
American School of Paris Child Safeguarding Policy and Procedures

Our mission is to inspire and prepare every student to achieve personal and academic excellence as an engaged global citizen by providing a challenging, innovative program within a compassionate environment.

ASP Safeguarding Statement

The American School of Paris (ASP), in partnership with our parent community, is committed to safeguarding and promoting the well-being of our young people. We expect all ASP community members including administrators, faculty, staff, trustees and volunteers to share this commitment. We believe that our children have a right to grow in a supportive, caring and safe environment, which includes the right to protection from all types of abuse and other safeguarding concerns. School personnel are vigilant for signs of any young person in distress, and are confident about applying our safeguarding processes to intervene when necessary. Our child safeguarding policy and procedures are in accordance with the recommendations of the International Task Force on Child Protection, endorse the UN Convention on the Rights of the Child, of which France is a signatory, and in accordance with French law.

ASP Child Safeguarding Contacts

Designated safeguarding lead: Lower School Director: Daniel Kerr, dkerr@asparis.fr

Child Safeguarding Response Team:

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- Administrators
 - Lower School Director: Daniel Kerr, dkerr@asparis.fr
 - Middle School Director: Tony Shawe, tshawe@asparis.fr
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- Counselors
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Scope of this Policy

There are two key aspects to safeguarding and promoting the welfare of children:

1. Take all reasonable measures to ensure that risk of harm to children's welfare is minimized; and
2. Take all appropriate actions to address concerns about the welfare of children, working to agreed local policies and procedures in full partnership with other local agencies

This document clearly outlines the arrangements ASP has in place to provide for both aspects of safeguarding. The measures described in this policy should be applied in all settings, including professional and personal interactions with students and primary caregivers and are relevant to all adults who are in contact with children directly or indirectly and who undertake paid or regular volunteer work for ASP, or deliver services as part of a contractual agreement with an external organization. For the purposes of this document, this group of individuals is referred to by the term 'employees'.

Principles

- The school will ensure that the welfare of children is the paramount consideration when developing and delivering all school activities
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to report any suspicion or disclosure that may suggest a child is at risk of harm, to himself or others, to a child safeguarding team member, in accordance with this guidance
- All students and staff involved in child protection issues will receive appropriate support from the child safeguarding team and school administration who will follow this policy and who are charged with applying this policy

Aims

- To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the well-being of children
- To ensure best practices are consistent across the school
- To demonstrate the school's commitment with regard to safeguarding children
- To maintain hiring practices that ensure the safety of children

The procedures in this policy have been approved by the Head of School and Board of Trustees.

Policy Statement

The American School of Paris, endorsing the UN Convention on the Rights of the Child, of which our host country, France, is a signatory, has an institutional role in society to safeguard children from danger. Violations of a child's human rights, such as child abuse, neglect, and peer-to-peer conflicts are obstacles to a child's education as well as their physical, social, emotional and spiritual development.

The ASP community needs to ensure that all children in our care are afforded a safe and secure environment in which to grow and develop. ASP personnel, having the opportunity to observe and interact with children over time, are in a position to recognize and identify when children are in need of help and protection. All ASP personnel have a legal, professional and ethical obligation to inform a member of the Child Safeguarding Team if they have reasonable cause to believe that a child is in danger. Reporting and follow-up of all child protection concerns will proceed in accordance with administrative regulations as stated within this policy.

Procedures are initiated as directed by school policy and regulations in accordance with local authorities, school attorneys, and French child protection laws. After gathering pertinent information, the Child Safeguarding Team may consult with the French Child Protection Agency if a child is suspected to be in danger. Relevant judicial authorities may also be contacted.

All ASP personnel are legally responsible for the safety and well-being of ASP community members both at school and at any school-sponsored activity. ASP personnel must respond, then report in particular the following circumstances:

- (i) Assist a person in danger (art. 223-6 of the French Penal Code),
- (ii) Report a person who places at risk the life or physical integrity of others (Art. 223-1 and Art. 223-2 of the French Penal Code),
- (iii) Report a person who affects the life or physical integrity of others by negligence, imprudence or failure to comply with an obligation of security (Art. 222-19 et seq. of French Penal Code)
- (iv) Report a crime or child molestation.

The American School of Paris will be a safe haven for students who may be in danger – either mistreated or at-risk. As such, ASP will distribute this policy and relevant guidelines annually to all parents, applicants and ASP community members as well as to students in developmentally appropriate ways. Training for all ASP personnel will be provided to ensure full implementation of this policy and regulations. In the case of an ASP community member reported as an alleged offender, the American School of Paris will follow a carefully designed course of action, keeping the safety of the child as the highest priority in accordance with French laws and regulations.

ASP hiring practices will ensure safety of children, requiring, within the legal boundaries, thorough criminal background checks of all new employees and subcontracted employees. This policy will be reviewed every two years to ensure child protection law and regulation compliance and effectiveness.

I. Administrative Regulations for Policy 9.1: Child Safeguarding and Protection

The Board of Trustees and all ASP Personnel are committed to safeguarding the wellbeing of children. These child safety regulations are intended to provide guidance for the implementation of Policy 9.1: Child Safeguarding and Protection in compliance with French Law and Council for International Schools recognized best practices for international schools.

Due to their day-to-day contact with children, school staff are uniquely placed to observe changes in children's behavior and to recognize when a child might be in danger. Children may also turn to a trusted adult in the school when they are in distress or at risk. It is the professional responsibility of school personnel to be alert to their role in the safeguarding of children. A component of this role is to have knowledge of the four categories of child abuse and their possible indicators, as described in the following definition of terms. ASP personnel are also responsible for understanding child safeguarding policy and procedures.

II. Child Safeguarding Procedures and Actions

When to report

A report to a member of the child safeguarding team should be made when anyone has 'reasonable cause' or 'reasonable suspicion' based on his/her knowledge of the student or personal experience with children. The employee, in good faith, will speak to a member of the child safeguarding team. A person does not need absolute proof to make a report. Concern for a child may include: unexplained injuries, changes in behavior or emotional state.

When abuse or maltreatment is suspected, it is imperative that employees listen carefully to students, giving them the time they need to talk about what happened and how they are feeling about it. Questions can include:

What, if anything, happened?
Who was involved?
When did it happen?
Where did it happen?

Questions should be limited to clarifying basic information only, in order to help determine whether a referral should be made. It is important for employees not to ask children leading questions. The child may respond to these questions with additional detailed information. It is reasonable to allow the child to do so and come to a natural pause. Provided the employee hasn't sought the additional information this is unlikely to undermine any future investigation. However, it is not the responsibility of employees in the school to investigate or prove suspected abuse.

At no point should the employee convey that this information can be kept confidential or secret.

Do not make promises not to share this information. Inform the child that you will need to tell a member of the child safeguarding team. Ask the child if they would like to take part in the discussion and if there is a specific member of the team he or she prefers to discuss it with.

Internally reporting a child safeguarding concern

If a school personnel member becomes aware of a child safeguarding concern, it is his or her responsibility to inform a member of the child safeguarding team, who then notifies the divisional counselor, as soon as possible and within the same day. The divisional director or the designated safeguarding lead is notified in the absence of the divisional counselor.

