

Safeguarding and Child Protection Policy

Safeguarding is everyone's primary responsibility

This document is the latest version.

Date: January 2024

Review date: January 2025

Responsibility: Safeguarding Lead

Directory and Quick Reference

If there is a risk of serious injury, or danger to life, or you believe a crime is in progress, ring the emergency services on 117 for the police or 144 for the Ambulance before doing anything else.

Safeguarding concerns can be raised with a DSL, it does not matter which-	
Designated Safeguarding Lead (DSL).	Ms. Gill Holland gillian.holland@lyceum-alpinum.ch
	Mr Duncan Holland duncan.holland@lyceum-alpinum.ch
Safeguarding Team:	Peter Evans Alexandra Petza, Annabel Heggadon , Jon Bird, Ciara Corrigan,
School Psychologist:	Bridiga Lorenz brigida.lorenz@lyceum-alpinum.ch
Head of School:	Mr. Oliver Hartwright oliver.hartwright@lyceum-alpinum.ch
Chair of Governors:	Mr. Sebastian Pawlowski
Board member with responsibility for Safeguarding:	Ms Isabella Proeller

Contents

1. Definition.....	4
2. The Aims of the Policy.....	4
3. Safeguarding.....	5
3.1. Areas of Safeguarding.....	5
3.2. Safeguarding Responsibility	5
3.3. Recruitment	7
4. Child Protection.....	7
4.1. Categories of Abuse	7
4.2. Grooming.....	7
4.3. Peer on Peer Abuse	9
All employees should be aware that:	9
4.4. Female Genital Mutilation (FGM)	11
4.5. Radicalisation.....	12
4.6. Racist incidents	12
5. Procedures: Reporting and Managing Concerns	13
5.1. Listening to disclosures from students.....	13
5.2. Reporting a concern	13
5.3. Managing and Recording a Child Protection Case.....	15
5.4. Dealing with a Missing Child	15
5.5. Allegations Against Staff.....	15
5.5.1. Self-Protection.....	17
6. Procedure for Emergency Situations.....	17
7. Training in the Principles of Child Protection	18
7.1. Education of Students.....	18
7.2. Staff Training	18
Appendix 1: Recognising Abuse or Neglect	20
Appendix 2: How to Raise a Concern on CPOMS.....	22
Appendix 3: Safeguarding Training at the Lyceum Alpinum	23
Appendix 4: Emergency Numbers / External Specialist Agencies	24
Appendix 5: Useful References	26
Appendix 6: Missing Child Policy	27
Appendix 7: Digital Citizenship Policy	28
Appendix 8: Student Support Flowchart.....	32
Appendix 9: Anti-Bullying Policy	33
- Appendix 10: Risk of Suicide Intervention.....	35

1. Definition

Safeguarding is defined as protecting children from maltreatment; preventing impairment of children's health and development; ensuring the children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes (Keeping Children Safe in Education, 2021, Appendix 6).

Child Protection refers to the action required to protect a child from a situation that is causing significant harm, or that is likely to do so.

If we are to offer our pupils the highest quality of pastoral care, we need to have a culture of vigilance amongst our staff. That means staff need to be the habit of thinking 'it could happen here'; by being constantly sensitive to the presentation and needs of pupils; be willing to listen to children; and be instinctively ready to put the best interests of the child above any other considerations.

2. The Aims of the Policy

This policy aims to:

- guarantee the welfare of all students at the School through maintaining an open and secure environment for all students, regardless of age, special needs or disability, racial/cultural heritage, religious belief, sexual orientation or gender identity;
- foster each child's development in ways that will foster security, confidence and independence; an environment in which children feel safe, secure, valued and respected, and know how to approach adults if they are in difficulties.
- work together and raise awareness of the whole community, staff, students, parents and volunteers of the need to safeguard children and that children's welfare is always of paramount concern. To recognise that all adults have a full and active part in protecting our pupils from harm by providing early help and identifying and reporting possible cases of abuse;
- promote the pupil voice, and ensure that all staff listen to children;
- emphasize the need for good levels of communication between all members of staff;
- protect staff from false allegations and to help them to avoid placing themselves in unnecessarily vulnerable situations;
- demonstrate to interested parties that the School has appropriate Child Protection measures in place and that all staff have been checked as to their suitability, and given basic training regarding child protection and what constitutes safe practice with children;
- develop and promote effective working relationships with other agencies and relevant authorities.

This policy is developed following guidance from the 'Standards of the International Task force on Child protection¹' and applies to all academic and non-academic staff, students, parents, governors and visitors to the School. This document is based on (a) the School's quality vision and (b) the United Nations Convention on the Rights of the Child.

¹ <https://www.cois.org/about-cis/child-protection/international-taskforce-on-child-protection/safeguarding-standards>

3. Safeguarding

The School takes the responsibility to promote and nurture the mental health and wellbeing of all students and staff. Safeguarding goes beyond child protection, in terms of taking a more preventive perspective. We are committed to educating and supporting students, parents and teachers in ways that develop protective behaviours, and to working with all members of the community to help them recognize signs of abuse and give appropriate support where necessary. Reporting and follow-up of all suspected incidences of child abuse or neglect will proceed in accordance with administrative of child regulations respective to this policy and with Swiss law, regardless of cultural interpretation. In addition, cases of suspected child abuse or neglect may be reported to the appropriate employer, to the respective consulate in Switzerland, and/or to the appropriate child protection agency in the home country.

We have three primary responsibilities:

- Safeguarding: proactive measures which prevent harm
- Protecting: Report and record all child protection concerns
- Supporting: Students and adults when child protection and safeguarding incidents occur.

3.1. Areas of Safeguarding



3.2. Safeguarding Responsibility

Safeguarding is the responsibility of everyone working with students at Lyceum Alpinum Zuoz, henceforth referred to as 'the School'. In considering abuse, all staff are encouraged to be alert to the fact that 'it could happen here'.

Designated Safeguarding Lead:

- Ms. Gillian Holland (Head of Boarding and Pastoral Care)

Deputy Designated Safeguarding Lead:

- Mr. Duncan Holland (Deputy Head of Boarding and Pastoral Care – Student Welfare)

Safeguarding Team:

- Mr. Peter Evans (Deputy Head of Boarding and Pastoral Care, Head of Spencer House)
- Ms. Alexandra Petza (Head of Chesa Urezza)
- Mr. Jon Bird (Head of Kleinhaus)
- Ms. Annabel Heggadon (Head of Chesa Urezza)
- Ms. Ciara Corrigan (Head of Year 3/4 and Deputy Head of Chesa Urezza)

Head of School:

- Mr Oliver Hartwright.

Role of Safeguarding Team:

The Safeguarding Team is responsible for:

- acting as a source of support, advice and expertise for staff and others to discuss concerns about possible abuse to children;
- promoting and supporting the provision of early help and intervention where concerns have not reached a child protection threshold;
- co-ordinating referrals of a child for whom there are concerns, to the relevant external agencies;
- ensuring that a referral is made as soon as possible, and within 24 hours of any allegation being made;
- emailing a written record of the referral, and following up for a response or more action where necessary;
- keeping written records of concerns about a child even if there is no need to make an immediate referral;
- ensuring that all such records are kept confidentially and securely;
- liaising with other agencies and professionals;
- encouraging a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the Lyceum may put in place to protect them;
- reviewing and updating the School's Safeguarding and Child Protection in line with changes in legislation and recommended 'best practice' procedures;
- keeping the Head of School informed of issues.

Role of the Head of School

Overall responsibility for safeguarding in the school rests the Head of School. The Designated Safeguarding Lead (DSL) takes delegated duty from the Head of School.

The Head of School is responsible for:

- overall accountability for policies and processes and outcomes within the school.
- appointing and managing the Designated Safeguarding Lead.
- policies and procedures are fully implemented and followed by staff.
- ensuring sufficient and appropriate resources and time are allocated to enable the DSL and safeguarding team are able to execute their responsibilities.
- ensuring there is a strong safeguarding culture within the school.

3.3. Recruitment

The School will adhere to safe recruiting practices when hiring staff, including:

- Safeguarding and Child Protection Policy;
- Appropriate criminal background checks for employees (current and home country minimum);
- Verbal reference checks, including current school head;
- Child protection questions as part of interviews;
- A safeguarding induction will be provided for all new employees, including appropriate training and recorded understanding of safeguarding policies and procedures.

