

Collège Français Bilingue de Londres (the “School” or “CFBL”)

Child Protection Policy

(Last review: 24 August 2020)

KEY CONTACT PERSONNEL IN SCHOOL	
Designated Safeguarding Leads	<p>DSL for the Primary School and <i>maternelles</i></p> <ul style="list-style-type: none">• David Gassian EMAIL: d.gassian@cfbl.org.uk <p>DSL for the Clubs</p> <ul style="list-style-type: none">• Charlotte Lummeaux EMAIL: c.lummeaux@cfbl.org.uk <p>DSL for the Secondary School</p> <ul style="list-style-type: none">• TBC in October 2020. In case of concern, please contact either of the other DSL. <p>Deputy DSL for the School</p> <ul style="list-style-type: none">• Elodie Malard EMAIL: nurse@cfbl.org.uk <p>E-safety coordinator for the School</p> <ul style="list-style-type: none">• Adam Benjamin EMAIL: a.benjamin@cfbl.org.uk
Governors	<p>Chair of Governors</p> <ul style="list-style-type: none">• Benjamin Vedrenne-Cloquet EMAIL: clerk@cfbl.org.uk <p>Nominated Safeguarding Governors</p> <ul style="list-style-type: none">• Gaelle Aziz Picardet EMAIL: clerk@cfbl.org.uk• Julie Louvrier EMAIL: clerk@cfbl.org.uk
Head	<ul style="list-style-type: none">• Denis Bittmann TEL: 0207 993 7403 / EMAIL: d.bittmann@cfbl.org.uk

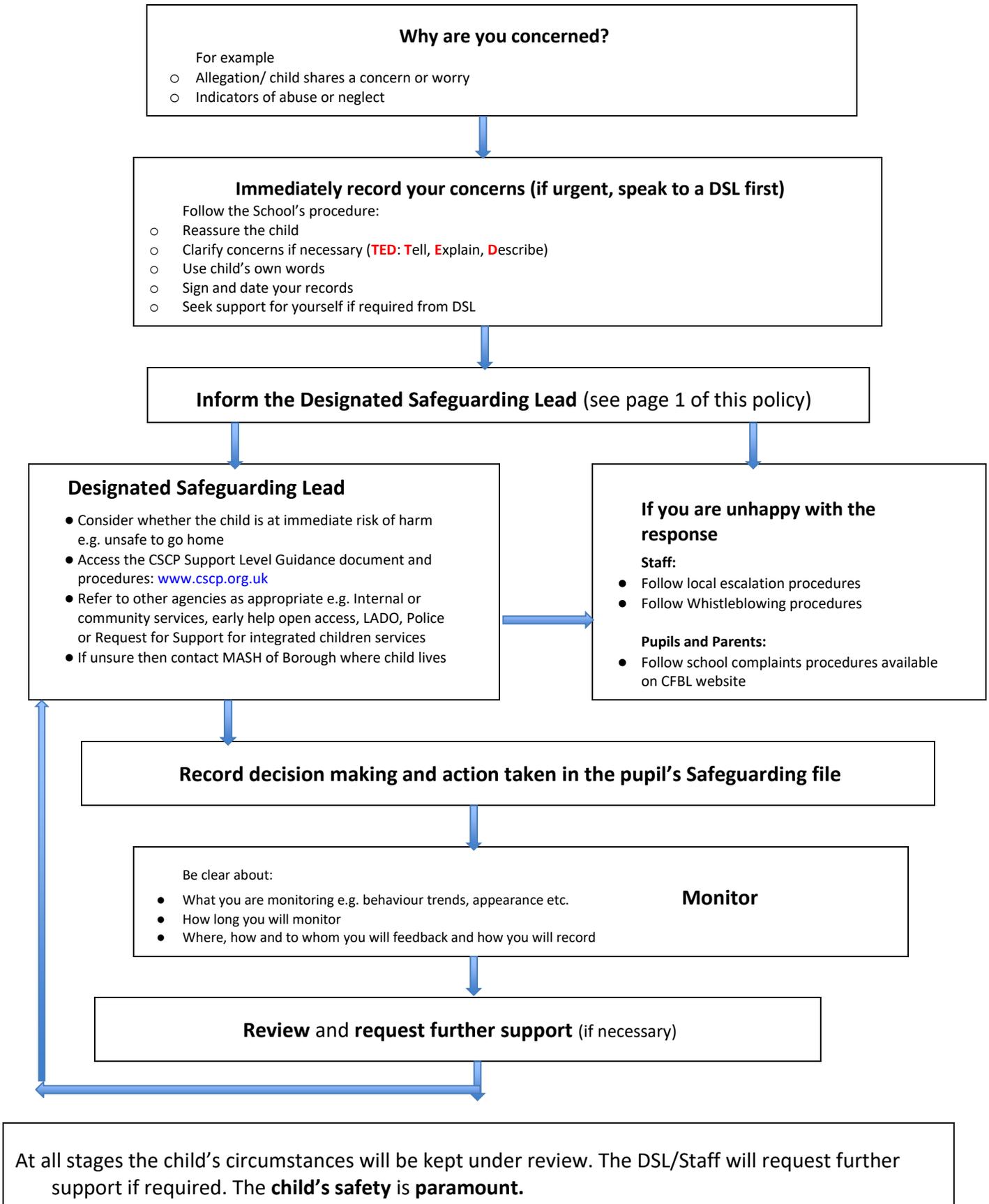
KEY EXTERNAL CONTACT DETAILS	
Local Authority Designated Officer (LADO)	<ul style="list-style-type: none"> ● Sophie Kershaw TEL: 0207 974 4556
Camden Safeguarding Lead Officers	<ul style="list-style-type: none"> ● Michelle O'Regan (Head of Service, Children in Need) TEL: 0207 974 1905 ● Tracey Murphy (Service Manager) TEL: 0207 974 4103 ● Patricia Williams (Service Manager) TEL: 0207 974 1558
Children and Families Contact Service (formerly known as MASH)	<ul style="list-style-type: none"> ● Jade Green (Manager) TEL: 0207 974 1553/3317 / FAX: 0207 974 3310
Camden Safeguarding Children Partnership	<ul style="list-style-type: none"> ● https://cscp.org.uk/
Online Safety Contact Officer	<ul style="list-style-type: none"> ● Jenni Spencer TEL: 0207 974 2866
Support and advice about extremism	<ul style="list-style-type: none"> ● Prevent Education Officer Jane Murphy TEL: 0207 974 1008 ● Police TEL: 101 (or 999 if there is an immediate risk of harm) ● Department for Education TEL (Non emergency): 0207 340 7264 EMAIL: counter.extremism@education.gsi.gov.uk
Police	<ul style="list-style-type: none"> ● TEL: 101 (or 999 if there is an immediate risk of harm)
NSPCC Whistleblowing Advice Line	<ul style="list-style-type: none"> ● TEL: 0800 028 0285 EMAIL: help@nspcc.org.uk
OFSTED Safeguarding Children	<ul style="list-style-type: none"> ● TEL: 0300 123 4666 (Mon-Fri from 8am to 6pm) EMAIL: whistleblowing@ofsted.gov.uk