The notification is recommended to be made in person; however, if this is not possible, then the notification of concern can be made over the phone or via e-mail (without reference to specific names to protect confidentiality).

There are two levels of child safeguarding concerns (see below). If the divisional counselor determines it is a level 1 concern, the counselor will inform the divisional director and the designated safeguarding lead. The divisional director will inform the head of school and the designated child safeguarding lead will mobilize the child safeguarding team. The counselor will serve as the case manager in the majority of cases, documenting the case while ensuring confidentiality. The head of school will serve as the case manager when the safeguarding concern involves ASP personnel.

Child Safeguarding Concern - Level 1 (suspected abuse and/or neglect)

The child safeguarding team will corroborate information with school personnel, students and community members. Once all pertinent information is gathered, the child safeguarding team will determine if reasonable cause exists, on a case-by-case basis, and take further actions as necessary.

Further actions may include, but are not limited to, one or more of the following:

- Parent/legal guardian notification: the divisional counselor (level 1) or the Child Safeguarding Team (level 2) will determine when it is appropriate to notify parents/legal guardians. Parents/legal guardians may not be notified immediately if this is advised by child protection authorities and the child's safety might be comprised.
- Family meeting
- Consultation with school nurse
- School counseling sessions
- Referral to community resources including counselors, psychologists or psychiatrists
- Consult and/or report to French Child Protection Agencies and/or French authorities (i.e. police, CRIP). All contacts will be made by the divisional counselor.
- If a school employee is involved, the school attorney is immediately consulted by the head of school or his/her designee (may include suspension or termination of employee contract in accordance with French law)

Child Safeguarding Concern - Level 2 (interpersonal/intrapersonal concerns)

Safeguarding concerns will be handled by the divisional counselor who may consult the divisional director. Counselors will make contact with parents/legal guardians at the first sign of potential or actual harm to oneself or others. This includes suicide ideation and cutting.

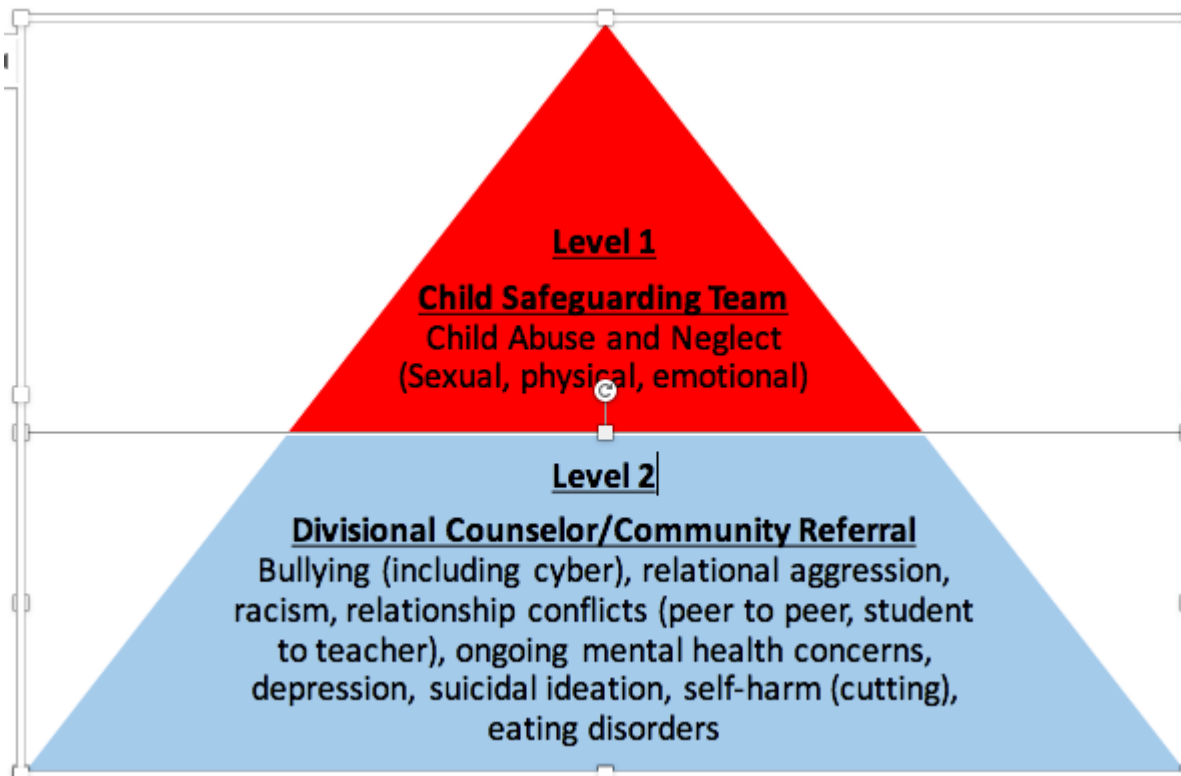
Counselors will also provide community referrals to psychologists, psychiatrists, treatment facilities or other mental health resources as necessary. Counselors will consult with the appropriate personnel when necessary and may contact parents/legal guardians regarding how to support interventions and coping strategies.

Further actions may include, but are not limited to, one or more of the following:

- Parent/legal guardian notification
- Individual counseling sessions
- Consultation with teachers, school nurse, and/or other appropriate personnel
- Conflict mediation
- Updating divisional director
- Providing referrals to community resources
- A counselor or division director can use his or her professional discretion to bring a level 2 concern to the designated safeguarding leader. For example, if the incident is ongoing and the parents are not receptive to providing their child with the support he or she needs.

In all cases, follow-up actions by the child safeguarding team will be conducted in a manner to ensure information is documented factually and strict confidentiality is maintained. Written and printed documentation including the date, persons involved, and any additional relevant information will be kept confidential in the divisional counselor's office.

Please refer to the diagram below for specific examples of levels of concern:

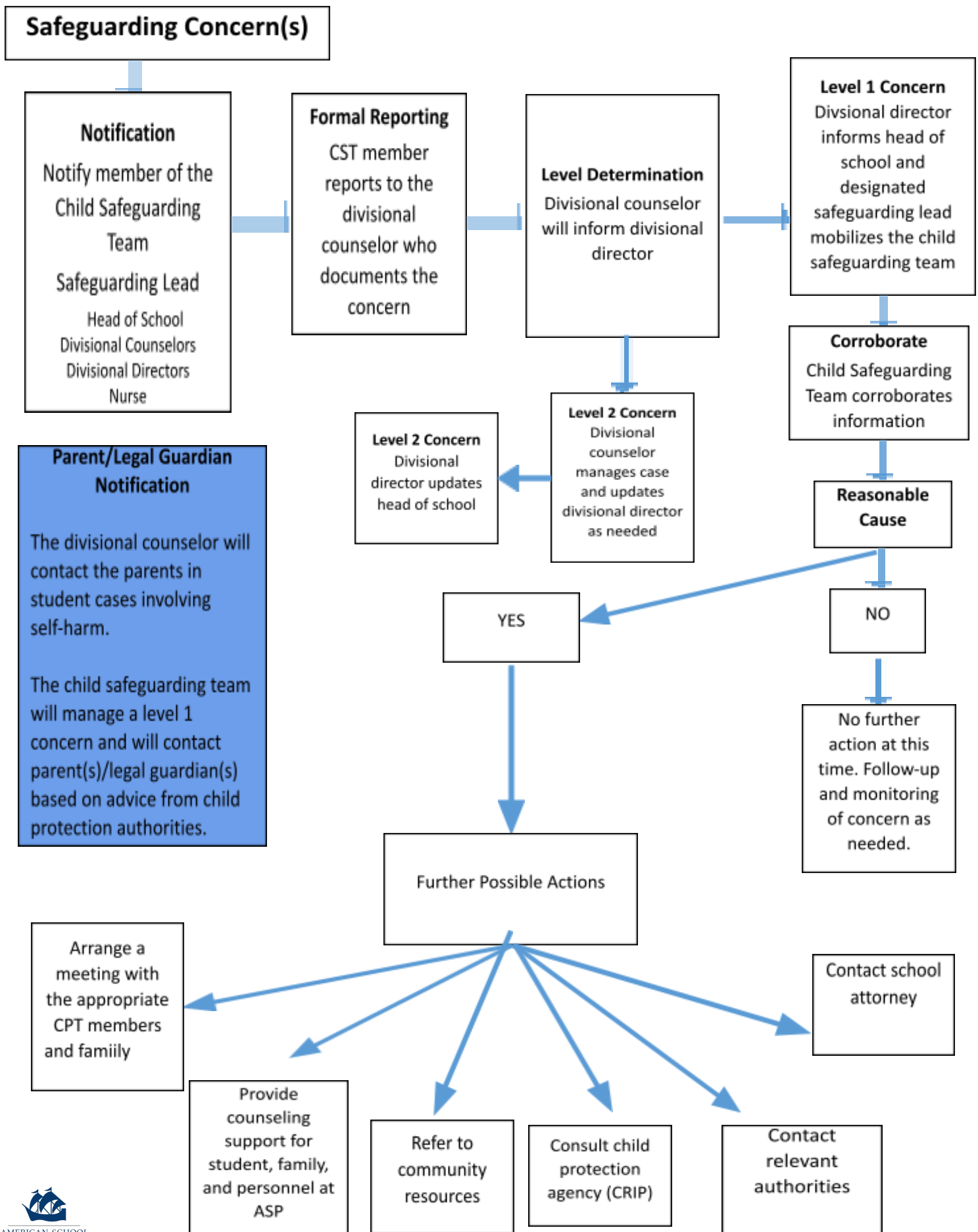


If members of ASP personnel are alleged in the safeguarding concern

When a child safeguarding concern involves inappropriate behavior of ASP personnel, the school must respond immediately and with seriousness. The integrity of ASP is dependent on how we respond when inappropriate behavior of school personnel is reported.

When anyone has a safeguarding concern regarding an ASP employee, he or she must complete the **PUBLIC INTEREST DISCLOSURE REPORTING FORM** (Appendix 10) and hand it to the Head of School, or designated safeguarding lead. If the Head of School is the subject of the disclosure then contact the Board of Trustees via the ASP Board President.

Child Safeguarding Decision Flowchart



***If the safeguarding concern pertains to ASP personnel, the public interest disclosure reporting form (Appendix 10) must be completed and handed directly to the Head of School or the Designated Safeguarding lead.**

III. Education and Training

Ongoing child safeguarding training will be provided to the ASP personnel annually.

For personnel – Awareness: internal policy, reporting procedures, administrative regulations, French child protection laws, types of abuse, signs/symptoms. Development: Prevention and wellness opportunities

For students - Age-appropriate personal safety and wellness (including digital responsibility) prevention training for all grade levels

For parents/legal guardians - School safety goals and objectives, how to talk with their children, local authorities and resources available, websites, prevention resources

For community - Collaboration/partnership with outside resources

IV. Self-Audits and Analysis

The ASP child safeguarding team will self-audit the child safeguarding policy every two years with assistance from a local, external consultant to monitor compliance. This self-audit will review and analyze procedures to ensure the relevance of internal policy through continuous quality reflection and improvement.

ASP's child safeguarding prevention curriculum and delivery will be monitored for effectiveness as a component of the audit. All documented child safeguarding cases will be regularly reviewed by the child safeguarding team.

V. Off-Campus Child Safeguarding

Class trips and school-sponsored trips are defined as any trip organized by an employee of ASP and paid for through the school. School sponsored trips are curriculum based and are an extension of the classroom and/or the overall ASP program. School-sponsored trips include sports and service trips and those taken within the Extension Program. Organizing and scheduling of trips shall minimize loss of teaching and learning for both students and teachers as chaperones. These trips must comply with all disciplinary rules of the school.

Risk assessment

Risk assessment, prior to the trip, is necessary to ensure that all adults accompanying students in off-campus activities are aware of both the risks involved in the activities and the steps that have been taken to reduce their likelihood and impact.

All trip leaders must understand and enforce the field trip risk management procedures and take appropriate precautionary measures prior to the off-campus trip. Identification of a risk to the group

should be seen as a positive step, allowing measures to be taken, or providing reason(s) for cancelling the trip.

Assurances need to be given that all reasonable care and sensible preparatory arrangements in risk management have been taken.

In assessing risk, it is important to consider, in this order, the:

- nature of the activities, including the method of travel;
- nature of the environment in which they are set; and
- capacity of the students to conduct these activities in the environment.

Parents/legal guardians trip permission

All parents must complete a trip permission form before a child is allowed to travel.

Health/Emergency contact information

- Parents/legal guardians must provide current health information before a child is allowed to travel.
- Chaperones must have access to student health and emergency information at all times.
- Students must have access to emergency contact numbers.
- For 'unfamiliar' trip destinations (particularly where language could be a barrier) a health center and/or emergency doctor must be identified prior to travel.

Chaperones

Risk management is an ongoing process and the undertaking and communicating of that management is the responsibility of each chaperone. Chaperones need to make ongoing judgments and decisions given the risk and application of the information provided in this document.

- The following chaperone to student ratios should be respected on all school trips:
 - Lower School – 1:8
 - Middle School – 1:15
 - Upper School – 1:15
- A minimum of two chaperones shall accompany every school excursion. At the Director's discretion, extenuating circumstances may warrant only one chaperone attending a field trip. In such cases, parents will provide written consent and the child must stay with a host family or have a parent/guardian accompany them on the trip.
- There should be at least one male and one female chaperone on overnight trips.
- The primary chaperone of any school-sponsored trip shall be an ASP faculty member or coach.
- One chaperone shall always have access to a phone for emergency purposes.
- Chaperones must determine that all students have transportation home before returning to ASP after a field trip or sports event. Students may be taken home from a trip by their parents/legal guardians or other adults, provided the child's parent/legal guardian has signed a note or has made personal contact with the chaperone, followed by either an SMS or email message to the chaperone.
- ASP employees are prohibited from transporting students in their private vehicles.
- There shall be no unsupervised activities during trips. Adult supervision shall be provided either by ASP faculty or by hosting parent(s).
- Chaperones need to be suitably qualified and/or experienced to confidently lead the trip and make the appropriate judgments when assessing risk.
- For the protection of both the student and the chaperone, chaperones should not place themselves in situations in which they are alone with a student in a closed environment.
- All room checks must be completed by more than one chaperone.

