Copenhagen International School

Child Safeguarding Protocol

Date Reviewed: March 2024
Date of Next Review: March 2026

Dear CIS Community,

At Copenhagen International School, we want every learner to thrive and develop into a champion of a just and sustainable world. We know young people learn best when they feel emotionally and physically safe. We want every learner to be themselves, to develop and express their identity in an environment where they feel supported and accepted.

It is vital that a school has safeguarding procedures so that all of its constituents understand how to keep young people safe from harm. These procedures keep our learners at the centre to prevent them from experiencing harm; they also provide guidance so that all the adults in our community understand their roles in protecting our learners.

Thank you for reading these guidelines and helping Copenhagen International School be as safe as possible for our learners.

Stephen McIlroy
Director

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Introduction

In accordance with the United Nations Convention on the Rights of the Child (UNCRC), Copenhagen International School (CIS) believes that all learners have equal rights to be protected from harm and abuse. CIS is a community school which strives to meet the many needs of its students in a safe and secure environment. To achieve this aim, we build a culture of child protection at the school wherein all community members meet their responsibilities and put the needs of the learners in the school community first. This document is intended to guide the community members to meet the many challenges of establishing and sustaining a culture of protection in our international, mobile, and varied community and context. CIS seeks to be a safe haven for learners who may be experiencing abuse or neglect in any aspect of their lives. Everybody has a responsibility to support the protection of learners.

This includes

- Proactively teaching students about protection;
- Ensuring that systems and procedures are in place to protect students; and
- Acting in the best interests of the learner.

All staff have the following responsibilities:

- Contribute to providing a safe environment in which all learners can learn and flourish
- Know what to do if a learner says that he or she is being harmed or neglected
- Know what to do if concerned about the behavior or conduct of an adult in the school
- Manage the requirement to maintain an appropriate level of confidentiality
- Refer any concerns to the Designated Safeguarding Leads
- Be aware of the process for submitting a file (*underretning*) to Social Services within the Kommune of the learner's home address and understand the role they might be expected to play after submitting a report

Protection and promoting the welfare of learners is defined as

- Protecting learners from maltreatment;
- Preventing impairment of learner's health or development;
- Ensuring that learners grow up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all learners to have the best outcomes.

Relevant Aspects of Danish Law

Copenhagen International School in Denmark is bound by the laws of the country and as a member of the European Union, European legislature is also applicable. According to the European Commission (2014), "protection and promotion of the rights of the learner is one of the objectives of the European Union." All adults are considered mandated reporters of suspected neglect and abuse (physical and/or sexual) as defined by the law in Denmark.

In Denmark, the Ministry of Learners, Equality, Integration, and Social Affairs states that every professional working in public services, including private schools, should adhere to Service Law § 153. This law outlines the enhanced duty to inform ("Skærpet Underretningspligt") Social Services within the Kommune of the learner's home address when one suspects or has "reason to believe" that a child or person under the age of 18 may need special support in the case(s) of neglect, violence, abuse, assault, or danger to their health or development.

Under Service Law § 154, of the Ministry of Learners, Equality, Integration, and Social Affairs *all* members of the public have a duty to inform Social Services within the Kommune of the child's home address if they know or believe a learner is in danger or a risk to self and others ("Underretningspligt").

CIS thus follows its legal obligations to inform the appropriate authorities where there is a suspicion of harm or neglect and asks all staff employed at CIS to report suspected incidents of learner harm or neglect to the Designated Safeguarding Lead.

Roles and Responsibilities of Staff in Child Safeguarding Procedures

At CIS, protection is Everyone's Responsibility

Everyone who comes into contact with learners and their families has a role to play in their protection at CIS. We place a high priority on identifying concerns early and providing help for learners in order to prevent concerns from escalating. We do this because we are acutely aware that we play a vital role in the wider system for the protection of our learners. The school is committed to working with the Kommune and local Danish authorities in order to secure the best levels of protection for all learners. Together with our colleagues in the community (police, health, and other learner services), we promote the welfare of learners and protect them from harm.

Educators, having the opportunity to observe and interact with the learners over time, are in a unique position to identify learners who need help and protection. As such, educators have a professional, legal, and ethical obligation to identify learners who are in need of help and protection. They must take steps to ensure that the learner and family avail themselves of the services needed to remedy any situation that constitutes learner harm or neglect.