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What to do if you have a welfare concern in CFBL



1. Introduction and Ethos

- CFBL is a community and all those directly connected (staff (including supply staff), volunteers, governors, parents, families and pupils) have an essential role to play in making it safe and secure. CFBL recognises our statutory responsibility to safeguard and promote the welfare of all children and help them to achieve good outcomes.
- CFBL recognises the importance of providing an ethos and environment within school that will help children to be safe and feel safe. In our School, children are respected and encouraged to talk openly.
- Our School core safeguarding principles are:
 - We are an important part of the wider safeguarding system for children.
 - It is our whole School responsibility to safeguard and promote the welfare of children.
 - All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
 - All children have a right to be heard and to have their wishes and feelings taken into account.
 - All our staff understand safe professional practice and adhere to our safeguarding policies.

2. Definition of Safeguarding

- “Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil’s welfare, health and safety.” (Inspecting safeguarding in early years, education and skills, Ofsted, 2019). Paragraph 4 of KCSIE 2020 defines safeguarding and promoting the welfare of children as:
 - Protecting children from maltreatment;
 - Preventing impairment of children’s mental and physical health or development;
 - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - Taking actions to enable all children to have the best outcomes.

The definition of safeguarding and promoting the welfare of children has been updated to include preventing impairment of children’s mental (as well as physical) health and development), and all staff should be aware that mental health problems can be an indication of abuse, neglect or exploitation (paras 34 – 38 of KCSIE 2020).

- There are four main elements to our child protection policy:
 - **Prevention** (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
 - **Protection** (by following agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
 - **Support** (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
 - **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).
- All safeguarding policies will be reviewed on an annual (minimum) basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Leads/Head Teacher will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.
- The procedures contained in this policy apply to all staff (including temporary staff, supply staff and volunteers) and governors and are consistent with those of Camden Safeguarding Children Partnership.

3. Context

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:
 - DfE guidance Keeping Children Safe in Education 2020 (KCSIE)

- Coronavirus (COVID-19): safeguarding in schools, colleges and others providers (May 2020)
 - Working Together to Safeguard Children 2018 (WTSC)
 - Ofsted: Education Inspection Framework' (2019)
 - Framework for the Assessment of Children in Need and their Families (2000)
 - Camden Safeguarding Children Partnership procedures
 - Early Years and Foundation Stage Framework 2017 (EYFS)
- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.
- The School acknowledges that this policy recognises a range of specific safeguarding issues including (but not limited to):
 - Bullying (including cyberbullying)
 - Children with family members in prison
 - Children missing education (CME)
 - Child missing from home or care
 - Child sexual exploitation (CSE)
 - Child criminal exploitation (County Lines)
 - Domestic abuse
 - Drugs and alcohol misuse
 - Fabricated or induced illness
 - Faith abuse
 - Female genital mutilation (FGM)
 - Forced marriage
 - Gangs and youth violence
 - Gender based abuse and violence against women and girls
 - Hate
 - Homelessness
 - Honour based abuse
 - Human trafficking and modern slavery
 - Mental health
 - Missing children and adults
 - Online safety
 - Peer on peer abuse
 - Preventing radicalisation and extremism
 - Private fostering
 - Relationship abuse
 - Sexual violence and sexual harassment
 - Up-skirting
 - Youth produced sexual imagery or "Sexting"

(Also see Annex A within 'Keeping children safe in education' 2020)

4. Related Safeguarding Policies

- This policy is one of a series in the School's safeguarding portfolio and should be read in conjunction with the policies as listed below:
 - COVID 19 – Addendum to Child Protection Policy
 - School's rules: *Règlement intérieur*;
 - Behaviour and discipline policy;
 - E- Safety and use of internet, mobile phones and other electronic equipment policy (for pupils);
 - Anti-bullying policy;
 - Privacy notices;

- Health and Safety;
- Attendance and absence policy;
- Risk assessment policy;
- First Aid policy;
- PHSCE policy;
- Complaints policy;
- CFBL Employee Handbook which includes staff obligations in safeguarding, whistleblowing procedure, CFBL's safer recruitments procedures, attached to this policy, and to CFBL Rules and Policies Handbook (for contractors, workers and volunteers).

The school has reviewed its safeguarding policies and processes, and introduced coronavirus specific policies that take into account the DfE's interim guidance and any new or increased risks caused by the developing response to coronavirus – for example risks around online learning, the fact of reduced face to face contact, and new classroom and staffing arrangements. (see Addendum to child protection policy - May 20)

5. Key Responsibilities

- The governing body, proprietor and management committees (as appropriate) have read and will follow KCSIE 2020.
- The School has at least one nominated governor for safeguarding. The nominated governor(s) will take the lead role in ensuring that the School has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.
- Day-to-day issues are being delegated to the Pastoral Committee (*Réunion de Vie Scolaire*), which comprises the Deputy Head Teacher for Early Years and Primary School (DSL), the Deputy Head Teacher for Secondary School, the School Nurse (Deputy DSL), the Student Support officer, one of the School counsellors (*psychologues scolaires*) and the School's speech therapist.
- The governing body, Head Teacher and Leadership Team will ensure that the DSLs are properly supported in their role. They ensure safer recruitment practice is followed when recruiting.
- Safeguarding issues are brought to the attention of the governing body.

