



My Place to Grow®

# Child and Young Adult Protection Policy

School Year 2024-2025



Maturitätsausweise durch den Kanton Zug anerkannt

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## 1. Introduction

Child Protection are all actions to protect children and young adults enrolled at the School, i.e. Students, be it from exploitation, maltreatment, abuse or other assaults or harmful influences.

### 1.1. Glossary of Basic Terms

IMZ	Institut Montana Zugerberg AG, the School
Child	is legally any person younger than 18-years of age
Student	refers to every child and young adult enrolled at the school and under the care of IMZ
Legal intervention	means notifying the Police or the Prosecutor's Office about suspected crimes against students or notifying the Child and Adult Protection Authority (KESB) that a student's interest may be at risk.
Crisis intervention	is a combination of specialized activities (associated with other types of actions, namely social, legal or medical), executed for the benefit of individuals and families. During crisis intervention, students, and in particular, children, require dedicated activities taking into account their specific legal status.
Client	of the school is any individual using the services provided by the school: including primarily students and their parents / caregivers, participants of group events organized by the school. Both a child and an adult can be a client of IMZ.
Direct contact	encompasses all core activities of the School addressed directly to students. Direct contact would include: direct support to the child, education and play.
Indirect contact	is understood as contacting students by means of electronic communication, phone or post.
Caregiver	is a parent enjoying full scope of parental rights or a legal guardian authorized to represent the student.
Internal Staff	is a person employed by Institut Montana Zugerberg AG on the basis of an employment contract.
External Provider	is a person employed on the basis of a contract by a company supporting the services of the school.
Caregiver's consent	refers to a granting of consent by a person entitled to represent the student, for example, by their statutory representative (parent or legal guardian) or other individual authorized to represent the student by virtue of special regulation or court order.
Leadership Team (SLT)	refers to the members of the Leadership of the School; see Appendix 1

## 1.2. Purpose

All internal and external staff of Institut Montana Zugerberg AG– as outlined in our philosophy and objectives statement– are actively involved in promoting student safety – specifically in the context of protecting children and young adults against abuse – as well as safeguarding and facilitating their rights. We consider our students to be our partners in the great undertaking of building a more tolerant and peaceful world, based on education and mutual respect. These were the beliefs of the school founder, Dr Max Husmann back in 1926, and continue to be our beliefs for the entire school community today.

Institut Montana Zugerberg reaches its goals by means of:

- prevention activities – to minimize the risks to student safety, including child abuse.
- intervention – aimed to secure students who are victims of violence or those at risk of other harm.

These actions are meant for students, parents as well as staff. They may take the form of training, one-to- one or group activities, and additionally cover systemic solutions enacted in cooperation with central and local authorities, as well as other organizations and institutions.

The Child and Young Adult Protection Policy of IMZ is rooted in the Swiss Law, Convention on the Rights of the Child, Universal Declaration of Human Rights and good practices from around the globe.

*The Child and Young Adult Protection Policy applies to all Montana students, regardless of age. Supporting students, their well-being and their rights are the core values of our work.*

The IMZ Child and Young Adult Protection Policy constitutes a framework of rules, standards and guidelines intended to:

- make all staff realize the importance of taking action to protect students against abuse
- define the scope of responsibility of specific individuals for the safety of students in the care at Institut Montana Zugerberg
- undertake appropriate intervention in the case of suspected child abuse and/or direct threat to their health and life
- establish educational, prevention and intervention measures for the protection of students
- develop a work culture within the organization based on children's rights and continuous learning
- enable students to express themselves, assist them in integrating into the community, and to help them appreciate the diversity of their cultures

All staff of Institut Montana Zugerberg AG are obliged to take note of and observe the guidelines for the protection of children and young adults at the School and to put them into practice.

### 1.3. Type of abuse

Abuse is defined here as any intended or unintentional action / withholding of an action by an individual, institution or society, together with any effects resulting from such action or inactivity, which violates the rights of students and / or their psychological or physical integrity.

