



Mougins
BRITISH
INTERNATIONAL
SCHOOL
—
CÔTE D'AZUR

Safeguarding Policy 2023

Mougins British International School (MBIS)

Introduction

Safeguarding is defined as:

- ensuring that children grow up with the provision of safe and effective care
- taking action to enable all children to have the best life chances
- preventing impairment of children's health or development and
- protecting children from maltreatment

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates student health and safety; school behaviour and preventing bullying; supporting students with medical conditions; personal, health, social economic education; providing first aid and site security.

Child Protection is one element of safeguarding. It refers to those actions that are taken to protect specific children who may be suffering, or at risk of suffering, significant harm.

Consequently, this policy should be read alongside other policies relevant to the safety and welfare of our students.

Key Definitions

- Staff refers to all those working for or on behalf of the school, full time or part time, in a paid or regular voluntary capacity.
- A volunteer is a person who performs an activity that involves spending time, unpaid in school (except for approved expenses).
- Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- Child refers to all children on our school roll and any child under the age of 18 who comes into contact with our school.
- We use the terms “must” and “should” throughout the guidance. We use the term “must” when the person in question is required to do something and “should” when the advice set out should be followed unless there is good reason not to.
- Any safeguarding concerns or disclosures of abuse relating to a child during the school day or outside of school hours are within the scope of this policy.
- DSL refers to the Designated Safeguarding Lead

Key Institutions and contacts

DSL	Designated Safeguarding Leads - Robert Cooke, Sarah Michael
DST	Designated Safeguarding Team - Paul Michael, Alison Vibert, Christine Bearman
GE contact	Globeducate Safeguarding Lead -Katherine Tyler
ASE	Aide Sociale a L'Enfance
ADRET	l'Antenne Départementale de Recueil, d'Évaluation et de Traitement des informations préoccupantes

Expectations

Safeguarding is the responsibility of everyone in the organisation and we should always act in the best interests of the child.

All staff, whether teaching or non-teaching, volunteers or Globeducate Directors, play an important part in safeguarding children. They are required to ensure that the correct procedures are followed, in order to protect children from abuse or further abuse.

All members of staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and should understand they have a responsibility to take appropriate action and report concerns or allegations of risk of harm to students.

To this effect, all staff should be:

- familiar with this safeguarding policy.
- alert to signs and indicators of possible abuse.
- able to record and report concerns as set out in this policy.
- able to deal with a disclosure of abuse from a student.

In addition, all teaching staff are involved in the implementation of individual education programmes, integrated support plans.

All staff and volunteers in school must be familiar with, and understand, the school's safeguarding policy and have completed the mandatory Safeguarding training and certification.

If staff have any concerns about a child's welfare, they should act on them immediately. If staff are unsure, they should always speak to the designated safeguarding lead (or senior leader).

Inter-agency working

The school is committed to inter-agency working in order to secure the best levels of safeguarding for all of its pupils. The school contributes to inter-agency working in accordance with statutory guidance. The school works with the French Social Services ADRET, CRIP and ASE, the Gendarme and other services to promote the welfare of children and protect them from harm. The school will also work within the requirements of the French Law.

- Should the DSL team becomes aware of or suspects a situation that could potentially endanger a child or hinder their development, they may report it to child protection services by filing an 'Information Preoccupante'. An 'Information preoccupante' refers to information that raises concerns about the wellbeing, safety, or development of a child. These reports, known as 'Informations Préoccupantes', are critical notifications that trigger an evaluation by child welfare professionals. The goal is to assess the situation, understand the risks involved for the child, and take necessary actions to ensure the child's safety and wellbeing. At MBIS, we will always try to act in the best interest of the child and, where necessary, seek advice from the Globeducate Safeguarding Lead.
- In cases where a criminal action may have taken place it may be necessary for the school to contact the Police Municipal or the Gendarme. This will be decided by the DSL in conjunction with the School Director.

Mandatory Procedures

MBIS is committed to positive academic, social and emotional outcomes for our students underpinned by a strong safeguarding ethos. All staff members have a responsibility to provide a safe environment in which children can learn. MBIS is equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

[The Staff Code of Conduct](#) sets out staff behaviours that should be avoided, as well as those that constitute safe practice, and supports our commitment to safeguarding children.

