ISNNICE
INTERNATIONAL SCHOOL

# SAFEGUARDING POLICY

**Reviewed Jan. 2026 (V. Fernandez)**

> ***"Children are the world's most valuable resource and its best hope for the future."***
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> ***John F. Kennedy***

At ISN, we believe that creating a safer world begins with creating a safer school.

Our safeguarding policy reflects our deep commitment to protecting all students from abuse, neglect, and harm. We understand that a secure and nurturing environment is essential for every child's growth, development, and well-being. By actively working to prevent and address any form of abuse, we aim to foster a culture of vigilance, support, and care within our school community. Through this policy, we ensure that all staff, students, and families are united in our mission to safeguard the future of our children, as we believe that a safer school today helps build a safer world for tomorrow.

The International School of Nice endorses the *UN Convention on the Rights of the Child*, of which our host country, France, is a signatory and has a zero tolerance approach for abuse, neglect and harm. The current policy is reviewed by two times per year by the DSL and / or members of the Safeguarding Team, and / or by students from the Committee for Wellbeing Equity.

## 1. SCOPE

The scope of this safeguarding policy applies to all individuals who are present on school premises and have contact with students :

- Teachers
- Teaching Assistants
- Coordinators (including but not limited to the trip coordinator, International award coordinator, events coordinator)
- Supporting staff
- Admin members
- SLT members
- Visitors
- External teachers (eg. for music or language lessons)
- External contractors / service providers (eg. canteen and cleaning staff)

## 2. TYPES OF SAFEGUARDING ISSUES COVERED BY THE CURRENT POLICY

This safeguarding policy addresses a range of issues to protect the well-being and safety of students. Here are the safeguarding issues covered by this policy:

- Physical Abuse, Emotional Abuse, Sexual Abuse, Neglect
- Physical Bullying, Verbal Bullying, Emotional bullying, Cyberbullying
- Issues related to racism, sexism, homophobia, or other forms of discrimination that may impact a student's well-being.
- Safe internet use
- Child Exploitation
- Health and Safety Issues
- Low attendance
- Mental health challenges, such as anxiety, depression, and stress, that can affect a child's safety and wellbeing.
- Issues related to the use of drugs, alcohol or other substances, including the impact on a student's safety and academic performance.
- Behaviors where a student may harm themselves or express thoughts of suicide.
- Additional vulnerabilities of students with special educational needs or disabilities

## 3. ROLES AND RESPONSIBILITIES

### *3.a The Designated Safeguarding Lead (DSL)*

The DSL is responsible for handling safeguarding concerns, overseeing the school safeguarding policies and ensuring that they are effectively implemented. He acts as the main point of contact for staff, students, and external agencies in matters of safeguarding, guidance, training, and support when concerns arise.

### *3.b The Safeguarding Team*

The DSL is supported by a Safeguarding Team, that is composed for the current academic year of :

- The school counsellor
- The three heads of sections
- The Director PA / Receptionist / Responsible of the sick room
- The Athletic Director

In the absence or impossibility of contacting the DSL, safeguarding concerns must be reported to the heads of sections.

### *3.c The School Counsellor*

The school counsellor plays a vital role in identifying safeguarding concerns by interacting with a large number of students daily and building trust through these regular sessions. Through their involvement in teaching Essentials sessions, they also raise awareness about important safeguarding issues, ensuring students feel informed and supported.

### *3.d Teachers / Homeroom teachers*

Teachers and homeroom teachers are trained to recognise signs of abuse and neglect, bullying or signs of poor mental health. They are responsible for responding promptly to any concerns. They must report any safeguarding issues immediately to ensure swift action is taken to protect the well-being of the students.

### *3.e Coordinators*

Different coordinators have an additional safeguarding responsibility, in particular the trips coordinator, the events coordinator and the International Award coordinator. They are expected to maintain regular communication with the DSL, in particular when it comes to discussing risk assessments or to get updates about a student's personal situation that may impact their safety when participating in a trip or an event. Their views on how to improve our safeguarding procedures during trips and events are highly valued.

