

Safeguarding and Child Protection Policy

Overview

In recognition of the key role that a school plays in the life of a child, schools have a safeguarding responsibility towards the children and young people in their charge. This document aims to assist The ICS Paris staff in fulfilling their responsibilities regarding their safeguarding and child protection role, in order to promote clarity and consistency of approach across the school. Public awareness of matters relating to safeguarding and child protection continues to grow, as the whole context rapidly expands due to changes in society and, particularly, new technology.

Safeguarding is more than child protection. Safeguarding begins with preventative education and activities which enable children and young people to grow up safely and securely in circumstances where their development and wellbeing is promoted. It includes support to families and early intervention to meet the needs of children and continues through to child protection, which refers specifically to the activity that is undertaken to protect individual children or young people who are suffering, or likely to suffer harm. In all matters relating to safeguarding and child protection procedures or policies, the best interests of the child must be the paramount consideration.

Key Principles of Safeguarding and Child Protection

The following principles should underpin all strategies, policies, procedures, practice and services relating to safeguarding children and young people.

1. The child or young person's welfare is paramount

The welfare of the child is the paramount consideration for the courts and in childcare practice. An appropriate balance should be struck between the child's rights and parent's rights. All efforts should be made to work co-operatively with parents, unless doing so is inconsistent with ensuring the child's safety.

2. The voice of the child or young person should be heard

Children and young people have a right to be heard, to be listened to and to be taken seriously, taking account of their age and understanding. They should be consulted and involved in all matters and decisions which may affect their lives and be provided with appropriate support to do so where that is required. Where feasible and appropriate, activity

should be undertaken with the consent of the child or young person and, where possible, to achieve their preferred outcome.

3. Parents are supported to exercise parental responsibility

Parents have responsibility for their child/children rather than rights over them. In some circumstances, parents will share parental responsibility with others such as other carers or the statutory authorities. Actions taken by organisations should, where it is in the best interests of the child, provide appropriate support to help families stay together as this is often the best way to improve the life chances of children and young people and provide them with the best outcomes for their future.

4. Partnership

Safeguarding is a shared responsibility and the most effective way of ensuring that a child's needs are met is through working in partnership. Sound decision-making depends on the fullest possible understanding of the child or young person's circumstances and their needs. This involves effective information sharing, strong organisational governance and leadership, collaboration and understanding between families, agencies, individuals and professionals.

Key Principles of Safeguarding and Child Protection

Prevention

The importance of preventing problems occurring or worsening through the introduction of timely supportive measures. Responses should be proportionate to the circumstances - Where a child's needs can be met through the provision of support services, these should be provided. Both organisations and individual practitioners must respond proportionately to the needs of a child in accordance with their duties and the powers available to them.

Protection

Children should be safe from harm and in circumstances where a parent or carer is not meeting their needs, staff members are to raise their concerns to the Designated Safeguarding Lead.

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Evidence-based and informed decision making decisions and actions taken must be considered, well informed and based on outcomes that are sensitive to, and take account of, the child or young person's specific circumstances, risks to which they are exposed, and their assessed needs.

All schools have a safeguarding responsibility towards the young people in their charge and should take all reasonable steps to ensure that their welfare is safeguarded and their safety is preserved.

Safeguarding/Child Protection arrangements should be accessible in the school and understood by children so that they know what to do and who to go to.

References to 'parent' have the same meaning as anyone with 'Parental Responsibility' with all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property'. In practical terms, it means the responsibility to care for, and the right to make important decisions about, the child.

The term 'staff' refers to all staff including paid, unpaid, non-teaching and volunteers.

The term 'Designated Safeguarding Lead' and "Safeguarding Deputy Lead" encompasses the role of the appointed staff members exercising these roles.

The School Safeguarding Team

As best practice, in the best interests of the children, and as a support for the teachers, the school should establish a Safeguarding Team. This team should include The Head of School, Section Principal, the Designated Safeguarding Lead, and the Class/Homeroom Teacher. The team may co-opt other members as required to help address specific issues, for example Coordinators of different departments, other subject teacher, supervisors etc.

This Safeguarding Team is a vehicle for ensuring effective co-ordination and co-operation between the key individuals responsible for safeguarding throughout the school.

The responsibilities of the team should include:

- The monitoring and periodic review of Safeguarding and Child Protection arrangements in the school.
- Support for the Class/Homeroom Teacher in the exercise of their child protection responsibilities, including recognition of the administrative and emotional demands of the post.
- Ensuring attendance of staff at relevant training - including refresher training - in keeping with best practice requirements.

The Head of School

The Head of School has delegated responsibility for establishing and managing the safeguarding and child protection systems within the school. This includes the appointment and management of suitable staff to the key role of Designated Safeguarding Lead post and ensuring that new staff and volunteers have safeguarding and child protection awareness sessions as part of an induction programme. It is essential that there is protected time and support to allow the Designated Safeguarding Lead (DSL) to carry out this important role effectively and that DSL is selected based on knowledge and skills required to fulfil the role.

The Head of School must ensure that parents and pupils receive a copy, or summary, of the Child Protection Policy at intake and, at a minimum, every two years.

Designated Safeguarding Lead for Child Protection

Our school is required to have a Designated Safeguarding Lead with responsibility for child protection. The highly skilled role is developed and supported through a structured training programme, requiring knowledge and professional judgement on complex and emotive issues.

The role involves:

- The induction and training of all school staff including support staff.
- Being available to discuss safeguarding or child protection concerns of any member of staff.
- Responsibility for record keeping of all child protection concerns.
- Maintaining a current awareness of early intervention supports and other local services
- Making referrals to Social Services where appropriate.
- Keeping the school Section Principal informed.
- Lead responsibility for the development of the school's child protection policy.
- Promotion of a safeguarding and child protection ethos in the school.
- Compiling written reports to the school administration regarding child protection.