Staff are required to wear the official school Identification lanyard/badge or branded clothing when on site during the school day.

Visitors

All visitors (including parents) complete a signing in/out form, wear a school Visitor ID and are provided with key safeguarding information including the contact details of safeguarding personnel in school.

Scheduled visitors in a professional role are asked to provide evidence of their role and employment details (usually a photo identity badge) upon arrival at school. If the visit is unscheduled and the visitor is unknown to the school, the school will contact the relevant organisation to verify the individual's identity.

Any adult visiting the school to help in a supervisory capacity may be asked to provide a B3 form (criminal record check).

Curriculum – teaching about safeguarding

Our students access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. Our school curricula focus on areas of personal, social, health and citizenship education and specifically focus on the following objectives:

- Developing student emotional and mental resilience, self-esteem and communication skills
- Developing strategies for self-protection including online / 'e-safety' safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)
- Recognising when they are at risk and how to get help when they need it
- Mougins British International School ensures that curriculum content and themes of all literature, texts, plays and material used with or performed to students are suitable for the age group of the students involved.
- Pastoral programmes are in place to support all students in MBIS. These may include topics such as Relationships & Sex Education, ways to stay safe and free from harm.

Online safety

Students are safeguarded from potentially harmful and inappropriate online material through appropriate filters and monitoring systems without unreasonable restrictions.

Safer recruitment

MBIS follows a safer recruitment policy, detailing the procedures followed for the recruitment of all staff, including volunteers.

Early help

Early help means providing support as soon as a problem emerges at any point in a child's life, from the early years through to the teenage years. Staff should be prepared to identify a child who may benefit from early help; they should discuss their concerns with the designated staff member for safeguarding.

Any member of staff may be required to support other agencies and professionals in an early help assessment and in some cases act as the lead professional in undertaking an early help assessment. Any such cases should be kept under constant review and consideration may be given to a referral to local authorities if the situation does not appear to be improving or is getting worse.

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for any child who:

- is disabled and has specific additional needs
- is misusing drugs or alcohol themselves
- is a young carer at risk of modern slavery, trafficking or exploitation
- is frequently missing/goes missing from care or from home
- has special educational needs
- is showing signs of being drawn into antisocial or criminal behaviour
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from social care
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited
- is a privately fostered child
- is frequently missing/goes missing from home or care

Children missing from education

MBIS put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of them going missing in future.

As part of the admissions process, we request more than one emergency contact number for each student to ensure the school can make contact with a responsible adult when a child is identified as a welfare and/or safeguarding concern.

Children with Special Education Needs and Disabilities (SEND)

Students with additional needs face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the student's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in students with SEND, including communication barriers.

Staff recognise that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying. To address those additional challenges, extra pastoral support is considered for children with SEND and they are also encouraged to discuss their concerns.

Looked-after Children

When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group. The Designated Safeguarding Lead (DSL) ensures that the Local Authority and appropriate staff members have all the information they need about the child's status, contact arrangements with parents, care arrangements. This also includes their looked-after legal status, whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order, and the child's contact arrangements with birth parents or those with parental responsibility, any delegated authority to carers as well as details of the child's social worker.

The safeguarding team are aware that a previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe.

The DSL also has responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care.

Designated safeguarding leads should hold the details of the local authority's point of contact appointed to guide and support students, and should liaise with them as necessary regarding any issues of concern.

Visits: School trips and exchanges

MBIS carry out a risk assessment prior to any off-site visit. School documentation designates the specific roles and responsibilities of each adult, whether employed or volunteers. We use the Globeducate code of conduct for host families and work with MBIS abroad to ensure that similar assurances are undertaken prior to any overseas visit by our students.

Mobile Devices & Communication with Students:

Personal mobile phones and non-school devices such as personal tablets or cameras should not be used by staff or students while in school unless in an emergency. Staff and students are not permitted to use mobile phones or any other mobile / recording devices in areas where students are changing.

Staff should avoid any contact with students outside school and should not give students their home address, personal phone number or e-mail address or send personal communications to students (i.e., communications not pertaining to school 'work' and professional matters), unless agreed by a senior leader.