All **staff* and volunteers**** have a responsibility to keep learners safe and have a role in reporting concerns of harm or neglect. Clear guidance on the roles and responsibilities of staff ensures consistency of behaviors, which keeps both staff and learners safe.

The school works in partnership with **parents/guardians**. In doing so, we ensure that parents are aware that our school has a duty to report concerns that we may have regarding the safety or well-being of a learner. Any parent who has a concern about a learner can and should report this to the Designated Safeguarding Lead at school or directly to the relevant Kommune.

*For the purpose of this protocol, staff shall be defined as all teaching staff, assistants, substitutes, after-school staff, operational staff, administrative staff, and paid coaches.
**Volunteers are defined as non-paid coaches, tutors (paid and unpaid), interns, private instructors, parent volunteers, and club volunteers.

What are the Roles and Responsibilities of the Designated Safeguarding Leads for Learner Protection?

CIS has two Designated Safeguarding Leads:

- Director of Student Support
  Darryl Roberts, darryl.roberts@cis.dk
- School Health Nurse
  Charlotte Zeeberg, charlotte.zeeberg@cis.dk

CIS has a Safeguarding Team:

- Director
- Designated Safeguarding Leads
- Division Principal
- Division Deputy Principal
- Grade Level Counselor

If you cannot reach either DSL, please contact one of Safeguarding Team Members.

The **Designated Safeguarding Leads** (DSLs) have the responsibility within the school to ensure learner protection is a key focus and that appropriate protocols and procedures are in place. Responsibilities of the DSLs include

- Acting as the first point of contact in the event of suspected or disclosed harm or neglect;
- Being a source of advice and support for staff who may have learner protection concerns;
- Ensuring the learner Safeguarding Policy and Procedures is reviewed regularly and that staff are well informed;
- Ensuring required staff have received learner protection training and that this is documented;
- Ensuring practices and procedures within the school are developed with a learner protection lens; and
- Ensuring the maintenance and confidentiality of learner protection records and documentation.
- Ensuring safe and diverse recruitment practices and procedures within the school are developed and implemented

Upon receiving a report of suspected harm or neglect, the DSLs will bring the Safeguarding Team Members together to discuss the report and determine the next steps. The next steps may be to educate and counsel families or submit a file to Social Services within the Kommune of the learner's home address. If the DSLs feel the learner is in immediate danger, they will call Social Services within the relevant Kommune and subsequently submit a report. Due to safety and confidentiality, DSLs may not be able to inform reporting staff or volunteers of the next steps taken.

What To Do If a Learner Discloses Harm or Neglect or You Have a Concern?

Protection and promoting the welfare of learners is everyone's responsibility. All staff and volunteers should know what to do when a learner discloses harm or neglect to them, when they have concerns about a learner's welfare, or when learners or the staff and volunteers raise concerns about a learner to them.

If a learner tells a member of staff or a volunteer that they know about or have been a victim of harm or neglect, they should

- Listen carefully and allow the learner to speak freely and remain calm. Do not interrupt or be afraid of silence.
- Provide reassuring nods and words such as, "I am so sorry this has happened," or "You are doing the right thing in talking to me."
- Avoid saying things like, "I wish you had told me about this earlier" or "I cannot believe what I am hearing."

Questioning of the learner should not be done by a member of staff or volunteer, as the Kommune will lead any investigation. A context around what the learner has said should always be included in the report to the DSLs.

- At an appropriate time, tell the learner that the matter will be handled confidentially, using language that is appropriate to the age and development stage of the learner.
- Tell the learner what will happen next. They may want to accompany you to see the DSL.

A written record of the conversation should be written as soon as possible. If disclosure of harm or neglect has been made by a learner, the staff or volunteer should immediately discuss the concerns verbally with the DSL prior to writing up the record so that immediate action can be taken. If the DSL is not available, then this should not delay appropriate action being taken and the staff/volunteer should speak to the second DSL, a safeguarding team member or, failing that, a member of the CIS administrative team. In the written record the staff/volunteer should use the specific words that the learner used (e.g. if referring to parts of their body), indicating these by using "quotation marks." All documents are kept in a secure location with restricted access.