4. Child Protection

4.1. Categories of Abuse

There are five categories of abuse from which students need to be protected:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Self-harm

For more information, please refer to Appendix 1.

4.2. Grooming

In the context of child protection, it is important to have an understanding of what grooming is. The following definition and details are from the NSPCC website (see Appendix 6):

What is grooming?

Grooming is a process by which a person prepares a child, significant adults and the environment for the abuse of the child'. Grooming can happen anywhere, including:

- online;
- in organisations;
- in public spaces (also known as street grooming).

Children and young people can be groomed by a stranger or by someone they know, such as a family member, friend or professional. The age gap between a child and their groomer can be relatively small. Grooming techniques can be used to prepare children for sexual abuse and exploitation, radicalisation and criminal exploitation.

Signs of grooming

Signs a child is being groomed include:

- sudden changes in behaviour;
- going missing from home or school;
- secretive use of technology;
- having unexplained gifts;
- alcohol and/or drug misuse;
- having a much older 'boyfriend' or 'girlfriend';
- developing sexual health problems;
- mental health problems.

Signs of grooming can easily be mistaken for 'normal' teenage behaviour but you may notice unexplained changes in behaviour or personality or inappropriate sexual behaviour for their age.

How does grooming happen?

a. Gaining Trust

A groomer hides their true intentions and over time 'gains the child's trust and confidence' in order to abuse them. They may work to gain the trust of a whole family, to allow them to be left alone with a child. If they work with children they may use similar tactics with their colleagues.

The online grooming process can be much quicker than offline grooming. There's evidence that some online grooming chats can develop in less than 20 minutes.

Groomers gain trust by:

- pretending to be someone they're not, for example saying they are the same age as the child
- online
- offering advice or understanding
- buying gifts
- giving the child attention
- using their professional position or reputation
- taking the child on trips, outings or holiday

b. Gaining Power

Once they have established trust, groomers will exploit the relationship by isolating the child from friends or family and making the child feel dependent on them. Groomers will use power and control to make a child believe they have no choice but to do what the groomer wants.

c. Secrets

Groomers may introduce 'secrets' as a way to control or frighten the child. Sometimes they will blackmail the child or make them feel ashamed or guilty to stop them telling anyone about the abuse.

d. Manipulation

Groomers use a range of strategies to entrap a child and manipulate the child into participating in both online and offline sexual activity. They present themselves as approachable, likeable and having shared interests with the child they are targeting.

Groomers will test a child's compliance by persuading them to carry out inappropriate or abusive activities. They use tactics such as reverse psychology (for example, "I'm not sure about this, I think

you might be too young") or strategic withdrawal (such as, "It was just an idea, it's completely up to you") which give the child the impression they are in control of the situation.

e. Online Grooming

Groomers can use social media, instant messaging apps (including teen dating apps) or online gaming platforms to connect with a young person or child. They can spend time learning about a young person's interests from their online profiles and then use this knowledge to help them build up a relationship. It's easy for groomers to hide their identity online – they may pretend to be a child and then chat and become 'friends' with children they are targeting.

Groomers may look for:

- usernames or comments that are flirtatious or have a sexual meaning;
- public comments that suggest a child has low self-esteem or is vulnerable.

Groomers don't always target a particular child. Sometimes they'll send messages to hundreds of young people and wait to see who responds. The online environment makes it easier for groomers to target several children at once.

Groomers don't need to meet children in real life to abuse them. Increasingly groomers are sexually exploiting children and young people by persuading them to take part in online sexual activity.

4.3. Peer on Peer Abuse

All employees should be aware that:

- safeguarding issues can manifest themselves via peer on peer abuse;
- that children are capable of abusing their peers.

People under the age of 18 are capable of physically, sexually or emotionally abusing other people under the age of 18. It can happen anywhere, both inside and outside of school, but since pupils at a boarding school may spend proportionately more time in each other's company, staff at Charterhouse need to be particularly alert to any signs of inappropriate pupil relationships. It can also happen online, or have an online element which facilitates, threatens and/or encourages physical or sexual abuse. Activities involving harassment, abuse or humiliation can be used as a way of initiating a person into a group. Pupils are sometimes reluctant to report abuse by peers, but the absence of reports does not mean it is not happening. Especially where inappropriate sexual behaviour is concerned, the evidence suggests girls are more likely to be victims and boys perpetrators. Pupils with disabilities, special educational needs or certain health conditions are also more vulnerable. Peer on Peer abuse includes, but is not limited to:

Sexual violence and sexual harassment, which can occur between two or more children of any age and sex, and also through a group of children assaulting or harassing a single child or group. It can occur between young people who are (or have been) in an intimate personal relationship (teenage relationship abuse), and it can relate to those who are (or are perceived to be) either heterosexual or homosexual. 'Sexual violence' means criminal behaviour such as rape or assault. It exists on a continuum and may be accompanied by other forms of abuse. In particular, it may well overlap with 'sexual harassment', which refers to abuse of a sexual nature which is unwanted by the person on the receiving end, and to which they do not consent, either in the physical world or online. 'Harassment' usually implies repetition, but in the context of relationships between children can relate to single incidents:

- calling someone sexualised names, or telling sexualised stories or jokes about them.



- making sexualised comments about their clothes, appearance or behaviour
- making misogynistic, misandrist and homophobic comments.
- displaying sexualised images (including graffiti)
- making sexualised gestures or threats
- physical behaviour and touching other people in an inappropriate way, interfering with someone's clothes, or brushing against someone in a sexual manner.
- 'upskirting' typically involves taking a picture under a person's clothing without them knowing.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

Any and every sign, report or concern of sexual violence or harassment should be taken seriously. Staff should be aware that pupils abused in any of these ways may hide it well, but are likely to be profoundly affected by their experiences. The school cannot allow its pupils to suffer in this context, and it cannot send young people out into the world believing this kind of behaviour is acceptable.

Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also called sexting, or youth produced sexual imagery (YPSI)): people under the age of 18 sometimes create and /or share sexualised images, generally using mobile phones and social media sites or direct messaging. Making, viewing or sharing an indecent image of someone under 18 (even for a child) is a criminal offence and can easily become abusive, since (amongst other things) there is always the potential for coercion and/or sharing the image more widely than was originally agreed. By sending an explicit image/message, a young person is producing and distributing child abuse images and risks being prosecuted, even if the picture is taken and shared with their permission. Thus the sharing of nudes and semi nude images is always a safeguarding issue, and every instance must be referred to the DSL or Safeguarding team. The school's approach will generally follow guidance from the 'standards of the International task force on child protection.'

The School will ensure that the risks associated with this issue is discussed with children on a regular basis as part of the curriculum around responsible use of technology. When the School becomes aware of 'sexting' that has occurred and involves a child or children from the School, parents and relevant authorities will be notified and appropriate steps are taken.

Violence and physical abuse – single or multiple instances of any violence (such as punching, hitting, kicking etc) may well be abusive in the sense they cause harm, and staff should ensure they report every instance as a possible safeguarding issue. Staff should also be alert to potentially harmful initiation or 'hazing' type violence and rituals. Members of staff are expected to intervene if there is an immediate risk of harm to a child, although staff are not expected to put themselves unreasonably in harm's way.

Bullying - Bullying is defined as "a form of aggressive behaviour in which someone intentionally and repeatedly causes another person injury or discomfort. Bullying can take the form of physical contact, words or more subtle actions or any to harass, intimidate, insult, abuse, embarrass, harm or cause distress to others The bullied individual typically has trouble defending him or herself and does nothing to cause' the bullying" (American Psychological Association, see Appendix 6). Bullying, including, **Prejudice-based and discriminatory bullying; racial abuse, and abuse based on gender, religion, culture, disability, special education need or health condition** (including online bullying through social networks, online gaming or mobile phones) are considered to be totally unacceptable. Any form of bullying can become emotionally harmful, and thus abusive, in that – like racial and other forms of abuse – it can quickly have a profound effect on a young person's development or mental health.

At the School, we aim to promote a culture of tolerance and anti-bullying, however bullying can occur and present itself in a variety of ways including within some of the abuse categories mentioned above. This is most likely to include but is not limited to bullying (including cyber bullying), gender-based violence, grooming, inappropriate or harmful sexualised play, sexual assaults, sexting and gender issues within groups of girls or boys. If an adult thinks for whatever reason that a student may pose a risk to himself/herself or to others, the adult should report their concern to the safeguarding lead or a member of the safeguarding team as soon as possible. Should an allegation of abuse be made against another child, all children involved (whether perpetrator or victim) will be treated as being 'at risk'. The concern may indicate that one or more of the pupils concerned may be in need of additional support by local support agencies (see Appendix 5).