#### **We distinguish between four basic forms of abuse:**

Physical abuse	is a situation in which the child is physically harmed or there is a risk of such harm. Abuse occurs as a result of the actions or omissions of a parent or other person responsible for the child, or a person to whom the child is entrusted or who has power over the child.
Emotional abuse	is a non-physical, harmful interaction between a child and a caregiver that includes both action and inaction. The category includes, but is not limited to: emotional neglect, a relationship with the child based on hostility, blame, or rejection, and behaviour that is inappropriate and ignores the child's individuality and emotional boundaries.
Sexual abuse	is sexual activity with children that the children cannot fully understand and / or for which they are immature and unable to legally consent and / or that violates legal and social norms of society. We are dealing with sexual abuse when a sexual interaction occurs and the parties share a unequal relationship of care, dependence, or power because of age or maturity.
Neglect	is the chronic or accidental failure to meet the child's basic physical and emotional needs and / or failure to respect the child's basic rights, resulting in an impairment of the child's health and / or development. Neglect occurs in a relationship between a child and a person responsible for their care, upbringing, and protection.

## 2. Prevention

IMZ staff support students and their families as much as possible as part of their role as a member of the school community. This can be in the form of direct support, whether in person or in groups (e.g. consultations, workshops, support groups, crisis intervention) as well as indirect help (by phone, online). Special support such as psychological, legal and psychiatric help can be organized upon request.

Assistance is available to all children in need of protection from abuse, regardless of gender, nationality, colour, religion or health status. For a child to receive direct assistance, the consent of their legal representatives is usually required.

### 2.1. Child Safety

Every staff at Institut Montana knows the following important points:

- Where the First Aid kit and defibrillators are kept.
- Who is responsible for First Aid and how to record accidents or injuries on the appropriate form ([Unfall Vorfall Accident Investigation web.pdf](#))
- What to do in the event of a fire or other emergency.
- Who is responsible for Health and Safety and Child and Young Adult Protection on campus.

It is the responsibility of each employee to have read and understood the Child and Young Adult Protection Policy of the School, Safeguarding Guidelines (Appendix 2), and the Crisis Plan. If further training or information is needed, please address this directly with the person in charge of the corresponding area.

## 2.2. Staff Code of Conduct

IMZ staff have a duty of care, to support the physical and mental well-being of students under our care. The following rules of conduct must be observed consistently and without exception for the protection and welfare of children. All IMZ staff have to comply with these rules at all times.

The dignity and safety of children shall be given priority in all cases.

- The IMZ staff always behaves respectfully and non-violently in his interaction and communication with the child. This also applies if children behave inappropriately
- All activities related to the child take into account the right to privacy
- Direct contact of the IMZ staff with children is adapted to the needs of the child and takes place only if the child agrees to it
- All children are treated equally, regardless of origin, appearance and religion
- The staff member listens attentively to the child, does not use judgmental language, and does not form prejudices. The children's opinions and concerns are taken seriously
- A culture of openness and mutual trust is created within the school to facilitate discussion on child and youth protection topics and issues
- Child Protection policy violations are reported, and steps taken towards their resolution (See Appendix 2)

## 2.3. Guidelines for a safe relationship between staff and students

In their contact with students, staff should ensure the following

- staff actions do not embarrass, humiliate or belittle students or display any behaviour bearing signs of emotional, physical or sexual abuse.
- staff do not come into inappropriate physical contact with a student, violating their dignity; the general guideline is to simply reduce physical contact to an absolute minimum.
- staff do not establish sexual relations with a student.
- staff do not exhibit sexually provocative behaviour.
- staff do not condone or participate in illegal activities involving a student.
- staff do not engage in the following activities unless external factors require staff assistance to support the safety of a student. In these cases the approval by a Leadership Team member and the Legal Guardians of the student must be obtained in order to:<sup>1</sup>
  - host a student in their own private home
  - accompany a student in personal travels in the absence of their caregiver.
- staff do not maintain a private relationship with a student, outside the framework of work and support.
- staff do not sleep in the same room with student(s) during camps or trips.
- Staff should not be alone with an individual child for a prolonged time, especially where the interactions cannot be observed by others. If there is a need to be alone with a child (e.g. First Aid or he/she is distressed) make sure that another worker knows where you are and why.
- staff do not lead, contact or participate in chats and other social media opportunities in a private capacity not related to school with students under our care.
- a staff's primary method of communication with students should be telephone, email, SMS, or via the school's Microsoft Teams account. They should avoid using WhatsApp, Facebook chat or other personal messaging or social media means.

Any and all suspicions regarding improper conduct of staff in their interactions with students are investigated and clarified without delay.