Submitting Files to Social Services within the Kommune of the Learner's Home Address

If a learner is thought to be at risk of harm a file should be made immediately to the Kommune or police if a criminal act is thought to have occurred. Parental consent is not required for files to be made to Social Services; if doing so would put the learner's safety at risk or could jeopardize any investigation by partner agencies.

If a learner is thought to have unmet needs, a file should be made to the Kommune. Parental consent is not required for files to be made to Social Services under these circumstances; however, it is best practice to discuss these concerns with the parents and that any subsequent file is made transparently with the parents' knowledge.

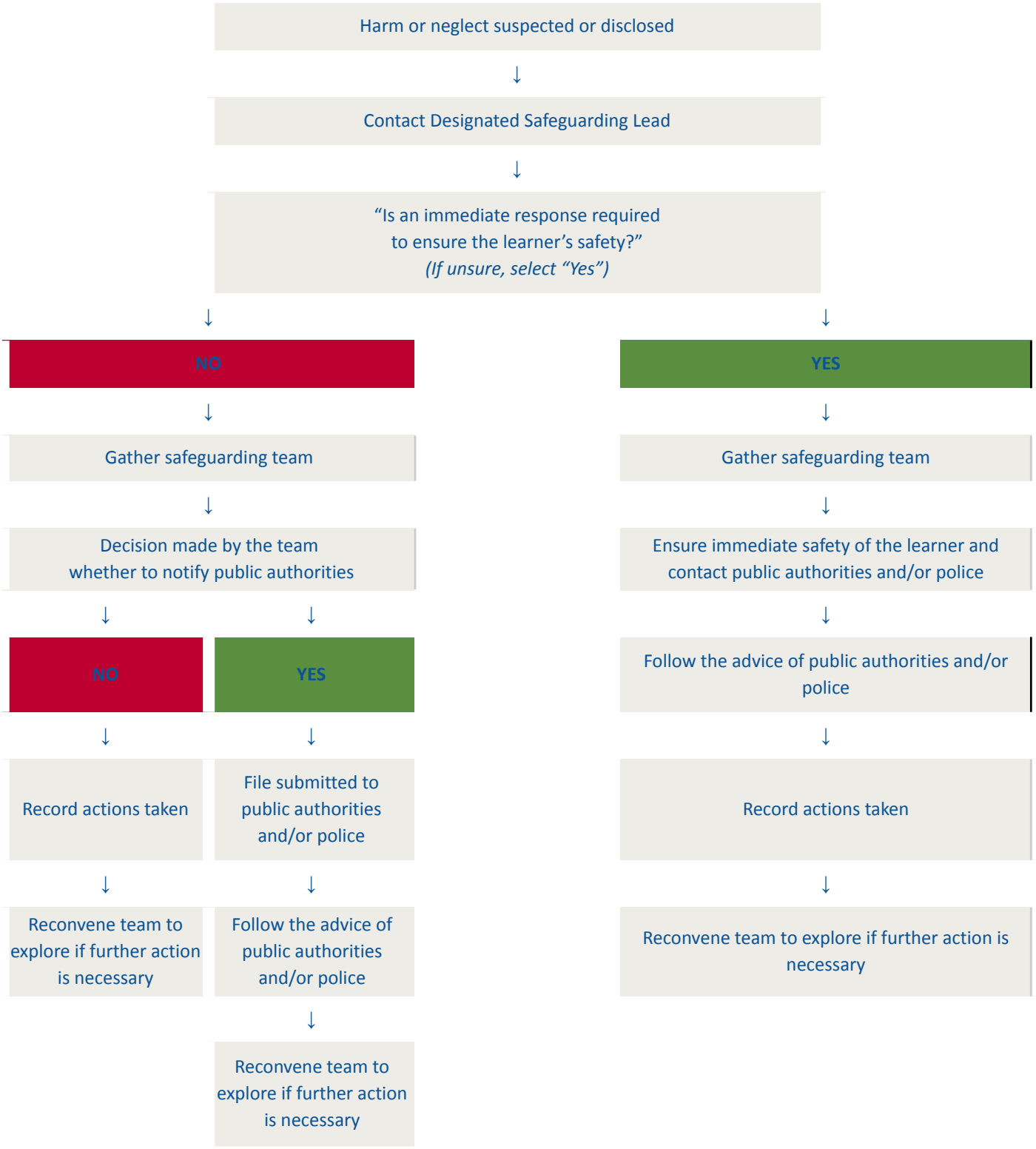
Confidentiality

Staff/Volunteers should never guarantee confidentiality to learners or adults wishing to tell them about something serious. They should guarantee that they will pass on information in confidence only to the people who must be told in order to ensure their safety. DSLs may not be able to inform reporting staff or volunteers of the next steps taken.