4.4. Female Genital Mutilation (FGM)

Employees need to be alert to the possibility of a girl being at risk of already having suffered from FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present (see below) it could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Indicators of FGM:

- unexpected, repeated or prolonged absence from school;
- academic work suffering;
- have difficulty walking, standing or sitting;
- spend longer in the bathroom or toilet;
- appear withdrawn, anxious or depressed;
- have unusual behaviour after an absence from school;
- be particularly reluctant to undergo normal medical examinations;
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

4.5. Radicalisation

Children can be exposed to different views and receive information from various sources. Some of these views may be considered radical or extreme.

Radicalisation is the process through which a person comes to support or be involved in extremist ideologies. It can result in a person becoming drawn into terrorism and is in itself a form of harm.

Anyone can be radicalised but there are some factors which may make a young person more vulnerable. Here are some signs that may indicate that an individual has been radicalised:

Emotional	Verbal	Physical
Angry	Using extremist narratives/language	Loss of interest in usual friends and activities
Withdrawn	Fixation on a concerning topic	Possessing or accessing extremist materials
More confidence/arrogance	Asking inappropriate questions	Concerning internet searches
Depressed	Change in use of words	Change of routine
Upset and/or short tempered	Speech that sounds scripted	Drawing inappropriate/unknown symbols
	Using insulting to derogatory names for another group	Attempts to recruit others to the group/cause

If a member of staff thinks a child or the people around them are involved in radicalisation, a CPO should be informed.

4.6. Racist incidents

The Lyceum acknowledges that repeated racist incidents or an isolated serious incident may lead to consideration under child protection procedures.

5. Procedures: Reporting and Managing Concerns

5.1. Listening to disclosures from students

The school has systems in place to allow students to easily report anything relevant to any of the issues outlined above (including peer on peer abuse) directly to the DSL or Safeguarding team. However, a pupil (as victim, perpetrator or third party) is probably more likely to choose to speak with an adult that already know and trust. The procedures are based on guidance given in the protocol for international schools by CIS.

In the event of a disclosure, the role of the adult is hugely important. The manner in which a member of staff responds is crucial. How the school is seen to manage a report can either encourage or undermine the confidence of future victims of abuse in coming forward.

The adult's first thoughts should be to offer the child a safe and confidential context in which to speak, and to reassure them that they will be taken seriously and supported. The adult should listen without judgement, to reassure and, if necessary, to take a written statement as a record of the conversation. They should not probe, ask leading questions, put words into a pupil's mouth nor become involved in any form of medical examination. Misguided intervention can jeopardise an investigation.

Staff *must never promise confidentiality* to a student in matters of Child Protection. Reassurance can, and should, be given to the pupil that information will only be passed on to those **who absolutely need to know**. Pupils should be reassured that the safeguarding staff are discreet and experienced people who will speak with them and take their wishes and feelings into account.

The member of staff should listen calmly and carefully to what the child has to say. Adults should allow children to speak freely, without interruption, and should not be judgemental by reacting with strong emotions. The child should always be taken seriously and at the time of disclosure the staff member would ideally seek clarification on central facts such as 'what', 'when,' and 'where?'

After the disclosure, the adult should reassure the child that he or she has done the right thing and explain the next steps. In cases of immediate danger, such as the child expressing suicidal ideation or worried about returning imminently to an abusive situation, the staff member will need to stay with the child.

5.2. Reporting a concern

If there is a risk of serious injury, or danger to life, or you believe a crime is in progress, ring the emergency services on 117 for the police or 144 for the Ambulance before doing anything else.

Otherwise, if a student or member of staff:

- becomes aware of a potential abuse (regardless of who the alleged perpetrator might be, e.g., a fellow student, member of staff, parent, adult outside of school, etc.);
- has good reason to suspect that a pupil has been abused or neglected in any of the ways described above;
- has any other concern for a pupil's wellbeing or welfare;

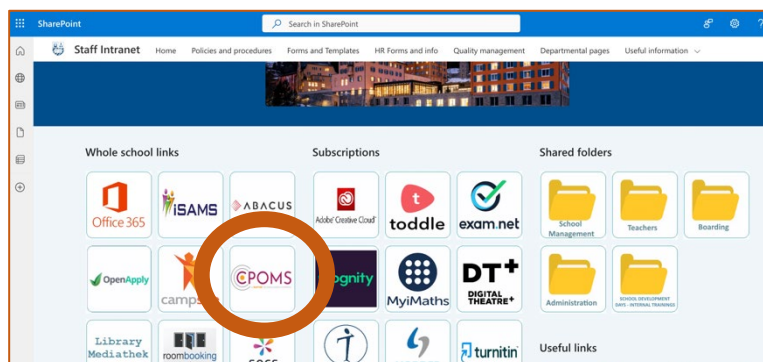
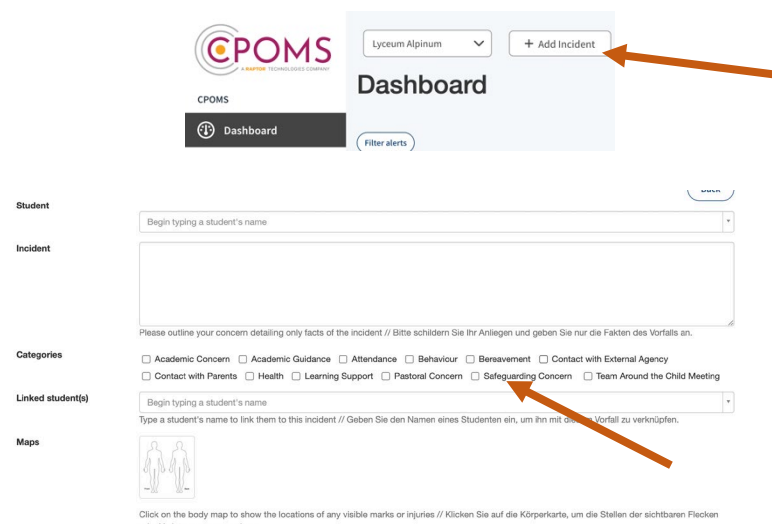
they have a duty to report any concerns to the school’s designated safeguarding lead (DSL) or one of the members of the safeguarding team immediately without attempting to carry out any investigation.

For staff, ‘immediately’ means as soon as possible, bearing in mind that the welfare of the child is of paramount importance and other commitments cannot take precedence. Members of staff are expected to act without hesitation in the case of children who need immediate support, and otherwise to record any safeguarding or highly confidential concerns with the DSL or Safeguarding Team as soon as is practically possible. In exceptional circumstances the DSL or Safeguarding team may not be available. If there is a risk of harm to a child, staff should not delay, but consult another member of the SLT, or contact the emergency contacts given on the from page of the policy.

The process for raising a concern is outlined below:

Emails or other forms of written message (including CPOMS) should not be used as a primary means of reporting potential significant harm. At the time of reporting to the DSL, staff will generally be asked to write a CPOMS record of what was said or seen (if they have not already done so). Safeguarding concerns should be written down in a factual manner, without including opinion, and using the child’s words where ever possible.

The member of staff should put the disclosed information/the concerns in writing as soon as possible. This should primarily be done through and incident report on CPOMS, selecting safeguarding concern or highly confidential as the category. CPOMS can be located on the school sharepoint.

CPOMS Lyceum Alpinum + Add Incident

Dashboard (filter alerts)

Student
Begin typing a student's name

Incident
Please outline your concern detailing only facts of the incident // Bitte schildern Sie Ihr Anliegen und geben Sie nur die Fakten des Vorfalls an.

Categories
 Academic Concern Academic Guidance Attendance Behaviour Bereavement Contact with External Agency
 Contact with Parents Health Learning Support Pastoral Concern Safeguarding Concern Team Around the Child Meeting

Linked student(s)
Begin typing a student's name
Type a student's name to link them to this incident // Geben Sie den Namen eines Studenten ein, um ihn mit diesem Vorfall zu verknüpfen.

Maps
Click on the body map to show the locations of any visible marks or injuries // Klicken Sie auf die Körperkarte, um die Stellen der sichtbaren Flecken oder Verletzungen anzuzeigen.

If the member of staff is unable to use CPOMS, information can use the QR codes on the safeguarding posters around school or put the information in an email labelling it as ‘confidential.’