5.1 Designated Safeguarding Leads (DSLs) and Deputy Designated Safeguarding Lead (DDSL)

- The school has appointed David Gassian, as the Designated Safeguarding Lead (DSL).
- The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems in school.
- The Deputy Designated Safeguarding Lead is Elodie Malard, the School nurse.
- At least one DSL or DDSL is always available (during school hours and term time) to discuss any safeguarding concerns.
- DSLs and DDSL will undergo appropriate and specific training (Child Protection Level 3) to provide them with the knowledge and skills required to carry out their role. DSLs and any DDSL's training will be updated formally every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.
- Deputy DSLs are trained to the same standard as the DSLs. Whilst the activities of the DSLs may be delegated to the DDSLs, the ultimate lead responsibility for safeguarding and child protection remains with the DSLs and this responsibility will not be delegated

- It is the role of the DSLs to:
 - Act as the central contact point for all staff to discuss any safeguarding concerns;
 - Maintain a confidential recording system for safeguarding and child protection concerns;
 - Coordinate safeguarding action for individual children;
 - In the case of Children Looked After the DSLs should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSLs liaising closely with the designated teacher);
 - Liaise with, and manage referrals to, the relevant agencies such as Children Safeguarding and Social Work (CSSW), LADO, the Channel Panel, the Police and the Disclosure and Barring Services, in line with WTSC 2018;
 - Ensure that locally established referral procedures are followed as necessary;
 - Represent, or ensure that the School is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences);
 - Manage and monitor the School's role in any multi-agency plan for a child;
 - Be available during term time (during school hours) for staff in the School to discuss any safeguarding concerns;
 - Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2020);
 - Keep the Head Teacher and the governing body informed of on-going safeguarding and child protection issues and enquiries;
 - Provide regular updates received from Camden to all staff members and governors on any changes in safeguarding or child protection legislation. They may decide to hold workshops or discuss in staff meetings;
 - Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. This may take place during meetings of *conseil des maitres* (primary school) or *conseil d'enseignement* (secondary school).

5.2 Members of Staff

- All members of staff (including supply staff) have a responsibility to:
 - Provide a safe environment in which children can learn;
 - Be prepared to identify children who may benefit from early help;
 - Understand the early help process and their role in it;
 - Understand the School's safeguarding policies and systems;
 - Undertake regular and appropriate training which is regularly updated;
 - Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989 and support social workers and other agencies following any referral;
 - Know what to do if a child tells them that he or she is being abused or neglected;
 - Know how to maintain an appropriate level of confidentiality;
 - Be aware of the indicators of abuse and neglect (including mental health problems) so that they are able to identify cases of children who may be in need of help or protection.

5.3 Children and Young People

- Children and young people (pupils) have a right to:
 - Contribute to the development of school safeguarding policies;
 - Receive help from a trusted adult;
 - Learn how to keep themselves safe, including online.

5.4 Parents and Carers

- Parents/carers have a responsibility to:
 - Understand and adhere to the relevant school/policies and procedures.
 - Talk to their children about safeguarding issues and support the School in its safeguarding approach.
 - Identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the School, or other agencies.

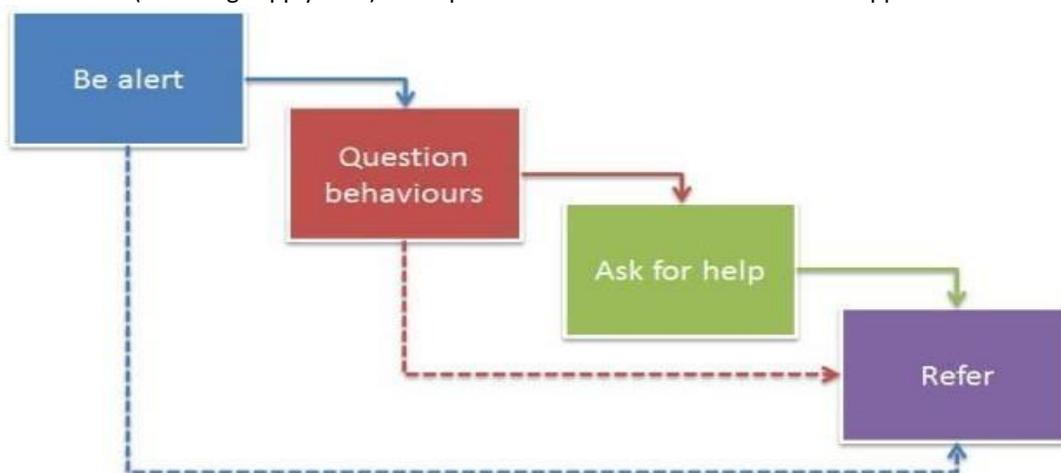
- Parents can obtain a copy of the School Child Protection Policy and other related policies on request and can view them via the School website <https://www.cfbl.org.uk/our-school/inspections-rules-policies/>

6. Recognition and Types of Abuse and Neglect

- All staff in School (including supply staff) should be aware of the definitions and indicators of abuse and neglect. There are four categories of abuse:
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
- Members of staff (including supply staff) are aware that child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness.
- The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.
- Parental behaviours' may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

7. Safeguarding and Child Protection Procedures

- The School will carry out its duty to safeguard pupils which is:
 - protecting children from maltreatment;
 - preventing impairment of children's health or development;
 - ensuring children are growing up in circumstances consistent with the provision of safe and effective care;
 - undertaking that role so as to enable children to have optimum life chances so they can enter adulthood successfully.
- The School will refer to Camden's thresholds and eligibility criteria (available at <https://cscp.org.uk/wp-content/uploads/2019/06/CSCB-multi-agency-threshold-and-assessment-guidance-2.pdf>) to help make decisions on the child's level of need and the appropriate service to refer on for services. Staff will consult with the DSLs for advice and to discuss the case prior to making any referral for services.
- All members of staff (including supply staff) are expected to be aware of and follow this approach:



- It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a request for support should be made immediately to the MASH Team of the Borough where the child leaves and/or the police.
- Where possible, a decision on whether or not to refer a pupil to CSSW should be made by the DSLs or their deputy following a discussion with the member of staff who has raised concerns. However this should not delay any referral and any member of staff may make a referral if this is necessary but staff should discuss the matter with a member of the senior management team and take advice from the Child and Family Contact team social worker. The designated safeguarding lead should be informed as soon as possible.
- Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the DSLs may discuss the case on a “no names” basis with the Child and Family Contact team social worker to obtain advice on how to proceed.
- All referrals for a children’s social care service will be made to the Child and Family Contact team of the Borough where the child leaves. Parental consent for referral will be sought but a referral will be made regardless of consent being given in cases where there are safeguarding concerns about the child and making a referral is a proportionate response to those concerns.
- All referrals will be acknowledged by the Child and Family Contact team manager within 24 hours and the referrer informed of what action will be taken.
- The role of the School in situations where there are child protection concerns is NOT to investigate but to recognise and refer.
- All members of staff are made aware of the internal and local early help support services. Where a child is being offered or receiving early help support, staff will be supported to understand their role in any early help assessment or intervention. This includes identifying emerging problems, liaising with other professionals, and in some cases acting as the lead practitioner.
- The DSLs will keep all early help cases under constant review and consideration will be given to a request for support if the situation does not appear to be improving or is getting worse.
- All staff are aware of the process for making request for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.
- In all but the most exceptional circumstances, parents /carers will be made aware of the concerns for their child at the earliest possible stage. In the event that a request for support to the Children’s Safeguarding and Social Work Team is necessary, parents/carers will be informed and consent to this will be sought, unless there is a valid reason not to do so, for example if to do so would put a child at risk of harm would undermine a criminal investigation.
- On occasion, staff may pass information about a child to a DSL but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL so that they can reassure themselves the child is safe and their welfare is being considered. If following this process the staff member remains concerned, it is the responsibility of that staff member to follow the School’s escalation process.
- If a child’s situation does not appear to be improving, then the DSLs (or the person that made the request for support) will consider re-referral.

8. Record Keeping

- Staff (including supply staff) will notify the DSLs by email with any welfare concern that they have about a child, then record those concerns on the School’s safeguarding incident/concern form (see [Annex 1](#)) and pass them without delay to the DSLs. Records will be completed as soon as possible after the incident/event, using the child’s words and will be signed and dated by the member of staff. If there is an immediate concern the member of staff should consult with a DSL and this needs to

take priority.

- All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with a DSL.
- Incident/Welfare concern forms are kept on a secured drive share only between the DSLs and the Deputy DSL.
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the School. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSLs. Access is restricted to the Head, the DSLs and the DDSL. Safeguarding records are shared with other member of staff on a 'need to know' basis only.
- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.
- The Head Teacher will be kept informed of any significant issues by the DSLs.

9. Multi-agency Working

- CFBL recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (Working Together to Safeguard Children 2018).
- Schools are not the investigating agency when there are child protection concerns. We will however contribute to the investigation and assessment processes as required. CFBL recognises the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.
- The School Leadership Team and DSLs will work to establish strong and co-operative relationships with relevant professionals in other agencies.

10. Confidentiality and Information Sharing

- CFBL recognises that all matters relating to child protection are confidential. The Head Teacher or DSLs will only disclose information about a pupil to other members of staff on a 'need to know' basis.
- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. They must explain why they have to pass the information on, to whom and what will happen as a result.
- DfE Guidance on Information Sharing (July 2018) provides further detail and can be found on the safeguarding resources folder which can be found on the staff shared drive.

11. Complaints

- The school has complaints procedure available to parents, pupils and members of staff and visitors who wish to report concerns. Complaints procedure for parents and pupils is available on the School's website <https://www.cfbl.org.uk/our-school/inspections-rules-policies/>. The grievance procedure for staff is available in the Employee Handbook.
- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations against Staff policy. This can be found in the Employee Handbook.

12. Staff Induction, Awareness and Training

- All members of staff have been provided with a copy of Part One of “Keeping Children Safe in Education” (2020) which covers Safeguarding information for all staff. School leaders will read the entire document. School leaders and all members of staff who work directly with children will access Annex A within Keeping Children Safe in Education 2019. Members of staff have signed to confirm that they have read and understood Part One and Annex A. This information is kept by the HR department.
- Our staff induction includes child protection policy, behaviour and discipline policy/*règlement intérieur*, staff behaviour policy, safeguarding response to children missing in education, role of the DSLs.
- The DSLs will ensure that all new staff and volunteers (including temporary staff) are aware of the school’s internal safeguarding processes. All staff members (including temporary staff) will:
 - receive training to ensure they are aware of a range of safeguarding issues;
 - receive regular safeguarding and child protection updates, at least annually;
 - be made aware of the School’s expectations regarding safe and professional practice via the Staff Obligations in Safeguarding.
 - Staff Training includes:
 - The early help process and the role of all staff in identifying emerging problems;
 - Recognition and reporting of concerns immediately as they arise (including child missing in education) ;
 - What to do is a child tells staff that they are being abused or neglected, including appropriate level of confidentiality, liaising with professionals (incl. DSLs) and never promising to a child that they will not tell anyone about an allegation;
 - Identification of signs of abuse and when it is appropriate to make a referral;
 - Awareness of the process of making referrals to children’s social care, and for subsequent statutory assessments, along with the role staff might be expected to play in such assessments;
 - A working knowledge of how Local Safeguarding Children Boards operates, the conduct of a child protection case conference and how to contribute to these effectively when required;
 - E-safety training;
 - ‘prevent’ training.
- The DSLs and Head Teacher will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date register of who has been trained.
- Although the School has a nominated lead(s) for the governing body, all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

13. Safe Working Practice

- All members of staff (including supply staff) are required to work within clear guidelines on Safer Working Practice for Adults Working with Children and Young Adults (<https://www.safeguardingschools.co.uk/guidance-for-safer-working-practice-for-adults-who-work-with-children-and-young-people-in-education-settings/>) / the School’s Code of Conduct.
- Staff (including supply staff) should be aware of the school’s Behaviour and Discipline Policy, and any physical interventions must be in line with agreed policy and procedures.
- Staff (including supply staff) should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should adhere to the School’s online safety and Acceptable Use policies.
- As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff (including supply staff) have a responsibility to ensure that an unequal

balance of power is not used for personal advantage or gratification. Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential. Staff should refer to the School's Staff Handbooks (the Employee Handbook or the Rules and Policies Handbook) which includes its Social Media Policy.

