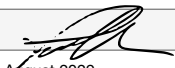


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AIS-Salzburg Child Protection and Safeguarding Policy

1. Purpose and Scope

This policy establishes the child protection and safeguarding responsibilities of AIS-Salzburg and the procedures that apply when a concern arises.

Its purposes are to:

- protect students from abuse, neglect, exploitation, and other harm;
- ensure that concerns are recognized and reported promptly;
- provide clear procedures for responding to disclosures, allegations, and suspected harm;
- establish appropriate protective measures and support;
- define the responsibilities of employees, volunteers, contractors, and school leaders; and
- comply with applicable Austrian law and accreditation requirements.

The welfare and safety of the student are the primary considerations in every safeguarding decision. This policy applies to all students enrolled at AIS-Salzburg, including students who are 18 years of age or older. It applies equally to boarding students, day students, and students enrolled in summer or other short-term programs. It applies to all employees, volunteers, contractors, consultants, activity providers, coaches, drivers, visitors, and other adults acting on behalf of or in cooperation with the school.

The policy applies throughout all school-related activities and settings, including:

- classrooms, offices, boarding residences, dining areas, and common spaces;
- athletics, activities, clubs, tutorials, and supervised study;
- transportation, excursions, overnight trips, and educational travel;
- weekend and evening programs;
- summer programs;
- online communication and digital activity connected with students or school life; and
- conduct outside school programs when it raises a concern about a student's safety or well-being.

Safeguarding concerns may arise from conduct by an adult, another student, a family member, a person outside the school community, or through online contact. Where another school policy contains more specific requirements, that policy will be applied together with this policy. Where a safeguarding concern conflicts with an ordinary disciplinary, academic, residential, or administrative process, safeguarding requirements take priority.

2. Austrian Legal and Regulatory Context

AIS-Salzburg is a private secondary boarding and day school operating in Salzburg, Austria. This policy is interpreted and applied in accordance with Austrian federal and provincial law. The principal legal framework includes the Austrian Federal Constitutional Act on the Rights of Children. This law establishes that every child is entitled to the protection and care necessary for their well-being and that the best interests of the child must be a primary consideration in decisions made by public and private institutions.

The school also recognizes the principles of the United Nations Convention on the Rights of the Child, including the right of children to protection from physical or mental violence, injury, abuse, neglect, maltreatment, and exploitation.

The Austrian Civil Code requires the best interests of the child to guide decisions affecting minors. Relevant considerations include the child's safety, physical and emotional well-being, protection from violence, stable relationships, and the child's views according to age and maturity.

2.1 Reporting Serious Concerns

Austrian child and youth welfare law requires institutions that care for or teach children and young people to report a substantiated suspicion of serious harm to the responsible child and youth welfare authority when the danger cannot otherwise be prevented.

This may include suspected:

- physical abuse;
- emotional or psychological abuse;
- sexual abuse;
- neglect;
- exploitation; or
- another serious threat to a student's welfare.

Reports required by law must be made promptly and in the required form. Professional confidentiality does not prevent a legally required safeguarding report. The Headmaster or designated Child Protection Lead is responsible for coordinating reports to the appropriate child and youth welfare authority. This does not prevent an employee from contacting emergency services directly when immediate action is necessary to protect a student.

2.2 Criminal and Civil Law

Safeguarding concerns may involve conduct prohibited under the Austrian Criminal Code or other applicable law. This may include:

- physical assault or bodily injury;
- threats, coercion, stalking, or persistent harassment;
- sexual assault, sexual abuse, or sexual exploitation;
- grooming or abuse of a position of trust;
- the creation, possession, or distribution of sexual images of minors;
- unlawful recording or sharing of private images or information;
- trafficking or other exploitation;
- serious neglect of care or supervision; and
- failure to provide necessary assistance in an emergency.

The school will contact the police, child and youth welfare authority, medical services, or another competent authority when required by law or necessary to protect a student. School employees must not conduct an internal investigation that could interfere with an investigation by public authorities.

2.3 Recruitment, Employment, and Suitability

The school will apply appropriate safeguarding checks before permitting adults to work with students. These may include:

- verification of identity and qualifications;
- review of employment history;
- professional references;
- criminal-record checks;
- the Austrian special criminal-record certificate for child and youth welfare work, where applicable;
- equivalent checks from other countries where relevant; and
- assessment of the person's suitability to work with children and young people.

Employment, volunteer service, or contractual work may be refused or ended where safeguarding information raises a reasonable concern about suitability.

2.4 Data Protection and Confidentiality

Safeguarding information will be handled in accordance with the General Data Protection Regulation, Austrian data-protection law, and applicable child protection requirements. Information may be shared without consent when necessary to protect a student, comply with a legal duty, make a required report, assist an authority, or prevent serious harm. Only information necessary for safeguarding, investigation, support, or legal compliance should be shared. Records must be accurate, secure, and accessible only to authorized persons.

2.5 Application of the Legal Framework

The law applicable to a particular concern will depend on the facts, the age of the student, the identity of the persons involved, and the location of the conduct. The school will obtain legal or professional advice when necessary. Exact statutory references may be maintained in a legal appendix and reviewed regularly.

Nothing in this policy prevents the school from taking protective, disciplinary, or employment action where conduct does not meet a criminal or statutory threshold but remains unsafe, inappropriate, or inconsistent with the school's duty of care.

3. Safeguarding Principles

The following principles apply to every safeguarding concern and decision.

3.1 Student Welfare

The safety and well-being of the student are the primary considerations. Institutional convenience, reputation, personal relationships, or concern about disruption must not take priority over student protection.

3.2 Shared Responsibility

Safeguarding is the responsibility of every employee and adult acting on behalf of the school. It is not limited to administrators or designated child protection personnel.

Every employee must act when they:

- witness concerning conduct;
- receive a disclosure or report;
- observe possible indicators of harm; or
- form a reasonable concern about a student's safety or well-being.

3.3 Prompt Reporting

Employees are not responsible for proving that abuse or neglect has occurred. A reasonable concern is sufficient to require reporting. Concerns must be reported promptly. An employee must not delay reporting while seeking additional evidence, consulting informally with colleagues, or attempting to resolve the matter alone.

3.4 Respectful Response

Students who raise concerns must be listened to calmly and respectfully. They should be reassured that they were right to speak and that the information will be shared only with those responsible for protecting them. A student must not be blamed, pressured, or required to confront the person involved.

3.5 Limited Questioning

The person receiving a disclosure should ask only the limited, open questions necessary to understand immediate safety and the basic nature of the concern. Employees must not conduct interviews, test credibility, ask leading questions, or investigate independently unless specifically authorized as part of an approved procedure.