5.3. Managing and Recording a Child Protection Case

All data kept on students/staff should be kept securely and in accordance with data protection legislation. The DSL will keep a record of all information he/she receives pertaining to CP matters.

The record of any concerns raised, decisions made and actions taken about the safety of welfare of a child will be kept on their individual file on CPOMS. These include records of how the concern was addressed, the reasons for the decisions taken and the outcome. The DSL is responsible for keeping these file confidentially and securely.

If a student is deemed to be at risk by the DSL, he/she will organise appropriate protective measures. These may include:

- informing the Head of School;
- moving the child to the Health Centre;
- asking the parents to remove the child from the School;
- requiring the child to stay with a guardian.

Not all incidents that will be reported will necessarily constitute abuse and may be completely unfounded. Bearing in mind the following factors, the DSL may decide that the School's standard discipline policy should rather be followed. The Safeguarding Lead/DSL will base this on:

- the nature, frequency and severity of the incident(s);
- to what extent, if at all, physical force and/or fear was used by a pupil or a group of pupils in a position of power over the victim(s);
- the possible criminality of the act;
- where events took place.

5.4. Dealing with a Missing Child

In the event that a student cannot be located, we inform the pastoral leads (boarding house staff) and management are immediately informed. If after a short period (45 minutes – a lesson) the child has not been located, local police and other authorities are informed.

The School's *Missing Child Policy* outlines the procedure. See Appendix 7.

5.5. Allegations Against Staff

In a boarding school, staff care for children 24 hours a day, and the number of contexts in which adults might legitimately engage with pupils on less formal basis is higher than a day school. For these and other reasons, the Lyceum Alpinum has clear expectations about the manner in which staff should conduct themselves around children. Detailed guidance is given in the schools ‘Personal Reglement’.

There is a difference between allegations about behaviour of school staff which might meet ‘the harms threshold,’ and allegations about their conduct which would not. An allegation may meet the threshold if it is suspected or alleged that anyone working in the school has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against, or related to, a child.
- Behaved towards a child in a way that indicates he or she may pose a risk of harm to children
- Behaved or may have behaved in a way that indicated he or she may not be suitable to work with children.

In addition, allegations may be made, or concerns raised about the conduct of colleagues relating to questionable professional practices or minor indiscretions (including inappropriate behaviour outside of work) which fall short of professional practices expected when working with young people. The school is committed to responding constructively to these lower-level concerns or allegations, principally to identify any potential patterns of inappropriate behaviour and support individual members of staff in addressing them at an early stage.

If a member of staff is concerned about an allegation of abuse against another member of staff or a student, they must forward all the information they have and pass it on to the Head of School or the DSL as soon as possible.

They must not:

- question the student or staff over and above the bare minimum to establish the basic facts (and it is essential that any questioning is open);
- probe, ask leading questions, put words into a pupil or member of staff's mouth;
- become involved in any form of medical examination.

Misguided intervention can jeopardise an investigation.

The safeguarding lead will then choose the appropriate action(s) from the following:

- inform an external agency;
- question the person making the allegation further;
- inform the Head of School;
- inform the Governor responsible for Child Protection;
- investigate the allegation further.

The member of staff concerned has a right to be informed if an external agency or the Head of School has been advised of an allegation against them.

An allegation or concern raised by a former pupil (or other person) about the potential harmful behaviour of a former member of staff or a former pupil should be passed to the DSL, who will promptly check the existence of relevant records and inform the Head of School.

All allegations and concerns (low-level or otherwise) about the behaviour of current members of staff towards children, (including volunteers or contractors) must be taken directly and immediately to the Head of, in his absence, a member of SLT.

If the subject of the concern or allegation is the Head himself, the Chair of governors must be informed using whistleblowing@lyceum-alpinum.ch Staff who raise concerns about colleagues will be offered confirmation that the issues has been addressed, but otherwise staff should expect such matters will be handled by the smallest number of people possible, and with professionalism and confidentiality.

If the Head judges that the allegation or concern is valid but does not meet the harms threshold, he may decide on (for example) the provision of retraining, or a reminder by a senior manager on good working practice. If the Head decides to investigate the issue further, he will appoint a senior manager to complete this.

The Lyceum Alpinum recognises that members of staff against whom allegations have been made will be in need of support themselves, and that the school owes a duty of care towards them, especially if they appear to have behaved in accordance with guidance on professional conduct. The will be co-ordinated through the HR department.

5.5.1. Self-Protection

Staff should do their utmost to ensure that they are exposed as little as possible to allegations of abuse. They should take care not to place themselves in a vulnerable position regarding their work with students (or other staff) in both formal and informal settings.

There are several ways staff can protect themselves:

- Ensure that they are never alone with students. Where this is difficult, such as in private tuition, it is good practice to leave a door open and to be near a colleague.
- Staff must only ever use physical intervention as a last resort to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder, and that at all times it must entail the minimal force necessary to prevent injury to another person.
- Staff should consider how their language or behaviour is interpreted by students.
- Staff should avoid any social media contact with students and former students
- If a member of staff encounters a student whose behaviour demands attention or who expresses an attraction to that member of staff, they should deal with this sensitively but appropriately.
- Moreover, they should be sure to inform the DSL.

6. Procedure for Emergency Situations

6.1

Immediate reaction is required if:

- **A child is thought to be in immediate or imminent danger:**
 - Teacher/staff member to inform the safeguarding team (See Appendix 2).
 - Safeguarding Lead to inform the appropriate organisation/or persons (Head of School, Psychiatric Service, Hospital, Police – Phone number: 117) and takes on responsibility of the subsequent steps (See Appendix 9, Follow Child Safety and Welfare Procedure).
- **A child has physical injuries caused by suspected abuse:** Please contact the Health Centre. If the Health Centre is closed, take the students to the hospital (see details below), preferably by a member of the pastoral team, i.e., Boarding House Parent, or an ambulance may be called (Phone number: 144).

Address and contact details of the hospital: Spital Samedan

Via Nouva 3, 7503 Samedan Tel (24/7): +41 81 851 81 11

- The *Kinder- und Erwachsenenschutzbehörden KESB* of the canton must be informed (see details below).

KESB Engadin/Südtäler
Haputsitz Samedan
Quadratscha 1
7503 Samedan
Tel: 081 257 62 90 / Fax 081 257 62 96

Please refer to Appendix 6 for a full list of useful numbers

6.2 Safeguarding on Trips and Activities

All staff taking a trip or activity is expected to follow the trip procedures and complete the trip request form in fully. This includes necessary levels of supervision, given the age and number of the children involved, and a clear risk assessment to ensure all potential safeguarding risks are managed. The trip application form will be signed off by a member of SLT once the risk assessment has been completed. The student list should be seen by SLT, Medical Centre and the school psychologist team to ensure that all student needs are considered. Where there is a concern about the safety of an individual students, an assessment will be made involving the key stakeholders.

7. Training in the Principles of Child Protection

7.1. Education of Students

We implement opportunities to make students familiar with child protection and peer welfare via:

- inclusion within our various curricula;
- the medium of whole school and student groups assemblies;
- a mentor program for new students.

The programme of study from the PSHE association and the UNICEF Strategic Plan provide the framework for the content to be covered (See link in Appendix 6). The lessons provided will be age appropriate to help students understand personal safety needs and rights and to identify, reduce and manage risks.

All the boarding house and school captains receive dedicated Child Protection training that includes leadership and responsibility/accountability. A climate of awareness is encouraged where students are familiar with the members of staff or senior students that they can talk to about Child Protection matters.

7.2. Staff Training

All teaching and pastoral staff receive dedicated training on child protection and management. Staff are given a variety of CPD to help support their understanding and roles. In addition to general school provision, pastoral staff have dedicated CPD via the BSA (British Boarding Schools Association) on child protection, wellbeing and guidance on how to work with, and support, students in our school.

All teaching and pastoral staff are required to be familiar with this policy document and School Management, along with the Safeguarding Lead, will make staff aware of any changes, additions or updates.

Although the students are encouraged to talk to the DSL, when necessary, sometimes a pupil will seek out another member of staff with whom they feel more comfortable. All staff should understand that they have a duty to listen and to record any such occurrence carefully and pass on the information to the Safeguarding team.

School Management must notify the Safeguarding team when a new member of staff joins the School so that the appropriate induction and training can be arranged.