## 4. CREATING A SAFE ENVIRONMENT

### *4.a Open door policy*

ISN maintains an open-door policy to ensure that students feel comfortable seeking support whenever they need it. Whether they wish to meet with their Principals, homeroom teachers, the Director of Student Life / DSL, or the school counsellor, students are always welcome to do so. We believe that giving time to listen and respond to their concerns is an absolute priority, as it is in the best interest of each child’s well-being and development. This approach fosters a supportive environment where every student feels valued and heard.

**“EVERY CHILD DESERVES AN ADULT WHO WILL NEVER GIVE UP ON THEM”**

### *4.b Communication channels*

We offer a variety of channels to ensure students can communicate their concerns in ways that feel comfortable and accessible to them. Students can report bullying or other issues anonymously using the QR codes handed to them and provided on the safeguarding displays around school, allowing for discreet communication. Our Head Students regularly meet with the School Director to relay student feedback, while the Student Well-being Committee provides another platform for student voices. Class Representatives maintain open communication with the Head of Section, and students meet several times a week with their homeroom teachers for additional support. We also encourage communication via email, ensuring students and families always have a way to reach out for help or share their thoughts.

### *4.c Risk Assessments*

For all events and trips, the organising teacher is required to complete a comprehensive Risk Assessment. This assessment will be reviewed by the Designated Safeguarding Lead (DSL) and then validated by the Head of Section and/or the School Director. To ensure everyone is prepared, the Risk Assessment must be shared with all relevant staff participating in the event or trip, ensuring that every team member is aware of potential risks and the necessary precautions to protect student safety.

ISN refers to the Globeducate “Risk Assessment policy”, as found on the following website : https://www.globeducate.com/footers/globeducate-policies

### *4.d Students education & Prevention*

As part of our commitment to education and prevention, we organise a variety of workshops led by safeguarding, well-being, and anti-bullying specialists and associations for our students. Regular assemblies are held to address safeguarding topics, alongside targeted homeroom sessions designed to reinforce these messages.

Additionally, our Essentials programme, running from Primary through to Grade 10, raises awareness about various safeguarding-related issues, helping students develop a strong understanding of their rights and responsibilities. For further details on the Essentials programme, please refer to our Pastoral & Wellbeing policy.

### *4.e Supervision*

Students at our school are consistently supervised to ensure their safety at all times. When a teacher is absent, a cover teacher is assigned to the class. If a teacher is late, students are required to wait in the hallway where they can be seen by staff, and to inform the nearest staff member.

During breaks and lunch periods, teachers are on duty, covering different areas of the school to maintain a safe environment. In line with the behaviour policy, students are not permitted to enter unsupervised areas, such as classrooms, during break times. Additionally, the school is equipped with a CCTV system that monitors key areas including playgrounds, sports pitches, parking lots, and hallways. For students who need to wait for parents or appointments, they must remain in the reception area or the main lobby where they can be properly supervised.

### *4.f First Aid*

Our staff members are trained in first aid and regularly participate in refresher courses to ensure they are prepared to handle medical emergencies. The school is equipped with a dedicated sick room, multiple first aid kits, necessary medical supplies, and a defibrillator for use in case of emergencies. For more detailed information on our medical procedures and first aid protocols, please refer to our Medical & First Aid policy.

### *4.g Health & Safety*

Our health and safety protocols are designed in strict accordance with the latest French regulations and Globeducate policies (eg. classroom doors are fitted with windows to ensure visibility, and we take precautions to ensure that students do not have access to hazardous materials, such as kettles or other dangerous equipment). Additionally, the school undergoes an annual inspection by an external agency to thoroughly assess and mitigate any health and safety risks.

### *4.h Lanyards & Badges*

All staff members and visitors are required to wear lanyards and badges for easy identification— blue for teachers, red for visitors, green for PTA members. This system ensures clear differentiation between staff, visitors and PTA, enhancing security by making it easier to monitor who is on school premises at all times.