3.6 Proportionate Action

Safeguarding action should be timely, reasonable, and proportionate to the risk. Measures may be taken before all facts are known when necessary to protect a student or preserve the integrity of an investigation.

3.7 Confidentiality and Information Sharing

Safeguarding information is highly confidential but cannot be kept secret. Information will be shared only with persons who need it to:

- protect the student;
- assess or manage the concern;
- provide support;
- comply with legal duties; or
- cooperate with competent authorities.

3.8 Student Voice

Students should be given clear information about what will happen next, subject to legal and safeguarding limitations. Their views, wishes, age, maturity, communication needs, and personal circumstances should be considered when decisions are made. The student's wishes do not prevent the school from taking necessary protective action.

3.9 Equality and Additional Vulnerability

Safeguarding procedures apply equally to every student. Some students may face additional vulnerability because of disability, medical needs, language, age, boarding status, isolation, family circumstances, sexual orientation, gender identity or expression, cultural background, prior trauma, or dependence on others. The school will consider these circumstances when assessing risk and arranging protection or support.

3.10 Culture and Religion

Cultural, religious, or family practices must be approached respectfully. They do not excuse abuse, neglect, exploitation, discrimination, or conduct that places a student at risk.

3.11 Protection from Retaliation

Retaliation against a student or adult who reports a concern, provides information, supports another person, or participates in a safeguarding process is prohibited. Retaliation will be treated as a separate safeguarding or disciplinary concern.

3.12 Cooperation with Authorities

The school will cooperate with child and youth welfare services, police, medical professionals, courts, and other competent authorities. The school will not interfere with an external investigation or take action that could place a student at additional risk.

4. Definitions and Categories of Concern

4.1 Child and Student

For the purposes of Austrian child protection law, a child or young person is generally a person under 18 years of age. AIS-Salzburg applies this policy to every enrolled student, including students who are 18 years of age or older. Adult students living and learning alongside minors remain subject to the school's safeguarding expectations and procedures.

4.2 Safeguarding

Safeguarding includes the measures taken to promote student welfare, prevent harm, identify risks, maintain safe practices, and create an environment in which students can live and learn securely. Safeguarding is broader than responding to confirmed abuse. It includes prevention, professional conduct, supervision, safer recruitment, training, reporting, support, and risk management.

4.3 Child Protection

Child protection is the action taken when a student is believed to be experiencing, or at risk of experiencing, abuse, neglect, exploitation, or another form of significant harm.

4.4 Abuse

Abuse is conduct or a failure to act that causes or creates a risk of physical, emotional, psychological, sexual, or developmental harm. Abuse may be committed by an adult or another student. It may occur once or repeatedly, in person or online, and within or outside the school community.

4.5 Physical Abuse

Physical abuse includes intentionally causing or threatening physical injury or using physical force in an inappropriate or harmful manner. It may include hitting, shaking, pushing, kicking, burning, poisoning, restraining, or administering substances inappropriately. Physical punishment of students is prohibited.

4.6 Emotional or Psychological Abuse

Emotional or psychological abuse includes persistent or serious conduct that damages a student's emotional development, dignity, confidence, or sense of safety.

It may include:

- humiliation or degradation;
- threats or intimidation;
- persistent criticism or rejection;
- coercive control;
- deliberate isolation;
- exposure to serious conflict or violence;
- unreasonable or developmentally inappropriate expectations; or
- causing a student to feel worthless, unsafe, or responsible for the conduct of an adult.

4.7 Sexual Abuse

Sexual abuse includes involving a student in sexual activity that they do not understand, cannot consent to, have not freely agreed to, or that is unlawful because of age, power, authority, or another circumstance. It may involve physical contact or non-contact conduct, including:

- sexual touching or assault;
- sexualized communication;
- exposing a student to sexual acts or material;
- encouraging or requiring sexual behavior;
- creating, requesting, possessing, or sharing sexual images;
- grooming;
- voyeurism; or
- sexual exploitation.

A student's apparent cooperation, prior relationship, silence, use of alcohol or drugs, or failure to resist does not establish valid consent.

4.8 Neglect

Neglect is the persistent or serious failure to meet a student's basic physical, medical, emotional, supervisory, educational, or developmental needs. It may include failure to provide adequate food, clothing, shelter, hygiene, health care, supervision, protection, emotional support, or access to necessary assistance. Neglect may occur within a family, institution, activity, or other care arrangement.

4.9 Exploitation

Exploitation is the use of a student for another person's benefit, advantage, profit, status, sexual interest, criminal purpose, or control. It may include sexual exploitation, criminal exploitation, trafficking, forced activity, financial exploitation, or manipulation through gifts, threats, debt, dependency, or access to substances.

4.10 Grooming

Grooming is a process by which a person builds trust, access, authority, secrecy, or dependency in order to abuse or exploit a student. Grooming may involve the student, the student's family, peers, or employees. It may occur in

person or online and may include gifts, favoritism, secrecy, private communication, isolation, sexualized behavior, or gradual boundary violations.

4.11 Peer-on-Peer Abuse

Peer-on-peer abuse is abuse, exploitation, coercion, or harmful behavior between students.

It may include:

- physical or emotional abuse;
- bullying or cyberbullying;
- sexual harassment or sexual violence;
- harmful sexual behavior;
- dating or relationship abuse;
- hazing or initiation;
- coercion or blackmail;
- image-based abuse;
- prejudice-related abuse; or
- retaliation.

Peer-on-peer abuse must not be dismissed as banter, experimentation, romance, conflict, or normal boarding-school behavior.

4.12 Harmful Sexual Behavior

Harmful sexual behavior is sexual conduct by a student that is developmentally inappropriate, abusive, coercive, violent, exploitative, or harmful to the student or others. The response must consider the safety and support needs of all students involved. Harmful behavior may also indicate that the student responsible has experienced abuse, exploitation, or exposure to inappropriate material.

4.13 Online Abuse

Online abuse is harm carried out, encouraged, recorded, or distributed through digital technology.

It may include:

- grooming;
- sexual exploitation;
- sextortion;
- cyberbullying;
- threats or stalking;
- nonconsensual image sharing;
- impersonation;
- location tracking;
- exposure to harmful material;
- manipulated or AI-generated sexual images; or
- encouraging self-harm, violence, or illegal activity.

Online conduct may require school action regardless of where, when, or on whose device it occurred.

4.14 Self-Harm and Suicide Risk

Self-harm includes intentional injury or poisoning of oneself, whether or not there is an intention to die.