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Schools are expected to do whatever is reasonable, in all the circumstances of the case, to safeguard and promote their pupils' safety and wellbeing. Every school should work to create and maintain an ethos which contributes to the care, safety and well-being of children or young people and must maintain a child protection policy that reflects both its legal duties and its safeguarding and child protection responsibilities.

The Child Protection Policy

The Child Protection Policy is one of a suite of safeguarding policies and should set out clearly the procedures to be followed in cases of suspected abuse. A school's child protection policy must be a 'living document' providing a secure framework within which all staff can work. It reflects the values to which the school community is committed and how the school is fulfilling its statutory responsibilities in safeguarding children.

The school policy should include:

- The school's safeguarding/child protection ethos.
- Details of the safe recruitment measures used.
- Definitions and potential signs and symptoms of abuse including Child Sexual Exploitation (CSE) and domestic violence.
- The roles of the DSL and appropriate contact details for them.
- The reporting process for child protection concerns ie who to report to and what to record.
- The reporting process for concerns about school staff or volunteers.
- How a parent can raise a concern about safeguarding/child protection.
- Reference to a Code of Conduct for all staff and volunteers.
- Reference to other safeguarding policies eg anti-bullying, educational visits, online safety, digital citizenship, attendance, and safe environment.
- Specific Issues

The Head of School must ensure that the school has a child protection policy which is reviewed annually, and that parents and pupils receive a copy of the child protection policy and complaints procedure every two years.

Recruitment, Vetting and Induction of Staff and Volunteers

Vetting checks are a key preventative measure in preventing unsuitable individuals' access to children and vulnerable adults through the education system and schools must ensure that all persons on school property are vetted, inducted and supervised as appropriate.

The following groups must have a Police Background Vet (PBV) from before taking up post:

- All new teaching and non-teaching staff.
- Examination Invigilators.

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- Private contracted transport providers - named drivers.

Volunteers

There are two types of volunteers working in ICS Paris: those who work unsupervised and those who work under supervision. Volunteers who work unsupervised are required to have a Police Background Vet (PBV). A volunteer who works under supervision is also required to obtain a PBV. Schools must ensure that volunteers, eg coaches, music tutors, school photographers etc, who are employed by others, have the necessary clearances in place.

Visitors to Schools

Visitors to schools, such as parents, suppliers of goods and services, to carry out maintenance etc do not routinely need to be vetted before being allowed onto school premises. However, such visitors should be managed by school staff and their access to areas and movement within the school should be restricted as needs require.

Visitors should be:

- Met/directed by school staff/representatives.
- Signed in and out of the school by school staff and presented with a visitor pass.
- If appropriate, be given restricted access to only specific areas of the school.
- Where possible, escorted by a member of staff/representative.
- Clearly identified with visitor/contractor passes.
- Access to pupils restricted to the purpose of their visit.
- If delivering goods or carrying out building/maintenance or repair tasks their work should be cordoned off from pupils for health and safety reasons

Conduct of Staff

The protection and promotion of the welfare of children and young people is a responsibility for all members of staff, teaching and non-teaching. In meeting this, staff should work towards a culture of mutual trust and respect in school through which the best interests of the children and young people entrusted to their care is paramount.

Naturally, implicit in this is the assumption that the conduct of school staff towards their pupil group must be above reproach. This holds true whatever the age, gender, or developmental maturity of the pupils, but clearly the younger the child, or the greater the degree of learning difficulties he/she has, the less likely it will be that he/she will be able to recognise and respond appropriately to an abuse by any member of staff or the trust that his/her position confers.

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Each staff and volunteer at ICS Paris is to read and follow the Code of Conduct which extends to staff, both teaching and non-teaching, and volunteers and should include:

- Private meetings with pupils.
- Physical contact with pupils, including safe handling/use of reasonable force.
- Choice and use of teaching materials.
- Relationships and attitudes.
- Use of social media.

Adherence to the Code will reduce the risk of allegations being made. ICS Paris adapts and updates the Code to meet their individual needs and agree the contents with teaching and non-teaching staff. The Code of Conduct is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff within the education sector.

Rather, it is intended to assist staff by drawing attention to the areas of risk for staff and by offering guidance on conduct. The Code of Conduct can be referred to in the school's child protection/pastoral care policy, and should be made known to parents.

The Code cannot address every possible circumstance in which staff might find themselves, however it is intended that staff will be mindful of the Code which will raise awareness of issues and situations which can potentially arise. In all circumstances, employees' professional judgement will be exercised and for the vast majority of employees this Code of Conduct will serve only to confirm what has always been their safe practice.

Parents

The primary responsibility for safeguarding and protection of children rests with parents who should feel confident about raising any concerns they have in relation to their child. As part of the ongoing work of fostering trust and good relationships with parents/carers, the school should help parents/carers to understand its responsibility for the welfare of all the children and young people in its charge.

All policies, including child protection, pastoral care, anti-bullying, positive behaviour, online safety, and complaints, should be issued to parents/carers at intake. The child protection policy, in particular, should be reviewed and reissued, at a minimum, every two years. Issue of a summary of the full policy is sufficient provided it contains clear details of how to access the full policy, including a hard copy if required. It should be clear that the school will always

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protect the best interests of the child and, in cases of suspected abuse, may refer cases direct to the investigative agencies.

It is important that parents take time to read these policies and know they are required to inform the school:

- If the child has a medical condition or educational need.
- If there are any Court Orders relating to the safety or wellbeing of a parent or child.
- If there is any change in a child's circumstances for example - change of address, change of contact details, change of name, change of parental responsibility.
- Parents of primary and pre-school children should tell the teacher if there are any changes to arrangements about who brings their child to and from school.

Parents should contact the school if their child is absent and send in a note or an email on the child's return to school. This assures the school that the parent/carer knows about the absence.

The arrangements for parents to make known to staff any concerns they may have about the safety of their (or another) child should be clear, including how to contact the school, the class teacher, The Designated Safeguarding Lead, or the Principal if they are worried about a safeguarding or child protection concern.