Visitors who are not wearing their lanyard will be considered unauthorised. Staff members are trained to confront them and will redirect them to the front office and/or security.

### *4.i Displays*

Informative displays are placed on the first and second floors, as well as in staffrooms, to provide essential safeguarding information for staff and students. These displays include links to key policies, photos of the first aid and safeguarding teams, and important safeguarding guidance. This ensures that everyone has easy access to critical resources and knows whom to contact in case of concerns.

### *4.j Safe Space*

We provide a Safe Space where students can meet and discuss important topics related to diversity, inclusion, gender equity, identity, neurodivergence, and more. It is a place where they can share ideas or talk about their personal challenges. These discussions are held under the supervision of the school counsellor to ensure a supportive and respectful environment. Safe Space meetings take place every two weeks at l'Ecouterie, fostering open dialogue and promoting understanding among students.

### *4.k Pastoral Care*

We believe that a student who feels happy and safe at school has better chances of achievement. For that reason, we have put in place a variety of strategies to identify and react to concerns, as well as to support our students and create an environment where everyone feels valued and cared for. We are committed to helping our students develop into balanced, resilient adults who are prepared to navigate life beyond school.

For more detailed information on how we support student wellbeing, please refer to our dedicated Pastoral & Wellbeing Policy.

### *4.l Counselling*

Students and families can benefit from the services of a full-time on-site school counsellor with a strong background in psychology and education. The school counsellor is available to support students and families with any emotional, social, or psychological concerns. Students may visit the counsellor either with or without an appointment.

For more detailed information on our counselling services, please refer to our dedicated Pastoral & Wellbeing Policy.

### *4.m Peer support*

In each class, we have student facilitators whose role is to assist in the integration of new students or those facing social challenges. These facilitators help by guiding their peers around the school and staying with them during breaks and lunches in their first days, offering a friendly and supportive presence.

Additionally, we operate a buddy system for Grade 6 students transitioning into secondary school. Buddies are Grade 11 students who serve as reassuring figures, offering younger students the benefit of their experience and knowledge of the school, helping to make the transition smoother and more comfortable.

## 5. TRAINING

All our staff is trained in safeguarding, and must follow regular refreshers. Along the academic year, they receive regular information about current safeguarding trends or guidance via email or during staff meetings and individual meetings with the DSL.

| Staff category | Type of training |
|---|---|
| Teaching staff | Biennially : Bullying Prevention (Educare/Attensi), Safeguarding & Child Protection (Educare/Attensi), Children's mental wellbeing (Educare/Attensi)<br><br>Yearly : Safeguarding Reminders (Internal / DSL), Student welfare (Internal / School Counsellor); Initial Safeguarding training and code of conduct for new staff (Internal / DSL & HR manager); Safeguarding Strategies (Continuous / DSL) |
| Admin and support | Biennially : Safeguarding for International Schools (Educare/Attensi), Safeguarding Training (Internal / DSL)<br><br>Yearly : Safeguarding Reminders (Internal / DSL) |
| Senior Leaders | Same as teachers +<br>Biennially : Safer recruitment for International Schools (Educare) |
| Safeguarding Team | Same as required by their position +<br>Biennially : Advanced Level 3 Safeguarding Training (Educare / Andrew Hall) |
| Canteen, Bus, Cleaning team, Interim, External Providers | Biennially Safeguarding Information (Internal / DSL) :<br><br>https://www.isn-nice.com/school-life/safeguarding-protection-de-lenfance |

A central record of training is kept by the DSL, with the help of the HR Manager (Interim staff), Site Manager (Canteen/Cleaning), ASA Coordinator (Activities providers), Bus Coordinator (Bus drivers and monitors)

## 6. STAFF CODE OF CONDUCT

ISN refers to the Globeducate "Staff code of Conduct", as found on the following website : https://www.globeducate.com/footers/globeducate-policies

## 7. SAFER RECRUITMENT

ISN refers to the Globeducate “Safer Recruitment policy”, as found on the following website : https://www.globeducate.com/footers/globeducate-policies

## 8. WHISTLE BLOWING

There are clear protocols for dealing with allegations of abuse made against members of staff, including immediate actions, investigations, and potential consequences.