Passing on Safeguarding Information When a Learner Leaves the School

Information sharing is vital in identifying and preventing all forms of harm or neglect. Data protection legislation places duties on organizations and individuals to process personal information lawfully and to keep the information they hold safe and secure. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of learners.

Child Protection Procedure



Types of Maltreatment

The following definitions have been adopted from Tes Global Ltd

Child abuse, harm and neglect are a concern throughout the world. Abuse, harm and neglect are violations of a child's human rights and are obstacles to their education as well as to their physical, emotional, and spiritual development. All staff/volunteers should be aware of indicators of abuse, harm and neglect so that they are able to identify cases of learners who may be in need of protection. Abuse, harm and neglect can rarely be identified by one definition or label.

Abuse, harm or neglect may be inflicted by failing to act to prevent harm. Learners may be abused, harmed or neglected in a family, institutional or community setting by those known to them or, more rarely, by strangers. They may be abused by an adult(s) or another learner(s).

Physical Abuse

Physical abuse is a form of maltreatment which may involve:

- Hitting
- Shaking
- Throwing
- Drowning
- Burning or scalding
- Poisoning
- Suffocating
- Genital mutilation

Physical harm may also be caused when a parent or guardian fabricates the symptoms of or deliberately induces illness in a child. It can also include inappropriate use of restraint.

Female genital mutilation (FGM) involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. It is also known as "female circumcision" or cutting. The procedure may be carried out when a girl is a newborn, during childhood or adolescence, just before marriage or during the first pregnancy. However, most cases are thought to take place between the ages of five and eight, and therefore girls between these ages may be especially vulnerable. It is not required by any religion. UNICEF describes FGM as a violation of girls' and women's fundamental rights.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a learner that causes severe and adverse effects on the learner's emotional development. It may involve

- Conveying to a child they are worthless or unloved, inadequate, or conditionally valued
- Not giving the child the opportunity to express their views
- Deliberately silencing them or mocking them
- Age or developmentally inappropriate expectations being imposed on the learner
- Rejecting or ignoring a child completely

- Using degrading language or behaviors towards them
- Preventing the child from interacting socially with other children or adults
- Experiences of bullying
- A child seeing or hearing the ill-treatment or serious bullying (including cyberbullying) of another
- Causing children to feel frequently frightened or in danger
- The exploitation or corruption of children.

Learners may also experience emotional abuse from their peers. Peer-on-peer abuse can be face-to-face or online, by an individual or by a group.

Sexual Abuse

Sexual abuse involves forcing or enticing a learner or young person to take part in sexual activities, not necessarily involving a high level of violence regardless of whether the learner is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving learners in looking at or in the production of sexual images, watching sexual activities, encouraging learners to behave in sexually inappropriate ways, or grooming a learner in preparation for abuse.

Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other learners. The sexual abuse of learners by other learners is a specific protection issue in education.

Signs of sexual abuse displayed by learners may include

- Pregnancy
- Sexually transmitted infections/diseases
- Genital soreness, bleeding or discharge
- Recurring genital-urinary infections
- Difficulty walking or sitting
- Stomach pains

Neglect

Neglect is the persistent failure to meet a learner's basic physical and/or psychological needs, likely resulting in the serious impairment of the learner's health or development. Neglect may occur during pregnancy, i.e. as a result of maternal substance abuse.

Neglect can be categorized into:

- Physical - a learner's basic needs are not met such as food, clothing, and shelter.
- Educational - a parent does not ensure their child is given an education.
- Emotional - a learner does not get the nurture and stimulation they need.
- Medical - a learner is not given proper health care.
- Affluent - refers to neglect in wealthier families and is often linked to emotional neglect.