The process for a parent who has a potential safeguarding or child protection concern is set out below. If a parent has a potential child protection concern:

What is Child Abuse?

Child abuse occurs in families from all social classes, cultures and in communities, agencies and organisations. Abusers come from all walks of life and all occupations and professions. Child abuse can manifest in a number of ways and can involve a combination of the forms of abuse.

Those working with children and young people must have an awareness and understanding of the nature and prevalence of different manifestations within their practice area. It is always preferable to prevent abuse, or for intervention to take place at the earliest possible stage. Through their day-to-day contact with individual children, school staff, especially teachers, but also non-teaching staff, including lunch-time supervisors and ancillary or auxiliary staff, are particularly well placed to observe outward symptoms, change in appearance, behaviour, learning pattern or development.

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A child in need of protection is a child who is at risk of, or likely to suffer significant harm which can be attributed to a person or persons or organisation, either by an act of commission or omission; or a child who has suffered or is suffering significant harm.

‘Harm’ means ill treatment or the impairment of health or development. Staff should be alert to all types of abuse and to their legal obligations including reporting of offences. This includes crimes against children.

Observation of signs and symptoms of possible abuse can do no more than give rise to concern - they are not in themselves proof that abuse has occurred. It must always be remembered that alternative medical, psychological or social explanations may exist for the signs and symptoms of possible abuse. However, teachers and other staff should be aware of the possible implications of, and alert to, all such signs, particularly if they appear in combination or are repeated regularly. Where a member of staff is concerned that abuse may have occurred, he/she must report this immediately to the Designated Safeguarding Lead who has specific responsibility for child protection.

The designation of a teacher for this purpose should not be seen as diminishing the role of all members of staff in being alert to signs of abuse and being aware of the procedures to be followed, including those in cases where an allegation is made against any member of the school’s staff, teaching or non-teaching. It is imperative that any disclosure by a child, or concern that indicates a child may be at immediate risk, is reported immediately to the school administration to ensure that emergency protection measures are put in place. This is particularly important if there is a risk of the child at home. Pupils who are the victims of abuse often display emotional or behavioural difficulties which may require a holistic assessment of need to determine appropriate level and types of intervention.

Types of Abuse

Child abuse may take a number of forms, including:

Neglect is the failure to provide for a child’s basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child’s health or development. Children who are neglected often also suffer from other types of abuse.

Physical Abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, biting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

Sexual Abuse occurs when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve physical contact, including assault by penetration (for example, rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via e-technology). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

Emotional Abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying - including online bullying through social networks, online games or mobile phones - by a child's peers.

Exploitation is the intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation, for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature. These types of abuse apply equally to children with disabilities but the abuse may take slightly different forms, for example, lack of supervision, or the use of physical restraints such as being confined to a wheelchair or bed.

Talking to Children where there are Concerns about Possible Abuse

Where teachers see signs which cause them concern, they should, as a first step, seek some clarification from the child with tact and understanding. Where a classroom assistant or another member of the school's non-teaching staff sees such signs, he/ she should immediately bring them to the attention of either the class teacher or the Designated Safeguarding Lead, and it may be appropriate for the necessary clarification to be carried out

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by the teacher. Such clarification may reassure teachers that abuse has not occurred; but signs and symptoms which cause concern, while perhaps not a result of abuse, may nevertheless indicate that the child or his/her family is in need of intervention by statutory, voluntary or community based services through “MyConcern” platform.

Care must be taken in asking, and interpreting child/children’s responses to, questions about indications of abuse. The same considerations apply when a child makes an allegation of abuse, or volunteers information which amounts to that. In some circumstances, talking to the child will quickly clarify initial concerns into a suspicion that abuse has occurred, and point to the need for an immediate referral.

- Staff should be aware that the way in which they talk to a child can have an effect on the evidence which is put forward if there are subsequent criminal proceedings, and the extent of questioning should, therefore, be kept to a minimum.
- Staff should not ask the child leading questions, as this can later be interpreted as putting ideas into the child’s mind.
- Staff should not, therefore, ask questions which encourage the child to change his/her version of events in any way, or which impose the adult’s own assumptions. For example, staff should say, “Tell me what has happened”, rather than, “Did they do X to you?”
- The priority at this stage is to actively listen to the child, and not to interrupt or try to interpret if he/she is freely recalling significant events (the child must not be asked to unnecessarily recount the experience of abuse), and as soon as possible afterwards to make a record of the discussion to pass on to the Designated Safeguarding Lead. Record the time, date, place and people who were present, as well as what was said as close to precision. Record any evidence shared by the child on MyConcern platform.
- Signs of physical injury observed should be described in detail, but under no circumstances should a child’s clothing be removed nor a photograph taken.
- Any comment by the child, or subsequently by a parent or carer or other adult, about how an injury occurred, should be written down as soon as possible afterwards, quoting words actually used.
- Staff should not give the child or young person undertakings of confidentiality, although they can and should, of course, reassure that information will be disclosed only to those professionals who need to know.
- Staff should also be aware that their note of the discussion may need to be used in any subsequent court proceedings. Subsequent sections of this booklet give guidance on record- keeping. It is therefore essential that accurate contemporaneous records are maintained.
- Staff should not ask the child to write an account of their disclosure for the record.

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- In all cases where symptoms displayed by a child give rise to concerns about possible abuse, or about the welfare of the child, the teacher or other member of staff should report these concerns to the Designated Safeguarding Lead.

A parent or other carer may also give information to a member of staff of the school which gives rise to concern about possible child abuse by someone outside the school, or by a person working in the school in a volunteer capacity. The staff member should inform the Designated Safeguarding Lead responsible for child protection matters in the school who will refer, if necessary to the appropriate statutory authorities. In order to form a view on whether a child or children may indeed be being abused, or at risk of possible abuse, the Principal/Head of School may need to seek discreet preliminary clarification from the person making the complaint or giving the information, or from others who may have relevant information. While such clarification will often help to confirm or all concerns, it is not the responsibility of teachers and other education staff to carry out investigations into cases of suspected abuse, or to make extensive enquiries of members of the child's family or other carers.

