



MIS Policy for Child Protection and Welfare (Schutzkonzept)



Munich International School

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1.) Statement of commitment to child protection and welfare

Munich International School is committed to protecting the health, safety and welfare of every child and young adult entrusted to the School. Therefore, the School has established policies and practices for the welfare and protection of children, which are compliant with international, national and local laws and consistent with our mission and values as an institution and a community. We are committed to ensuring that all members of our community are aware of and held accountable to high standards of care, respect, integrity and trust, and that they all understand their obligation to protect the welfare of children and report any suspicion or knowledge of child endangerment.

2.) Policy Context - Responsibilities to local and international laws and agencies

The Munich International School Child Protection Policy is based on the United Nations Convention on the Rights of the Child (UNCRC, 1989) of which Germany is a signatory. As an international school MIS is also committed and obliged to meet the German national requirements in developing and implementing its child protection policy.

MIS will act in accordance with the following legislation and guidance:

UNCRC Article 19: States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

UNCRC Article 34: States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

- (a) The inducement or coercion of a child to engage in any unlawful sexual activity;
- (b) The exploitative use of children in prostitution or other unlawful sexual practices;
- (c) The exploitative use of children in pornographic performances and materials.

German Civil Code (Bürgerliches Gesetzbuch)

The German Civil Code states that children have a right to non-violent upbringing. Physical punishments, psychological injuries and other degrading measures are inadmissible. (§ 1631-2 BGB)

German Constitution (Grundgesetz)

From Article 6 par. 2 of the German Constitution (parental responsibility for the upbringing of children), the parents have a right to information regarding school matters as keeping it a secret could affect the upbringing of the child (outside school). Teachers are obliged to notify parents of any concerns regarding the child's welfare, as long as it does not compromise the child's welfare.

Social Code (Sozialgesetzbuch) - The guiding principles, structures and responsibilities of the German Child and Youth Welfare System are regulated in the Social Code, Book VIII – Child and Youth Services (SGB VIII). The protection mandate in (suspected) child endangerment is legally stipulated in §8a SGB VIII.

Bavarian Law on Education and Teaching

The Bay EUG (Bayerisches Erziehungs- und Unterrichtsgesetz - Bavarian Law on Education and Teaching) requires schools to inform the relevant youth office if facts become known which indicate that a student's welfare is endangered or affected and regarding which the youth welfare must take action. (Art.31 BayEUG and § 81 Nr. 1 SGB VIII).

3.) Definitions and signs of abuse and neglect

MIS has adopted the definition of child abuse and neglect of the World Health Organization (WHO). Child abuse and child maltreatment are defined as “all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power”⁽¹⁾

The school’s policy focuses on four main categories of abuse⁽²⁾ :

Physical abuse

Physical abuse may involve hitting, punching, shaking, throwing, poisoning, biting, burning or scalding, drowning, suffocating or otherwise causing intentional physical harm to a child. (These symptoms could also indicate harm to self, such as cutting and suicide ideation).

Signs of physical abuse:

- Bruises, burns, sprains, dislocations, bites, cuts
- Improbable excuses given to explain injuries
- Injuries which have not received medical attention
- Injuries that occur to the body in places that are not normally exposed to falls, rough games, etc.
- Repeated urinary infections or unexplained stomach pains
- Refusal to discuss injuries
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home or of parents being contacted
- Showing wariness or distrust of adults
- Self-destructive tendencies
- Being aggressive towards others
- Being very passive and compliant
- Chronic running away

⁽¹⁾ Report of the Consultation on Child Abuse Prevention, 29–31 March 1999, WHO, Geneva. Geneva, World Health Organization, 1999 (document WHO/HSC/PVI/99.1)

⁽²⁾ http://www.aisa.or.ke/images/Child_Protection_Handbook_Final_October2016.pdf

Emotional abuse

Emotional abuse is the persistent emotional ill treatment of a child so as to cause severe and adverse effects on a child’s emotional development. It may involve: conveying to children that they are worthless or unloved; that they are inadequate or valued only insofar as they meet the needs of another person; age or developmentally inappropriate expectations being imposed on children; causing children frequently to feel frightened; or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may also occur alone.