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<sup>1</sup> Note that in some cases staff members have children who are students at the school who may invite their friends to their homes. In this case only the Legal Guardians approval is required.

## 2.4. Student Support & Counselling

Student Services' counsellors at the School serve, in terms of prevention, support, and act as a point of contact for students, as well as a point of contact for any parent or staff member who has concerns about a child or young adult's state of mind.

Counsellors and health professional providing direct and indirect assistance are not disclosing or sharing information gathered in the course of their professional duties, except with the required consent, or unless the safety of the student or others are at risk.

## 2.5. Child Protection Officer

The IMZ has appointed a Child Protection Officer (See Appendix 1). If a staff has any child safety concerns, they should discuss this with them. They are responsible for the following duties:

- ensure that the guidelines are implemented in practice
- being the first point of contact for child protection issues
- keeping a record of any concerns expressed about child protection issues
- make the Leadership aware of any child protection concerns

## 2.6. Recruitment and introduction of new staff

IMZ strives to select staff who have appropriate skills and competencies. Each potential staff must submit his or her resume and references. Upon starting work, applicants are requested to submit a special excerpts criminal record which is received and reviewed during the probationary period. If there are any issues, the contract is terminated. The probationary period and on-going supervision, coupled with continuing education, are also part of the process.

## 2.7. Training

Ongoing training is critical to maintain and ensure implementation of the Child and Young Adult Protection policy. Appropriate training opportunities are planned by the Child Protection Policy Coordinator for the entire school community. Education and knowledge are important parts of preventing child abuse.

### 3. Safeguarding Interventions

#### 3.1. Intervention in case of suspected child abuse

All staff always act with the aim of protecting children from abuse. In our work, we comply with Swiss legal requirements and best practices from around the world. Any suspected case of child abuse is treated seriously and investigated, regardless of whether a possible assault was perpetrated by another child, a parent, or a staff member. In the event of a suspected crime or threat to a child's best interest, staff will immediately take the steps outlined in our Safeguarding Guidelines (Appendix 2). The decision to intervene will be made by a team consisting of the reporting staff, the Department Head (Head of Programme or House Manager), Child Protection Officer, and the Director. At the same time, staff offer assistance and support to those involved. All measures taken during the intervention must be properly documented.

**See Appendix 2 (page 10) for general points and on handling different types of student interventions and risks.**

### 4. Policy implementation and monitoring

The Child and Young Adult Protection Policy of Institut Montana Zugerberg comes into force at the moment of its full version being published and made available by the Director to all staff of the school. The Leadership appoints a Coordinator responsible for implementation and execution of Child Protection Policy, whose duties include amongst others:

- coordinate child protection training sessions or refresher courses for staff.
- based on the outcomes of consultations and staff surveys, every two years (or more frequently if relevant legal regulations in Switzerland are amended, or is deemed to be needed) the Policy Coordinator will initiate a revision of the Policy stipulations, to make sure they remain effective and appropriate. Proposed changes will be presented to the Leadership for approval. Any revision to the Policy document must be communicated to all staff.



## 5. Appendix 1: Allocation of duties in the implementation of Child Protection Policy

### 5.1. Leadership

- approves Policy and its revisions, and publishes the Policy
- makes binding decisions in case of doubts in the interpretation of the stipulations
- appoints the Child Protection Officer(s), and Child Protection Policy Coordinator
- issues authorization to represent in the course of legal intervention
- approves legal intervention in cases of suspected crimes
- initiates proceedings in cases of suspected child abuse

### 5.2. Head of Programmes, House Managers

- supervise day-to-day implementation of Policy stipulations
- support staff with help and guidance with situations arising in their sections

### 5.3. Staff

- good knowledge of the directives and the implementation of the provisions contained therein
- submit certificates of clean criminal record
- inform Child Protection Officer in the event of suspected cases of child abuse

### 5.4. HR-Department

- Provides every new staff with the following set of documents to read:
  1. Child Protection Policy
  2. Staff Regulations
  3. School Rules
- Collects in personnel files certificates of a clean criminal record and confirmation these documents were read
- Participates in legal interventions and consults the text of the intervention documents