Next Scheduled training

The next scheduled training will be taking place in March 2022 (exact date to be confirmed) with Andrew Lewin from the Boarding School Association. Andrew has agreed to speak with all staff (Site Staff, Teachers, Catering, Cleaners, Management) for a one-day training on Safeguarding, Wellbeing and Mental Health. The other two days will be spent with Boarding House Staff to go over this topic in more detail.

Appendix 1: Recognising Abuse or Neglect

All members of staff should be alert to the possibility of signs of abuse or neglect of any of our pupils by parents, siblings, other relatives, guardians, other carers, friends, acquaintances, strangers and members of the Lyceum community including staff and fellow pupils.

Abuse or neglect of a child can arise through inflicting harm or by failing to act to prevent harm and can take many forms.

The following categories are taken from *Keeping Children Safe in Education DfE 2021*:

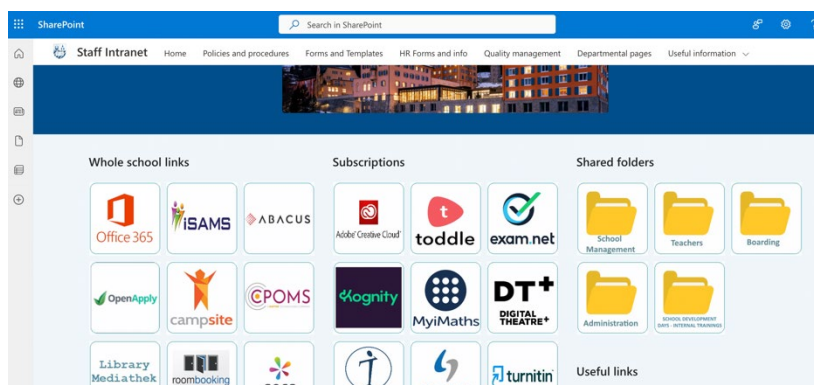
- **Abuse** is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
- **Physical abuse** is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.
- **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. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:



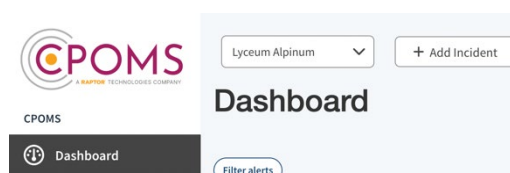
- provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger;
 - ensure adequate supervision (including the use of inadequate care-givers;
 - or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- **Self-harming** is a form of abuse characterized by deliberate self-inflicted harm. It affects people regardless of their gender, walk of life, social and cultural background, how well they do in school, in the case of young people. Self-harm can take many forms, the most common being cutting, but it can also involve scratching, self-bruising, burning or poisoning, substance abuse. Eating disorders can also fall into this category of abuse, due to the punitive intents and potential damage to the person's body and mind.
Accidental injuries are not self-harming. Self-harm is the strong sign that the person is in turmoil and has lost capacity of coping with stressful situations or crisis. People with less emotional resilience may use self-harm as their way of coping, a way to manage negative or unpleasant feelings, although they may also use it as a form of self-punishment for something they have done or think they have done. The urge of self-harm is sometimes due to the fact that the intensity of the emotions they are experiencing is too hard to tolerate, and a way to reduce tension and gain control.
People that self-harm can be difficult to spot, as the injuries tend to be hidden and they often make excuses about the injuries when questioned. They usually don't have a suicidal intent, although they can be at greater risk if they don't receive help.

Appendix 2: How to Raise a Concern on CPOMS

1. Go to the school share point and click on the icon for CPOMS.



2. Log in to CPOMS and click 'add incident.'



3. Fill in the form giving details of your concern, selecting safeguarding as the category. Give as much information as possible but please remember to be factual and if including child's voice this should be word for word.

Student


Incident

Please outline your concern detailing only facts of the incident // Bitte schildern Sie Ihr Anliegen und geben Sie nur die Fakten des Vorfalls an.

Categories Academic Concern Academic Guidance Attendance Behaviour Bereavement Contact with External Agency Contact with Parents Health Learning Support Pastoral Concern Safeguarding Concern Team Around the Child Meeting

Linked student(s)

Type a student's name to link them to this incident // Geben Sie den Namen eines Studenten ein, um ihn mit diesem Vorfall zu verknüpfen.

Maps 

Click on the body map to show the locations of any visible marks or injuries // Klicken Sie auf die Körperkarte, um die Stellen der sichtbaren Flecken oder Verletzungen anzuzeigen.

Once the information is complete click on **'Finish'** to close this box. Now the DSL are notified by email and will contact you to discuss further. Please follow up with a phone call or email to the safeguarding lead.

Please note:

This information is private and confidential, only the Wellbeing Lead, Safeguarding Lead and Safeguarding Team have access to this data.

Appendix 3: Safeguarding Training at the Lyceum Alpinum

Who?	When? - Frequency	Content	Notes
New Academic & Boarding staff	During August Internal Training (before start of school academic year) or upon appointment if staff arrive later in the academic year.	<ul style="list-style-type: none"> - Child Protection policy - Categories of abuses - Dealing with concerns - Dealing with disclosures - Procedures to follow 	Training by CPO(s) – HR department to liaise with the CPO(s).
Academic staff, Boarding staff and Management	1st Semester – Internal Training – once a year or upon subsequent major changes.	<ul style="list-style-type: none"> - Update on Child Protection policy - Case studies - Refresher for those who took training last year. 	Online training programme. Certificate passed on to the DSL for records.
Service staff	2nd Semester – Internal Training – once a year or upon subsequent major changes.	<ul style="list-style-type: none"> - Update on Child Protection policy - Case studies 	Training by CPOs – either in German, Italian, French or English.
New Service staff	Upon appointment (within the first month of service).	<ul style="list-style-type: none"> - Update on Child Protection policy - Case studies 	Training by CPOs – either in German, Italian, French or English.
Peripatetic staff (camp staff, coaches, invigilators)	Before start of service.	<ul style="list-style-type: none"> - Child Protection policy - Categories of abuses - Dealing with concerns - Dealing with disclosures - Procedures to follow 	Training by CPO(s) – HR department to liaise with the CPO(s).
School & House Captains (Students)	Before October holiday.	<ul style="list-style-type: none"> - Categories of abuses - Dealing with concerns - Dealing with disclosures - Procedures to follow 	Training by CPO(s).
Child Protection Officers	Every two years or upon subsequent major changes. The CPOs are required to liaise with the relevant external agencies in order to develop a productive and informative working relationship.	Organised by agency (typically, update on procedures to follow, working with agencies, identification of sources and types of abuse, etc.)	Training from external recognised agency.

Appendix 4: Emergency Numbers / External Specialist Agencies

1. Emergency

- **Police**
117
Via Grevas 35, 7500 St. Moritz
- **Samedan Hospital**
Via Nouva 3, 7503 Samedan
Telephone (24/7): +41 81 851 81 11
- **Victim support Graubünden (advice):**
Klostergasse 5, 7000 Chur
Phone: +41 81 257 31 50 (confidential)
opferhilfe@soa.gr.ch

2. Mental Health

- **Child and adolescent psychiatry Graubünden in Samedan KJP:**
Cho d'Punt 11, 7503 Samedan

Pupils: 17 or younger
Phone: +41 81 850 03 71
Email: info@kjp-gr.ch
Languages: German, Italian, English
Psychologists:
Francesca Pasini (Mo, Tue, Do),
Winfried Egeler (Mo, Tue, Mi),
Stephanie Heidelberger (Scuol),
Elisabeth Schmidt

If doctor/psychiatrist needed:
KJP Psychiatrist Chur
Cooperation with Hospital Samedan/Pediatrics
- **Psychiatric service Graubünden in St.Moritz PDGR:**
Plazza Paracelsus 2, 7500 St. Moritz
Pupils/staff: 18 or older
Phone: +41 58 225 10 10
Email: apd.st.moritz@pdgr.ch
Crisis intervention (24/7): +41 58 225 20 00
Languages: German, Italian, English
Collaboration with Hospital Samedan



- **Psychiatrist Dr. med. Nadia Frey:**
Via Chavallera 6, 7500 St.Moritz
Monday to Wednesday, Saturday, Sunday
Phone: +41 79 525 65 90
Email: praxis.nadiafrey@hin.ch
Languages: German, English

- **Psychiatrist Dr. med. Thomas Buder:**
Via Rosatsch 7, 7500 St.Moritz
Phone: +41 81 833 41 41
Email: info@psychiater-engadin.ch
Languages: German, Italian, English