Signs of emotional abuse:

- Physical, mental and emotional development is delayed
- Highly anxious
- Showing delayed speech or sudden speech disorder
- Fear of new situations
- Low self-esteem
- Inappropriate emotional responses to painful situations
- Extremes of passivity or aggression
- Drug or alcohol abuse
- Chronic running away
- Compulsive stealing
- Obsessions or phobias
- Sudden under-achievement or lack of concentration
- Attention-seeking behavior
- Persistent tiredness
- Lying

3.) Definitions and signs of abuse and neglect - cont'd

Sexual abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (i.e. rape) or non-penetrative acts. They may include non-contact activities, such as involving children in the production or viewing of pornographic material or encouraging children to behave in sexually inappropriate ways. Children involved in commercial sex work are victims of sexual abuse, whether they perceive themselves as victims or not.

Signs of sexual abuse:

- Pain or irritation to the genital area
- Vaginal or penile discharge
- Difficulty with urination
- Infection, bleeding
- Sexually transmitted diseases
- Fear of people or places
- Aggression
- Regressive behaviours, bed wetting or stranger anxiety
- Excessive masturbation/Sexually provocative
- Stomach pains or discomfort walking or sitting
- Being unusually quiet and withdrawn or unusually aggressive
- Suffering from what seem physical ailments that can't be explained medically
- Showing fear or distrust of a particular adult
- Mentioning receiving special attention from an adult or a new "secret" friendship with an adult or young person
- Refusal to continue with school or usual social activities
- Age inappropriate sexualized behaviour or language

Neglect

Neglect is the persistent failure to meet a child's basic physical or physiological needs, likely to result in serious impairment of the child's health or development.

Some indicators of neglect:

- Medical needs unattended
- Lack of supervision
- Consistent hunger
- Inappropriate dress
- Poor hygiene
- Inadequate nutrition
- Fatigue or listlessness
- Self-destructive
- Extreme loneliness
- Extreme need for affection
- Failure to grow
- Poor personal hygiene
- Frequent lateness or non-attendance at school
- Low self-esteem
- Poor social relationships
- Compulsive stealing
- Drug or alcohol abuse

4.) Statement of expectations for all employees (code of conduct)

At Munich International School, we have clear expectations about how all members of the community should treat each other. These are codified in our Commitments to Principled and Ethical Conduct:

Care	Respect
We continuously act in the best interest of each other, our community and the global environment. We demonstrate our care by assuming positive intentions in others, seeking to empathise even in difficult situations and always seeking the best outcome not just for ourselves, but also for all members of our community.	We value human dignity and promote equality and growth for all of our members. We always treat each other, our campus and the environment in a thoughtful, considerate and positive way. We demonstrate through our behaviour and interactions a high level of respect for cultural diversity, social justice, democratic values and shared responsibility for the common good.
Integrity	Trust
Integrity is expressed through honesty, reliability and morally sound actions. We exercise integrity through our commitments to each other and to our community. We are responsible, principled and consistent in our communications with and treatment of every person both within and beyond our community.	A true community can exist only in a environment of mutual trust. Trust is developed and demonstrated through openness (particularly to differing opinions), honesty, fairness and a will to increase peace, harmony and well-being for everyone within our community. Trust results in confidence in the intentions and actions of others in our community.

All members of the MIS community embody the ideals above through several important domains of action:

Communication -- We employ verbal, written and non-verbal language that is respectful, honest, professional, polite and aimed at mutual understanding and positive rapport.

Listening -- We listen carefully to each other, especially in conflict situations. We seek first to understand and only then to be understood. We listen actively, empathetically and patiently for true understanding.

Appreciation -- We treat each other, our campus, School materials and the environment with appreciation. Bullying and harassment (including physical, verbal, online and psychological harassment and bullying) will never be tolerated by either the School administration or by any members of the School community.

Collaboration -- We work together productively as a community for the good of our students and of our School. We answer the call to participate in appropriate activities in appropriate ways and play our part to vigorously support the School's mission and obligations.