Dealing with Allegations of Abuse made Against a Member of Staff

Where a complaint about possible abuse is made against a member of staff of the school, the child's welfare is the paramount consideration and the child should be listened to and his/her concerns taken seriously. The possible risk of harm to children posed by a member of staff must be evaluated and managed and in some cases this will require consideration of suspension as a precautionary measure.

Administration staff have a duty of care for the welfare of pupils and any allegation needs to be effectively evaluated and managed. However, as employers, they also have a duty of care to their staff and should ensure they provide effective support for anyone facing an allegation of abuse. All allegations should be reported immediately, normally to the Head of School, Principal or Designated Safeguarding Lead. A Lead Individual should be identified to manage the handling of the allegation from the outset. This would normally be the Head of School, Principal or a designated senior member of staff.

If the Principal is the subject of concern the allegation should be reported immediately to the Head of School, and the person about to be the Lead Individual. In the interests of all involved the issue should be dealt with as a priority and unnecessary delays should be avoided. Every effort to maintain confidentiality and guard against unwanted publicity must be made.

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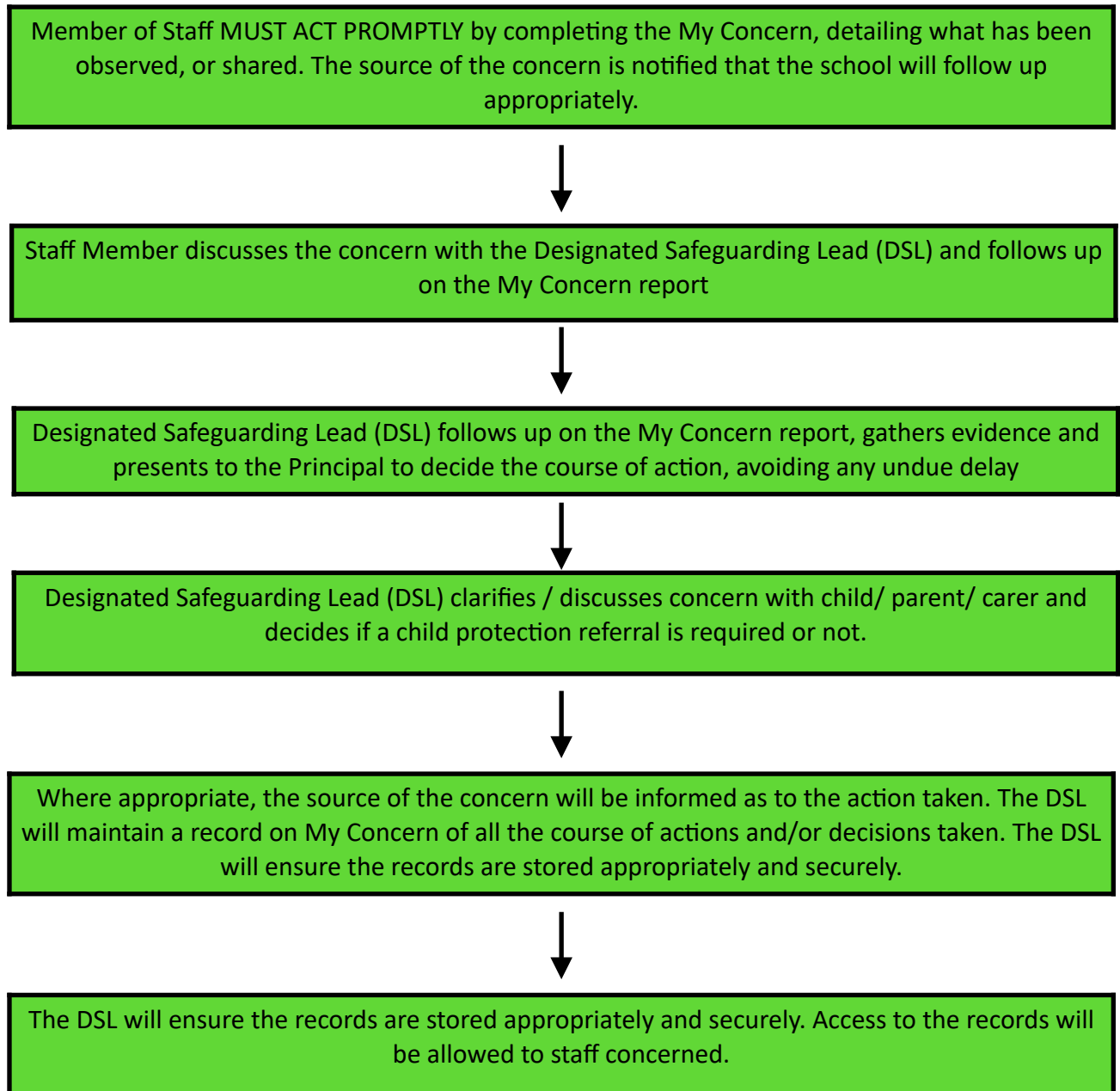
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Procedure where the School has concerns, or has been given information, about possible abuse by someone other than a member of staff.