### 5.5. Care Team & School Counsellor

- Acts as a point of contact for students
- Oversight of coordinating counselling and referrals with external specialists (e.g. Children's hospital)
- Clarify, accompany, advise, triage, and mediate special student cases, together with students, parents/guardians, Counsellors, Houseparents, Teachers, and Heads e.g. suspected abuse, crisis intervention
- Accompany staff and student(s) in targeted interventions

### 5.6. Child Protection Officer

- Coordinates the preparation and execution of introductory and refresher training courses about the Policy
- Contact with authorities (e.g. KESB, police) in consultation with the leadership Team

### 5.7. Responsible persons

- Child Protection Officer (CPO): Marco Pletscher

## 6. Appendix 2: Safeguarding Guidelines<sup>2</sup>

### 6.1. General points

Institut Montana is committed to safeguarding and promoting the welfare of its students. Each pupil's welfare is of paramount importance. The Leadership expects all staff to play an active and integral part in protecting children from harm and promoting their welfare, as stated in our safety mission statement.

The following standardized procedure is used for orientation and as a checklist.

**A student is at risk if you, as a staff, have a concern about it or recognize a potential danger, heard about it or have learned about it from the student personally.**

A distinction must be drawn between

- a. disciplinary problems
- b. grounds for criminal proceedings
- c. endangering the well-being of our students

**a. The school is responsible for disciplinary problems.** The Child and Adult Protection Authority (KESB) should only be notified when the school's resources are exhausted or when it has to be assumed that the legal guardians endanger the well-being of the student and the student has disciplinary problems at school as a result.

**b. If there are concrete signs that indicate a criminal act** or the perpetrators themselves, it must be immediately reported in writing to the Director, who will decide on further action.

**c.** If there is a clear indication that the well-being of a student is at stake and intervention by the Authorities may be required to protect it (for example: the student and the guardians are unable to solve the situation), the Leadership will consider reporting it to the Child and Adult Protection Authority (KESB) (see below under "Procedure B" and "Procedure C"). (*EG ZGB vom 16. Nov. 2006, SGS 211 C. Kinderschutz §84 Anzeigepflicht und Anzeigerecht*)

#### Important notes to b and c:

1. **Victim protection is priority:** It is important to safeguard and protect the integrity of the affected student and to act with great care. Therefore, always check before each step whether this action will improve the victim's situation or, if necessary, increase the risk even more (see procedure under "C").
2. **Protect yourself:** A report to the Authorities is made by the Director only. This allows staff to remain the contact person for the student and possibly for the parents as well.
3. **Never act alone:** Stay vigilant and never make a decision or act alone. Discuss the situation with a third-party (for example, supervisor or Child Protection Officer).
4. **Document actions taken:** It is important to keep copies of documents such as incident reports, accident investigation, etc., and take minutes of verbal conversation

<sup>2</sup> Adapted from Fachkommission Kindes- und Jugendschutz. (n.d.) *Standardisierter Ablauf an Schulen aller Stufen bei Gefährdung eines Schülers/einer Schülerin*. Sicherheitsdirektion Basel-Landschaft. [https://www.baselland.ch/politik-und-behörden/direktionen/sicherheitsdirektion/kindes-und-jugendschutz/downloads-1/checkliste\\_standard-schule.pdf/@@download/file/checkliste\\_standard-schule.pdf](https://www.baselland.ch/politik-und-behörden/direktionen/sicherheitsdirektion/kindes-und-jugendschutz/downloads-1/checkliste_standard-schule.pdf/@@download/file/checkliste_standard-schule.pdf)