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- All school rules apply on school sponsored field trips. Chaperones are expected to comply with school policies, and model appropriate behavior for students.
 - Chaperones must remain in a state of mind enabling them to carry out their responsibilities in a professional manner at all times on a trip. This includes trips where students are housed.
 - On all overnight trips, including when students are housed in a private home, a minimum of at least two students will be assigned to a room. No mix of gender is allowed.
 - Students staying with host families must abide by the rules, including curfew, of the host family, host school and/or organization.

Emergency money

- Emergency money will be calculated into the trip cost. This money will be held by a chaperone and returned to ASP if unused.
- There must be sufficient funds for transport to and from medical centers or hospitals.

VI. Criminal Background Check

- All new hires currently residing in France are required to provide a clear criminal background check (*Casier Judiciaire n° 3*) as required by the *Convention Collective Nationale de l'Enseignement Privé Hors Contrat*, as well as a criminal background check from any other country of residency for the past ten years.
- All new hires directly recruited from abroad must provide a criminal background check from each country of residency for the past ten years.
- All current employees must have a clear criminal background check on file.

VII. Professional Expectations

All ASP personnel shall conduct themselves in a professional manner when interacting with students in any context, whether on-campus, off-campus or online, in accordance with ASP's mission, beliefs and employee Internal Rules. (Cross Reference: INTERNAL RULES, Article 6:29, Article 8, Article 9) (Cross Reference: Administrative Procedures, Section 2.1.7 '**Employee Standard of Conduct**', page 39)

Resources:

- 1) *Child Protection Handbook: For teachers, administrators and board members*, Association of International Schools in Africa, May 2014. Print.

- 2) *Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings*, March 2009. Print.

- 3) *Safeguarding Children and Child Protection Policy*, Richmond upon Thames LSCB, February 2010. Print.

- 4) *World Health Organization*. World Health Organization, 2014. Web. 29 Oct. 2014. http://www.who.int/topics/child_abuse/en/

- 5) *Oxford English Dictionary*. 2nd ed. 2014. *OED Online*. Oxford. UP. Web. 29 Oct. 2014.

- 6) International School of Paris, [Child Policy and Procedures](#), (Retrieved 12.02.18)

- 7) American School of London, [Child Protection Policy](#), (Retrieved 12.02.18)

- 8) Marymount International School, Paris, [Child Protection Policy](#), (Retrieved 12.02.18)

- 9) Council of International Schools, [International Task Force on Child Protection](#), (Retrieved 12.02.18)

- 10) Ministère de l'Éducation Nationale ÉDUCSOL, [Circuit de Transmission d'une Situation d'Enfant en Danger ou en Risque de Danger](#), (Retrieved 12.02.18)

- 11) Service National d'Accueil Téléphonique de l'Enfance en Danger <http://www.allo119.gouv.fr/> (Retrieved 12.02.18)

APPENDIX 1: Child Safeguarding Definitions

Personnel refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

American School of Paris Community Member refers to ASP personnel, students, parents and anyone else who provides a service to our ASP students (i.e. bus drivers, security guards, cafeteria personnel, maintenance and facility personnel, coaches, volunteers, consultants, tutors, etc.).

Child Safeguarding means keeping children safe from abuse, neglect and harm—including self-harm. Safeguarding has two dimensions: protection and prevention from danger.

French Child Protection Agency - In France, child safeguarding is overseen by the *Aide sociale à l'enfance du Conseil Général (ASE)*. The *Centres d'action sociale* help implement child protection and prevention measures with the help of the ASE. If the need to call the ASE arises, the member of the Child Safeguarding Team calls the phone number associated with the postal code of the family's residence. If there is an urgent situation where the child needs to be kept at the school for his/her safety, a member of the child safeguarding team must contact the ASE of the postal code in which the American School of Paris resides, which is noted below:

ASE contact number:

- **92: 08.00.00.92.92**

CRIP - Cellule de recueil, d'évaluation et de traitement des informations préoccupantes du Conseil Général. The CRIP advises on case related to children at risk, and receives 'informations préoccupantes'.

Information Préoccupante - A written statement passed onto the CRIP stating a concern about a particular and potential safeguarding case (not necessarily substantiated or evaluated, or impossible to evaluate).

Signalement – An action taken when it is deemed that there is sufficient cause for concern to require immediate judicial protection for the child. This report is addressed directly to the *Brigade de Protection des Mineurs*.

Child Abuse - According to the World Health Organization, child abuse constitutes "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."

A person may abuse a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family, an institutional (e.g. school) or community setting (including online). Children may be abused by individuals known to them, or more rarely, by a stranger. Often children may experience multiple forms of abuse simultaneously, further complicating the problem.

Most child abuse is inflicted by someone the child knows, respects or trusts. International school communities have unique characteristics (language and cultural barriers, transient and isolated communities, etc.) of which school personnel must be aware, including potential reasons why children may not be able to talk about any victimization they may have experienced.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect. Personnel should be mindful of the context in which the following possible indicators occur.

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.

ASP staff are trained to regard the following signs as possible indicators 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.
- Refusal to discuss injuries
- Arms and legs kept covered in hot weather
- Fear of returning home or of parents/legal guardians being contacted
- Showing wariness or distrust of adults
- Self-destructive tendencies
- Being aggressive towards others
- Being very passive and compliant

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; implying that they are inadequate or valued only insofar as they meet the needs of another person; imposing on children age or developmentally inappropriate expectations; causing children frequently to feel frightened; or the exploiting or corrupting of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may also occur alone.

ASP staff are trained to regard the following signs as possible indicators of emotional abuse:

- Highly anxious
- Low self-esteem
- Inappropriate emotional responses to challenging situations
- Extremes of passivity or aggression
- Drug or alcohol abuse
- Stealing
- Obsessions or phobias
- Remarkable change in achievement or ability to concentrate
- Persistent tiredness
- Compulsive lying

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. The planning, referred to as *grooming*, often results in victims accepting the blame, responsibility, guilt and shame for the sexual behavior of the offender, making the victim reticent to report.

ASP staff are trained to regard the following signs as possible indicators of sexual abuse:

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- Pain or irritation to the genital area
 - Infection, bleeding
 - Aggression
 - Regressive behaviors, bed wetting or stranger anxiety
 - Sexually provocative behavior
 - Being unusually quiet and withdrawn
 - Suffering from physical ailments that can't be explained medically
 - Showing fear or distrust of a particular adult
 - Mentioning a new "secret" friendship with an adult or young person
 - Age inappropriate sexualized behavior or language

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.