Suicide risk includes thoughts, statements, plans, preparations, attempts, or conduct indicating that a student may intend to end their life. Self-harm and suicide risk are safeguarding concerns requiring prompt assessment, supervision, support, and, where necessary, medical or emergency intervention.

4.15 Discrimination and Prejudice-Related Harm

Discrimination and prejudice-related harm include conduct connected with a student's race, color, nationality, ethnicity, language, religion or belief, sex, sexual orientation, gender identity or expression, disability, medical condition, appearance, family circumstances, socioeconomic background, or another personal characteristic. Such conduct may also constitute bullying, harassment, emotional abuse, or another safeguarding concern.

4.16 Retaliation

Retaliation is adverse treatment directed at a person because they raised a concern, supported another person, provided information, refused to participate in harmful conduct, or took part in a safeguarding process.

Retaliation may include threats, intimidation, exclusion, punishment, rumor-spreading, online targeting, or misuse of authority.

5. Particular Safeguarding Risks in an International Boarding School

AIS-Salzburg is a small international boarding and day school. Most students live on campus and spend much of their academic, social, and personal time under the school's care. Safeguarding therefore extends beyond the classroom and applies throughout residential life, meals, evening study, activities, athletics, weekends, excursions, and educational travel.

Boarding students may be separated from their parents or guardians, home country, first language, and usual support networks. This may make it more difficult for a student to recognize unsafe behavior, report a concern, or seek help from someone outside the school.

Employees must remain alert to risks connected with:

- dormitory rooms, residence floors, bathrooms, changing areas, and other private spaces;
- roommate relationships, friendship groups, social exclusion, and peer pressure;
- nighttime, weekend, and holiday supervision;
- one-to-one contact between adults and students;
- activities, athletics, transportation, excursions, and overnight travel;
- independent travel and off-campus leave;
- online relationships, private messaging, gaming platforms, image sharing, and location sharing;
- homesickness, isolation, language barriers, cultural adjustment, and family stress;
- romantic or sexual relationships between students;
- students aged 18 or older living and participating in programs with minors;
- visiting adults, contractors, external instructors, host families, and activity providers; and
- contact with adults or peers outside the school community.

A concern that appears minor in one setting may form part of a wider pattern across academic and residential life. Employees must communicate promptly when they observe changes in a student's behavior, relationships, participation, emotional condition, or willingness to return to a particular place or activity. No cultural, religious, family, or national practice excuses abuse, neglect, exploitation, discrimination, corporal punishment, or conduct that places a student at risk.

6. Roles and Responsibilities

Safeguarding is a shared responsibility. Every adult working for or with the school must understand their role and act promptly when a concern arises.

6.1 Board of Directors

The Board of Directors is responsible for:

- approving this policy;
- receiving assurance that safeguarding procedures are implemented;
- reviewing significant risks, patterns, and lessons learned;
- ensuring that appropriate training and resources are available; and
- receiving concerns involving the Headmaster or where an independent review is required.

The Board does not normally manage individual safeguarding cases unless the Headmaster is involved, unavailable, or affected by a conflict of interest.

6.2 Headmaster

The Headmaster has overall responsibility for child protection and safeguarding at AIS-Salzburg.

The Headmaster is responsible for:

- ensuring that this policy is implemented;
- appointing the Child Protection Lead and an alternative contact;
- ensuring that concerns are assessed and managed promptly;
- deciding when external authorities, legal counsel, or other professionals must be contacted;
- overseeing allegations involving employees or other adults;
- ensuring that appropriate protective and employment measures are taken;
- maintaining oversight of safeguarding records;
- ensuring that staff receive required training; and
- reporting to the Board as appropriate.

6.3 Child Protection Lead

The Child Protection Lead coordinates the school's operational response to safeguarding concerns.

The Child Protection Lead will:

- receive and review safeguarding reports;
- assess immediate and continuing risk;
- arrange appropriate protection and support;
- consult the Headmaster;
- coordinate contact with child and youth welfare services, police, medical professionals, or other authorities;
- determine when and how parents or guardians should be informed;
- ensure that records are complete, accurate, and secure;
- coordinate follow-up and support plans;
- advise employees on safeguarding procedures; and
- contribute to training, monitoring, and policy review.

The Child Protection Lead should not manage a concern when personally involved or affected by a conflict of interest.

6.4 Alternative Child Protection Contact

The alternative Child Protection contact acts when the Child Protection Lead is absent, unavailable, personally involved, or affected by a conflict of interest. An employee must not delay reporting because the preferred contact cannot be reached. The concern should be reported immediately to the Headmaster, alternative Child Protection contact, or another senior administrator.

6.5 Dean of Students

The Dean of Students has particular responsibility for safeguarding within boarding and student life.

The Dean of Students will normally coordinate:

- immediate residential protection;
- supervision and rooming arrangements;
- concerns involving roommate or peer relationships;
- student support outside the academic day;
- weekend and activity-related concerns;
- communication with Resident-Care staff members; and
- monitoring within the residential community.

The Dean of Students will work closely with the Headmaster and Child Protection Lead and must refer all safeguarding concerns through the procedures in this policy.

6.6 Child Protection Team

The Child Protection Team may be convened by the Headmaster or Child Protection Lead when a coordinated response is needed. Its membership will be limited to persons whose professional responsibilities are relevant to the concern. It may include the Headmaster, Child Protection Lead, Dean of Students, Student Health Coordinator, and another appropriate employee.

The team may assist with:

- risk assessment;
- protective measures;
- student support;
- communication planning;
- coordination between academic and residential staff; and
- review of continuing concerns.

The team does not replace the responsibility to report to external authorities and should not receive confidential information that is unnecessary for its role.

6.7 All Employees

Every employee must:

- remain alert to possible safeguarding concerns;
- respond promptly to a disclosure, report, observation, or reasonable concern;
- protect the student from immediate harm;
- listen calmly and respectfully;
- avoid promising confidentiality;
- record relevant information accurately;
- report immediately through the required procedure;
- preserve available evidence;
- follow instructions from the person managing the concern;
- maintain confidentiality; and
- continue appropriate supervision and support.

Employees are not expected to determine whether abuse or neglect has occurred. They must not delay reporting while seeking proof or additional information. Employees must not conduct independent investigations, interview students beyond what is immediately necessary, confront the person alleged to have caused harm, or contact parents or guardians without authorization.

6.8 Volunteers, Contractors, and Visitors

Volunteers, contractors, consultants, external instructors, drivers, and visitors must comply with the school's safeguarding and conduct requirements. They must report any concern immediately to the employee responsible for their supervision, the Child Protection Lead, the Dean of Students, or the Headmaster. They must not be given unsupervised access to students unless appropriate checks, authorization, and arrangements are in place.