14. Staff Supervision and Support

- Any member of staff (including supply staff) affected by issues arising from concerns for children's welfare or safety can seek support from the DSLs.
- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.
- The school will provide appropriate supervision and support for all members of staff to ensure that:
 - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children;
 - All staff will be supported by the DSLs in their safeguarding role;
 - All members of staff have regular reviews of their own practice to ensure they improve over time.
- The DSLs will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.
- The school will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of the Early Years Foundation Stage (EYFS) 2017.

15. Safer Recruitment

- CFBL is committed to ensure that it develops a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and staff.
- The Governing Body and Leadership Team are responsible for ensuring that the School follows safe recruitment processes outlined within KCSIE DfE guidance and maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- The Governing Body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.
- CFBL is also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.

16. Allegations Against Members of Staff and Volunteers

- CFBL recognises that it is possible for staff (including supply staff) and volunteers to behave in a way that might cause harm to children and takes seriously any allegations received. Such allegations should be referred immediately to the Headteacher (or his deputy in his absence) who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the Head Teacher then staff are advised that allegations should be reported to the Chair of Governors or the nominated governor for safeguarding issues, who will contact the LADO in the first instance.
- All staff (including supply staff) and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the Senior Leadership Team. All members of staff are made aware of the School's Whistleblowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. If they do not feel able to raise concerns regarding child protection failures internally, staff and volunteers may report concerns to the following:
 - Camden's lead officers for child protection or safeguarding where there are issues regarding the welfare of a pupil;

- The following numbers can be used where there are issues regarding the School’s overall procedures around safeguarding:
 - Camden Council’s confidential and independent helpline for protected disclosure on **0800 734199**;
 - the Ofsted whistleblowing line on **0300 123 3155**
 - the NSPCC whistleblowing helpline on **0800 028 0285** (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk.

The Headteacher is responsible for ensuring that these numbers are advertised on the school premises and made available to staff and pupils.

- CFBL has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.

When in doubt – consult

17. Safeguarding Children with Special Educational Needs and Disabilities

- CFBL acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse.
- CFBL will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child’s disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

18. Peer on Peer Abuse

- All members of staff at CFBL recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including but not limited to, bullying, cyberbullying, physical abuse, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour, violence, up-skirting and ‘sexting’. Staff and leadership are to be mindful that some potential issues may be affected by gender, age, ability and culture of those involved.
- CFBL believes that abuse is abuse and it will never be tolerated or passed off as ‘banter’, ‘just having a laugh’ or ‘part of growing up’. Where appropriate, the school/college will refer the perpetrator and the victim to the Child and Family Contact team under the *Peer on peer abuse* protocol available at: <https://cscp.org.uk/resources/peer-on-peer-abuse/>
- Where the harm is attributable to sexually abusive behaviour or sexual harassment, the school will follow the CSCP Harmful sexual behaviour protocol available at <https://cscp.org.uk/wp-content/uploads/2019/08/CSCP-harmful-sexual-behaviour-protocol-2019.pdf>.
- ‘Upskirting’ is a criminal offence and will not be tolerated. It typically involves someone taking photographs under a person’s clothes without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

- ‘Sexting’ (Youth Produced Sexual Images) will not be tolerated. The School will respond to cases of ‘sexting’ in line with UKCCIS “Sexting in Schools and Colleges” guidance available at <https://www.gov.uk/government/publications/sexting-in-schools-and-colleges>.

19. Gangs, County Lines, Serious Violence, Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

- CFBL recognises the impact of gangs, county lines, serious violence, CSE and CCE. It is recognised that the initial response to child victims is important and that staff will take any allegation seriously and work in ways that support children and keep them safe. Staff should know that CCE and CSE are forms of abuse where a person or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. This power imbalance can be due to:
 - Age
 - Gender
 - Sexual identity
 - Cognitive ability
 - Physical strength
 - Status
 - Access to economic or other resources

Staff should be made aware of these terms and be given training on how to identify CSE and CCE and their effects on a child.

- All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:
 - Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs;
 - Increased absence from School;
 - Change in friendships/relationships with others/groups;
 - Significant decline in performance;
 - Signs of self-harm/significant change in wellbeing;
 - Signs of assault/unexplained injuries.

20. Mental Health

CFBL Staff is aware:

- That mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- That experiences of abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact
- How these experiences can affect children's mental health, behaviour and education

Staff knows that only trained professionals should attempt to make a diagnosis of a mental health problem, but that all staff should:

- Observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one
- Report a mental health concern about a child (that's also a safeguarding concern) by following your school's child protection policy and speaking to the DSL or deputy

To help train staff on mental health awareness, see DfE guidance on [preventing and tackling bullying](#) and [mental health and behaviour](#). See also Public Health England guidance on [promoting children's emotional health and wellbeing](#), and lesson plans and teaching materials from [Rise Above](#).

21. Online Safety

It is recognised by CFBL that the use of technology presents challenges and risks to children and adults both inside and outside of

school. Please refer to our E-safety and Use of Technology Policy.

- The DSLs have overall responsibility for online safeguarding within the School.
- CFBL identifies that the issues can be broadly categorised into three areas of risk:
 - content: being exposed to illegal, inappropriate or harmful material;
 - contact: being subjected to harmful online interaction with other users;
 - conduct: personal online behaviour that increases the likelihood of, or causes, harm.
- CFBL acknowledges that whilst filtering and monitoring is an important part of schools' online safety responsibilities, it is only one part of our approach to online safety. Pupils and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology and where concerns are identified appropriate action will be taken.
- The School will ensure that:
 - Appropriate filters and monitoring systems are in place to keep children safe online. The School's systems are equipped with devices and software (Firewall, Web filtering (WebSense Security) and Antivirus/Malware protection) to manage and monitor incoming and outgoing traffic from and to the School's network. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes of, harm;
 - Children are taught about safeguarding, including online safety in ICT lessons; and
 - Staff are equipped with the knowledge to safeguard children online via appropriate briefings.
- CFBL recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2020 and EYFS 2017 has appropriate policies in place that are shared and understood by all members of the school community. Further information reading the specific approaches relating to this can be found in the school's Use of IT Policy for Staff which can be found in the Staff Handbook and Taking, Storing and Using Images of Children Policy which can be on the website.
- CFBL will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.