ASP staff are trained to regard the following signs as possible indicators of neglect:

- Medical needs unattended
- Lack of supervision
- Poor hygiene
- Inadequate nutrition
- Constant fatigue
- Self-destructive behaviors
- Extreme loneliness
- Extreme need for affection
- Frequent lateness or non-attendance at school
- Poor social relationships
- Stealing
- Drug or alcohol abuse
- Parents/legal guardians are uninterested in child's academic performance
- Parents/legal guardians do not respond to repeated communications from the school
- Parents/legal guardians cannot be reached in the case of emergency

APPENDIX 2 - Child Safeguarding at ASP: Additional Guidance for Teachers

In addition to knowing the signs of victimization, below are some early warning signs to look out for in potential offenders:

Signs of offenders (students)

- Unusual interest in sex, sexualizing inanimate objects and activities
- Does not stop sexual misbehaviour when told to stop
- Uses force and coercion in social situations
- Unusual intensity when discussing sex and sexuality
- Socializes with children much younger
- Gives gifts, requires secrecy in relationships

Signs of offenders (adults)

- Has “favorite” student or child
- Attempts to find ways to be alone with children
- Inappropriate language, jokes and discussions about students/children
- Sexualized talk in the presence of students/children
- Gives private gifts or has private chats on social media/internet

Child Safeguarding at ASP: Additional Guidance for Teachers

These are procedures to protect children from abuse and neglect (‘maltraitance’). Child safeguarding concerns include suspected, alleged, self-disclosed, or witnessed abuse or neglect of a child, and must be followed up with appropriate action.

If a student confides in you:

- Do not let a child swear you to secrecy before telling you something. You may need to report, which the child will view as breaking your trust with them.
- You can reassure the child that the information they give you will be treated sensitively and kept as confidential as necessary.
- You may want to suggest to the student that there are other people they can talk to, and who might be better placed to help them. However, it is important for the child to not feel dismissed.
- If a child asks to speak with you, try to find a neutral setting where you can have quiet and few interruptions.
- Do not lead the child in telling. Just listen, letting him/her explain in his/her own words.
- Don’t pressure for a great amount of detail.
- Respond calmly and matter-of-factly. Even if the story that the child tells you is difficult to hear, it is important not to register disgust or alarm.
- Do not make judgmental or disparaging comments about the abuser - it is often someone the child loves or with whom he/she is close.
- Do not make promises to the child that things will get better.
- Do not confront the abuser.
- If the child does not want to go home, this should be considered an emergency. Report and handle immediately by contacting a member of the Child Safeguarding Team. Do not take the child home with you!
- Explain to the child that you must tell a member of the Child Safeguarding Team to get help.
- Try to let the child know that someone else also will need to talk with him/her and explain why.

-
- Empower the student by as much as possible allowing the child a part in the process. If you have suspicions, yet the child does not confide in you contact a member of the Child Safeguarding Team.

Protecting yourself from vulnerability

Interactions between adults and students at ASP should always be appropriate, and to protect them from false allegations, adults should always ensure that they are seen to be so:

- Avoid situations in which you are alone with a child. This includes not transporting a child alone in your car. When it is necessary to speak privately with a child, find a space out of earshot, but within sight of others for your conference.
- The privacy of children in situations such as toileting, showering and changing clothes should be respected.
- Minimal physical contact should be used only in the following situations: To prevent or treat injury; to ensure safety; as a means of instruction; to meet the requirements of the sport; to comfort a student in distress.
- Do not use corporal punishment in any form.
- Sexual jokes, comments of a personal sexual nature, inappropriate physical contact, sensual massages or sexual gestures are not appropriate behavior for an adult staff member or volunteer.
- When volunteering to supervise overnight activities, adults should not share sleeping quarters with children other than their own.
- Social media/online: Maintain your own strict privacy settings on personal online profiles and avoid contact with students on social media and in online forums, such as gaming. It is always the adult's responsibility to set and respect boundaries. When a child attempts to involve an adult in inappropriate behaviour, the adult must reject the overture and inform the child safeguarding team member of the incident.

Reporting student or other disclosures, or concerns

It is a legal obligation for faculty, staff, and administrators, either as individuals or members of the institution, to report incidents of, or concerns about, physical or psychological violence, aggression, harassment, and physical or sexual abuse. This falls within Code Pénal, Article 434-3. This should be done as soon as possible, and within the same day to a school child safeguarding team member. Contact may be made at any time, and is not restricted to working hours.

APPENDIX 3 - Responsibility to Accreditation Agencies

International schools are responsible to meet the program and best practice standards of various accrediting agencies around the world; in some places international schools must also meet accreditation standards of the host country as well. It is important for international schools to be knowledgeable about and respond to recent changes in standards of accreditation. The Council of International Schools (CIS) and the Middle States Association (MSA) have added specific standards related to Child Protection Programs in their most recent edition of accreditation standards. International schools can reasonably anticipate that, following the leadership of The Council of International Schools and the Middle States Association, other accreditation agencies will similarly include Child Protection Standards in the next revision of their standards. All international schools will be well served by these standards in developing the Child Protection Program for their community.

Below is the statement from the Council of International Schools and Middle States Association

To reflect evolving programs and practices in the areas of Child Protection and related issues as well as the continuity of learning programs in exceptional circumstances, CIS and MSA are introducing a specific number of amendments to the Accreditation Standards and Indicators contained in the 8th Edition of the "Guide to School Evaluation and Accreditation". These amendments will apply to all schools, whatever their position in the accreditation cycle, from 1st December 2017 onwards.

Standard A4

The school is committed to the values inherent in the UN Convention on the Rights of the Child (1990).

Standard B8

There are clearly formulated written policies and practices, which are applied to bring consistency and clarity to school operations.

Standard C5

The curriculum offers challenge, supports the student's academic, social, physical and emotional needs. It fosters the development of skills, attributes and abilities relevant to their development.

Standard E2

The school has documented effective written policies to safeguard and promote the welfare of all enrolled students.

Standard E3

The school implements policies and procedures in relation to anti-bullying, child protection, complaints, security, safeguarding, behaviour, discipline, sanctions, rewards and restraint, health education and health records.

Standard E4

The standards of health, safety and security are supported by written policies and effective procedures, which exceed, where possible, local regulatory requirements.

Standard E5

The school has policies and procedures in place to provide safety against hazards such as fire, earthquake or intruders: these exceed, where possible, local regulatory requirements.

Standard E6

The school provides health care and health education to support students' well-being and enhance access to learning opportunities.

Standard G1

The school maintains accommodation, grounds, facilities, services and equipment to enable it to fulfil its mission, provide the curriculum in full and offer a safe, secure, clean and healthy environment for the students and adults at the school.

Standard G2

The technology infrastructure and data systems support the school's teaching, learning and managerial needs.

Standard H1

Effective communications foster a productive home-school partnership and a positive learning community.

Standard I1

The school's Guiding Statements support boarding/homestay/residential services and serve the well-being of all boarding students and staff

Standard I2

The school implements policies and procedures in relation to anti-bullying, child protection, complaints, security, safeguarding, behaviour, discipline, sanctions, rewards and restraint, health education and boarders' health records.

Standard I3

The induction and support of boarding and homestay students enables these students to be secure in their learning.