- **Dr. phil. Monika Kast**
(learning, school and parental counselling; Advice on crisis situations)
Seestrasse 67, 8002 Zurich
Phone: +41 76 335 72 79
Email: monika.kast-perry@psychologie.ch
Languages: German, English

3. Useful websites

- **Pro Juventute** (German, French, Italian)
www.147.ch
Phone: 147

- **Mental health** (German, French, Italian)
<https://www.wie-gehts-dir.ch/de/>

- **Childline** (English)
www.childline.org.uk

- **Sacrifice Aid Switzerland** (German, French, Italian, English)
<https://www.opferhilfe-schweiz.ch/de/>

- **Sexual orientation** (German)
www.eduqueer.ch

Appendix 5: Useful References

- American Psychological Association. Available at: <https://www.apa.org/topics/bullying>
- Informationen zum Kinderschutz. Available at: https://www.gr.ch/DE/institutionen/verwaltung/djsg/kesb/kinderjugendliche/Documents/KESB_Kinderschutz_030720_GR_32S_barrierefrei.pdf
- Keeping Children Safe in Education, 2020. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf
- NSPCC, Protecting Children from Grooming. Available at: <https://learning.nspcc.org.uk/research-resources/briefings/grooming>
- PSHE association, Programme of Study for PSHE Education, Key Stages 1-5. Available at: <https://www.pshe-association.org.uk/system/files/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20%28Key%20stages%201%E2%80%935%29%2C%20Jan%202020.pdf>
- UNICEF Strategic Plan, Executive summary. Available at: https://www.unicef.org/media/48126/file/UNICEF_Strategic_Plan_2018-2021-ENG.pdf

Appendix 6: Missing Child Policy

1. Policy Statement and Aims

This policy applies to staff (including volunteers), pupils and parents of the Lyceum Alpinum Zuoz. The procedures in this policy may be adapted as necessary. The aim of the policy is to:

- promote the safety of pupils at all times;
- ensure that staff know how to respond if a pupil goes missing. For the purposes of this policy, the term ‘missing’ refers to a pupil being absent without authorisation or explanation.

2. Responsibility

The Board of Directors delegates appropriate responsibilities for the day-to-day management of the Lyceum to the Head of School. In practice, all members of staff contribute to the safety of pupils at the School by providing appropriate supervision.

3. Missing Pupils

A pupil who is not present for registration, or is absent from a lesson, activity or is found to be missing from the Boarding House overnight is deemed to be a missing pupil. All members of staff are instructed to report a missing pupil to his or her Head of House as soon as possible, following the procedures as set out below:

1. The teacher enters a register alert on iSAMS (if missing during a lesson).
2. The staff member on duty in the Boarding House looks for the missing pupil.
3. The staff member contacts the missing pupil by phone.
4. The Medical Centre is contacted to see if the pupil has reported sick.
5. The Boarding House staff member notifies the Head of House, who will inform the Head of School (or the Head of Weekend during a weekend) and the DSL or the Safeguarding Team .
6. The teachers who taught that pupil earlier in the day and other pupils, including friends of the missing pupil, is questioned in order to ascertain at what time he/she went missing.
7. A thorough search of the whole school is carried out by as many staff as possible.
8. If the pupil still not found, the Head of School is notified, and a fire-drill might be held to ensure the pupil is not on the site.
9. The police are contacted and their advice would be followed.
10. The Head of School informs the parents/guardians explaining what has happened, describing the steps that have been taken and possibly inviting them to come to the School at once if possible.
11. The Board of Directors is informed.
12. A full investigation into the circumstances is carried out. Witnesses are interviewed and asked to provide a written statement.

Appendix 7: Digital Citizenship Policy

Rationale

Lyceum Alpinum Zuoz supports Digital Citizenship for the promotion of safe and responsible use of digital technologies. You can view this policy in conjunction with our BYOD policy. The School has also engaged with the Council of Europe (COE) and used their guidance found in the following link:

coe.int/en/web/digital-citizenship-education/digital-citizenship-and-digital-citizenship-education

The School recognises that by fostering a culture of successful digital citizenship in our students, staff and our wider community we are encouraging everyone to take responsibility for themselves and others in their use of ICT. This allows us to harness the potential that technology brings to the teaching and learning process, whilst both minimising and learning to respond effectively to the challenges we may experience while using them in a learning context.

DIGITAL CITIZENSHIP GUIDE

PRACTICING SAFE, RESPONSIBLE, AND LEGAL USE OF TECHNOLOGY

<div style="background-color: #1a3d54; color: white; padding: 10px; border-radius: 5px;">  DIGITAL COMMERCE Be respectful and always have permission before you hit "buy." </div>	<div style="background-color: #f47920; color: white; padding: 10px; border-radius: 5px;">  DIGITAL DOWNTIME Remember to digitally disconnect and spend time with others. </div>	<div style="background-color: #00a0e3; color: white; padding: 10px; border-radius: 5px;">  DIGITAL ETIQUETTE Apply real world behavioral standards to the digital world. </div>	<div style="background-color: #6a3d9a; color: white; padding: 10px; border-radius: 5px;">  DIGITAL HEALTH Know when to stay connected and when to turn off devices. </div>	<div style="background-color: #00a0e3; color: white; padding: 10px; border-radius: 5px;">  DIGITAL INTEGRITY Examine the source of online information to determine credibility. </div>
<div style="background-color: #76c73a; color: white; padding: 10px; border-radius: 5px;">  DIGITAL LITERACY Avoid suspicious emails, websites, and online advertisements. </div>	<div style="background-color: #6a3d9a; color: white; padding: 10px; border-radius: 5px;">  DIGITAL PRIVACY Review privacy settings. Know what to share and with whom. </div>	<div style="background-color: #f47920; color: white; padding: 10px; border-radius: 5px;">  DIGITAL RESPONSIBILITY Report problems, abusive behavior, and inappropriate images or content. </div>	<div style="background-color: #004a99; color: white; padding: 10px; border-radius: 5px;">  DIGITAL SECURITY Make passwords easy to remember, but hard to guess. </div>	

School Management, the Board and teaching faculty is aware that preparing our students to make effective use of ICT is an important part of their preparation for participation and contribution to society today and into the future. We believe that we must prepare our students to participate in the world in which they live. A key skill will be their ability to participate as effective digital citizens. An important part of learning these digital skills is giving the chance to experience the opportunities, and the challenges presented, by digital technologies in a safe, secure and nurturing environment, where students and teachers receive clear and effective guidance together.

The School recognises that its obligations under national and international guidelines (as set by local and national government, Cantonal expectation, curricular provision and advice) extend to the use of the internet and related digital technologies.

Policy

The School will develop and maintain procedures around the safe and responsible use of the internet and related technologies (ICTs). These digital safety procedures will recognise the value of the technology and encourage its use in a teaching and learning context while helping to minimise and manage the challenges that may be experienced by students, teachers and the wider school community.

The School will consult with students, parents and all stakeholders, as to how it intends to use ICT and where possible explain how it benefits the teaching and learning process. These procedures will not only aim to maintain a safer school environment, but they will also address the needs of students and other members of the school community to receive education about the safe and responsible use of information and communication technologies.

Digital User Guidelines

A Lyceum Alpinum Digital Citizen:

- is a confident and capable user of ICT;
- uses technologies to participate in educational, cultural and economic activities;
- uses and develops critical thinking skills in cyberspace;
- is literate in the language, symbols, and texts of digital technologies;
- is aware of ICT challenges and can manage them effectively;
- uses ICT to relate to others in positive, meaningful ways;
- demonstrates honesty and integrity in their use of ICT;
- respects the concepts of privacy and freedom of speech in a digital world;
- contributes and actively promotes the values of digital citizenship.

Digital devices and the internet provide opportunities for students and staff to learn in new and interesting ways, often in ways not possible using other resources or approaches. When used strategically, ICT is a valuable learning resource with many uses in classroom and beyond.

Being a responsible digital citizen is the responsibility of the Board, School Management, teaching and support staff, parents and students. The Lyceum ‘Digital Safety Contract’ for staff and students provide a framework for using digital devices and the internet to enhance learning.

These introductory guidelines support the intent of the *Lyceum Digital Safety Contract*:

Printing Etiquette

- Think carefully before printing. Is it necessary? Can the document be viewed on the screen or via beamer projector/interactive screen instead? Print multiple pages double-sided and/or reduce to A5 or copy into a booklet.
- Ensure black and white is your default. Be mindful of printing in colour – each page of colour is ten times the cost of B&W.