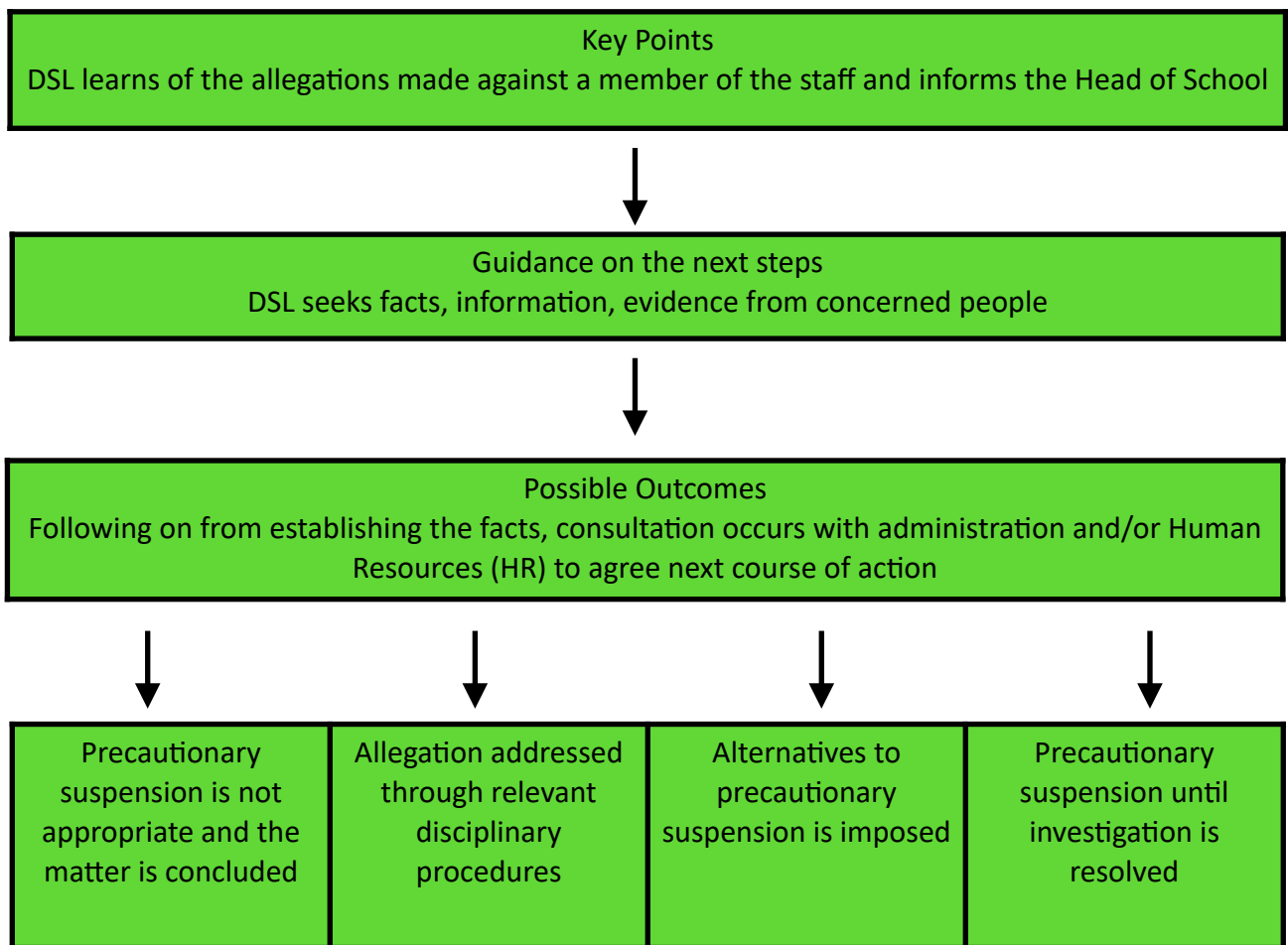


Allegations should not be shared with other staff or children.

All allegations of a child abuse nature must be recorded on MyConcern which must be retained securely.

A record of this should be placed on the relevant pupil's Child Protection File.

Dealing with Allegations of Abuse Against a Member of Staff



Specific Types of Abuse

Grooming

Grooming of a child or young person is always abusive and/or exploitative. It often involves perpetrator(s) gaining the trust of the child or young person or, in some cases, the trust of the family, friends or community, and/or making an emotional connection with the victim in order to facilitate abuse before the abuse begins. This may involve providing money, gifts, drugs and/or alcohol or more basic needs such as food, accommodation or clothing to develop the child's/young person's loyalty to and dependence upon the person(s) doing the grooming.

The person(s) carrying out the abuse may differ from those involved in grooming which led to it, although this is not always the case. Grooming is often associated with Child Sexual Exploitation (CSE) but can be a precursor to other forms of abuse. Grooming may occur face to face, online and/or through social media, the latter making it more difficult to detect and identify. Adults may misuse online settings eg chat rooms, social and gaming environments and other forms of digital communications, to try and establish contact with children and young people or to share information with other perpetrators, which creates a particular problem because this can occur in real time and there is no permanent record of the interaction or discussion held or information shared.

Those working or volunteering with children or young people should be alert to signs that may indicate grooming, and take early action in line with their child protection and safeguarding policies and procedures to enable preventative action to be taken, if possible, before harm occurs.

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation. Children and young people can be groomed online or in the real world, by a stranger or by someone they know - for example a family member, friend or professional. Groomers may be male or female. They could be any age. Many children and young people do not understand that they have been groomed, or that what has happened is abuse.

Individuals should be aware that those involved in grooming may themselves be children or young people, and be acting under the coercion or influence of adults. Such young people must be considered victims of those holding power over them. Careful consideration should always be given to any punitive approach or 'criminalising' young people who may,

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themselves, still be victims and/or acting under duress, control, threat, the fear of, or actual violence.

Child Sexual Exploitation (CSE)

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE does not always involve physical contact and can happen online.

A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Any child under the age of 18 can be a victim of CSE. Although younger children can experience CSE, the average age at which concerns are first identified is 12-15 years of age. Sixteen and seventeen year olds, although legally able to consent to sexual activity can also be sexually exploited. Young males can also be victims of CSE. CSE can be perpetrated by adults or by young people's peers, on an individual or group basis, or a combination of both, and can be perpetrated by females as well as males. While children in care are known to experience disproportionate risk of CSE, the majority of CSE victims are living at home.