Signs of possible neglect:

- unattended medical or dental problems

- lack of energy due to inadequate food intake and/or poor nutrition
- poor personal hygiene/unwashed clothing
- inadequate clothing (not having warm clothes in winter)
- untreated skin or hair problems (rashes, sores, head lice)
- constantly hungry
- constant tiredness
- regularly left alone or in charge of younger siblings

Grooming

Grooming is the process by which an individual prepares a learner, significant adults and the environment for abuse of this learner. Learners and young people can be groomed online or in the real world, by a stranger or by someone they know. Groomers may be male, female, or of any gender identity. They could be any age. Most learners and young people do not understand that they have been groomed or that what has happened is abuse. The signs of grooming are not always obvious. Groomers will go to great lengths not to be identified.

Learners who have been groomed may

- Be very secretive, including about what they are doing online
- Have older boyfriends or girlfriends
- Go to unusual places to meet friends
- Have new things such as clothes or mobile phones that they can't or won't explain
- Have access to drugs and alcohol
- Go missing from home or school
- Display behavioral changes
- Have sexual health issues
- Present as suicidal, self-harming, depressed, or unworthy

In older learners, signs of grooming can easily be mistaken for 'normal' teenage behavior, but you may notice unexplained changes in behavior or personality or inappropriate sexual behavior for their age.

Learners may be experiencing grooming and/or abuse online if they

- Spend a lot, much more, or much less time online, texting, gaming, or using social media
- Are withdrawn, upset, or outraged after using the internet or texting
- Are secretive about who they’re talking to and what they’re doing online or on their mobile phone and/or
- Have a lot of new phone numbers, texts, and email addresses on their mobile phone, laptop, or tablet

Peer on Peer Abuse

All staff must be alert to possible indicators of protection concerns which may indicate peer-on-peer abuse. This is most likely to include but is not limited to

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth-produced sexual imagery);
- Initiation/hazing type violence and rituals; and

- 'Upskirting.'

If a learner is being abused, their behavior may change in several ways. For example, they may

- Behave aggressively or be disruptive, act out, demand attention, and require more discipline than other learners;
- Become angry, disinterested, and/or show little creativity;
- Seem frightened of certain adults;
- Become sad, withdrawn, or depressed;
- Have trouble sleeping;
- Become sexually active at a young age;
- Exhibit inappropriate sexual knowledge for their age or sexualized behavior in their play with other learners;
- Refuse to change for gym or participate in physical activities;
- Develop eating disorders;
- Self-harm;
- Refuse to attend school or run away from home;
- Lack confidence or have low self-esteem; or
- Use drugs or alcohol.

Identity-based Harm

CIS takes responsibility for preventing, interrupting and correcting identity-based harm. Identity-based harm and abuse constitute targeting, erasing or excluding based on:

- Race
- Colour
- Ethnicity
- Caste
- Religion
- Gender identity
- Gender expression
- Sexual identity
- National origin
- Citizenship status
- Socioeconomic status
- Age
- Language
- Ability

Marginalized identities are at particular risk for identity-based harm. While any learner may become a target of harm, research indicates a significant increase in risk for those with marginalized identities.

Within the same systems where identity-based harm operates, marginalized identities are at higher risk of being targeted for sexual abuse. Marginalizing identities within social systems creates multiple types of risk for identity-based harm, including the risk of sexual abuse.

Identity-based harm can manifest in many forms, including, but not limited to:

- Microaggressions

- Hate speech
- Online harassment
- Peer-on-peer abuse
- Physical violence
- Social exclusion

While identity-based harm may show up as overt and explicit racism, misogyny, transnegativity, etc., this language is intended to encompass the many expressions of harm that propagate within contexts of social marginalization.

Staff development will include training and resources on how to recognize and respond to identity-based harm.

The use of trauma-informed restorative practices may be part of addressing identity-based harm when appropriate. This approach is intended to maintain agency and dignity for the person who is targeted, as well as to build responsibility and accountability for the person who has committed the harm. Each situation will be different, and no single approach will necessarily be appropriate for all circumstances. However, restorative practices have been successfully used to build equity in educational systems and may be part of a layered approach in responding to cases of identity-based harm in schools.

Adopted from The Council of International Schools written by Alysa M. Perreras and Dr Emily Meadows

Extremism and Radicalization Abuse

Radicalization is the process by which a person comes to support the extreme ideologies mainly associated with terrorist groups. It often occurs as people search for identity, meaning, and community, and therefore, young people may be particularly vulnerable. Radicalization is not a linear process. Learners may express a combination of behaviors at different times.

Extremism is the vocal or active opposition to societal values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.

Non-violent extremism can create an atmosphere in a community which can popularize the view of terrorism which terrorists can then exploit.