Reflection -- We reflect regularly on our own behaviours and our roles in both problems and solutions. We accept and give constructive criticism and constantly seek to improve and grow as people and as a community. We focus criticism on behaviours, not people, and avoid becoming defensive when faced with differing opinions and views.

As an international community that values learning and global-mindedness, Munich International School promotes positive, responsible and respectful behaviour. These expectations extend to all members of our community.

5.) Acting and communicating with regard to child protection and welfare

Non-verbal Behaviour

All adults interacting with children must do so in open, public spaces. If one-on-one meetings are necessary for educational or emergency purposes, they should be conducted in public areas, or, at the very least, in a room in which the door is kept open or the window on the door is kept uncovered during the entire duration of the one-on-one meeting. The child in such circumstances should always be given the option of having another adult present.

Adults must not give children a ride alone, unless they have the direct permission of the child's legal caregiver.

All touching must include only contact that maintains boundaries at all times and consists only of public and nonsexual touches that are appropriate, given the child's age and relationship to the adult. Adults should always be aware that all incidences of physical touch are potentially open to scrutiny. Examples of appropriate touch:

- Pats on the back or shoulder
- Child-initiated hugs
- Holding hands to safely cross the street or deal with other potentially dangerous circumstances
- Supporting very young students with toileting or changing of clothes

Inappropriate physical behaviour includes any contact that abuses, exploits or harasses a child. Examples of inappropriate touch:

- Slapping, shaking, pinching, hitting, punching, pushing, grabbing, kicking
- Patting the buttocks
- Touching private body parts
- Any contact that is intended to be intimate, romantic or sexual
- Any contact that is unwanted by the child or young adult
- Any touch in combination with exposure to pornographic or sexually suggestive material

Additional instructions regarding physical behaviour:

- **Gifts:** No employee of Munich International School may give any gifts (including candy, other food, favours and privileges) to individual children without the explicit knowledge of the children's legal caregiver(s).
- **Consumption of drugs (including alcohol and tobacco):** Employees of Munich International School must not use or be under the influence of drugs (including alcohol) in the presence of or during times of supervision of children or young adults. (Individual exceptions, at which alcohol is served by the school, apply.)
- **Distribution of drugs (including alcohol and tobacco):** Employees of Munich International School must not distribute drugs (including alcohol and tobacco) to any children or young adults. Medicines may be distributed only as directed by the school nurse or school administrator.

Communication

All communication between adults and children should be transparent and about school or programme activities. The following are examples of appropriate and inappropriate communication:

Examples of appropriate verbal communication:

- Praise, positive reinforcement and corrective feedback with a pedagogical purpose when used consistently and equitably for all students.
- Conversation of a non-personal nature that avoids intimate, sexual, racist or otherwise inappropriate topics and language.

Examples of inappropriate verbal communication:

- Profanity, sexual innuendo and risqué jokes.
- Yelling, threatening, ridiculing or degrading comments.
- Any communication intended to belittle any student or member of the MIS community.

Examples of appropriate digital communication:

- E-Mails or text messages with a clear pedagogical purpose.
- Communication regarding school topics on designated, public forums.

Examples of inappropriate digital communication:

- Befriending students or other children on social media.
- Private messaging via social media and online gaming communities.
- Taking photographs or videos of children, unless explicit consent has been granted by the child's legal caregiver or school administration.
- Posting images of children to any public websites, unless explicit consent has been granted by the child's legal caregiver.
- Directing students to or allowing access to inappropriate non-course-related content, such as pornographic, erotic, racist, degrading or risqué materials.
- Writing or communicating anything via digital communication that would not be appropriate delivered verbally in a public forum.

6.) Reporting and responding to suspected child endangerment

Obligation to Report

All employees of Munich International School have a legal obligation to report any behaviour, evidence or language that they believe suggests that the well-being of a child or young adult is endangered. MIS has a Child Protection Officer (CPO). This person can always be approached with any information about situations that pose risks to children or young adults. The Child Protection Officer can be reached at childprotection@mis-munich.de.

Additionally, the Head of School can also be consulted in cases of potential child endangerment. The Head of School can be reached at headofschool@mis-munich.de or at the Head of School's individual MIS e-mail address.