Responsibilities to Local and International Laws and Agencies

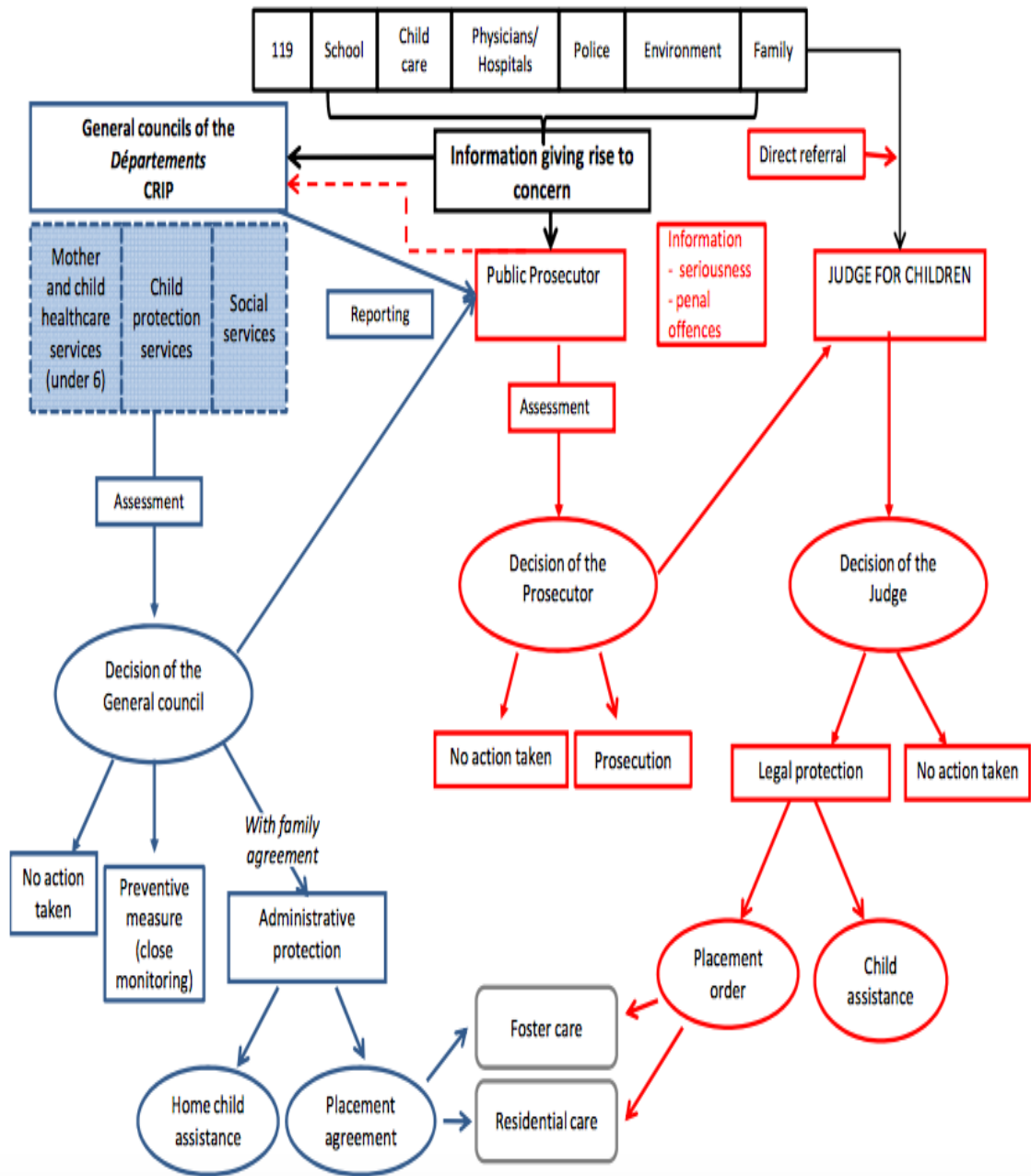
In addition, there are local, national and international obligations with respect to protecting children. International schools must also be aware of host country and international requirements in developing and implementing their child protection policy.

Relevant documents that require and guide the development and implementation of child protection policies and procedures include the United Nations Convention on the Rights of the Child (CRC) 1989, and of course French law in our case.

French law obligates a professional or private citizen to "assist persons in danger" It is important to note that non assistance to a person in danger is an offense which can be tried in judicial court with the risk of both a prison sentence and financial liability if the professional or person is found guilty.

These laws make clear the commitment of the member states to address significant issues of child abuse and neglect, and the inherent responsibility to protect children from its various forms.

APPENDIX 4 - French Child Protection System Flowchart



3

APPENDIX 5a - Child Safeguarding Team Recording Form

Date of Report:

Person filling out form:

Members of Response Team:

Next steps - Take form to Child safeguarding Lead in person

Key Questions	Response
Student's name, gender, age	
Names of parents/guardians	
Reporter's name reporter's relationship to the student	
How and where reporter became aware (first-hand witness?). Write a brief description of disclosure circumstances.	
Name of alleged perpetrator and relationship to student (if known):	
Any previous concerns with student:	
Any other pertinent information:	
Follow-up (i.e. meeting with CS team, future actions taken or action pending etc.	

Signature _____

Receipt Signature _____

APPENDIX 5b - Child Safeguarding Team Recording Form for the CRIP

FICHE DE RECUEIL ET DE TRANSMISSION D'UNE INFORMATION PREOCCUPANTE

Fiche à transmettre à la section territorialement compétente de la Cellule de recueil des informations préoccupantes

Date du recueil : / /

Mode de recueil : Téléphone Courrier (joindre original ou photocopie) Entretien(s)

Identification du ou des mineur(s) concerné(s) :

Nom	Prénom	Sexe	Date de naissance ou âge	Scolarité ou mode garde

Adresse :

Autre(s) enfant(s) de la fratrie :

Nom	Prénom	Sexe	Date de naissance ou âge	Scolarité ou mode garde

Identification des parents :

Père :

Nom	Prénom	Date de naissance ou âge	Situation maritale

Adresse (si différente de celle de l'enfant) :

Téléphone :

Mère :

Nom	Prénom	Date de naissance ou âge	Situation maritale

Adresse (si différente de celle de l'enfant) :

Téléphone :

Autorité parentale : Père Mère : Autre :

Nos traitements sont informatisés.
Conformément à la loi Informatique et Libertés du 6 janvier 1978, [les détenteurs de l'autorité parentale] bénéficient d'un droit d'accès et de rectification aux informations qui les concernent. Ils peuvent accéder à ces informations et, le cas échéant, en demander la rectification en écrivant au Responsable du service concerné.

APPENDIX 6 - ASP Toileting and Intimate Care Guidelines

These Guidelines are for any ASP staff member that finds themselves in an intimate care situation with a student (e.g. Early Childhood Teachers, School Nurse, PE teachers, Overnight Field Trip Teachers).

Intimate care can be defined as any care that involves washing, touching or carrying out an agreed procedure to intimate personal areas in order to care for another person. Intimate care tasks are associated with bodily functions, body products and personal hygiene that may involve direct or indirect contact with, or exposure of the genitals. All intimate care is provided in a manner so as to maintain the child or young person's dignity and confidence. The child or young person is cared for in a way that avoids distress, embarrassment or pain.