6.9 Students

Students are encouraged to seek help whenever they feel unsafe, worried, pressured, threatened, exploited, or concerned about another student. A student may speak with any trusted employee. Students are not expected to decide whether a concern meets a legal or policy definition before reporting it. Students must not retaliate against, threaten, isolate, or target a person who reports a concern or participates in a safeguarding process.

6.10 Parents and Guardians

Parents and guardians are expected to:

- provide accurate and relevant information concerning their child;
- report safeguarding concerns promptly;
- preserve available evidence;
- avoid confronting another student, family, or employee directly;
- cooperate with necessary protective and support measures; and

communicate respectfully with the school and authorities.
The school may delay contacting a parent or guardian when that person may be involved in the concern or when contact could increase risk, interfere with an investigation, or conflict with instructions from an authority.

7. Recognizing Safeguarding Concerns

Safeguarding concerns may arise through direct disclosure, observation, information from another person, online material, physical injury, changes in behavior, or a pattern noticed over time.

No single sign proves that abuse or neglect has occurred. Employees should consider changes, patterns, context, and information from different settings.

Possible indicators may include:

- unexplained or repeated injuries;
- fear of a particular person, place, activity, or return home;
- sudden changes in behavior, mood, confidence, sleep, eating, attendance, or academic performance;
- withdrawal, isolation, aggression, anxiety, depression, or unusual secrecy;
- sexualized behavior, language, knowledge, or material that is not appropriate to the student's age or development;
- unexplained gifts, money, devices, transportation, or contact with older persons;
- persistent hunger, poor hygiene, unsuitable clothing, fatigue, or unmet medical needs;
- reluctance to discuss online activity or visible distress after receiving messages;
- controlling, coercive, secretive, or exploitative relationships;
- self-harm, suicidal statements, plans, or attempts;
- repeated absence, running away, unauthorized departure, or unexplained periods away;
- substance use connected with pressure, exploitation, or unsafe relationships;
- retaliation following a report or disclosure; or
- a student stating directly or indirectly that they feel unsafe.

Employees should avoid assumptions based on personality, background, appearance, popularity, disability, nationality, gender, or family circumstances. The absence of visible injury or behavioral change does not mean that a student is safe. Some students may appear calm, continue to perform well, or delay reporting for a significant period. A concern must be reported even when the available information is incomplete, uncertain, or secondhand.

8. Immediate Response to a Disclosure or Concern

When a student discloses harm or an employee receives a safeguarding concern, the first responsibility is to protect the student and report the matter.

8.1 Ensure Immediate Safety

The employee should determine whether the student or another person is in immediate danger.

Where necessary, the employee must:

- remain with the student;
- obtain assistance from another employee;
- separate the student from an immediate source of harm;
- arrange emergency medical attention;
- contact emergency services; or
- move to a safe and appropriate location.

Emergency action must not be delayed while waiting for administrative approval.

8.2 Listen

The employee should remain calm and allow the student to speak in their own words.

The employee should:

- listen without interruption where possible;
- take the concern seriously;
- thank the student for speaking;
- state that the student is not to blame;
- avoid expressing shock, anger, disbelief, or judgment; and
- avoid criticizing the student, family, alleged offender, or another person.

8.3 Explain Confidentiality

The employee must not promise secrecy. The student should be told, in clear and age-appropriate language, that the information must be shared with persons responsible for protecting them. The employee may explain that information will not be shared more widely than necessary.

8.4 Ask Only Necessary Questions

Questions should be limited to what is necessary to understand immediate safety and the basic nature of the concern.

Appropriate questions may include:

- What happened?
- When did this happen?
- Where did this happen?
- Is anyone in danger now?
- Is there anything else you need to tell me?

The employee must not:

- ask leading or suggestive questions;
- press for unnecessary detail;
- ask the student to repeat the account several times;
- test whether the student is telling the truth;
- ask why the student did not report earlier; or
- suggest what may have happened.

8.5 Preserve Evidence

The employee should protect available evidence without examining or distributing it unnecessarily.

This may include:

- messages or emails;
- screenshots;
- photographs or recordings;
- clothing or personal items;
- dates, times, and locations; or
- names of possible witnesses.

Sexual images of a minor must not be copied, forwarded, downloaded, or shared. The employee should preserve the device or information and seek immediate direction from the Child Protection Lead or police.

8.6 Report Immediately

The employee must make an immediate verbal report to the Child Protection Lead, Headmaster, Dean of Students, or alternative Child Protection contact. A written record must follow as soon as possible. The employee must not contact the alleged offender, conduct an investigation, contact parents independently, or discuss the concern with persons who do not need to know.

9. Reporting Procedures

Every safeguarding concern must be reported promptly. The responsibility to report applies whether the concern is based on a disclosure, observation, suspicion, anonymous information, online content, or a report from another person.

9.1 Immediate Danger

Where a student or another person is in immediate danger, the employee must first take reasonable action to protect life and safety. This may include contacting:

- police;
- ambulance or emergency medical services;
- fire and rescue services; or
- another appropriate emergency authority.

The Headmaster or Child Protection Lead must then be notified immediately.

9.2 Internal Reporting

All safeguarding concerns must be reported verbally as soon as possible to one of the following:

- Child Protection Lead;
- Headmaster;
- Dean of Students; or
- alternative Child Protection contact.

The employee should report directly rather than relying only on email, messaging, or an electronic system when urgent action may be required. If the person receiving the report is unavailable, involved in the concern, or affected by a conflict of interest, the employee must report to another person on the list without delay.

9.3 Written Record

The person who received or observed the concern must complete a written safeguarding record as soon as possible.

The record should include:

- the date, time, and location;
- the name of the student;
- the source of the concern;
- what was observed or reported;
- the student's exact words where possible;
- questions asked and answers given;
- names of other persons involved or present;
- immediate action taken;
- available evidence;
- the name of the person to whom the matter was reported; and
- the date and time of reporting.

The record must distinguish clearly between fact, direct observation, reported information, and professional concern. The original record must not be rewritten to improve its wording. Any later correction or addition should be dated and identified separately.

9.4 Concerns About an Employee or Other Adult

A concern involving an employee, volunteer, contractor, visitor, or another adult must be reported directly to the Headmaster and Child Protection Lead. If the concern involves the Headmaster, it must be reported to the designated Board contact and, where appropriate, directly to the competent authority. If the concern involves the Child Protection Lead, it must be reported to the Headmaster or designated Board contact. The person receiving the report must not inform or confront the adult concerned before protective and legal considerations have been assessed.