Should observed or suspected child abuse, neglect or endangerment be suspected of the Head of School, the report should be made directly to the Chair of the Board of Directors (board@mis-munich.de).

Reporting and Responding to Suspected Child Endangerment

Step 1:

When a child reports abuse or there is reasonable cause to believe that abuse is occurring, the staff member will inform the Head of School and/or Child Protection Officer within 24 hours. In the absence of the Child Protection Officer and/or Head of School, then the staff member should consult one of the following (in order to priority): the Deputy Head of School, a Principal, an Assistant Principal, a School Counsellor.

Step 2:

The Head of School and Child Protection Officer will convene a school-based response team, and then take initial steps to gather information regarding the reported incident. Please follow the Child Protection Process Flowchart.

The response team will include as deemed necessary: the Principal, Assistant Principal, teacher(s), counselor(s), school nurse, and other individuals.

In all cases, follow-up activities will be conducted in a manner that ensures that information is documented factually and that strict confidentiality is maintained. External authorities may be invited to participate in the collection and evaluation of evidence and in determining further steps.

1. Interview staff members as necessary and document information relative to the case.
2. Consult with school personnel to review the child's history in the school.
3. Determine the course of action.

Step 3:

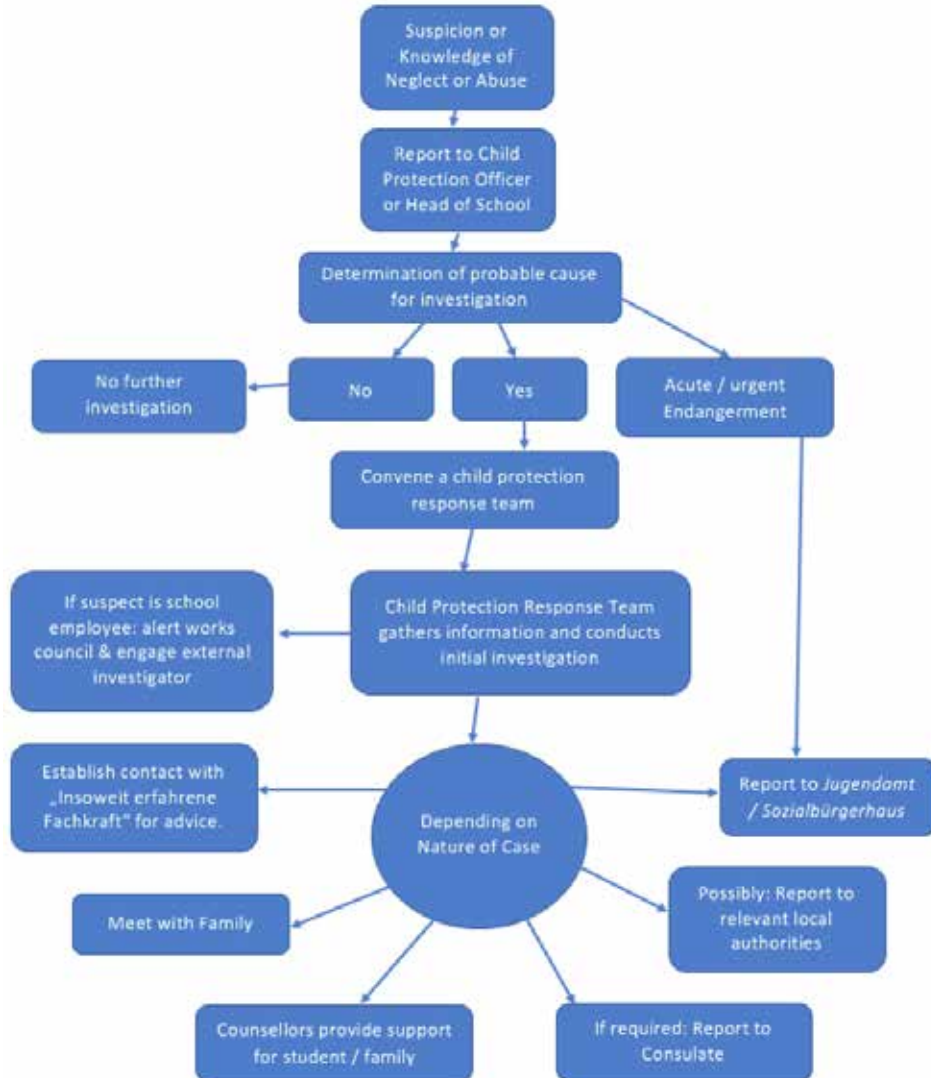
Course of Action – this could include

- Providing support for child and family within the school
- Outside referral for support and/or counseling
- Seeking advice from outside authorities/agencies
- Reporting to outside authorities
- Contacting Consulate/Embassy
- If a school employee or service provider is found to endanger the protection and/or welfare of children, the response may include (involuntary) leave of absence, termination of contract, referral to law enforcement or other disciplinary measures deemed appropriate for the offense.

6.) Reporting and responding to suspected child endangerment - cont'd

Process for Reporting and Responding to Child Endangerment

The process for reporting and responding to observed or suspected child abuse, neglect and endangerment is as follows:



Notifying parents

The school will normally seek to discuss any concern about a student with their parents. This must be handled sensitively and the Head of School/Child Protection Officer will make a determination as to whether and when involving the parent(s) is in the best interest of the child/adolescent. If the school believes that notifying the parents could increase the risk to the child or exacerbate the problem, advice may be sought first from the Youth Welfare Office or an 'Insofern Erfahrene Fachkraft'.

Documentation

All suspected or reported cases of abuse or neglect will be documented. For the documentation of the observations and the actions to be taken in response to a threat to a child's welfare, the following documentation forms are available as attachments to the child protection policy.