22. Curriculum and Staying Safe

- We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.
- Our curriculum and pastoral systems (*vie scolaire*) provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and that of others. Online safety is integrated into the curriculum. All staff, including all non-teaching staff, have an important role in insisting that pupils always adhere to the standards of behaviour set out in our behaviour policy and in enforcing CFBL Anti-Bullying Policy. Time is allocated in the school day (for example in civic education lessons) to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right.
- Our school systems support children to talk to a range of staff. Children will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate. All pupils know that there are adults to whom they can turn to if they are worried, including the School counsellor (*psychologue scolaire*), the School's Deputies to the Head and the School nurse. If the School has concerns about a child there is always a recognised requirement for sensitive communication and designated staff members are aware of the need to avoid asking leading questions. Our support to pupils includes the following:
 - All pupils can have access to a telephone enabling them to call for support in private, including calling confidential

helplines and are given web addresses for external specialists such as ChildLine, Kidscape, Get Connected and the Samaritans.

- Our infirmary displays advice on where pupils can seek help.
- We provide lessons to pupils on e-safety in ICT lessons and ensure that all pupils understand and adhere to the School's guidelines in this area. This includes guidance on educating pupils to stay safe including e-safety and online protection. For more details on cyber-bullying please refer to CFBL Anti-Bullying Policy.
- Our curriculum includes relationships education (primary school), relationships and sex education (secondary school).

23. The Use of School Premises by Other Organisations

- Where services or activities are provided separately by another body using the school premises, the Headteacher and Governing Body will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.
- If this assurance is not achieved, then an application to use premises will be refused.

24. Security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on School site. Any individual who is not known or identifiable should be challenged for clarification and reassurance. The School will not accept the behaviour of any individual (parent or other) that threatens School security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the School site.

25. Early Years setting

25.1 Legal and policy framework

- As an early years provider delivering the Early Years Foundation Stage (EYFS), the School aims to meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and related statutory guidance. (<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>)
- The school will ensure that children taught in *Petite* and *Moyenne Section de Maternelle* classes are able to learn and develop and are kept safe and healthy so that they are ready for School by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

25.2 Safeguarding and child protection

- All safeguarding and child protection policies listed in this policy will apply equally to children in early years settings so far as they are relevant to that age group.
- In addition, the school has the following child protection policies:
 - A policy on the use of mobile phones and cameras within the early years setting, pursuant to which:
 - parents and carers are asked to switch off mobile phones if they are coming into the early years setting and leave the setting if they need to use their mobile;
 - parents are generally prohibited from taking any photographs of children in the early years setting, but for special events such as school performances, may do so on the understanding that the images are not posted onto social media sites or otherwise shared;

- staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum and that they use school equipment only for this purpose;
 - staff do not bring personal mobile phones into the early years setting and use them only during breaks in the staff room.
- a statement on how notifications will be made to Ofsted in the event of an allegation of serious harm or abuse by any person working in the early years setting.

25.3 Suitable people

- The School will follow the safer recruitment policy set out in section xx of this policy to ensure that staff and volunteers who are recruited to work in the early years setting are carefully selected and vetted to ensure they are suitable to work with children and have the relevant qualifications.
- Staff policies set out in section 4 of this policy will apply equally to staff and volunteers in the early years settings, and the school will ensure that they receive proper training and induction so that they are aware of their role and responsibilities, all school policies and the school's expectations regarding conduct and safe teaching practice.
- Whenever an allegation is made against a member of staff in the early years setting, the school will follow the Camden policy "Guidance of the management of an allegation against a member of staff" as referred to in section 6 of this document.
- Where early years staff are taking medication that may affect their ability to care for young children, this will be notified to the head teacher.

25.4 Staff training, skills and supervision

- The school will ensure that:
 - all staff in the early years setting have the relevant qualifications and skills for their role and receive the relevant induction, child protection and safeguarding training in line with this policy;
 - all policies set out in section 4 of this policy will apply equally to early years staff;
 - all early years staff receive supervision that helps them to effectively safeguard children by providing opportunities to discuss issues and concerns and decide on what action to take;
 - all early years staff are able to communicate effectively in French and English both orally and in writing;
 - a member of staff who holds a current paediatric first aid certificate is available on the school premises at all times and accompanies children on school trips;
 - each child in the early years setting has a designated keyworker who liaises with parents to provide individual support for the child.
- Staff in early years setting may need to provide intimate or personal care to younger pupils, for example helping a child who has soiled themselves or supervising pupils who are changing for P.E. Children are encouraged to carry out self-care tasks for themselves where appropriate, but where adult intervention is needed, the following is observed:
 - staff should follow any agreed school policy or practice when providing intimate or personal care;
 - when taking pupils to the toilet, staff will make colleagues aware of the task to be undertaken and explain to the child what will happen;
 - parents will always be notified if intimate care has been provided;
 - when providing intimate care, staff should carefully and sensitively observe the child's emotional response and report any concerns to the designated teacher;
 - when children are changing, levels of supervision should be appropriate to the pupil's age;
 - staff will avoid any physical contact unless a child needs help;
 - staff will ensure that changing areas are private and that others are not able to enter whilst children are changing.

25.5 Staff ratios

- The school will ensure that:
 - staff levels within the early years setting comply with statutory guidance and can meet the needs of the children, provide suitable levels of supervision and keep them safe;
 - parents are kept informed of staff members and numbers;
 - children are kept within staff sight and hearing at all times.
- For nursery classes and garderie:
 - there will be at least one member of staff for every 13 children
 - one member of staff will be a qualified teacher
 - at least one member of staff will hold a full and relevant level 3 qualification.
- For reception classes:
 - class sizes will be limited to 23 pupils
 - classes will be led by a qualified teacher supported by suitably qualified support staff.