ISN refers to the Globeducate “Whistle Blowing policy”, as found on the following website : https://www.globeducate.com/footers/globeducate-policies

## 9. GENERAL PROCEDURE

Our team applies the “R4” principles: Recognise, Record, Report, and Respond.

Staff members are trained to **recognise** signs of abuse or personal challenges related to mental health or other issues. The school counsellor and homeroom teachers are expected to play a particularly important role in the recognition process.

They are also trained to keep **record** of any relevant information, whether it has been disclosed by a student or observed. This information is **reported** as soon as possible to the Designated Safeguarding Lead and / or a member of the Safeguarding Team in person or when necessary via the online safeguarding platform MYCONCERN - in compliance with French GDPR regulations.

The school is committed to **responding** to any concerns in various ways, including organising interventions with parents, facilitating counselling sessions for the students involved, implementing restorative practices, and taking educational measures when applicable. In the most serious cases, or in case of emergency, we legally have to liaise with external agencies such as social services, the rectorat, or the police. Our priority is always to find the most appropriate solutions to protect the student’s well-being and safety.

Students who have experienced safeguarding issues or raised suspicions will be monitored for as long as necessary to ensure their ongoing safety and well-being.

We implement a system of pastoral flags on ISAMS that appear on each teacher's register to remind staff that the student requires specific attention, all while

respecting the confidentiality of sensitive information. The Director of Student Life and counsellor continue to meet with the student regularly to provide support and guidance. These cases are discussed regularly among staff to ensure a coordinated approach to the student's needs and to monitor their progress effectively, and a wellbeing plan can be developed and shared with all relevant staff.

Additionally, the Heads of Section, School Director, School Counselor, and Director of Inclusion meet every Tuesday morning to discuss students of concern and agree on actions and strategies. Each Senior Leadership Team (SLT) meeting begins with a safeguarding conversation among the school's senior leaders to ensure that safeguarding remains a top priority in all aspects of our work and that everyone is at the same level of information.

## 10. VISITORS

### *10.a Aims of the visitor policy*

ISN visitors policy outlines our rules for receiving visitors on our premises. We want to ensure that visitors will not:

- Pose threats to our premises and property
- Be disruptive
- Create conflict or be disrespectful
- Be exposed to danger

### *10.b General rules*

"Visitors" may refer to employees' friends and family (referred to as personal visitors) contractors, external speakers, stakeholders, alumni, parents and the public.

The following rules apply for all kinds of visitors:

- Visitors should sign in at the front-office and show some form of identification.
- Visitors will receive a red lanyard and badge and will return them to the front-office once the visit is over.
- Employees must always tend to their visitors while they are inside our premises.
- Our internet usage, data protection and confidentiality policies temporarily cover our visitors while they are on school premises. They must not misuse our internet connection, disclose confidential information or take photographs unless specifically authorised. If they don't conform, they may be escorted out or face prosecution if appropriate.
- Visitors are allowed during working hours.

As a general rule, visitors are allowed at ISN to support ISN events (PTA members, visiting speakers...) or after obtaining authorisation from the SLT. To avoid confusion or misunderstanding, the employee responsible for the visitor must also inform reception and security guards.

Common areas, such as lobbies, may be open to visitors. We advise our employees to only permit visitors in these areas for a short time and for specific reasons. Employees are responsible for accompanying any of their underage visitors at all times.

The students' bathrooms should not be used by visitors. Visitors should not interact with our students unless invited to do so and always under supervision.

Visitors must not try to proselytise employees, gather donations or request participation in activities while on our premises. Any visitor who violates those rules may be escorted out.

Visitors must stay in sight of the receptionist while waiting for their meeting.

Leaflets with common expectations for visitors can be found next to the reception.