- For entry into Early Childhood Grades at ASP, it is an expectation that all students are toilet trained and are able to go to the toilet independently. In the case where a student is not toilet trained or has regressed please inform the parents immediately. Staff need to work in partnership with the child or young person's parents or carers to discuss their needs as to when the student can reintegrate into the regular school routine.
- When a child needs help toileting or has had an accident, alert another staff member that you are with a child.
- Always where possible, keep the toilet doors open and remain visible.
- Encourage the student to be independent and to do as much as they can by themselves e.g. 'Can you take toilet paper and wipe your bottom'.
- If possible especially in the case where a child has been sick/had an accident, use gloves and an apron when trying to clean the child. Ask for additional support (i.e school nurse, cleaners and/or other members of staff) if need be.
- Send the soiled clothes home in double plastic bags. Spare clothes can be found at the nurse's office.
- In the case where a child/children are in a cubicle or bathroom with a closed or locked door, knock to inform the child that you are there. Ask the child to dress themselves and to open the door. In the case that the child refuses, ask them to explain why. If the child is not speaking, explain that you will have to call someone to open the door to check on their well-being.
- If a student is using a cubicle/toilet, only one student permitted with a closed door.
- Cameras and recording devices are never taken into bathroom areas.
- Wherever possible, staff should care for a child of the same gender.

School Nurse: The school nurses on campus have an infirmary where they receive students, staff and parents. For confidentiality reasons they may close the door and curtain. The school nurses have the right to administer medication and treatments with the approval of parents/guardians. This may necessitate touching body parts of students (such as administering creams, ice packs) or asking students to undress to show injured or affected

body parts. In this case the nurses always ask the students' permission and explain what they will do before doing so. The parents are also always informed by the nurse that this has occurred.

References:

Northamptonshire County Council, UK 'Toileting Guidelines for early years settings and schools 2015'

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/special-educational-needs-disability-support/EHC-assessment-plans-policies/policies-guidance/Documents/PDF%20Documents/Toileting%20Guidelines%20-%20September%202012.pdf> (retrieved 5.4.16)

Surrey, First published in November 2007 'Intimate care and toileting; Guidance for early years settings and schools Updated July 2014'. With acknowledgement and thanks to Leicester City LEA, and Royal Borough of Kingston, Kent County Council, and Chailey Heritage guidance.https://www.surreycc.gov.uk/__data/assets/pdf_file/0018/50238/Intimate-care-and-toileting-policy.pdf (retrieved 8.4.16)

APPENDIX 7 - Commonly Held Myths vs Realities About Child Safeguarding

- **Myth:** Child abuse is carried out by strangers.

Fact: 90% of abuse is from domestic causes and is committed by individuals known to the child. International school communities tend to have families that move often and are separated from their extended families in their home-of record. When abuse is within the family, the transient lifestyle then increases the risk to international school students who tend not to have access to outside resources, and therefore cannot get help.

- **Myth:** Learning about child protection is harmful to your children.

Fact: Developmentally appropriate education makes children more confident and able to react to dangerous situations. Teaching using a specific population context increases protective behaviour.

- **Myth:** Abuse education is sex education.

Fact: Research-based programs prepare students to develop the skills and attitudes to keep themselves safe from perpetrators, and behaviours that include bullying, harassment and other forms of exploitation.

- **Myth:** Abuse is a matter of culture; physical or sexual abuse falls within the norms of some cultures and is acceptable.

Fact: The reality is that there no excuse for child abuse! No culture supports harming children.

- **Myth:** Child abuse is a result of poverty and happens in low socio-economic circumstances.

Fact: Child abuse occurs in all racial, ethnic, socio-economic, and cultural sectors of society. A common characteristic of an abusive family is isolation, such as that commonly found in our international school families who move often or are separated from their extended families at home.

- **Myth:** International Schools do not have to report abuse to local authorities.

Fact: International schools are bound by the laws of the host country and as such international schools must be knowledgeable and compliant with the child protection laws in their locale. Furthermore, international schools are legally and ethically liable for any violation of existing laws related to reporting of cases of abuse or neglect; there are cases now pending where schools are facing legal action in regard to non-compliance.

APPENDIX 8 - Why International School Students are Vulnerable to Abuse

• Characteristics/attributes of international school children

- Transience and mobility impacts development of identity and relationships (especially for support in times of need)
- Early maturity/sophistication vs. naiveté and immaturity in other areas;
- Separation from extended families; working and travelling parents, and separation from long term friendships/relationships results in attachment issues and thus support during times of crisis or need may be minimal or non-existent
- Lost between multiple and sometimes conflicting cultures and value systems resulting in confusion of behavioural expectations
- High expectations placed on students to achieve academically
- Access to maids and other daily helpers (drivers)
- Access to expensive international schools because companies pay tuition while they (and their peers) in their home-of-record, previously attended public school

• Characteristics of international school families

- Isolation from extended family, previous community for support
- Power differential in marriage (Who has the work permit?) creates vulnerability
- Impact of absentee parents
- “Love – hate” relationship with host country for expatriates
- Lack of control over critical life decisions: company decides where, when, and how the family moves.
- Lack of stability
- Superficial/tourist relationship with host country

• Characteristics of international school communities

- School takes on sole role as centre of family life - “goldfish bowl” - and often provides superficial relationships that cannot meet mental health needs
- Power influence: family's “position” in community can be an inhibitor for school to act
- Sense of being “lost” in diversity of community – can cause further isolation.

• Cultural dynamics of international school communities

- Multiple norms rooted in different cultural traditions can cause confusion: religious values, values of parenting, discipline, care -giving, sexuality, gender roles and responsibilities
- Impact of rapidly changing “pop culture” from developed nations
- Varying degrees of openness rooted in cultural traditions
- Varying cultural attitudes toward gender issues and child development – different concepts of developmental needs through childhood

International school communities are vulnerable to abuse because the nature of abuse requires secrecy, insularity, isolation and limited access to support resources, which are some characteristics of the international community. International schools must respond to the reality that these characteristics are exactly the characteristics that perpetrators will use to their advantage in abusing children.

Child abuse is a multifaceted issue that involves dynamics of the child, the family, and the community. In international communities we can assume that child abuse occurs, that certain factors and characteristics of international communities make expat children vulnerable to abuse, that international schools tend to be isolated from social service resources.

APPENDIX 9 - Budget Implications

ASP will provide adequate resources of personnel, time and financial support in order for a comprehensive Child Protection Program to be successful. The Head of School, leadership teams and budget line managers will ensure that the necessary support is in place for the Child Protection Team to oversee a well-funded and well-supported comprehensive Child Safeguarding Program. Some possible considerations include:

Start-up expenses:

- Personnel – formalize a Child Safeguarding Team; formalize job descriptions for team members and allocate adequate time within overall scope or each person’s job responsibilities.
- Time – adopt a formal school calendar of events; allocate time for the Child Safeguarding Team to accomplish tasks.
- Budget for:
- Release time or special assignment stipend or both for research and development of all aspects of the Child Safeguarding Program;
- Provide support for curriculum development within school established curriculum
- program and purchase of materials;
- Provide support for training of staff;
- Provide support for consultant services;
- Annual training sessions, led by consultants on-site, individuals sent to an external
- training course or provision of online training.