Technical Support

- The School has a dedicated ICT technician to problem solve and troubleshoot issues. If you have an issue, please contact helpdesk@lyceum-alpinum.ch.

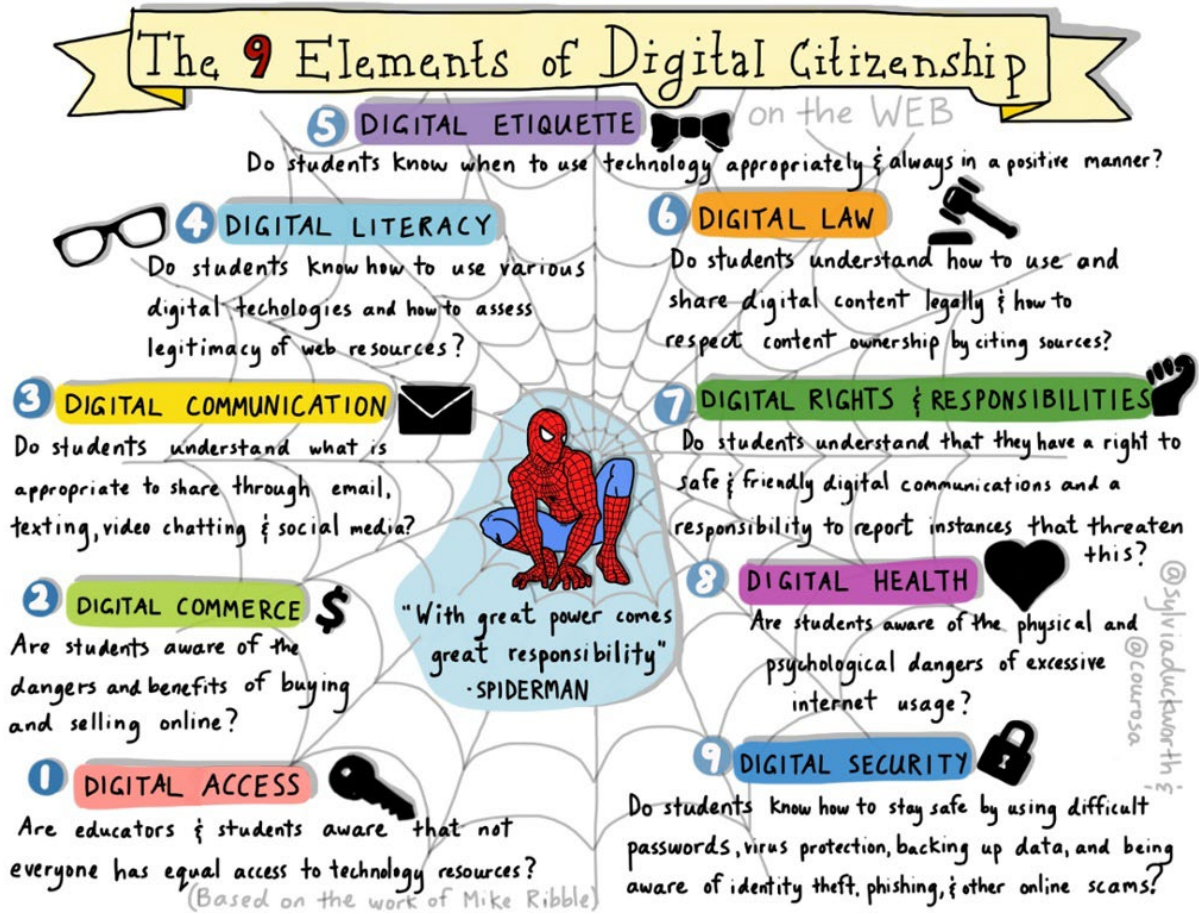


- Encourage students and staff to report faults in a timely manner.

Care and Security

- Regularly clean digital devices in your classroom. Wipe the screen, keyboard and keep the storage area clean (notably more important during the pandemic – wipes and anti-bacterial cleaning agents are available in every teaching area).
- No food or drink is to be consumed near computers or digital devices.

The 9 elements of Digital Citizenship
 (Credit: Sylvia Duckworth @couroua 2019)



Appendix 8: Student Support Flowchart



Appendix 9: Anti-Bullying Policy

1. Introduction

This policy applies to all students at Lyceum Alpinum Zuoz and provides guidance for students, staff and parents about recognising bullying behaviour and what to do if a bullying incident occurs.

2. Principles

The Lyceum Alpinum community recognizes that any form of bullying, if left unaddressed, can have a devastating effect on individuals: it can create barriers to learning and impact the individual's mental wellbeing at a deep level. The aim of this policy is to foster a supportive and safe environment for pupils, members of staff and parents that is free from fear, intimidation and harassment. To this end, it will be made clear that at Lyceum Alpinum bullying is an unacceptable behaviour and that any instance of it will be treated as a serious disciplinary matter and addressed appropriately.

3. What is Bullying?

Bullying is a form of aggressive behaviour in which someone intentionally and repeatedly causes another person injury or discomfort. Bullying can take the form of physical contact, words or more subtle actions. The bullied individual typically has trouble defending him or herself and does nothing to 'cause' the bullying (American Psychological Association).

Bullying may involve:

- **verbal bullying:** the repeated use of words in order to hurt or humiliate another individual or group. Verbal bullying includes name-calling, offensive remarks, put downs, racist or sexist comments, swearing.
- **Emotional/psychological bullying:** includes threats or implied threats, threatening gestures, manipulation, emotional blackmail, threats to an individual reputation and sense of safety.
- **Relational bullying:** ostracising another person or group by excluding them or rejecting them, making or spreading rumours, sharing or threatening to share another's personal information.
- **Physical bullying:** hitting, kicking, poisoning, 'ganging up', unwanted physical or sexual touching, damage to personal property. Serious violent behaviour is not necessarily treated as bullying and may be better managed through the school's disciplinary procedures.
- **Cyber bullying:** involves the use of communication technologies such as e-mail, text messages, instant messaging and websites with the intention of harming another individual or group.

4. Responding to Bullying

At Lyceum Alpinum staff, pupils and parents play a vital role in addressing instances of bullying: all adults are expected to act as positive role models, as are all senior students, by encouraging to reflect on personal conduct, motives and behaviour.

The following steps must be taken when an incident of bullying is reported to the School:

1. A member of staff that has been approached about or has witnessed an incident of bullying should report this immediately.



2. The member of staff should reassure and support the pupils involved as necessary and advise that they are required to pass details on to the relevant member of the pastoral team (Class teacher, Tutor, CPO, School management).
3. The member of staff should inform the relevant member of the pastoral team. In the case of incidents involving boarders, the respective Head of Boarding House should be informed. In the case of day students, the Class Teacher or Tutor should be informed.
4. The CPO will be informed of any bullying issues where there are safeguarding concerns.
5. A clear and precise account of the incident will be recorded and all parties involved will be interviewed.
6. Acts of bullying or harassment may be ground for discipline. Appropriate action will be taken, including providing support and implementing sanctions in accordance to the school rules and behaviour expectations.

- Appendix 10: Risk of Suicide Intervention

Purpose of Protocol

This document is intended to help school staff to understand their role when a risk of suicide has been raised, and to provide accessible tools. Suicide is one of the leading causes of premature death in Switzerland and is the highest cause of death in young people.

Schools staff (particularly boarding staff) are frequently considered the first line of contact in reaching suicidal students. While school personnel are neither qualified nor expected to provide in depth assessment or counselling necessary for treating a suicidal student, they are responsible for taking reasonable and prudent actions to help ‘at risk’ students. This includes making appropriate referrals, securing outside assistance when needed and notifying parents. This protocol exists to enable referral of ‘at-risk’ student to trained professionals so that the burden of responsibility does not rest solely with the individual ‘on the scene.’

Protocol Overview

The risk of suicide is raised when any student, peer, teacher, school counsellor, school administrator or other school employee identifies someone as potentially suicidal because they have directly or indirectly expressed suicidal thought (ideation) or demonstrated other clues or warning signs. It is critical that any school employee who has knowledge or a suicide threat report this information immediately through the ‘risk of suicide’ contact list so that the student of concern receives appropriate attention.

If imminent danger exists, phone (144 or 117).