Terrorism is the use or threat of action, designed to influence any international government organization or to intimidate the public. It must also be for the purpose of advancing a political, religious, racial, or ideological cause

Designated safeguarding leads (DSLs) should consider an individual's behavior in the context of wider influencing factors and vulnerabilities.

Resources:
antiradikalisering.dk
Managing the risk of radicalisation in educational settings

Learners with Special Educational Needs and/or Disabilities

Learners with special educational needs and/or disabilities are statistically more vulnerable to learner abuse, including peer-on-peer abuse. Additional barriers can exist when recognizing abuse and neglect in this group of learners. These include

- People might think that signs of abuse, like changes in behavior or mood, are only because of the student's disability, so they do not investigate further.
- People might not realize that students with disabilities can be affected by bullying even if they don't show obvious signs or may overreact in situations.
- Communication can be difficult, making it hard to understand what's happening or for students to tell someone about it.

Signs of abuse or neglect manifested by the parents or other responsible adult include

- Placing unrealistic expectations on the learner
    - demanding a level of academic or physical performance of which they are not capable
- Offering conflicting or unconvincing explanations of injuries to the learner
- Appearing indifferent to or overtly rejecting the learner
- Denying the existence of or blaming the learner for the learner's problems at home or at school
- Seeing and describing the learner as worthless, burdensome, or in another negative light
- Refusing offers of help for the learner's problems
- The learner appears isolated physically/emotionally

Online Safety

Technology often provides a platform that may facilitate harm to learners. CIS is responsible for overseeing online safety and will protect and educate the school community in their use of technology and has mechanisms to identify, intervene in, and escalate any incident, where appropriate.

Three Main Areas of Risk: Content, Contact, and Conduct

- **Content**: being exposed to illegal, inappropriate, or harmful material.
- **Contact**: being subjected to harmful online interaction with other users.
- **Conduct**: personal online behavior that increases the likelihood of or causes harm; e.g. the making, sending, and receiving of explicit images or online bullying.

All staff should be aware of the risks posed to learners by technology and the internet and understand their role in preventing, identifying, and responding to harm caused by its use.

Youth Produced Sexual Imagery

There is no clear definition of Youth Produced Sexual Imagery. Youth Produced Sexual Imagery is considered to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via cell phones or over the internet. 'Youth produced' includes learners sharing images they or another learner have created of themselves.

Safe Recruitment of Staff and Volunteers

CIS prioritizes embedding a culture of safe recruitment as part of our strategy for preventing harm to learners. CIS procedures for checking the suitability of staff and volunteers who work with learners are always followed.

Supervisors and/or HR will ensure the following measures are completed for all new staff and volunteers before their first day of employment whenever possible or within a reasonable period of time:

- CIS will check professional references
- The employee will provide a criminal background check from countries of residence for the previous ten years
- The employee will complete a Børneattest (Danish child protection certificate)
- The employee will provide photo identification (passport, driving license) and/or Danish residency card
- Employees will complete child protection training provided by CIS and document that they have reviewed the CIS Child Safeguarding Procedures

Safe Working Practices

- Staff must exercise common sense and good judgment in their interactions with students.
- Staff will not intrude on a student's physical or emotional boundaries unless necessary to serve an educational, physical, mental, and/or emotional health purpose.
- Staff will communicate effectively with students, colleagues, parents, school management and others in the school community in a manner that is professional, collaborative, supportive, and based on trust and respect
- Staff will ensure that any communication with colleagues, parents, school management and others is appropriate, including communication via electronic media, such as email, texting and social networking sites
- Staff is expected to be aware of the appearance of impropriety in their own conduct and the conduct of other staff and volunteers. Staff will report issues to their division principal or supervisor whenever they suspect or are unsure whether conduct is inappropriate or constitutes a violation of this protocol.
- Staff is prohibited from using personal accounts to socialize online with students or using technology with students, violating school policies and other generally recognized professional standards.

The following activities are boundary violations and can create the appearance of impropriety or result in the appearance of impropriety. Whenever possible, staff should avoid these situations. If unavoidable, these activities should be reported to the staff member's supervisor and if possible, approved before the activity.