Types of Abuse & Specific Safeguarding Issues

All staff members should be alert to the signs of neglect and abuse (emotional, physical, sexual) and be aware of and know how to respond to the following specific safeguarding issues:

- Allegations involving sexual impropriety
- Children and the court system
- Children with family members in prison
- Child sexual exploitation (CSE)
- Child criminal exploitation
- Domestic abuse
- Faith (& Spiritual) abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and youth violence
- Homelessness
- 'Honour-based' violence (HBV)
- Hate crime
- Peer on Peer abuse
- Radicalisation and vulnerability to extreme viewpoints
- Sexual violence and sexual harassment between children in schools

- Trafficking
- Youth Produced Sexual Imagery or “Sexting”

The term ‘abuse’ is often used as an umbrella term. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Abuse and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

Physical abuse - May involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse - Can involve threats of harm or abandonment, coercive control, humiliation and constantly criticising, verbal or racial abuse and isolation. Exposing a child to distressing events or interactions such as drug taking, heavy drinking or domestic abuse. Being cold and emotionally unavailable during interactions with a child and never saying anything positive, kind or encouraging.

Sexual abuse - is forcing or enticing a child to take part in sexual activities. It does not necessarily involve violence and the child may not be aware that what is happening is abuse. There are two types of sexual abuse: Contact abuse is where an abuser makes physical contact with a child, and this includes touching or kissing a child as well as any penetrative acts. Non-contact - is

where a child is abused without being touched so for example exposing or flashing to a child, showing pornography, or forcing a child to take part in sexual activities online or through a smartphone.

Neglect - is the most common form of abuse. It means persistently failing to meet a child's basic physical, emotional, social or psychological needs which is likely to result in an impairment of the person's wellbeing health and/or development. Emotional neglect is failing to meet the child's emotional needs, for example, parents may ignore their children when they are distressed or happy or excited. Parents who do not spend enough quality time with their children and pressure them to be high achievers is not always visible. This can create psychological and emotional problems for the children in adulthood. Parents from affluent backgrounds can use their social status to undermine those working in safeguarding.

Mental Health

Any concerns regarding self-harm, eating disorders, suicidal thoughts or ideation should be raised with the school nurse / medical officer immediately, who will in turn liaise with the DSL. Where it is suspected that a student's behaviour may be related to an on-going or emerging mental health problem, the school nurse / medical officer will make a professional judgement about how best the student can be supported; this may include a 'suicide risk assessment'. This may include consultation with parents, the school doctors (for registered students) or referral to other outside agencies.

Students who raise concerns about another child should be dealt with sensitively to minimise potential distress, however, staff members cannot promise confidentiality regarding the source of the concern, particularly if the concern is raised in isolation.

Reporting and Responding to concerns, disclosures or allegations

The Designated Safeguarding Lead is the most appropriate person to advise colleagues on how to respond to safeguarding concerns. Staff members should never assume that another colleague or professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

If in any doubt about sharing information, staff should speak to the DSL. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

- Disclosures of abuse including peer on peer allegations should be reported immediately to the DSL or the Head of School
- Mental Health Concerns, disclosures of self-harm, suicidal thoughts should be reported immediately to the school nurse or medical officer who will liaise with the DSL.
- During term time, the DSL should always be available during school hours for staff to discuss any safeguarding concerns.
- The voice of the child is central to our safeguarding practice and students are encouraged to express and have their views given due weight in all matters affecting them.
- If there is a concern about a child's wellbeing, teachers will speak to the DSL. The DSL may then ask a teacher to log it on [MyConcern](#). Data is held online securely in accordance with GDPR and is only accessed by the DSL team and key case workers.

Where a child is suffering, or likely to suffer, significant harm, the DSL will consider further actions required, including consultation with, and referral to, the local children's social care authorities.

Staff involved in supporting a child or receiving information about a safeguarding concern will be expected to play a part in any referrals/assessments.

The options available for the child will then include:-

- managing any support via the school's own support processes; or
- a referral for statutory services, for example as the child might be in need, is in need or suffering, or is likely to suffer harm.

Contextual Safeguarding

All staff should be aware that safeguarding incidents or behaviours can be associated with factors outside school. All staff, but especially the DSL, should always consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Record Keeping, Escalation and Whistleblowing procedures

Record keeping and information sharing is vital in identifying and tackling all forms of abuse and neglect. Information sharing is vital in identifying and tackling all forms of abuse and neglect. Data Protection Acts and GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe. This includes sharing information without consent.