9.5 Concerns Involving a Parent or Guardian

Where a parent or guardian may be involved in the concern, may place the student at further risk, or may interfere with an investigation, employees must not contact that person independently. The Headmaster or Child Protection Lead will determine whether and when contact is appropriate, taking account of legal duties and advice from the competent authorities.

9.6 Concerns Arising Outside Austria

Where conduct occurred or may be continuing in another country, the concern must still be reported immediately under this policy. The school will determine which Austrian and foreign authorities, embassies, legal advisers, or other organizations should be contacted. The possibility of uncertainty about jurisdiction must not delay immediate protection or reporting.

9.7 Anonymous and Third-Party Reports

Anonymous and third-party reports will be considered and recorded. The absence of a named reporter does not prevent action where the information indicates a possible risk to a student.

9.8 Failure to Report

Failure to report a safeguarding concern may constitute a serious breach of professional responsibility and may lead to disciplinary action, termination of employment or service, and possible legal consequences. Good-faith reporting made for the purpose of protecting a student is supported by the school.

10. Initial Safeguarding Assessment and External Referral

The Headmaster or Child Protection Lead will make an initial assessment as soon as possible after receiving a report. The purpose of the assessment is not to determine guilt or conduct a full investigation. It is to identify risk, decide what protection is required, and determine whether an external authority must be notified.

10.1 Initial Assessment

The assessment should consider:

- whether the student or another person is in immediate danger;
- whether urgent medical or mental-health care is required;
- the nature and seriousness of the concern;
- the age and vulnerability of the student;
- whether the alleged person responsible has continuing access to the student;
- whether other students may be at risk;
- whether evidence needs to be preserved;
- whether the concern involves an employee or other adult;
- whether a parent or guardian may safely be contacted;
- whether the conduct may be criminal;
- whether the legal reporting threshold may be met; and
- whether immediate residential, academic, digital, or employment measures are required.

The student should not be repeatedly interviewed during this assessment.

10.2 Immediate Protective Measures

Protective action may be taken before the concern is fully assessed.

Measures may include:

- increased supervision;
- separation from an alleged source of harm;
- changes to rooming, classes, activities, transportation, or schedules;
- restrictions on contact or access to technology;

- medical or mental-health care;
- placement with a trusted employee;
- temporary removal of an adult from student contact;
- preservation of records, devices, or other evidence; or
- another reasonable safety arrangement.

Protective measures are precautionary and do not constitute a finding that an allegation has been proven.

10.3 External Referral

The Headmaster or Child Protection Lead will make a report to the responsible child and youth welfare authority, police, medical service, or another competent authority when required by law or necessary to protect a student. A referral should include the information required by law and available to the school, including:

- the identity of the student;
- the nature of the concern;
- relevant dates and circumstances;
- immediate risk;
- action already taken;
- available evidence; and
- relevant contact information.

The school will seek direction from the authority regarding further contact with the student, parents or guardians, alleged offender, witnesses, or other persons.

10.4 Internal and External Investigations

The school will not conduct an internal investigation that may interfere with the work of police, child and youth welfare services, or another authority. Where an external investigation is underway, the school will follow the instructions of the authority and limit internal action to:

- immediate protection;
- employment or access measures;
- student support;
- necessary operational decisions;
- recordkeeping; and
- cooperation with the authority.

Where an authority determines that no external investigation will occur, the school may conduct an internal review for safeguarding, disciplinary, or employment purposes.

10.5 Parent and Guardian Communication

Parents or guardians will normally be informed promptly when their child is involved in a safeguarding concern. Contact may be delayed or restricted where:

- a parent or guardian may be involved;
- notification may place the student or another person at risk;
- notification may interfere with an investigation;
- an authority directs the school not to make contact; or
- the student is legally entitled to make certain decisions independently.

The Headmaster or Child Protection Lead will determine who communicates with the family and what information may be shared.

10.6 Case Coordination and Follow-Up

A person will be assigned to coordinate each safeguarding case. That person will ensure that:

protective measures are implemented;
external referrals are completed;
relevant employees receive necessary instructions;
the student has an identified source of support;
parents or guardians are informed when appropriate;
records are maintained;
review dates are established; and
continuing or additional concerns are reported promptly.

The assessment and protective plan must be reviewed when circumstances change, new information becomes available, or an authority provides further direction.

11. Allegations or Concerns About Employees and Other Adults

Any allegation or concern involving an employee, volunteer, contractor, visitor, or other adult must be taken seriously and reported immediately. This section applies when an adult may have:

- harmed or placed a student at risk of harm;
- acted in a way that may constitute a criminal offense;
- behaved toward a student in a manner that indicates a safeguarding risk;
- violated professional boundaries;
- used inappropriate physical contact, language, communication, or digital contact;
- developed an inappropriate relationship with a student; or
- failed to protect a student from foreseeable harm.

11.1 Reporting

A concern involving an adult must be reported directly to the Headmaster and Child Protection Lead.

If the concern involves the Headmaster, it must be reported to the designated Board contact and, where appropriate, directly to the competent authority. If the concern involves the Child Protection Lead, it must be reported to the Headmaster or designated Board contact. The person receiving the report must not inform, confront, question, or warn the adult concerned before protective and legal considerations have been assessed.

11.2 Immediate Action

The Headmaster will determine whether immediate protective or employment measures are required. These may include:

removing the adult from contact with students;
changing duties or supervision;
restricting access to buildings, records, devices, or communication systems;
placing the adult on temporary leave;
preserving records and evidence;
informing external authorities; or
arranging support for the affected student.

Such measures are precautionary and do not constitute a finding that the allegation has been proven.

11.3 External Referral

Allegations involving possible abuse, criminal conduct, or serious risk must be referred to the appropriate child and youth welfare authority, police, or other competent authority where required by law or necessary to protect a student. The school will not conduct an internal investigation that could interfere with an external investigation.

11.4 Internal Review

Where an external authority does not investigate, or after external restrictions permit, the school may conduct an internal review for safeguarding, disciplinary, contractual, or employment purposes. The review must be fair, confidential, and conducted by a person without a conflict of interest.

11.5 Low-Level Concerns and Boundary Violations

A concern may be important even when it does not meet the threshold for abuse or criminal conduct.

Low-level concerns may include:

- favoritism or special treatment;
- inappropriate personal disclosure;
- repeated private communication;
- unnecessary one-to-one contact;
- inappropriate gifts;
- comments about a student's appearance or relationships;
- unnecessary physical contact;
- use of personal social media or messaging;
- conduct that creates secrecy or dependency; or
- behavior that is inconsistent with professional expectations.

Low-level concerns must be reported and recorded. Patterns of conduct may indicate a more serious safeguarding risk even when individual incidents appear minor.