This is especially important if the student of concern has skipped school altogether, ingested medication or harmful substances, or left the campus and concerns for their safety relating to suicide exist.

1. Take immediate action. Contact another adult for support using the ‘risk of suicide’ contact list.
2. Take suicidal behaviour seriously every time.
3. No student expressing suicidal thoughts should be left alone during the process that follows.

If a student is having thoughts of suicide, there is a risk of suicide and a disclosure protocol must be initiated. If imminent danger is NOT present but a concern about suicide risk exists, appropriate steps must be taken to ensure that the student receives support in a timely manner.

Intervention

Step One – Risk is identified: A concern for risk or suicide is brought to the attention of a member of staff by observation, the student's peers, or from a direct disclosure from a student. If the disclosure has not come directly from the student, act promptly to locate the student of concern and make sure they are safe. Once located, stay with the student.

Remember, take ALL thoughts of suicide seriously and take action.

Step Two – Assess urgency of risk: Is the student in immediate danger? For example, have they ingested medication or harmful substances, have they made attempts to leave campus and are out of contact, are there threatening self-harm with a weapon?

If YES, call the emergency services **IMMEDIATELY** (Ambulance 144, Police 117) and do not leave the student on their own.

If NO, move to step Three.

Step Three – Call for support: If the student is NOT at immediate risk to harm, remain with them and make them feel as comfortable as possible. Explain to the student that, due to this being a high-risk disclosure, you will need to call for support from another member of the team. Use the ‘risk of suicide’ contact list to seek support. If the disclosure is during the school day, call for support from the school counsellor.

Remember

- Do not dismiss the persons thoughts.
- Keep calm and avoid expressing negative reactions.
- Clearly communicate the steps you are taking and why.

Step Four – Offer immediate support: Once you have called for another member of staff, offer the student immediate support. This may be in the form of listening to them, reassuring them, accepting what they are saying without agreeing or disagreeing with their behaviour or point of view, expressing empathy.

Once support has arrived, one member of the team can continue with the direct support of the child whilst the other follows the next steps to escalate the concern.

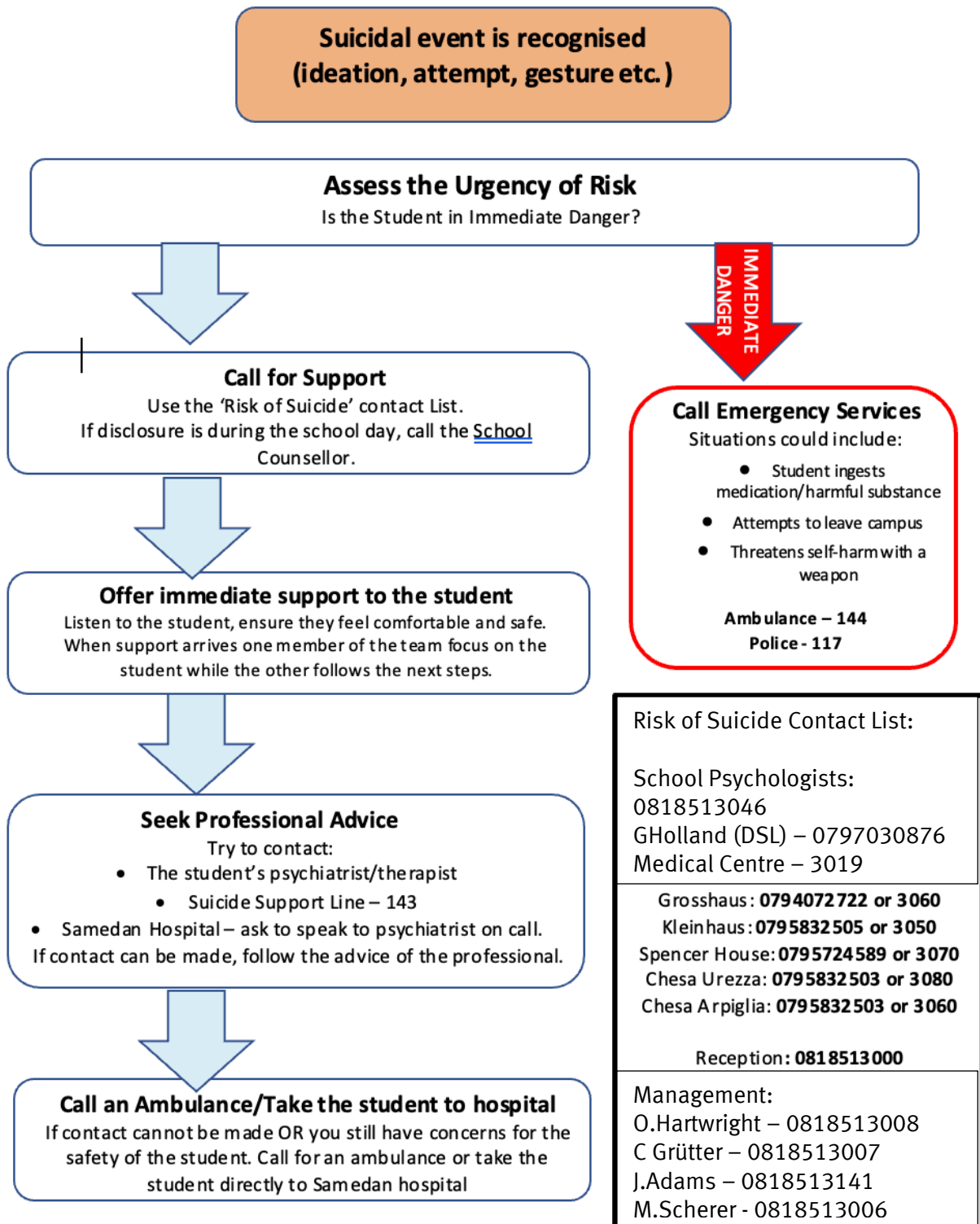
Step Five – Seek professional advice: Seek advice from a professional by calling;

- The students therapist/psychiatrist
- ‘The Outstretched Hand’ (Suicide Support Line) on 143.
- Samedan Hospital – ask to speak to the psychiatrist on duty.

If contact is made, follow the advice given by the medical professional.

Step Six – Call for an ambulance/take the student to the hospital: If you cannot get in contact with anyone, or continue to have concerns for the safety of the student, call an ambulance/take the student to Samedan hospital. They will be kept in the hospital under observation until a psychiatrist has assessed them.

Suicide intervention protocol flowchart



Warning Signs for Suicide

There is no definitive list of warning signs for suicide and may include:

1. **Ideation (Thoughts of suicide)** – Expressing suicidal feelings through talking, gesturing, writing, or drawing. Desire to die.
2. **Suicide plan** – Having a plan for suicide and/or obtaining the means to follow-through on a suicidal attempt
3. **Unbearable pain** – Often as a result of a loss/crisis. Expressing they are suffering a great deal and feel there is no hope.
4. **Displaying signs of depression** – Such as a loss of pleasure in activities they used to enjoy, prolonged sad mood, changes in eating or sleeping patterns.
5. **Making final arrangements** – Saying goodbye as if they won't be seeing someone again. Giving away favourite possessions.
6. **Self-destructive behaviour**- Such as the start of, or increase in alcohol or drug use, risky sexual behaviour, reckless driving.
7. **Changes in behaviour** – Such as pulling away from family, friends, or social groups, anger or hostility.

Risk factors for suicide

There is no definitive list of risk factors for suicidal ideation and may include:

1. **Previous suicide attempt** – This significantly increases the likelihood that someone will complete suicide.
2. **Exposure to suicide** – Friend or family member who attempted or completed suicide.
3. **Abuse** – Physical or sexual abuse, being mistreated.
4. **Social isolation** – May lead to feelings of helplessness and depressions. Lack of support. Unwilling to seek help.
5. **Depression, anxiety, agitation** – Primarily major depressive disorder. Feeling trapped.
6. **Access to lethal means**- Such as guns, weapons, knives, medications.
7. **Perceived major trouble** – Such as trouble at school, at home, or with the law.
8. **Peer victimisation** – Bullying, extreme embarrassment, or humiliation.

Students at higher risk

There is no definitive list of high-risk categories, but some may include:

- Youth living with mental and/or substance disorders.
- Youth who engage in self-harm or have attempted suicide.
- LGBTQ+ students.
- Youth bereaved by suicide.
- Youth living with medical conditions or disabilities.