## 6.2. Establish the degree of endangerment

Procedure	Who	What
<pre> graph TD     A[Report or own observation] --&gt; B[Record and address situation]     B --&gt; C((Assess First impressions))     C --&gt; D[Assessment]     D --&gt; E1[A]     D --&gt; E2[B]     D --&gt; E3[C]     D --&gt; E4[D]     D --&gt; E5[E]           </pre>	Staff, Student, Parent or legal Guardian, Friend	<p><b>Report</b></p> <p>The information about a Student at risk is brought up due to personal observation or by a message from a third party to a staff or the Leadership Team</p>
	Staff	<p><b>Record the situation</b></p> <p>Report the situation to an SLT member, in writing via Incident Accident Investigation Form, as far as your information allows whilst considering the following points:</p> <ul style="list-style-type: none"> <li>What are the facts? What happened, people involved, Date, time, place, etc.</li> <li>Clearly separate between actual observation, personal feelings and assumptions. Everything is important but needs to be differentiated.</li> <li>Since when is there a suspicion, has anything been noticed earlier?</li> <li>Where did the information come from? Individual observations or reports from the student or a third-party?</li> <li>Document the statements from the student as literal as possible.</li> <li>What has already been done and by whom.</li> <li>Are there agreements, previous documents or similar.</li> </ul> <p><b>In Principle:</b></p> <p>Do not interrogate the student or ask suggestive questions. Store documents in a safe place.</p>
	<i>as above</i>	<p><b>Initial Assessment</b></p> <p>Stay considerate, do not decide and act alone. Discuss situation with third party, e.g. Supervisor, Child Protection Officer (CPO). For the initial assessment of the situation it is possible to describe the case anonymously.</p> <p><u>Important:</u> If sexual assaults are suspected, discuss further procedures confidentially and only with the Authorities or with the relevant prosecutor (see section "D").</p> <p><b>In Principle:</b></p> <p>Never take a student home with you. The student cannot and should not decide on the agreed procedure out of loyalty towards their parents or guardians. However, it is important to include students depending on their age, in the planning and to keep them informed. Do not promise the student any secrecy. Explain your own situation to the student.</p>
	<i>as above</i>	<p><b>Evaluate and differentiate between:</b></p> <ul style="list-style-type: none"> <li>A Suspicion of risk</li> <li>B Probable or identified danger</li> <li>C Serious and acute danger</li> <li>D Suspected sexual exploitation</li> <li>E Risk can be excluded</li> </ul>

### 6.3. A Procedure in case of suspected Risk – clarification

<p>Discussion with Student</p> <p>↓</p>	<p>Staff, possibly in the presence of CPO, a Student Support representative, Leadership team member or a third-party.</p>	<p><b>Discussion with the Student</b></p> <p>During this conversation communicate your own observations. Do not raise suspicion, just communicate your concern. Allow student to explain his view. Carefully, by thoughtfully repeating instead of drilling, asking ("Did I understand you correctly, that you ..."). Do not ask suggestive questions. Take statements and indications seriously.</p> <p>Suspicion corroborates: Identify support options and next steps.</p> <p>The student cannot and should not decide on the agreed procedure out of loyalty towards their parents or guardians. However, it is important to include students depending on their age, in the planning and to keep them informed.</p> <p><b>Attention:</b> never interrogate the student who may be a victim. Minors, as defined by the Victims Assistance Act (OHG), can generally not be questioned more than twice. It is up to the Authorities (prosecutor) to investigate.</p>
<p>Assessing the conversation with parent/legal guardian</p> <p>↓ Yes</p>	<p>No</p> <p>Staff, parent or legal guardian, or in the presence of CPO, Counsellor or a Leadership team member</p>	<p><b>Decision</b></p> <p><b>No:</b> The conversation with the parent or guardian <u>cannot</u> be carried out if it cannot be ruled out as the cause or if it must be assumed that they are in denial, the situation subsequently worsens for the affected student and the suspicion of criminal acts consists. Likewise, if it is known that they cannot provide help on their own. Continue with:</p> <p><b>Procedure B</b></p>
<p>Conversation with parent/legal guardian</p> <p>↓</p> <p>Observation</p> <p>↓</p>	<p>As above</p>	<p><b>Discussion with parent or legal guardian</b></p> <p>Information about the reason of the conversation. Express concern instead of suspicion or reproach. Objective of the conversation: clarify the situation with a binding agreement on how and when the situation should improve and what happens if the agreed goals are not achieved.</p> <p><b>Important:</b> The affected person should not be put under more pressure.</p> <p>Set clear goals and timelines. In case of language difficulties or problems with traditions, consult intercultural mediators.</p>
<p>Improvement</p> <p>↓</p>	<p>Staff/ CPO/Counsellor</p> <p>No</p> <p>Staff, parent or legal guardian, in the presence of a CPO, Counsellor or Leadership team member</p>	<p><b>Observation</b></p> <p>Always observe and record the situation in writing.</p> <p><b>Review</b></p> <p>Review agreed goals. Record successes, address failures, possibly make further arrangements, possibly extend deadline.</p> <p>If there is no improvement in the situation within the time limit, inform the parent or guardian that further action will be taken. Continue with:</p> <p><b>Procedure B</b></p>
<p>Conclusion</p>	<p>Staff Counsellor/CPO</p>	<p><b>Conclusion</b></p> <p>Record the final result, if necessary positively reinforce</p>

## 6.4. B Procedure for a probable or identified Risk

Indications / impression that the well-being of a student is endangered and that an intervention by Authorities to protect it may be required, meaning the Student, Parents or Guardian cannot remedy the situation by themselves.