11.6 Support and Confidentiality

The school will provide appropriate support to the student, family, reporting person, and employee concerned.

Information will be shared only with those who need it for safeguarding, legal compliance, employment action, or a fair review. No public statement or wider staff communication should be made without authorization.

11.7 Outcome and Records

The outcome may include:

- no further action;
- guidance or supervision;
- training;
- a formal warning;
- changes to duties;
- disciplinary action;
- termination of employment or service;
- referral to an authority; or
- restrictions on future work with children.

Safeguarding and employment records must be maintained securely and in accordance with applicable law and the school's record-retention procedures.

12. Peer-on-Peer Abuse

Students can cause serious harm to other students. Peer-on-peer abuse must be recognized, reported, and addressed with the same seriousness as other safeguarding concerns.

It may include:

- physical or emotional abuse;
- bullying or cyberbullying;
- sexual harassment or sexual violence;
- harmful sexual behavior;
- coercive or controlling relationships;
- hazing or initiation;

blackmail or extortion;
image-based abuse;
prejudice-related abuse;
exploitation; or
retaliation.

Peer-on-peer abuse may occur between two students, within a group, in person, online, or across academic and residential settings.

12.1 Recognition

Employees must not dismiss harmful conduct as banter, experimentation, romance, conflict, initiation, or normal boarding-school behavior. A single serious incident may require immediate safeguarding action even when the conduct is not repeated.

The school will consider:

the age and development of the students;
the nature and seriousness of the conduct;
any difference in power, status, maturity, or influence;
whether the conduct was voluntary, coercive, planned, or repeated;
the effect on the student harmed;
whether others were involved or encouraged the behavior;
whether prejudice, sexual conduct, or exploitation was involved;
whether digital material exists; and
whether there is a risk of retaliation or recurrence.

12.2 Immediate Response

The safety and well-being of all students involved must be assessed promptly.

Protective measures may include:

separation;
increased supervision;
changes to rooming, classes, activities, or schedules;
restrictions on contact or digital access;
medical or mental-health support;
preservation of evidence; or
referral to external authorities.

The student who may have caused harm must not be placed in direct contact with the affected student for the purpose of mediation or confrontation unless this is later determined to be safe, appropriate, and voluntary.

12.3 Support and Accountability

The student affected must receive protection, support, and clear information about what will happen next.

The student whose behavior caused harm must also receive an appropriate assessment and support. Harmful behavior may indicate prior abuse, exploitation, trauma, or exposure to inappropriate material. Support does not remove responsibility. Disciplinary, educational, restorative, or safeguarding measures may all be required.

12.4 External Reporting

Peer-on-peer conduct may require referral to the police, child and youth welfare authority, medical professionals, or other agencies. The fact that all persons involved are students does not reduce the school's legal or safeguarding responsibilities.

12.5 Parents and Guardians

Parents or guardians will normally be informed where their child is involved in a peer-on-peer safeguarding concern. The school may limit the information shared about another student and may delay contact where this is necessary for safety or an external investigation.

13. Online Safety and Technology-Facilitated Abuse

Online activity is part of students' academic, social, and residential lives. Harm may occur through phones, computers, messaging services, social media, gaming platforms, shared accounts, cloud storage, or emerging technologies. The school may respond to online conduct regardless of where it occurred, when it occurred, or whose device was used when it affects student safety or school life.

Online safeguarding concerns may include:

- grooming;
- sextortion;
- sexual exploitation;
- nonconsensual image sharing;
- sexual images of minors;
- manipulated or AI-generated sexual images;
- cyberbullying;
- threats or harassment;
- impersonation;
- account misuse;
- stalking or location tracking;
- coercive control;
- exposure to violent, sexual, extremist, or exploitative material;
- encouragement of self-harm, suicide, violence, or illegal activity; or
- contact with unsafe adults or groups.

13.1 Reporting and Immediate Action

Online concerns must be reported under the same procedures as other safeguarding concerns.

Employees should:

- ensure immediate safety;
- preserve relevant information;
- record account names, dates, times, platforms, and links where appropriate;
- avoid replying to the suspected offender;
- avoid deleting material unless directed;
- report the concern immediately; and
- follow instructions from the Child Protection Lead or police.

13.2 Sexual Images of Minors

An employee must not create, copy, forward, download, print, or store a sexual image of a minor.

If such an image is reported or discovered, the employee should:

- avoid viewing it more than necessary;
- not ask the student to send or display it again;
- secure the device or available information;
- record how the concern arose;
- report immediately; and
- seek direction from the Child Protection Lead or police.

13.3 Preservation of Digital Evidence

Digital evidence should be preserved carefully and shared only through authorized channels.

This may include:

- usernames;
- dates and times;
- message details;
- URLs;

- platform names;
- device information;
- screenshots already provided; or
- names of possible recipients or witnesses.

Employees must not conduct their own search of a student's accounts or devices unless authorized under school policy and applicable law.

13.4 Education and Prevention

The school will provide age-appropriate guidance on:

- privacy;
- consent;
- digital reputation;
- image sharing;
- secure accounts and passwords;
- location sharing;
- reporting harmful content;
- online relationships;
- manipulation and grooming; and
- seeking help without fear of punishment.

14. Self-Harm, Suicide Risk, and Mental-Health Emergencies

Self-harm, suicidal thoughts, suicide attempts, and serious mental-health crises are safeguarding concerns requiring prompt action. Employees must take all statements, signs, and disclosures seriously.

14.1 Immediate Response

Where a student may be at immediate risk, the employee must:
remain with the student;

- move to a safe setting;
- obtain immediate assistance;
- remove accessible means of harm where this can be done safely;
- contact the Child Protection Lead, Headmaster, Dean of Students, or Student Health Coordinator;
- arrange emergency medical or psychiatric support; and
- contact emergency services where necessary.

A student at immediate risk must not be left alone.

14.2 Assessment

The student should be assessed by an appropriately qualified medical or mental-health professional as soon as possible. Employees may ask direct, calm questions about immediate safety, including whether the student:
has thoughts of self-harm or suicide;

- has a plan;
- has access to a means of harm;
- has taken any action; or
- feels able to remain safe.

These questions are for immediate safety only and do not replace professional assessment.

14.3 Parent and Guardian Contact

Parents or guardians will normally be informed promptly. Contact may be delayed where a parent or guardian may be part of the risk or where an authority or health professional advises otherwise.

14.4 Safety and Support Plan

A written safety and support plan may include:

- supervision arrangements;
- removal or restriction of harmful items or substances;
- medical or therapeutic appointments;
- trusted-adult contact;
- adjustments to boarding, classes, activities, or workload;
- communication arrangements;
- review dates;
- emergency contacts; and
- conditions for return to boarding or school activities.

