensure that a senior colleague and the senior leadership team is made aware of the situation.

### Supervision

- ELC and Primary School students should not be left alone, without supervision, for any reason.
- Students who are allowed to leave school alone, or with younger siblings, must have written permission from their parents.
- Staff should be particularly careful when supervising students during extracurricular activities, or residential settings such as a ski trip, outdoor education camp, or extended visit away from school. Although this is a more informal setting, the standard of behavior displayed within the school context is expected.



**Berlin Metropolitan School  
- POLICY -**

**Student Privacy**

- Student privacy while using toilets, showers, or changing clothes should be respected. ELC teachers should follow the appropriate guidelines with any students who require additional support in using the toilets, or other facilities. Please refer to the ELC Toilet and Personal Care Guidelines for further information.

**Physical Contact**

- Any form of physical punishment of students is unlawful and unacceptable, unless it is by way of restraining a student from inflicting injury on themselves or others. It is particularly important that staff understand this, to protect their own position, the wellbeing of our students and the overall reputation of the school. Any physical contact should not be unnecessary or unjustified, particularly with the same student over a period of time.
- There may be occasions where it is necessary for staff to restrain a student physically to prevent him/ her from inflicting injury to others or self-injury damaging property, or causing disruption. In such cases only the minimum force necessary may be used and any action taken must be only to restrain the student from causing themselves or others harm.
- Younger students often express affection for the adults around them through hugging or hand holding. In all instances affection should be initiated by the student and a their needs (not our own) should guide us.
- If a child is distressed to comfort them use verbal reassurance and very simple contact, such as hand-holding, a pat on the back or a hug from the side.
- Hand-holding is appropriate when a young student needs to be guided to a new location.
- Very young students may move to sit on your lap. Staff should not actively encourage lap sitting and it should never be used as a consequence. It should always be child initiated and staff should gradually disengage from the physical contact as soon as possible. This is not appropriate for upper primary students.

**Reporting Concerns**

- Staff are responsible for bringing any concern of student endangerment to the attention of the child protection team, regardless of the possible involvement of another member of staff.
- The senior leadership team should always be informed of any child protection concerns.
- Following any incident where a member of staff feels that her/his actions have been, or may be, misconstrued she or he should discuss the matter with a senior member of staff. The same applies for non-staff members, where they should provide a written report of the incident.

## Appendix 7

# Child Protection and Safeguarding Sample Interview Questions

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As part of the interview process those members of staff involved in interviewing candidates should be aware of asking questions that probe to provide further information regarding a candidate's attitude towards, and awareness of, professional boundaries. These questions should probe to discover a candidate's understanding of appropriate relationships with children and their commitment to, and evidence of, taking action to protect children.

When interviewing a candidate be cognizant of vague and general answers that highlight a lack of awareness and empathy towards student's needs and especially towards those students who are more vulnerable, or who perhaps have a higher level of need. The way in which a candidate talks about students, the language used and their references to boundaries that they have in working with students all can provide insight into their student-teacher relationships. If candidates have periods of absence from employment that are unexplained, gaps in their references or have frequently moved from position to position seek out explanations for these.

Below you can find an overview of sample questions that can support safeguarding as part of the interview process.

### Values and philosophy

- What do you believe makes up a safe and supportive School environment?
- Can you share an example of when you have had to deal with bullying behavior? How did you approach this?
- Have you ever had concerns about a colleague with regards to their interactions with children? How did you navigate this?

### Attitude and relationships

- Why do you want to work with children/to teach? What do you have to offer?
- Can you share a situation where you have had to face dealing with a difficult relationship in your School experience? What was challenging about the situation? How did you navigate this?
- How have you reacted when your authority was challenged by a student? How did you respond and resolve this situation? What have you learnt from this?

### Knowledge and understanding of Child Protection policies/procedures

- Can you share an example of how you dealt with a child protection or safeguarding concern with one of your students? Or How would you deal with a concern if this arose? (Provide a scenario)
- What procedures do you believe need to be in place to protect children?
- Safeguarding children is a crucial aspect of working with children. Can you share some examples of how you would contribute to ensuring our learning environment is safe?



## Appendix 8

# ELC Personal Care and Hygiene Guidelines

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Berlin Metropolitan School is committed to promoting the welfare and safety of all children in our setting. We are responsible for ensuring that all staff members who are responsible for the personal care of children, and for undertaking these duties, do so in a professional manner at all times. Personal care (as used here) includes all tasks associated with bodily functions, body products, and hygienic care requiring any direct or indirect contact with, or exposure to, the genitals. All personal care should be carried out in a manner that allows the child to maintain their dignity and build self-confidence, as well as avoiding distress, embarrassment, or pain\*.

Although all ELC students should be toilet trained upon arrival at school, we understand that every child is prepared to independently use the toilets at their own rate. Our parents are informed of our policy regarding pre-entry toilet training during the admissions process. They are also provided with an information letter after their child has been accepted, giving them simple tips for positively supporting their child to become independent toilet users.

### *Toilet and Personal Care Guidelines:*

- On entry to the ELC, students should be independent toilet users. In case a student is not toilet trained, or their ability to use the toilet regresses over the course of the school year, the parents should be immediately informed.
- At the beginning of each new ELC year children should be introduced to the bathrooms. Teachers should go over toilet and hand washing practices and take note of children who are likely to need regular supervision/assistance.
- Teachers should always arrange supervision in the bathrooms (teacher/volunteer/class mate/bathroom monitor).
- When a student requires assistance with their personal hygiene, teachers should be sure that another adult knows that they are assisting the student.
- Teachers (*not* teacher-trainees or social volunteers) should always take over responsibility for assisting students with their personal hygiene needs, as necessary.
- Whenever possible, keep the classroom or toilet doors open when assisting a student with their personal hygiene, while providing them with personal privacy (either while cleaning a child, or helping them to change).
- If a child is struggling to clean themselves after using the toilet, teachers may ask them if they would like assistance. Teachers should encourage students to be independent and to do as much as they can on their own. If a child refuses help (for example, doesn't want to be touched by a teacher), this should be respected. The child's parent or a care-giver should be called if the child is unable to take care of themselves in this situation.
- Teachers should use appropriate names for genitalia, as needed, rather than slang terminology. If students use a particular word to name their genitalia, it is acceptable to repeat the word to the child (i.e. "willy", "fanny") as well as the anatomical term. Sexualized terms are never appropriate, regardless of whether a child initiates the word. Any usage of sexualized terminology should be brought to the attention of the child protection team.
- Be sure to always use protective gloves when cleaning students, or assisting them in changing clothes after an accident, or any other instances when there is the possibility of contact with bodily fluids.
- After assisting students with their personal hygiene, teachers should wash their hands thoroughly with soap and water.