MBIS must:

- keep clear written records (including discussions, decisions made, and the reasons for those decisions) of all student safeguarding and child protection concerns.
- ensure the records incorporate the wishes and views of the student
- ensure information about students at risk of harm is shared with members of staff on a “need to know” basis. Children who change school will have their child protection information transferred to the DSL at their new school as soon as possible
- Where appropriate, the DSL will also consider if it would be appropriate to share any information with the new school in advance of a child leaving. This is particularly important where the information will allow the new school to continue supporting victims of abuse and have support procedures in place for when the child arrives.

MBIS is committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the DSL may not share information if there are concerns that this would:

- place a child at increased risk of significant harm
- place an adult at increased risk of serious harm
- prejudice the prevention, detection or prosecution of a crime

Escalating concerns

It is important for children to receive the right help at the right time to assess risks and prevent issues from escalating. Staff members must feel confident and able to professionally disagree and challenge decision-making, as this forms a part of their professional responsibility to promote the best safeguarding practice. If, after a referral, the child's situation does not appear to be improving, the DSL and any staff involved should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Whistleblowing

All staff can raise concerns about poor or unsafe practice and potential failures in the school's safeguarding practice. Our whistleblowing procedures, which are reflected in staff training and our Code of Conduct, are in place for such concerns to be raised with the Head of School.

All staff should remember that the welfare of a child is paramount and should not delay raising concerns because a report could jeopardise their colleague's career. Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

The circumstances should be kept strictly confidential and the school / parents / carers should make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

In situations where there is deemed to be an immediate risk to children or there is evidence of a possible criminal offence, the school will want to involve the police immediately. Where there is no such evidence, the school will discuss the allegations with local authorities to determine whether police involvement is necessary. Where a crime may have been committed, discussions will be held with local authorities and the police may be informed. Allegations against a teacher who is no longer teaching at the school and any historical allegations of abuse will be referred to the police.

If a staff member feels unable to raise an issue with the Head of School, or if there is a concern against the Head of School, they may contact Daniel Jones, the Globeducate Director with responsibility for Safeguarding at the following email address: daniel.jones@globeducate.com.

In the case of allegations against boarding or residential staff, arrangements for alternative accommodation will be made for the child or children in question, pending an investigation into the safeguarding concern.

Teacher misconduct

For all cases involving serious professional misconduct, the Head of School has a statutory duty to make a referral to the appropriate authorities.

Directors: Monitoring and review

As key strategic decision makers and vision setters for the school, Globeducate Directors will make sure that policies and procedures are in line with local and national safeguarding requirements.

The Directors ensure that safeguarding is an agenda item for every board meeting. Heads of School must ensure that safeguarding is an agenda item for Senior Leadership meetings.

The Directors ensure that this policy is reviewed annually or earlier as required by changes to legislation or statutory guidance.

Our Directors monitor schools' safeguarding and safer recruitment practice. The Globeducate Designated Safeguarding Officer will meet with the school DSLs every term and will work with senior leaders to make sure that robust safeguarding practices are in place:

New Staff

All staff including volunteers are informed of our safeguarding procedures during induction. This includes:

- Meeting the Designated Safeguarding Lead
- Receive and acknowledge a copy of the following documents:
 1. The school's safeguarding and child protection policy
 2. The staff code of conduct
 3. The school's behaviour policy (for students)
 4. A copy of the school's whistle blowing policy

Staff Training

Whole school safeguarding training occurs every September. In addition, all staff members receive safeguarding and child protection updates (via email & staff meetings) as necessary and at least annually. Staff are also required to complete online safeguarding training certificated by Educare.

Advanced training

The DSLs and The Heads of School all receive advanced safeguarding training. This is updated at least every two years. Their knowledge and skills are refreshed at least annually, e.g. via e-bulletins or safeguarding networking events with other DSLs.

Safeguarding training for students

Safeguarding training is provided by the DSL to the school community. This includes appropriate action to take should they receive any allegations of abuse or have concerns about the safety and welfare of students.

Safer Recruitment

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every five years as a minimum.

The role of the Designated Safeguarding Lead

It is the responsibility of the Designated Safeguarding Lead to ensure that any deficiencies or weaknesses in Safeguarding and Child Protection arrangements are remedied without delay.