1. MIS Child Protection - Report of a Concern Form (English/German)
All staff has access to this form to report a concern. (Appendix 1)
2. Child Protection - Case Chronology Form
CPO and/or counselor who interacts with the student on a regular basis.

All documentation of the investigation will be kept in the child's confidential school counselling file.

6.) Reporting and responding to suspected child endangerment - cont'd

Report of Abuse to the German Social Services (Sozialbürgerhaus)/Youth Welfare Office (Jugendamt)

When contacting the German Youth Welfare Office or Social Services, a referral form should be used to provide accurate and thorough information regarding the child.

Items on this report should include:

- The name, gender, age, and address of the child
- The name and address of the parent or guardian
- The condition of the child
- Incident requiring report
- The name and contact information of the reporter

In cases of immediate endangerment the Youth Welfare Office in Starnberg is to be contacted, otherwise the Youth Welfare Office in the area of residence of the child. If the Youth Welfare Office is closed, the police must be contacted.

7.) Outline key risks to which students are exposed

Teachers and staff should be aware, that many activities beyond the classroom can introduce additional risks for students. Teachers and staff should consider how they can safeguard student welfare in planning for:

- Athletic trips
- Educational trips
- Service trips
- Community service in the region
- Work experience
- After-school activities
- Home stays with families
- Digital communication with people outside of the MIS community
- Activities that place older students with younger students
- School dances and social events

Students are briefed by the responsible staff member/activity leader to ensure they clearly understand what standard of behavior is expected of them. The briefing also includes information on emergency procedures and safeguarding practices.

If activities and visits involve overnight stays, careful consideration is given to sleeping arrangements, taking into account issues of privacy and child protection.

Attention is given to ensure balanced staff/student ratios and a gender mix of staff. Supervising adults establish means of communication that are intended to enable students to alert a responsible adult if they feel that they are at risk in any way.

8.) Risk assessment for all events and trips

All excursions and trips outside of MIS require the organising employees to consider potential threats to student welfare and safety and to make appropriate plans to mitigate any potential danger. For all overnight excursions, a formal "Risk Assessment" form must be completed and submitted to the Head of School at least five days in advance of the trip. This form will guide the organising employee in considering common factors that affect students' welfare and safety. Only if this form has been approved by the Head of School can the planned trip take place. The Risk Assessment form can be found on the website in the faculty and staff portal (<http://www.mis-munich.de/Staff-Faculty-Resources>).