### *10.c Contractors and service vendors*

Contractors, suppliers and service vendors, such as IT technicians and plumbers, can enter our premises only to complete their job duties. Front-desk employees are responsible for providing contractors and vendors with badges and for instructing them to wear those badges at all times on our premises.

### *10.d Other kinds of visitors*

The school may occasionally accept the following types of visitors:

- Prospective parents/families/customers
- Job candidates
- Business partners

These visitors should receive written authorisation from the respective teachers/administration/management before entering our premises. They should always be accompanied by an employee while on ISN premises and must be identified by wearing a lanyard as previously stated.

### *10.e Deliveries*

Anyone who delivers orders, mail or packages for employees or students should remain at the building's reception or gate. Front office employees / security guards are responsible for notifying the employee / the student who expects the delivery. If that person is unable to receive their order, front office employees may accept the

order on the employee's behalf upon request. Front-office personnel must sign for and disseminate all business orders and mail. Maintenance Manager/Security guards should check appropriate documents before allowing access to delivery vehicles.

### *10.f Dangerous or restricted areas*

Employees may not bring or accept visitors in areas where there are dangerous machines or chemicals, confidential records or sensitive equipment.

Representatives of regulatory bodies and stakeholders (e.g. investors) may be exempted, if they have received the necessary badges and protective equipment to enter premises when needed.

### *10.g Unauthorised visitors*

Security staff who spot unauthorised visitors will ask them to leave. Visitors who misbehave (e.g. engage in hate speech, cause disruption or steal property) will be asked to leave and will be prosecuted if appropriate.

Visitors who are not wearing their lanyard will be considered unauthorised visitors.

Employees who spot unauthorised visitors have to refer them to the security and/or closest SLT member.

The school has direct alert systems to notify the police in the event of an intrusion or disruptive visitors.

## 11. BULLYING & CYBERBULLYING

We maintain a strict zero-tolerance policy for bullying and cyberbullying in our school, ensuring that every student feels safe and respected. We believe in the importance of educating students about the different forms of bullying so they are equipped to recognize and report incidents effectively if they encounter or witness such behaviour. By fostering awareness and encouraging open communication, we aim to create a supportive and inclusive environment.

For more detailed information, please refer to our dedicated Anti-Bullying Policy.

ISN also refers to the Globeducate "Conflict resolution between students" policy , as found on the following website :
https://www.globeducate.com/footers/globeducate-policies

## 12. PARTNERSHIP WITH PARENTS

The role of parents is crucial in ensuring the effectiveness of our safeguarding policy, and we believe that working hand-in-hand is essential to creating a safe environment for every student. Parents are expected to share any safeguarding-related information concerning their child during the admission process. They must report any safeguarding concerns they are aware of to the Director of Student Life and Head of Section, whether the concern relates to their child or another student.

We also invite families to participate in various safeguarding and wellbeing events, such as our TeenTalk! online workshops, on-site workshops, monthly parent reps meetings, and community events focused on student wellbeing. Regular communication with teachers, homeroom teachers, heads of section, and the Director of Student Life is highly encouraged if parents have any questions or concerns.

Parents will be informed of any significant safeguarding information regarding their child, or that their child has shared with the school, unless sharing it immediately compromises the student's safety. In some cases, there may be a delay in communicating with families to ensure that the student feels secure and confident in the process. This communication may take the form of a phone call or, in more serious situations, an intervention.

## 13. PARTNERSHIP WITH EXTERNAL AGENCIES

The school has a legal obligation to open a case with social services (MSD - Maisons des solidarités départementales or ADRET) if there are suspicions or evidence of abuse, or if it is believed that a student may be in danger and the family is not taking adequate steps to protect them. Once a case is reported, social services will conduct an investigation and hold meetings to assess the situation. Based on their findings, they may choose to close the case if no further action is needed, offer support to the family to ensure the student's safety, or escalate the case to the public prosecutor if more serious legal intervention is required.