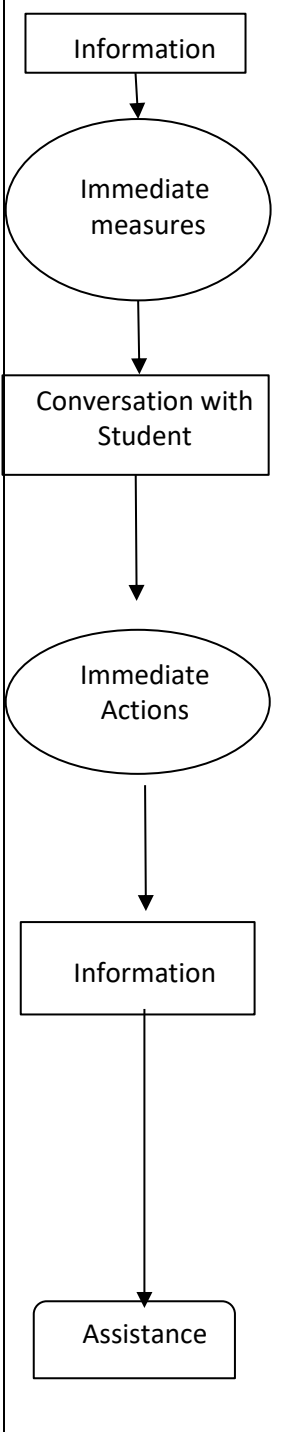
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Information</div>	Staff, CPO, Leadership	<p><b>Information</b></p> <p>If not already done, report to the Leadership and CPO. Decide upon the flow of information as well as decisions.</p>
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Conversation with Student</div>	Staff, parent or legal guardian, or in the presence of a Counsellor or Leadership team member	<p><b>Discussion with the Student</b></p> <p>During this conversation communicate your own observations. Allow Student to explain his view. Ask the Students with great care. Do not ask any suggestive questions. Take statements and indications seriously.</p> <p>Inform student that actions must be taken (obligation to Report).</p> <p>Identify support options and next steps. The student cannot and should not decide on the agreed procedure out of loyalty towards their parents or guardians. However, it is important to include students depending on their age, in the planning and to keep them informed.</p> <p><b>Attention:</b> never interrogate the student. Minors, as defined by the Victims Assistance Act (OHG), can generally not be questioned more than twice. It is up to the Authorities (prosecutor) to investigate.</p>
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Assessing the conversation with parent/ legal guardian</div>	<p>No</p> <p>Staff, parent or legal guardian, or in the presence of CPO, Counsellor or a Leadership team member</p>	<p><b>Decision</b></p> <p><b>No:</b> The conversation with the parent or guardian cannot be carried out if it cannot be ruled out as the cause or if it must be assumed that they are in denial, the situation subsequently worsens for the affected student and the suspicion of criminal acts. Likewise, if it is known that they cannot provide help on their own. Continue with:</p> <p><b>Inform Authorities</b></p>
<p>Yes</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Conversation with parent/ legal guardian</div>	As above	<p><b>Discussion with the parent or legal guardian</b></p> <p>Information about the reason of the conversation. Express concern instead of suspicion or reproach. Objective of the conversation: clarify the situation with a binding agreement on how and when the situation should improve and what happens if the agreed goals are not achieved. Important: The affected person should not be put under more pressure.</p> <p>Set clear goals and timelines. In case of language difficulties or problems with traditions, consult intercultural mediators.</p>
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Observation</div>	Director	<p><b>Inform Authorities</b></p> <p>The Director is to submit the report to the Child and Adult Protection Authority (KESB). Report observations</p> <p><u>Tip:</u> Deliver the report personally and agree upon the flow of information.</p>

The Guardianship Authority, based on the Civil Code (ZGB), may take the following measures:

- admonitions, instructions, supervision of education (ZGB Art. 307), Educational support (ZGB Art. 308), abolition of parental custody (ZGB Art. 310), Withdrawal of parental authority (ZGB Art. 311/312)

## 6.5. Procedure for serious and acute Risk

Student who are at risk of life and limb, e.g. physical injury, imprisonment, kidnapping, self-harm or the legal guardians are (currently) incapable of caring for the Student

	<p>Information</p>	<p>Staff</p>	<p><b>Information</b> Report to CPO and Leadership</p>
	<p>Immediate measures</p>	<p>Staff and in the presence of CPO, a Counsellor or Leadership team member</p>	<p><b>Immediate Action</b> An immediate measure is necessary if the student must be immediately, medically or psychologically supervised or protected from the acute threat (danger in arrears), for example, by suffered or threatened bodily injury, confinement, abduction, foreign and self-endangerment or in case the guardian is currently unable to care for the student.</p>
	<p>Conversation with Student</p>	<p>Staff, student, in the presence of CPO, Counsellor or Leadership team member</p>	<p><b>Discussion with the Student</b> Inform student that action must be taken. Identify support options and next steps. <b>Attention:</b> never interrogate the student. Minors, as defined by the Victims Assistance Act (OHG), can generally not be questioned more than twice. It is up to the Authorities (prosecutor) to investigate.</p>
	<p>Immediate Actions</p>	<p>Director, CPO Child and Adult protection Authority (KESB) Prosecutor, Doctor, Hospital</p>	<p><b>Immediate Action</b> Initiate assistance, report to police or report to the Child and Adult protection authority (KESB) (see Page 9). In the case of injuries that may be due to mistreatment and if there is an urgent suspicion of sexual exploitation (see D), it is recommended that you go to the University Children's Hospital of Zürich. They have an internal Child protection group and can, if necessary, take the necessary measures, e.g. a legal medical report.</p>
	<p>Information</p>	<p>Director Authorities</p>	<p><b>Information</b> Informing the guardian of the whereabouts of their Child. If the danger comes from the legal guardian, then these are to be informed by the Authorities. <b>Crisis Management</b> If the casualties are high, if there are many witnesses or if they are greatly affected, the incident could be of public interest (press). In this case, it may be useful to call upon the crisis team.</p>
<p>Assistance</p>	<p>Authorities Institutions</p>	<p><b>Assistance</b> The student can be protected and cared for.</p>	

## 6.6. D Procedure by suspected sexual exploitation

<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;">Organize Counselling</div>	<p>Staff CPO, Counsellor Director</p>	<p><b>Seek advice</b></p> <p>Sexual exploitation is a heavy burden for all concerned and involved. The victims are often full of shame and fear, those involved are expected to remedy the condition immediately for themselves and others. The pressure is exacerbated when the attack takes place in the school with witnesses.</p> <p>Almost immediately, various versions of the alleged incident are in circulation, and those involved are under pressure to act.</p> <p><b>Procedure:</b></p> <p>The Director considers the broader implications before reporting the incident to the Department of Child and Youth Protection or a competent prosecutor. It is possible for the initial assessment of the situation to describe the case anonymously, because an official offense must be determined by the Authorities.</p> <p><b>Attention:</b></p> <p>The suspicion of sexual exploitation is a serious offence. Rash interventions can do more harm to the Student than be of use: keep calm! It is important to keep in mind and to avoid that, in addition, a person may suffer disadvantages from an unjustified accusation of having committed a sexual assault. Basically, this can be distinguished in:</p> <ul style="list-style-type: none"> <li>■ (Suspected / accused) abuses among students themselves.</li> <li>■ (Suspected / reproached) attacks of adult offenders.</li> <li>■ (Suspected / reproached) abuses within the social environment (family, acquaintances, etc.).</li> <li>■ (Assumed / Alleged) Attacks by school staff</li> </ul>
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## 6.7. E Procedure if a Risk can be excluded

<div style="border: 1px solid black; border-radius: 10px; padding: 10px; width: fit-content; margin: auto;">Conclusion</div>	<p>Staff Counsellor, Heads, CPO, Director</p>	<p><b>Conclusion</b></p> <p>If, based on the available information it can be assumed that the student is not intentionally or unconsciously harmed and the rights and well-being of the student are not impaired or threatened, further steps do not need to be taken.</p> <p>File incidents reports and meeting minutes.</p>
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