25.6 Health

- The School will:
 - promote the health of children attending the early years provision
 - take necessary steps to stop the spread of infection
 - administer medicines only in line with the school's policy
 - take appropriate action where children are ill
 - ensure any meals provided are nutritious and prepared in a hygienic manner
 - notify Ofsted of any serious accident, illness or death of any child whilst attending the early years setting within 14 days.

25.7 Health and safety and suitability of premises

- The school will ensure that all indoor and outdoor spaces and facilities used for early years settings are safe and fit for purpose and comply with school policies and standards for site safety and health and safety as set out section 8 of this policy. Additionally, the school will ensure that all potential hazards within the school and during school trips are regularly risk assessed.
- The school has specific policies for ensuring that records of parents details, and contact numbers for emergencies are kept up to date and that children are released to the care of their parent or other responsible adult with the parent's consent at the end of the day as well as policies for dealing with uncollected children.

25.8 Managing behaviour

- The School will take all reasonable steps to ensure that behaviour management techniques are appropriate to the child's age and that corporal punishment is not used or threatened. However, staff will be permitted to use appropriate physical intervention in line with Camden's Physical intervention and restraint policy. Physical intervention and restraint policy.docx

26. Monitoring and Review

- All school staff (including temporary and supply staff and volunteers) will have access to a copy of this policy. The policy will also be available to parents/carers (on the website).
- **This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.**

27. National Support

- Support for staff
Education Support Partnership: www.educationsupportpartnership.org.uk
Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- Support for Pupils
NSPCC: www.nspcc.org.uk
ChildLine: www.childline.org.uk
Papyrus: www.papyrus-uk.org
Young Minds: www.youngminds.org.uk
The Mix: www.themix.org.uk
- Support for adults
Family Lives: www.familylives.org.uk
Crime Stoppers: www.crimestoppers-uk.org
Victim Support: www.victimsupport.org.uk
Kidscape: www.kidscape.org.uk
The Samaritans: www.samaritans.org
Mind: www.mind.org.uk
NAPAC (National Association for People Abused in Childhood): napac.org.uk
MOSAC: www.mosac.org.uk
Action Fraud: www.actionfraud.police.uk
- Support for Learning Disabilities
Respond: www.respond.org.uk
Mencap: www.mencap.org.uk
- Domestic Abuse
Refuge: www.refuge.org.uk
Women's Aid: www.womensaid.org.uk
Men's Advice Line: www.mensadvice.org.uk
Mankind: www.mankindcounselling.org.uk
Domestic abuse services: www.domesticabuseservices.org.uk
- Sexual Abuse and CSE
Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
Stop it Now!: www.stopitnow.org.uk
Parents Protect: www.parentsprotect.co.uk
CEOP: www.ceop.police.uk
Marie Collins Foundation: www.mariecollinsfoundation.org.uk
internet Watch Foundation (IWF): www.iwf.org.uk
- Online Safety
Childnet International: www.childnet.com
K Safer Internet Centre: www.saferinternet.org.uk
Parents Info: www.parentinfo.org
Internet Matters: www.internetmatters.org
Net Aware: www.net-aware.org.uk
ParentPort: www.parentport.org.uk
Get safe Online: www.getsafeonline.org
- Radicalisation and hate
Educate against Hate: www.educateagainsthate.com
Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism

True Vision: www.report-it.org.uk

Last review by safeguarding committee: 24 August 2020

Review: at least annually

Annex 1 - Safeguarding children monitoring/incident form

Annex 2 – CFBL Staff Code of Conduct

Annex 1 - Safeguarding children monitoring/incident form

School year 2020-2021/Année scolaire 2020-2021

Incident report / Rapport d'incident

Part to be completed by the main incident witness / Partie à remplir par le témoin principal de l'incident:

➤ **Pupil details/Identité de l'élève**

Name/Nom:

First name/Prénom:

Form and class/Classe:

➤ **Possible Witness(es)/Témoin(s) éventuel(s)**

➤ **Details of the incident/Compte-rendu de l'incident**

Date and time of incident/Date et heure de l'incident :

Place where the incident took place/Lieu de l'incident:

Describe facts/Transcription des faits:

Name/Nom:

First name/Prénom:

Date/Date:

Section to be completed by Vie Scolaire/Partie à remplir par la Vie Scolaire:

➤ **Communication/information**

Vie scolaire informed/La vie scolaire a été informée:

yes/oui

no/non

DSL informed/Le DSL a été informée:

yes/oui

no/non

Pupils family informed/La famille de l'élève a été informée:

yes/oui

no/non

Of yes, how/Si oui par quel biais:

● By phone/par téléphone

Date and time/Date et heure:

● By email/par email

Date and time/Date et heure:

Form teacher informed/Le professeur principal a été informé de l'incident:

yes/oui

no/non

➤ **Actions undertaken (possible punishment or sanction contemplated, transmission to DSL and mention of action**

taken)/Actions menées/remédiation (punition ou sanction éventuellement envisagée, transmission au DSL et mention de ce qui a été fait)



STAFF BEHAVIOUR POLICY

Introduction

This policy applies to all Staff and volunteers in the School regardless of their position, role or responsibility. It sets out clear guidance on the standards of behaviour expected from all Staff (as defined below) at the School.

References to “Staff” throughout this policy relate to all of the following groups:

- all members of staff including teaching and support staff;
- governors;
- volunteers;
- casual workers;
- temporary and supply staff, either from agencies or engaged directly; and
- student placements, including those undertaking initial teacher training and apprentices.

The principles underlying the guidance aim to encourage Staff to achieve the highest possible standards of conduct and minimise the risk of inappropriate conduct occurring.

Staff are in a unique position of trust and influence as role models for pupils and must adhere to behaviour that sets a good example to all pupils within the School.

Staff also have an individual responsibility to maintain their reputation and the reputation of the School, both inside and outside working hours and the work setting.

The School requires that all Staff have read and agree to comply with this policy. Breach or failure to observe this policy may result in action being taken under the School disciplinary procedures including, but not limited to, dismissal.

This Staff Behaviour Policy is not an exhaustive list of acceptable and unacceptable standards of behaviour. In situations where guidance does not exist in this policy, Staff are expected to exercise their professional judgement and act in the best interests of the pupils and the School.