- Being alone with an individual student out of the view of others, except when necessary because of the staff member's professional responsibilities
- Entering into a designated student space with the implication of privacy (e.g. student changing rooms or restrooms)
- Inviting or allowing individual students to visit the staff member's home, unless the visit arises out of the student's relationship with the staff member's child or a relationship between the student's parent/guardian and the staff member;

- Visiting a student's home, except as part of assigned professional responsibilities, unless the visit arises out of the student's relationship with the staff member's child or a relationship between the student's parent/guardian and the staff member
- Social networking with students when there is no legitimate educational purpose.

Safe Working Practices (Extra-Curricular)

Those involved in physical, extra-curricular, and overnight activities must follow requirements in addition to those set out in the Teachers/Educators code of conduct.

Within the limits of their control, PE teachers/coaches/activity leaders have a responsibility to ensure, as far as possible, the safety of the learners/players/performers with whom they work:

- All reasonable steps should be taken to establish a safe working environment.
- The working environment should be kept within their sport's regular and approved practice as determined by the national/international governing body.
- The activity undertaken should be suitable for the performers' age, physical and emotional maturity, experience, and ability.
- PE teachers, coaches, and activity leaders have a duty to protect learners from harm and abuse, including during overnight supervision situations (NECIS By-Laws June 2016).
- Performers must be systematically prepared for the activity and made aware of their personal responsibilities in terms of safety.
- PE teachers/coaches/activity leaders must always show concern towards sick and injured players and follow the advice of a trained medical professional when determining whether an injured learner is ready to recommence training and competition or should receive further medical assistance.
- Where appropriate, coaches must obtain qualifications and keep up to date with first aid, the latest coaching practices, and the latest principles of growth and development of learners.

Any physical contact with a learner should be appropriate to the situation, necessary for the player's skill development or medical care/safety, and in line with correct practice as outlined by the appropriate national/international governing body.

Training of Staff, Temporary Staff, Volunteers, and Contracted Workers

CIS is committed to regularly and systematically training all staff and volunteers in protecting students. Protection training is mandatory for all CIS staff and a condition of employment. All staff, volunteers, and contractors working with learners must successfully complete the online course. The online training course is offered at various times during the academic year for new employees, and annual training documentation is maintained.

The school is committed to proactively teaching learners about protection, including online safety, as part of our approach to offering a broad and balanced curriculum. Through ongoing work with the learners, we aim to build resilience so that every learner knows we are a 'telling school' and that speaking up about any concern is valued and actively promoted. This includes raising a concern about themselves or another.

We actively promote the view that learners should be able to raise any concerns they may have. This includes when they have a concern about a friend or peer. We take the following measures to inform learners to ensure that they know how to raise a concern: assemblies, advisory and form classes, discussion in lessons, and references in student surveys.

Pre-service staff training

- learner protection procedures, form at CIS (reporting)
- Types/signs of abuse
- Safe working practices

HR maintains certification of staff, coaches, volunteers, and after-school staff who have successfully completed the online course.

Professional Expectations

It is expected that all staff members:

- uphold the reputation and standing of the respective professions represented in the school
- take all reasonable steps in relation to the care of students under their supervision, to ensure their safety and welfare
- work within the framework of relevant Danish law (Serviceloven § 153)
- comply with national and school policies, procedures and guidelines which aim to promote student education and welfare and child protection
- immediately report, where appropriate, incidents or matters which impact on student welfare

Code of Conduct

The Work Environment Group (WEG) created the Staff Code of Conduct through extensive consultation with staff.

Professional Integrity

- Punctual, prepared and timely: Arrive on time, prepare in advance and respect time parameters.
- Communication: Be succinct, direct, civil, honest and conscious of tone in your communication with colleagues.
- 7 norms of collaboration: Use the 7 norms of collaboration: Pausing, Paraphrasing, Asking questions, Putting ideas on the table, Providing data, Paying attention to self and others, and Assuming positive intentions.
- Fulfilling responsibilities: Be dependable, reliable and accountable.

Compassion

- Empathy: Show sensitivity and understanding in your interactions with colleagues.
- Kindness: Be friendly, generous and considerate to yourself and others.
- Gratitude: Be appreciative of yourself and your colleagues and of the contributions we all make.

Culture

- Safe: Contribute to and maintain a safe (physical, emotional, social) working environment for you and your colleagues.
- Trust: Believe in your and your colleagues' ability to fulfill their responsibilities and actively work to foster mutual trust and respect.
- Transparency: Be open and clear about decisions, intentions and direction.
- Growth mindset: Actively model a growth mindset
- Collaborative: Intentionally work with others in a positive tone to reach synergies.