A low attendance rate, even if excused, must also be reported to the French Rectorat if interventions organised by ISN fail to improve the student's attendance. This ensures that the necessary authorities are informed and can take appropriate actions when serious concerns arise, whether related to student behaviour or attendance. For more detailed information, please refer to our dedicated Attendance policy.

The most serious incidents, such as advocating terrorism, or high-level violence, are legally required to be reported to the French Rectorat as well and the appropriate police department.

## 14. ONLINE SAFETY

In accordance with the most recent French laws, ISN enforces a strict no-phone policy, which is extended to high school students as well. While students are allowed to bring their phones to school, they are not permitted to use them during school hours. Phones must remain in their bags or lockers and should not be accessible; if a phone is found in use, it will be confiscated with the only exception of students flashing the reporting system QR Codes on the safeguarding display. Students are also expected to use their devices responsibly, in compliance with French laws and the school's behaviour policy, specifically the section "E-Learning and Ethical Use of Technologies."

In secondary, students are required to obtain a school computer. These devices are configured to allow ISN staff to monitor student activity and ensure online safety during school hours. This is managed using the software IMPERO, in full compliance with local GDPR regulations. Additionally, the ISN local network is protected under the responsibility of our full-time, on-site IT manager whose missions include ensuring the security of the school's digital environment.

Inappropriate websites are filtered and any attempt to access forbidden websites will be automatically reported to the IT manager.

ISN also refers to the Globeducate "ICT acceptable use" policy , as found on the following website : https://www.globeducate.com/footers/globeducate-policies

## 15. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Children with Special Educational Needs (SEN), EAL/FLE students, and students with disabilities are at a higher risk of facing safeguarding issues. For that reason, we have established a Reach Center staffed by a dedicated team that provides individualised support for these students.

The Director of Inclusion, who leads the Reach Center, meets every Tuesday morning with the Heads of Section, the School Director, the School Counselor, and the Director of Pastoral Care. These meetings serve as a platform to cross

information, discuss specific strategies for supporting Reach Center students and to identify any students of concern who may benefit from the center's services. This collaborative approach ensures that we are proactively addressing the unique needs of these students and enhancing their safety and wellbeing within the school environment.

## 16. CONTACTS

| NAME | ROLE | CONTACT |
|---|---|---|
| **Victor FERNANDEZ** | *Designated Safeguarding Lead (ISN)* * *Globeducate Regional Safeguarding Lead (France)* | victor.fernandez@isn-nice.com |
| **Grazia MURGIA** | *Safeguarding Team - School Counsellor* | grazia.murgia@isn-nice.com |
| **Eve THERRIEN** | *Safeguarding Team - Middle School Principal* | eve.therrien@isn-nice.com |
| **Clare MOOR** | *Safeguarding Team - Primary School Principal* | clare.moor@isn-nice.com |
| **Ivana COLL** | *Safeguarding Team (support) - Director PA, receptionist, sick room* | ivana.coll@isn-nice.com |
| **Lorna JONES** | *Safeguarding Team (support) - Head of Athletics* | lorna.jones@isn-nice.com |
| **Guy MARTIN** | *Trips coordinator (RAs)* | guy.martin@isn-nice.com |
| **Jack NELSON** | *Events coordinator (RAs)* | jack.nelson@isn-nice.com |
| **Isabela RICHTER** | *Director of Inclusion* | isabela.richter@isn-nice.com |
| **Daniel JONES** | *Globeducate Chief Education officer* | daniel.jones@globeducate.com |

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|---|---|---|
| | *(Whistleblowing)* | |
| **Katherine TYLER** | *Globeducate Safeguarding Officer* | katherine.tyler@globeducate.com |
| **Sarah KING** | *Globeducate Head of Safeguarding* | sarah.king@globeducate.com |
| **Juvenile police** | | 04 92 17 21 28 |
| **Child Protection & Social services** | | 0 805 40 06 06 (week days, working hours - 119 otherwise) |
| **Online protection & cyberbullying hotline** | | 30 18 |