Recurring Expenses

- Personnel – monitor and adjust to include time demands of the school Child Protection Team; release time may be needed for meetings, or off -site visits to community social and legal agencies
- Provide materials for program needs
- Provide support for ongoing training of staff
- Provide support for Multi-Disciplinary Team members from other agencies or organization such as hosting meetings, transportation costs, perhaps small token of appreciation
- Provide support for consultant services

APPENDIX 10 - Public Interest Disclosure Reporting Form

PUBLIC INTEREST DISCLOSURE REPORTING FORM
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Name of person raising concern:		
Date concern raised:		
1. Please contact me at home in writing only	Home Address :	
OR		
2. Please contact me by phone only	Telephone number(s) :	
	Hours available :	
Details of concern: Summary of your concern. You should say what your concern is; why you are concerned; when the concern arose; if there are other people who can verify your concern.		
Signature of person submitting the form :	Date :	
Pass this form to the head of school or the designated safeguarding lead. If the Head of School is the subject of the disclosure, then contact the Board of trustees via the ASP Board President.		
Signature of Recipient of concern :	Date :	
Log of action taken by recipient :		

Appendix 11 - ASP Code of Conduct

ASP Code of Conduct

ASP is committed to the safety and protection of children. This Code of Conduct applies to all faculty, staff, employees, volunteers, parents, Board members, and students who represent the school and who interact with children or young people in both a direct and/or unsupervised capacity.

The public and private conduct of faculty, staff, employees, parents, Board members, students, tutors, coaches, bus drivers, contractors, and volunteers and all adults acting on behalf of ASP can inspire and motivate those with whom they interact, or can cause great harm if inappropriate. We must, at all times, be aware of the responsibilities that accompany our work.

We should be aware of our own and other persons' vulnerability, especially when working alone with children, and be particularly aware that we are responsible for maintaining physical, emotional, and sexual boundaries in such interactions. We must avoid any covert or overt sexual behaviors with those for whom we have responsibility. This includes seductive speech or gestures as well as physical contact that exploits, abuses, or harasses. We are to provide safe environments for children at ASP.

We must show prudent discretion before touching another person, especially children, and be aware of how physical touch will be perceived or received, and whether it would be an appropriate expression of greeting, care, concern, or celebration.

ASP personnel and volunteers are prohibited at all times from physically disciplining a child. Physical contact with children can be misconstrued both by the recipient and by those who observe it, and should occur only when completely nonsexual and otherwise appropriate, and never in private. One-on-one meetings with a child or young person are best held in a public area; in a room where the interaction can be (or is being) observed, or in a room with the door left open and another staff member or supervisor is notified about the meeting.

We must intervene when there is evidence of, or there is reasonable cause to suspect, that children are being abused in any way. Suspected abuse, neglect or observed inappropriate behavior by another person towards a child must be reported as described in the Child Safeguarding Policy of the school.

Adults must avoid the possession or use of illegal drugs at all times. They must refrain from the use of legal tobacco products and, alcohol when working with children.

Adults should never provide or share the following with young people: alcohol, drugs, cigarettes, videos, or reading material that is inappropriate.

Adults should not accept gifts from, or give gifts to children without the knowledge of their parents or guardians.

Communication with children is governed by the key safety concept of transparency. The following steps will reduce the risk of private or otherwise inappropriate communication between ASP parents, administration, teachers, personnel, volunteers, and minors: Communication between ASP (all adults) and minors that is outside the role of the professional or volunteer relationship (teacher, coach, host, etc.) is prohibited. Email exchanges between a minor and a person acting on behalf of the school are to be made using a school email address.

Electronic communication that takes place over a school network or platform may be subject to review if there is indication or suspicion of inappropriate use. Faculty, staff, and volunteers who use any form of online communications including social media (Facebook, Twitter etc.) and text messaging to communicate with students may only do so for activities involving school business and through the use of school approved platforms.

ASP Child Safeguarding Acknowledgement of Code of Conduct

Adults working–on behalf of the American School of Paris must avoid behaviors that any person could interpret as inappropriate with students. This document can not list all unacceptable actions, but all behavior that would create doubt about an adult’s motivation and intentions must be avoided. I therefore undertake to strictly follow the rules and guidelines in this Code of Conduct as a condition of my providing services to the children participating in ASP programs.

Standards of Behaviour

This means that I will not:

- behave in a manner which would lead any person to question my suitability to work with children or to act as an appropriate role model
- make, or encourage others to make sexual remarks to, or about, a student
- use inappropriate language in the presence of students
- discuss my personal or sexual relationships in the presence of students
- make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such

Social Contact outside the Workplace

This means that I will:

- always receive approval for any planned social contact with students outside of school
- advise the student’s division director of any regular social contact I have with a student which could give rise to concern (eg. tutoring, babysitting)

Communication

This means that I will:

- not seek to communicate/make contact or respond to contact with students outside of the purposes of my work
- not give out my personal details
- not establish any social media connections on my **personal** accounts with current ASP students (eg. friending student on facebook)
- **Use my school email account for email exchanges with a student outside of school business**

Physical Contact

This means that I will:

- be aware that even well intentioned physical contact with a student may be misconstrued by the student, an observer or any person to whom this action is described
- never touch a student in a way which may be considered indecent
- always be prepared to explain actions and accept that all physical contact be open to scrutiny
- never indulge in horseplay or fun fights with students
- always allow/encourage students, where able, to undertake self-care tasks independently
- ensure the way I offer comfort to a distressed pupil is age appropriate
- be aware of cultural or religious views about touching and be sensitive to issues of gender
- treat students with dignity and respect
- report and record situations which may give rise to concern to the school designated safeguarding lead

Behaviour Management

This means that I will:

- never use force as a form of punishment
- Not aggressively shout or threaten

One-to-One Situations

This means that I will:

- ensure that wherever possible there is visual access and/or an open door in my one-to-one situations with students

Photography, Videos, and Other Images

This means that I will not:

- take images of students for my personal use
- display or distribute images of students unless I have parental consent to do so (and, where appropriate, consent from the child)
- retain images of children on my personal devices and in online accounts if not a school platform such as yearbook (only school-provided cloud storage should be used)
- take images of children in a state of undress or semi-undress
- take images of children which could be considered as indecent or sexual

Exposure to Inappropriate Images

This means that I will:

- abide by the school's acceptable use policy and safeguarding code of conduct
- ensure that children under my care cannot be exposed to indecent or inappropriate images
- ensure that any films or material shown to children under my care are age appropriate

Sharing Concern and Reporting Incidents

This means that I will:

- be familiar with ASP's Child Safeguarding Policy and Procedures
- know how to contact the ASP Designated Safeguarding Lead, Dan Kerr, or a member of the ASP Child Safeguarding Team directly if required (Head of School, Directors, Counselors, Nurses)
- take responsibility for recording any incident, and passing on that information when I have concerns about any matter pertaining to the welfare of an individual in the school

Sexual Contact

This means that I will:

- not have any form of sexual contact with a student
- avoid any form of touch or comment which is, or may be considered to be, indecent
- avoid any form of communication with a student which could be interpreted as sexually suggestive, provocative or give rise to speculation e.g. verbal comments, letters, notes, by email or on social media, phone calls, texts, physical contact
- not make sexual remarks to or about a student in or outside of school
- not discuss sexual matters with students, or in the presence of students, other than within agreed curriculum content or as part of my recognized job role

I understand that as a person working with and/or providing services to children under the auspices of ASP I am subject to a criminal history background check. My signature confirms that I have read this Code of Conduct and that as a person working with children I agree to follow these standards. I understand that any action inconsistent with this Code of Conduct or failure to take action mandated by this Code of Conduct may result in disciplinary action up to and including permanent removal from ASP.

Name: _____

Signature/Date: _____