Organisers of student trips must always consider the welfare and safety of students as a top priority and must act swiftly and responsibly in any cases in which a student's welfare or safety may be endangered. Should an employee or organiser of a school trip become aware of any substantial risks before or during a student trip, the employee or organiser must cancel the trip or cut it short and ensure, to the best of the employee's or organiser's ability, that students' welfare and safety has been secured.

9.) Training and Education on Child Welfare and Safety

Training for Faculty and Staff

An annual whole school staff meeting (Head of School Meeting) will be devoted to child protection matters. The goal is ensure that all staff members are aware of

- National and local legislation and laws,
- The school's policies and procedures

as well as that they feel confident in their ability to detect potential abuse and respond appropriately if abuse is disclosed.

All new staff members will receive a training session during the induction week for new staff.

Additional training is made available for school employees whose roles specifically relate to child welfare and safety (Child Protection Officer, school counsellors, school nurses, etc.)

Education and Training for Students

Education and prevention programmes for students are another component of our school's effort to support child protection in our community. Age-appropriate lessons are integrated into the PYP Units of Inquiry, MYP and DP classes, as well as the Ethics curriculum in the Middle and Senior Schools. The lessons include a variety of teaching techniques and are delivered by classroom teachers, subject teachers and counsellors.

The curriculum seeks to meet the following objectives:

- Developing appropriate self-esteem
- Developing effective communication skills
- Information students about their rights and responsibilities
- Information students about all aspects of risk to their welfare and safety
- Developing strategies for self-protection
- Developing a sense of boundaries between appropriate and inappropriate behaviour
- Developing non-abusive behaviour among pupils and between pupils and adults

Education of Parents

This policy is intended as a major component of our strategy to make parents aware of important child welfare and safety issues as they relate to Munich International School.

The School seeks to offer appropriate workshops for parents (example: Grade 5-12 Parents "Talk to Me", conducted by Teen Pep), as possible.

Additional resources for parents are available upon request. Parents are welcome to contact the School Counsellors for more information or support regarding child welfare and safety issues.

10.) Recruiting practices that support child protection and welfare

In recruiting employees for Munich International School, we employ strategies to maximise the likelihood that we are hiring exclusively adults who will appropriately safeguard the welfare and safety of all children. These means include:

- **Prominently stating our commitment** to practices that safeguard the welfare and safety of all children on the employment section of our website.
 - » **Prominently communicating our Code of Professional Conduct** which includes requirements regarding treatment of children, young adults and all community members.
- Requiring **police checks** from jurisdictions where candidates have served as teachers (or in other positions) in the previous several years.
 - » Requiring all continuing employees to submit **a new police check every five years**, to ensure that no new criminal convictions have occurred.
- Requiring a legally-binding **self-disclosure statement** regarding the employee's fitness to supervise children and young adults.
- Including questions in our **interview process** intended to assess candidates' fitness to work with children and young adults.
- Including questions in our **reference checks** to explicitly assess whether candidates' previous employers have any reservations about the candidates' fitness to supervise and work with children and young adults.
- Requiring **submission of official identification documents** to prove the candidate's identity.
- Requiring the **submission of all credentials** (diplomas, transcripts and certificates) to ensure that candidates possess the qualifications they claim to possess.

MIS follows all local and national laws regarding data privacy. We seek to balance individual privacy with our obligation to safeguard child welfare and safety. In this vein, we adhere to the advice of the International Taskforce on Child Protection (CIS: <http://www.cois.org/page.cfm?p=1898>).

11.) External partners working with children

Munich International School commits itself to processes intended to guarantee the sound moral character of all adults working and/or serving on our campus or with our children. We require service providers to screen their employees appropriately, including a so-called extended police check (erweitertes Führungszeugnis) that ensures that potential employees do not have a formal history of concerning behaviour toward children. Additionally, all employees of service providers must sign a statement indicating that they have read and are aware of our policies concerning the welfare and safety of children.