14.5 Return to School or Boarding

A student returning after hospitalization, emergency treatment, or a serious incident must have an agreed support and safety plan. The plan should be developed with appropriate health professionals, the student, parents or guardians, and relevant school personnel.

15. Missing Students, Unauthorized Absence, and Unexplained Departure

A missing or unaccounted-for student is a safeguarding concern.

This section applies when a student:

- cannot be located;
- fails to return at an expected time;
- leaves campus or an activity without authorization;
- disappears during travel;
- runs away;
- cannot be contacted; or
- is absent in circumstances that raise concern for safety or exploitation.

15.1 Immediate Action

The employee discovering the absence must report it immediately to the Dean of Students, Headmaster, or Child Protection Lead.

The initial response should include:

- confirming the student's expected location;
- checking attendance, sign-out, transportation, and activity records;
- contacting relevant employees;
- checking the student's room and authorized common areas where appropriate;
- attempting safe contact with the student;
- identifying the student's last known location and companions;
- reviewing immediate medical, mental-health, exploitation, or self-harm risks; and
- preserving relevant information.

15.2 Escalation

Police and parents or guardians must be contacted promptly when:

- the student is a minor and cannot be located;
- there is reason to believe the student is unsafe;
- the student is vulnerable;
- self-harm, exploitation, coercion, substance use, or criminal activity may be involved;

the student has left the country or intended travel area;
the absence is unusual or unexplained; or
initial checks do not locate the student promptly.

The school must not delay external reporting simply because a student has previously left without permission.

15.3 Information for Authorities

The school should be prepared to provide:

- the student's name, age, and photograph;
- physical description and clothing;
- medical or mental-health information relevant to immediate safety;
- phone number and device information;
- last known location;
- possible destinations or contacts;
- transportation information;
- known risks;
- actions already taken; and
- parent or guardian contact details.

15.4 When the Student Returns

The student's immediate physical and emotional condition must be assessed.

A return interview should be arranged by an appropriate employee to establish:

- where the student was;
- whether the student was harmed;
- whether coercion, exploitation, abuse, substances, or unsafe relationships were involved;
- why the student left or did not return;
- what support is needed; and
- whether further safeguarding action is required.

The return interview should not be treated only as a disciplinary meeting.

15.5 Follow-Up

A safety and support plan may include:

- additional supervision;
- changes to leave arrangements;
- mental-health or medical support;
- family communication;
- review of peer or adult relationships;
- restrictions on unsafe contacts;
- adjustments to boarding arrangements; and
- scheduled follow-up.

Repeated absence or unauthorized departure must be reviewed as a possible indicator of abuse, exploitation, coercion, family difficulty, mental-health risk, or an unsafe boarding experience.

16. Protective and Interim Measures

The school may implement protective measures whenever a safeguarding concern is identified. Such measures are intended to protect students, preserve the integrity of the safeguarding process, and reduce the risk of further harm. They are precautionary and do not imply that an allegation has been substantiated.

Depending on the circumstances, protective measures may include:

- increased supervision;
- temporary separation of students or adults;
- changes to room assignments, classes, schedules, transportation, activities, or seating;
- restrictions on contact or communication;
- temporary suspension of off-campus privileges;
- temporary reassignment or removal of an employee from student contact;
- access to medical, psychological, or counseling support;
- preservation of physical or digital evidence; or
- another reasonable arrangement necessary to protect a student.

Whenever practical, protective measures should avoid unnecessarily disrupting the education, residential life, or well-being of the student who may have been harmed.

Protective measures will be reviewed as circumstances change and will remain in place only as long as necessary.

17. Parent and Guardian Communication

AIS-Salzburg recognizes parents and guardians as essential partners in safeguarding students. The school will normally inform parents or guardians promptly when their child is involved in a safeguarding concern. Communication will be timely, respectful, and appropriate to the circumstances.

There may be occasions when contact is delayed or limited because:

- a parent or guardian may be involved in the concern;
- notification could place a student or another person at greater risk;
- an external authority has requested that contact not yet occur; or
- immediate protective action must take priority.

The Headmaster or Child Protection Lead will determine when contact is appropriate and who will communicate with the family. The school will explain its procedures, the support being provided, and any appropriate next steps. However, confidentiality obligations may prevent disclosure of information concerning another student, employee, or ongoing investigation.

Parents and guardians are expected to cooperate with reasonable safeguarding measures, provide relevant information, support agreed plans, and communicate respectfully with employees throughout the process.

18. Support, Recovery, and Follow-Up

Safeguarding does not end when an immediate concern has been addressed. Many students require continuing support after an incident, disclosure, or investigation. The school will determine what support is appropriate for each student according to age, circumstances, and identified needs.

Support may include:

- regular contact with a trusted employee;
- academic support or reasonable adjustments;
- residential support;
- medical or mental-health services;
- counseling or referral to outside professionals;
- safety planning;
- review of friendships and boarding arrangements;
- family communication; and
- scheduled follow-up meetings.

Students whose conduct has caused harm may also require support, assessment, or professional intervention. Appropriate support does not remove accountability but seeks to reduce the likelihood of future harm and assist the student's healthy development.

Safeguarding plans will be reviewed periodically and revised whenever circumstances change or additional information becomes available.

19. Confidentiality, Information Sharing, and Records

Safeguarding information is confidential and will be shared only with persons who require it to protect a student, fulfill professional responsibilities, comply with legal requirements, or support an authorized investigation. Absolute confidentiality cannot be promised where a student may be at risk.

Employees must not discuss safeguarding concerns with colleagues, students, parents, or others who do not have a legitimate professional need to know.

Safeguarding records shall:

- be factual and objective;
- distinguish observation from opinion;
- include dates, times, and actions taken;
- be maintained securely;
- remain separate from ordinary academic records where appropriate; and
- be retained in accordance with Austrian law and the school's record-retention procedures.

Information may be shared with child and youth welfare authorities, police, medical professionals, courts, or other competent authorities where required by law or necessary to protect a student.

20. Professional Conduct and Boundaries

Professional relationships with students must always support the safety, dignity, and well-being of the student. Employees must maintain appropriate professional boundaries at all times.

Employees shall:

- treat every student with dignity and respect;
- avoid favoritism or exclusive relationships;
- avoid unnecessary physical contact;
- avoid situations that create secrecy or dependency;
- communicate with students only through approved methods except in genuine emergencies;
- exercise appropriate supervision during boarding, activities, travel, and transportation;
- respect student privacy while fulfilling supervisory responsibilities;
- report boundary concerns involving themselves or another employee; and
- seek guidance whenever uncertainty exists regarding appropriate professional conduct.