Identifying CSE

CSE can be very difficult to identify and a young person may not see themselves as a victim. However, it is our statutory responsibility to protect all children and young people from abuse, irrespective of whether or not they view themselves as a victim of abuse. Professionals need to be able to identify vulnerability in the midst of challenging behaviour and frequent resistance to, or even apparent disregard for, professional support. Research repeatedly shows that young people rarely report abuse through CSE. Most concerns are identified by professionals, friends or family or by proactive investigation by authorities. In recognition of this, good practice guidelines state that all areas should assume that CSE is occurring within their area unless they have evidence to indicate otherwise. As such, schools should be alert to the likelihood of CSE and plan to protect children and young people accordingly.

Potential indicators of CSE:

- Acquisition of money, clothes, mobile phones etc without plausible explanation.
- Truancy/leaving school without permission.

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- Persistently going missing or returning late.
- Receiving lots of texts/ phone calls prior to leaving.
- Change in mood - agitated/stressed.
- Appearing distraught/dishevelled or under the influence of substances.
- Inappropriate sexualised behaviour for age.
- Physical symptoms eg bruising; bite marks.
- Collected from school by unknown adults or taxis.
- New peer groups.
- Significantly older boyfriend or girlfriend.
- Increasing secretiveness around behaviours.
- Low self-esteem.
- Change in personal hygiene (greater attention or less).
- Self-harm and other expressions of despair.
- Evidence or suspicion of substance abuse.

While these indicators can be useful in identifying potential risk, their presence does not necessarily mean CSE is occurring. More importantly, nor does their absence mean it is not.

What to Do ???

Child Sexual Exploitation (CSE) is a form of child abuse and, as such, any member of staff suspecting that CSE is occurring should follow the school child protection policy and procedures, including reporting to the appropriate agencies.

Domestic Violence and Abuse

This form of abuse can be defined as ‘threatening, controlling, coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability) by a current or former intimate partner or family member.’

Sexual Violence and Abuse

This form of abuse can be defined as ‘any behaviour (physical, psychological, verbal, virtual/online) perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful, or unwanted that is inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation or any form of disability).’ Please note that coercive, exploitative and harmful behaviour includes taking advantage of an individual’s incapacity to give informed consent.

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Female Genital Mutilation

Female Genital Mutilation (FGM) is a form of child abuse and violence against women and girls. FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The procedure is also referred to as 'cutting', 'female circumcision' and 'initiation'. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. FGM is a form of child abuse and, as such, teachers have a statutory duty to report cases, including suspicion, to the appropriate agencies, through agreed and established school procedures. FGM is a complex issue with many men and women from practising communities considering it to be normal to protect their cultural identity. The procedure may be carried out when the girl is newborn, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases are thought to take place between the ages of five and eight, putting children in this age bracket at highest risk. Where there is a concern that a child or young person may be at immediate risk of FGM this should be reported to the DSL without delay. All staff should be aware of warning signs, appropriate response and signposting to further information and sources of help.

Forced Marriage

A Forced Marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. There is a clear distinction between a forced marriage and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice whether or not to accept the arrangement remains with the prospective spouses. In forced marriages, one or both spouses do not or, in the case of some adults with support needs, cannot consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.

Warning signs within the school environment:

- Absence and persistent absence.
- Request for extended leave of absence/failure to return from visits to country of origin.
- Surveillance by siblings or cousins.
- Decline in behaviour, engagement, performance or punctuality.
- Poor exam results.
- Being withdrawn from school by those with parental responsibility and not being provided with suitable education at home.
- Not allowed to attend extracurricular activities.
- Sudden announcement of engagement to a stranger.

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- Prevented from going on to further/higher education.

Due to the nature of forced marriage, the involvement of the child's or young person's family may increase the risk of significant harm to the child or young person. The family may deny that the child or young person is being forced to marry and they may expedite any travel arrangements and bring forward the marriage. It is, therefore, advised that in all cases where there is a suspicion that a child or young person is being, or has been forced into a marriage, schools should contact social services for advice and assistance.

Children who Display Harmful Sexualised Behaviour

Learning about sex and sexual behaviour is a normal part of a child's development. It will help them as they grow up, and as they start to make decisions about relationships. Teachers are often therefore in a good position to consider if behaviour is within the normal continuum or otherwise. It must also be borne in mind that sexually harmful behaviour is primarily a child protection concern.

There may remain issues to be addressed through the schools positive behaviour policy but it is important to always apply principles that remain child centered.

It is important to distinguish between different sexual behaviours - these can be defined as 'healthy', 'problematic' or 'sexually harmful'.

Healthy sexual behaviour will normally have no need for intervention, however consideration may be required as to appropriateness within a school setting.

Problematic sexual behaviour requires some level of intervention, depending on the activity and level of concern. For example, a one-off incident may simply require liaising with parents on setting clear direction that the behaviour is unacceptable, explaining boundaries and providing information and education.

Alternatively, if the behaviour is considered to be more serious, perhaps because there are a number of aspects of concern, reporting on My Concern and advice from the DSL may be required.

What is Harmful Sexualised Behaviour?

Harmful sexualised behaviour is any behaviour of a sexual nature that takes place when there is no informed consent by the victim; and/or the perpetrator uses threat (verbal, physical or emotional) to coerce, threaten or intimidate the victim

- Harmful sexualised behaviour can include:

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- Using age inappropriate sexually explicit words and phrases.
- Inappropriate touching.
- Using sexual violence or threats.

Sexual behaviour between children is also considered harmful if one of the children is much older - particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not.

However, a younger child can abuse an older child, particularly if they have power over them - for example, if the older child is disabled. Harmful sexualised behaviour will always require intervention, reporting on My Concern and, seek the support that is available from the DSL.

E-Safety/Internet Abuse

Online safety means acting and staying safe when using digital technologies. It is wider than simply internet technology and includes electronic communication via text messages, social environments and apps, and using games consoles through any digital device. In all cases, in schools and elsewhere, it is a paramount concern.