12.) Expectation of visitors to the MIS campus

All visitors to the MIS Campus are informed of our expectations for their behaviour, including:

- Not photographing children on our campus
- Not collecting private information about any child on campus
- Using only restrooms designated for adult use
- Being aware that closed-circuit video surveillance is active on campus
- Reporting any suspicious behaviour to a teacher, administrator or to the Child Protection Officer

13.) Resources and Budgeting

MIS is committed to providing adequate resources in the areas of personnel, time and financial support to ensure that the school can successfully implement its child protection policies and practices. The budget provides appropriate finances for the stipend of the Child Protection Officer, training for staff, purchase of relevant materials, consultancy services as well as building and facility (re-) design.

Facilities

The school is committed to ensuring that all facilities are secure and appropriate to respect the safety and wellbeing of students. This includes:

- As possible, all rooms in which students and adults interact are being fitted with windows (either directly in the door or otherwise providing a sight-line into the room).
- As refurbishments are made, restrooms are being designated for exclusive use of either students or adults.
- Crisis procedures (lock-down, evacuation, bomb/terrorist attacks, fire) are reviewed annually and drills are regularly conducted.
- Security guards are present on campus for the entirety of the school day. The guards are required to conduct regular site inspections.
- Video surveillance is active on campus grounds to the extent permissible by German law.

14.) Endorsements

Endorsement by MIS Board of Directors

The MIS Board of Directors endorses the definitions, practices and spirit of this policy. To the extent to which it is appropriate in their role as the highest governing authority of the school, the Board is committed to actions to promote and protect the welfare, safety and health of every child and adult in the community.

Policy Written by	Timothy Thomas - Head of School Ola Schmidt - Child Protection Officer	Date
Approved by Senior Leadership Team (SLT)	Timothy Thomas - Head of School Kristen DiMatteo – Deputy Head of School Roman Friemel – Chief Operations Officer David Freed – Junior School Principal Michelle Juhasz-Stevens – Middle School Principal Anders Carlsson – Senior School Principal Daragh Comerford – Director of Learning Technologies	Date Approved
SLT Signature(s)		
Approved by Board	Board Chair: Board Co-Chair:	Date Approved
Board Signature(s)	Board Chair: Board Co-Chair:	
Policy Effective From		Version 1
Next Review		

15.) References and Credits

Association of International Schools in Africa, *Child Protection Resources*
<http://www.aisa.or.ke/resourcing/child-protection>

Commissions for Crime Prevention for the Federal States and Federal Republic of Germany: Child Protection Concerns us all! A handout for teaching staff, educational specialist and volunteers working with children and young people (Head Office Taubenheimerstr. 85, 70372 Stuttgart)

International Centre for Missing and Exploited Children (ICMEC) and the International Task Force on Child Protection – Educational Portal
<http://www.icmec.org/education-portal>

World Health Organization: Report of the Consultation on Child Abuse Prevention, 29–31 March 1999, WHO, Geneva. (Document WHO/HSC/PVI/99.1)

Appendix 1

Child Protection - Report of a Concern - page 1/2

Meldebogen Kindeswohlgefährdung

Submit to/einreichen an: childprotection@mis-munich.de

Recipients/Empfänger: Head of School – Timothy Thomas & Child Protection Officer - Ola Schmidt

Name of Referrer: Melder		Role of Referrer: Position des Melders	
Name of Student: Name des Schülers			
Date of Birth: Geburtsdatum		Year Group / Class: Klasse	
Details of Concern: Anlass der Meldung			
Reported to: Gemeldet an:			
Signature Unterschrift			
Date: Datum			

Continued on the following page - 1/2

Appendix 1

Child Protection - Report of a Concern - page 2/2 (for CPO)

Submit to/einreichen an: childprotection@mis-munich.de

Recipients/Empfänger: Head of School – Timothy Thomas & Child Protection Officer – Ola Schmidt

Name of Student:		
Action Taken:		Date
Advice sought: (from whom and what was advice given)		Date
Concern / referral discussed with parent / carer?		Date
If not, state reasons why – if yes, note discussion with parent		
Referral made:		Date
If not, state reasons why – if yes, record to whom and any action agreed		
Feedback to referring member of staff:		By whom Date
Response to / action taken with pupil:		By whom Date
Name and contact number of key workers:		
Other notes / information: Any other action required?		