Employees shall *not*:

- develop romantic or sexual relationships with students;
- engage in inappropriate private communication;
- share sexually explicit or otherwise inappropriate material;
- exploit their authority or influence;
- request or accept secrecy from students; or
- use their position for personal benefit.

A lapse in professional judgment should be reported promptly so that appropriate guidance or intervention can occur before a student is placed at risk.

21. Safer Recruitment and Management of Adults

The school seeks to appoint adults who are suitable to work with children and young people. Recruitment procedures will include appropriate safeguarding measures consistent with Austrian law and recognized international practice.

These measures may include verification of:

- identity;
- qualifications;
- employment history;
- professional references;
- criminal-record information;
- child-protection clearances where applicable;
- previous work with children; and
- professional suitability.

New employees will receive safeguarding training before assuming independent responsibility for students. Volunteers, contractors, coaches, activity leaders, visiting professionals, host families, and other adults working with students shall be subject to appropriate supervision and safeguarding requirements. Safeguarding responsibilities continue throughout employment. Concerns regarding professional conduct, suitability, or boundary violations will be addressed promptly.

22. Safeguarding Across School Activities

Safeguarding applies throughout every aspect of school life.

Employees should consider safeguarding whenever students participate in:

- boarding;
- classroom instruction;
- athletics;
- activities and clubs;
- transportation;
- educational travel;
- overnight trips;
- work experience;
- community service;
- summer programs; or
- online learning and communication.

Appropriate supervision, communication, risk assessment, and emergency procedures should be maintained in every setting.

Employees responsible for activities outside the regular school day should ensure that students understand expectations, know how to seek assistance, and have access to appropriate adult support.

23. Student Education and Voice

Students should understand their rights, know how to seek help, and participate actively in maintaining a safe community.

Age-appropriate guidance will be provided concerning:

- personal safety;
- healthy relationships;
- consent;
- respectful conduct;
- online safety;
- recognizing unsafe behavior;

- reporting concerns;
- bullying and harassment;
- discrimination; and
- available sources of support.

Students are encouraged to raise concerns for themselves or others without fear of retaliation.

The school will listen respectfully to students' views and consider them when making safeguarding decisions, while recognizing that the school may need to take protective action regardless of a student's wishes.

24. Staff Support

All employees share responsibility for safeguarding and will receive appropriate direction.

Direction will normally include information on:

- responding to disclosures;
- reporting procedures;
- professional boundaries;
- online safeguarding;
- boarding-school safeguarding;
- recordkeeping;
- legal responsibilities; and
- periodic policy updates.

Additional training may be provided to employees with specific safeguarding responsibilities. Employees involved in particularly difficult or distressing safeguarding matters will be offered appropriate professional guidance and support.

25. Monitoring, Governance, and Review

The Headmaster will monitor the implementation of this policy throughout the academic year.

Monitoring may include review of:

- safeguarding reports;
- patterns and trends;
- staff training;
- recruitment procedures;
- residential safeguarding;
- online safety concerns;
- compliance with reporting procedures; and
- recommendations arising from previous cases.

Information presented will normally be summarized and anonymized to protect confidentiality.

This policy shall be reviewed annually or earlier if required by changes in Austrian law, accreditation standards, safeguarding guidance, or experience gained through implementation.

26. Concerns, Complaints, and Whistleblowing

Any employee who believes that safeguarding procedures have not been followed, that a student remains at risk, or that a concern has not been addressed appropriately has a professional responsibility to raise the matter immediately.

Concerns may relate to:

- failure to report;
- inadequate safeguarding action;
- professional misconduct;

- unsafe practices;
- retaliation;
- conflicts of interest; or
- institutional failures.

Employees should normally raise concerns with the Headmaster or Child Protection Lead. Concerns involving the Headmaster shall be reported to the designated representative of the Board of Directors. The school will not tolerate retaliation against any person who raises a safeguarding concern honestly and in good faith.

27. Related Policies

This policy should be read together with the following school documents:

- Anti-Bullying and Anti-Cyberbullying Policy
- Equality, Diversity, and Inclusion Policy
- Student Life Handbook
- Academic Program Handbook
- Faculty Handbook
- Resident-Care Staff Handbook
- Data Protection and Information Governance Policy
- Emergency Procedures Manual
- Employment policies and disciplinary procedures

Where another policy establishes more specific safeguarding, disciplinary, employment, or legal requirements, that policy shall be applied together with this policy.

Questions concerning the interpretation or application of this policy should be referred to the Headmaster.

Employee Child Protection Checklist

Every employee shares responsibility for safeguarding students. If you witness, receive, or suspect a safeguarding concern:

1. Protect

- ☐ Ensure the student's immediate safety.
- ☐ Remain calm.
- ☐ Obtain assistance immediately if there is any immediate danger.

2. Listen

- ☐ Listen carefully.
- ☐ Allow the student to speak in their own words.
- ☐ Reassure the student that they were right to tell you.
- ☐ Do not promise confidentiality.

3. Ask Only What Is Necessary

- ☐ Ask only enough questions to determine immediate safety and the basic nature of the concern.
- ☐ Do not investigate.
- ☐ Do not ask leading questions.
- ☐ Do not ask the student to repeat their account unnecessarily.

4. Record

- ☐ Record the facts promptly and objectively.
- ☐ Use the student's own words where possible.
- ☐ Distinguish facts from observations or professional concerns.
- ☐ Preserve available evidence.

5. Report

Report immediately to:

- Child Protection Lead
- Headmaster
- Dean of Students
- Alternative Child Protection Contact (if necessary)

If a student is in immediate danger, contact emergency services without delay.

6. Continue to Support

- ☐ Continue appropriate supervision.
- ☐ Maintain confidentiality.
- ☐ Report any additional concerns immediately.
- ☐ Follow the instructions of the person managing the case.

Do Not:

- ✗ Promise secrecy.
- ✗ Investigate the concern yourself.
- ✗ Confront the alleged offender.
- ✗ Contact parents or guardians without authorization.
- ✗ Discuss the matter with colleagues who do not need to know.
- ✗ Delay reporting while seeking additional information.

Remember

You are not responsible for deciding whether abuse has occurred. You are responsible for recognizing concerns, responding appropriately, and reporting them promptly.

When in doubt:

Protect → Listen → Record → Report

No employee will be criticized for reporting a safeguarding concern honestly and in good faith. Failure to report a reasonable concern, however, may place a student at risk and may constitute a breach of professional responsibility.