Below are the identified associated risks around online safety under four categories:

- Content risks: the child or young person is exposed to harmful material.
- Contact risks: the child or young person participates in adult initiated online activity.
- Conduct risks: the child or young person is a perpetrator or victim in peer-to-peer exchange.
- Commercial risks: the child or young person is exposed to inappropriate commercial advertising, marketing schemes or hidden costs.

ICS Paris has a responsibility to ensure that there is a reduced risk of pupils accessing harmful and inappropriate digital content and should be energetic in teaching pupils how to act responsibly and keep themselves safe.

As a result, pupils should have a clear understanding of online safety issues and, individually, be able to demonstrate what a positive digital footprint might look like. The school's actions and governance of online safety must be reflected clearly in its safeguarding arrangements.

The online safety policy incorporates agreements on the acceptable use of (i) the internet and school-based digital technology and (ii) personal mobile technology.

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Managing the Risks

Twenty-first Century life presents dangers including violence, racism, radicalisation and exploitation. Whilst children and young people need to be protected from these dangers, they also need to be educated about how to recognise and avoid the risks and become 'Internet Wise'

Pupils need to know how to cope if they come across inappropriate material or situations on line and should be encouraged to seek help and advice when they need it without fear of censure or criminalisation. ICS Paris performs risk assessments on the technologies within the school to ensure that they are fully aware of and can mitigate the potential risks involved with their use. The responsibility for the filtering of any inappropriate online content rests with the school's administration (unless otherwise agreed in a written contract with the service provider). It is appreciated that schools cannot cover every scenario and that parents have the primary responsibility for the protection and safeguarding of their children but the reality is that many parents are intimidated by the complexity of modern technology and feel inadequate in the face of the ready familiarity with which their children use them.

Safeguarding and promoting pupils' welfare around digital technology is the responsibility of everyone who comes into contact with the pupils in the school or on school-organised activities.

It is recommended that schools, so far as is reasonably possible, engage with parents to share information, advice and guidance on the appropriate and safe use of digital technology.

A school may become aware of pupils or members of staff affected by internet abuse, in school eg trolling, sexting, cyber-bullying, online grooming etc. Cyber-bullying should be considered within the schools overall Anti Bullying Policy.

Sexting

Sexting is the sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.

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There are two aspects to Sexting:

Sexting between individuals in a relationship

As adults we can question the wisdom of this but the reality is that children and young people consider this to be normal. Clearly pupils need to be aware that it is illegal to take, possess or share 'indecent images' of anyone under 18 even if they are the person in the picture (or even if they are aged 16+ and in a consensual relationship) and in these cases one should contact the DSL for advice and guidance not limited to reporting on My Concern. Please be aware that, while offences may technically have been committed by the child/ children involved, the matter will be dealt with sensitively and considering all of the circumstances and it is not necessarily the case that they will end up with a criminal record. It is important that particular care is taken in dealing with any such cases. Adopting scare tactics may discourage a young person from seeking help if they feel entrapped by the misuse of sexual images.

Sharing an inappropriate image with an intent to cause distress

If a pupil has been affected by inappropriate images or links on the internet it is important that you do not forward it to anyone else. Please remember that schools are not required to investigate incidents. If a young person has shared an inappropriate image of themselves that is now being shared further whether or not it is intended to cause distress', the child protection procedures should be followed. They are likely to be ashamed and embarrassed and worried about parental reaction - some may wish to speak to the school staff member they trust.

Dealing with Children with Increased Vulnerabilities

Children and young people with disabilities (ie any child or young person who has a physical, sensory or learning impairment or a significant health condition) may be more vulnerable to abuse, individuals and schools working with children with disabilities should be aware of any vulnerability factors associated with risk of harm, and any emerging child protection issues. Staff must be aware that communication difficulties can be hidden or overlooked making disclosure particularly difficult.

Staff and volunteers working with children should receive training to enable them to identify and refer concerns early, to allow preventative action to be taken.

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Children with a special educational need should be given the chance to express themselves to a member of staff or other professional with appropriate language/ communication skills, especially where there are concerns that abuse may have occurred.

Physical contact may be a necessary part of teaching some pupils with special educational needs, for example visually impaired children, or those with profound and multiple learning difficulties. Schools with such pupils should consider whether the Code of Conduct for Staff needs to be amplified to make clear the necessary balance between providing support and preventing abuse or potential perceptions of abuse. Schools should inform staff, parents and pupils about their Code of Conduct.

Children with limited fluency in English

As with children with a special educational need, children who are not fluent in English should be given the chance to express themselves to a member of staff or other professional with appropriate language/communication skills, especially where there are concerns that abuse may have occurred. Teachers and/or DSL should work with their Student Support Coordinator along with other school staff, seeking advice from the external agencies or previous schools to identify and respond to any particular communication needs that a child may have. All schools should try to create an atmosphere in which pupils with special educational needs which involve communication difficulties, or pupils for whom English is not their first language, feel confident to discuss these issues or other matters that may be worrying them.

EELC provision

Many of the issues in the preceding paragraphs will also be relevant in the EELC setting as young children may have limited communication skills. Teachers, assistants and other adults will come in contact with children while helping them with toileting, washing and changing their clothing. The staff in EELC settings should consider whether the Code of Conduct needs to be amplified and to make clear the bounds of appropriate physical contact, and should make their Code known to staff and parents. Refer to section Physical Contact with Pupils/ Safe Handling/Use of Reasonable Force

Gender Identity Issues/Sexual Orientation

Schools should strive to provide a happy environment where all young people feel safe and secure. All pupils have the right to learn in a safe and secure environment, to be treated with respect and dignity, and not to be treated any less favourably due to their actual or perceived sexual orientation.

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PSHE Curriculum

The PSHE curriculum requires to give specific attention to pupils' emotional wellbeing, health and safety, relationships, and the development of a moral thinking and value system. The curriculum also offers a medium to explore sensitive issues with children and young people in an age-appropriate way which helps them to develop appropriate protective behaviours.