Inclusion

- Equity: Encourage each other to help every individual reach their full potential
- Diversity: Understand that each individual is unique, and recognize individual differences and the contribution we all make to our workplace
- Open-minded: Listen to others and ensure all colleagues' viewpoints are considered.

Collegiality

- Civil interactions: Recognize that small, everyday gestures contribute to a civil and positive workplace, e.g. smiles, greetings, thank-yous, sharing credit, listening attentively, and acknowledging others; putting these into practice regularly.
- Support: Support yourself and your colleagues by offering and reaching out for help when needed.
- Lifting up: Value your colleagues, appreciate your colleagues, hear your colleagues.

Whistleblowers

CIS has a whistleblower system in compliance with EU and Danish legislation. All adults are responsible for reporting any concerns about poor or unsafe practices, including in relation to the care and protection of a student or students at CIS. If a staff member believes that best practices in this area are not being adhered to or that practice may put a student or students at risk, they should report the concern to the WhistleSystem. Any whistleblowing concerns can also be raised directly with the School Board or the police.

Quick overview of the whistleblower system: WhistleSystem introduction video

The purpose of the whistleblower system is to promote greater transparency and security for all employees. The legislation ensures that whistleblowers cannot be punished or disadvantaged for making a report. The CIS whistleblower system is operated by an independent third party, which ensures a completely anonymous and secure process for the whistleblower. The whistleblower system can be used if employees experience serious misconduct or law violations in relation to CIS. Topics such as cooperation difficulties, dissatisfaction with facilities, or dissatisfaction with personal relationships cannot be reported through the whistleblower system. In such cases, turn to your supervisor.

How do I make a report?

1. Open the Whistleblower reporting page via this link or the button on the Veracross staff portal: https://copenhageninternational.whistlesystem.com/reports/create
2. Complete the form with the necessary information and documentation so the admin team can process the report efficiently.
3. The report is completely anonymous.
4. After the report is submitted, a unique report ID is displayed. Remember to save your report ID.
5. You can log in and reopen your report with your report ID. This allows you to start an anonymous dialogue, send additional documentation, and answer clarifying questions from the admin team.
6. CIS encourages you to log on regularly after submitting your report to answer any follow-up questions.

How is my report processed?

1. The CIS admin team processes whistleblower reports for the whistleblower system. The team's name can be found in the whistleblower protocol.
2. The admin team will notify the whistleblower that the report is received within 7 days.

3. The admin team assesses the report and conducts an initial investigation. It is possible that the admin team needs more information or documentation from the whistleblower.
4. The team will start an anonymous dialogue with the whistleblower through the system.
5. The treatment of the report is based on the type and severity of the report.
6. The whistleblower is informed of the measures taken within 3 months of report submission. In long-term cases, the whistleblower is updated continuously.

Who is the admin team?

The whistleblower system admin team consists of Mette Lundorf, Director of People & Culture, and Helle Kryger Schmidt, Director of Finance. In the whistleblower system, you can report to the whole admin team or to either of the administrators.

Security

The system uses several security measures that protect the whistleblower and the system. The data is fully encrypted. More information is available in the CIS' whistleblower protocol.

Questions

Questions about the whistleblower system can be directed to the admin team at mette.lundorf@cis.dk and helle.schmidt@cis.dk.

Every Teacher is Personally Accountable for Their Own Behavior and Work Performance

Early intervention at the appropriate level to address perceived inappropriate behavior is desirable for all parties to minimize the risk of escalating sanctions as provided for in these procedures. The Designated Protection Lead will try to address alleged or perceived shortcomings in work and conduct through informal means without invoking the formal disciplinary procedure.

Where circumstances warrant, a teacher may be placed on administrative leave with full pay pending an investigation, the outcome of an investigation, a disciplinary hearing/meeting, or the outcome of a disciplinary hearing/meeting.

Responsibilities of the CIS School Board

The Board ensures that the school has a comprehensive child-protection protocol that is reviewed annually. The CIS School Board delegates responsibility to the Director of CIS to ensure the protocol is properly implemented. The Director should advise the Board of any significant incidents that may require a review of existing protocol or practice.