In recent years, the use of “keeping safe messages” and the term “preventative curriculum” have become more widely used to denote the proactive promotion of positive emotional health and wellbeing of pupils within and across the broader school community. This is achieved by raising awareness of social, emotional, and health issues, developing the confidence, resiliencies and coping skills of pupils, and in offering early intervention when pupils are experiencing certain difficulties.

At ICS Paris, we are well-placed to teach pupils how to develop healthy relationships, and to make informed choices in their lives so that they can protect themselves. Survey informs that the schools with the most effective provision are proactive in identifying local issues and promote a preventative curriculum to build the confidence, self-esteem, and personal resiliencies of children so that they can develop coping strategies and can make more positive choices in a range of situations.

ICS Paris is strongly committed to developing positive relationships and a caring ethos across the whole school. The personal development and wellbeing of pupils has a high priority in the school development and keeping safe messages are embedded throughout the school.

All teachers delivering the programme are highly skilled in both pastoral care and personal development and there are effective links across the wider curriculum. ICS Paris will consult extensively with parents, pupils and the broader community as required.

Domestic and Sexual Violence and Abuse

Domestic Violence and Abuse is ‘Threatening, controlling, coercive behaviour, violence or abuse (psychological, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender or sexual orientation) by a current or former intimate partner or family member’.

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Sexual Violence and Abuse is 'Any behaviour (physical; verbal, virtual/digital) perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful, or unwanted that is inflicted on anyone (irrespective of age, ethnicity, religion, gender or sexual orientation) without their informed consent or understanding.

Preventative Curriculum

Teachers will have the necessary skills to teach about sensitive subjects, including child abuse, and domestic and sexual violence and abuse. Teachers will be alert to identify pupils experiencing distress and are trained to respond appropriately. Teachers will have access to a range of age appropriate and evaluated resources to support the teaching of sensitive subjects.

General Role for Education

While it is important that those at risk are identified and interventions are put in place, it is equally important that children and young people are provided with information and skills in building healthy behaviours and relationships. Children should be provided with the opportunity to develop good mental health and emotional resilience to enable them to identify abuse and exercise prevention skills. Teachers or other school staff who suspect that a pupil is a victim of domestic violence or sexual abuse should raise their concerns with the homeroom teacher and report the same on My Concern promptly without any delay. The procedures to be followed are the same as for any other type of abuse.

Child Protection

Record Keeping at ICS Paris

At ICS Paris, it is of utmost importance to create and retain reliable records to demonstrate accountability for decisions and actions taken. As part of developing child protection/safeguarding arrangements we must consider and develop clear guidelines for the recording, storage, sharing, retention and destruction of both manual and electronic records where they relate to child welfare concerns. The records are created, used as working document, stored and archived on My Concern. These documents can be transferred to respective authorities (eg external agencies, social services, potential schools) after receiving consent from the legal guardian on the student. After the documents are transferred to potential school, the documents may be destroyed by ICS Paris.

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Process

ICS Paris staff are aware the need to report and record child protection concerns by email and/or on My Concern. It is essential that an accurate record of all cases of child abuse, or possible abuse, is maintained detailing all actions taken by the team leader.

ICS Paris ensures:

- School staff are aware of the need to report and record child protection issues and the appropriate procedures to be followed. The importance of confidentiality should be highlighted and always maintained.
- The Child Protection Files are held in a separate, secure confidential filing system, ideally in a fireproof cabinet. This is only accessible to the Designated Safeguarding Lead, Section Principal and The Head of School.
- Files must not be removed from school premises except when taken to a case planning meeting or on foot of a court order. A record should be kept when information is removed, by whom, for what purpose, and when it is returned.
- If information is held electronically, whether on a laptop or portable memory device all must be encrypted and appropriately password-protected.

Other Policies

The school has a duty to ensure that safeguarding permeates all activities and functions. The child protection policy should complement and support a range of other policies including:

- Whole School Rules Policy
- Positive Behaviour and Discipline Policy
- Anti-Bullying Policy
- Learning Support Policy
- First Aid and Administration of Medicines
- Digital Citizenship Policy
- Code of Conduct Policy
- Language Policy
- Assessment Policy
- School Uniform Policy
- Inclusion Policy

All policies must be kept up to date, with regular risk assessments carried out where required. All policies should be available to parents with hard copies available on request.

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Physical Contact with Pupils/Safe Handling/Use of Reasonable Force

All staff have a responsibility to maintain confidence in their ability to safeguard the welfare and best interests of children and young people. Integral to this is a clear understanding of standards of behaviour expected and in particular the acceptable boundaries of physical contact with pupils. School staff must accept that all physical contact can be open to scrutiny and that even perfectly innocent actions can sometimes be misconstrued. As a general principle, staff are advised not to make unnecessary physical contact with children and young people, it is also unnecessary and unrealistic to suggest that physical contact should only happen in emergencies. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Staff should, therefore, use their professional judgement at all times.

As a general rule, when physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background.

Appropriate physical contact in schools may occur most often with younger pupils, for example, physical comforting can give welcome reassurance to a distressed younger child.

In extreme cases, a staff member may have to restrain a pupil physically to prevent him or her from committing an offence, from causing injury to him or herself, to others or to property, or otherwise from behaving in an undisciplined way.

Staff are empowered to use reasonable force in these circumstances, either on school premises or anywhere else where the member of staff is in lawful charge of the pupil concerned. In such instances no more than the minimum necessary force should be used.

Responsibilities

It is the responsibility of:

- School Leadership team to take a lead role in monitoring and reviewing this policy.
- School Management, the Head of School, Section Principal, Senior Managers, Teaching and Non Teaching staff to be aware of this policy and implement it accordingly.
- The Head of School and/or Principal to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.

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- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

Monitoring & review, policy into practice

This policy was approved by/on: November 2023

This policy will be monitored and reviewed on: November 2024

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