This policy should be read in conjunction with the following related policies and procedures:

- Child Protection Policy;
- Equal Opportunities Policy;
- Use of Telephone, E-Mail Systems and Internet Policy;
- Social Media Policy;
- Health and Safety Policy;
- Anti-Bribery Policy; and
- Whistleblowing Policy.

Staff should ensure that they have read and are familiar with these policies and procedures.

Staff are also required to read and understand Part One of the Department for Education's statutory guidance on safeguarding children and safer recruitment in education, Keeping Children Safe in Education. All senior members of Staff and those Staff working directly with children will also be required to read Annex A of Keeping Children Safe in Education in addition to Part One.

Attendance and Timekeeping

Should you need to be absent or expect to be late for any reason, you should ask your Line Manager in advance when possible. If this is not possible, please contact your Line Manager at the earliest opportunity. Any absences and tardiness should also be reported to Anne Boachie and Christine Louca.

Smoking

To promote a healthy and pleasant working environment and because of the fire risk, smoking (in any form, including the use of e-cigarettes) is not allowed anywhere on site. You must not smoke on school premises or outside school gates. Any member of Staff wishing to smoke must leave the school grounds.

You must not smoke whilst working with or supervising pupil's offsite.

Alcohol and Illegal Drugs

Consumption of alcohol or illegal drugs is not permitted on site, save where at a school function or otherwise agreed when modest amounts of alcohol may be consumed. Your conduct and performance must not be adversely impacted by alcohol or drugs when undertaking your duties.

Security

In the interests of security, employees must carry their identity card whilst in School and produce it on request. You must not remove any School documents from the site or take any photographs without due permission. The School reserves the right to search the outer clothing, bags and lockers of employees whilst on site. Staff may have a colleague in attendance on such occasions.

Health and Safety

All Staff have a duty to ensure that a safe working environment exists. Fire and evacuation procedures must be adhered to at all times and Staff are required to familiarise themselves with the procedures and their responsibilities set out in the Health and Safety Policy.

Personal Appearance

We regularly receive visits from parents, potential parents and others, and naturally wish to convey an impression of professionalism and organisation. Therefore whilst not wishing to impose unreasonable obligations, Staff are, nonetheless, required to look smart in appearance at all times.

Mobility and Flexibility

Due to the demands and nature of the School, employees should be prepared to transfer upon request within departments either temporarily or permanently and/or to undertake work of a different nature, providing it is reasonable and safe to do so and the individual is adequately trained.

Gifts, rewards and favours

Staff should take care to ensure that they do not appear to accept a gift that may be construed as a bribe or lead the giver to expect preferential treatment. Staff are required to familiarise themselves with the content of the School's Anti-Corruption and Bribery Policy.

Staff should exercise care when selecting pupils for school teams, productions, trips and/or specific work tasks in order to avoid perceptions of favouritism or injustice. Similar care should be exercised when excluding a child from an activity without prior consultation with the Head or the Deputy Head.

Staff should not give presents/rewards to an individual outside of the School reward system.

Communication

Good communication between all members of the School community is vital. All communication between Staff, pupils and parents should take place within clear, explicit and professional boundaries.

Communication with parents

Deputy Heads are expected to be the first point of contact between parents and the School, although enquiries will also come through the Student Support Office (Vie Scolaire). Staff can contact parents by telephone, email or letter. Staff should not contact pupils, parents or conduct any school business using personal email addresses.

Where a member of Staff receives an email from a parent, a reply should normally be made within [one] working day. If a full reply cannot be made within that time, the member of Staff should send a brief acknowledgment e-mail and let the parent know when a fuller reply can be expected.

Staff sending emails to parents/carers are advised to send a copy (cc or bcc) to the Head and the Deputy Head.

Staff must inform the Head, Deputy Head and their Line Manager if they receive an offensive email.

Communication with Pupils

Staff should carefully consider the manner in which they communicate with pupils so as to avoid any possible misinterpretation of their motives or behaviours.

Staff should not give their personal mobile phone numbers or email addresses to pupils, nor should they communicate with them by social media, text message or personal email. If they need to speak to a pupil by telephone, they should use one of the School's telephones and email using the School system. The group leader on all trips and visits involving an overnight stay should take a school mobile phone with him/her and may ask the pupils for their mobile numbers before allowing them out in small, unsupervised groups. The School mobile should be used for any contact with pupils that may be necessary. The group leader will delete any record of pupils' mobile phone numbers at the end of the trip or visit and should ensure that pupils delete any Staff numbers that they may have acquired during the trip.

Pupils should be encouraged to discuss with their parents or guardians issues that are troubling them. It may be appropriate to suggest that a pupil sees the School counsellor or a member of the pastoral team.

Relationships with pupils

Staff should understand that they are in a position of trust in relation to pupils, giving them influence and power by virtue of the knowledge they have and/or the authority invested in their role. Staff should ensure that their relationship with pupils clearly takes place within the boundaries of a respectful, professional relationship and avoid behaviour, which may be misinterpreted by others.

Infatuations

On occasion, pupils may develop an infatuation for a member of Staff. If a member of Staff suspects or becomes aware of an infatuation, the advice of the Head or Deputy Head must be sought immediately.

Other members of Staff must alert a colleague to the possibility of an infatuation in order that appropriate steps can be taken.

Staff should deal with these situations sensibly and appropriately to maintain the dignity and safety of all concerned.

One to one situations

Staff working individually with pupils should be aware of the potential vulnerability of pupils and Staff in such situations. Staff should manage these situations and take reasonable and sensible precautions to ensure the safety and security of the pupil and Staff alike.

Individual work with pupils should not be undertaken in isolated areas or rooms where there is no external viewing panel. Where it is necessary to close doors for reasons of confidentiality a colleague should be made aware of this and asked to remain vigilant.

Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint.

Physical contact with pupils

There are occasions when it is entirely appropriate and proper for Staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. Physical contact may be appropriate in the following circumstances:

- when a pupil needs to get comfort or reassurance e.g. following an accident or personal crisis;
- when a pupil needs encouragement to attempt a new challenge e.g. to climb on to a piece of apparatus; or
- when there is a need to take urgent action to avoid an incident or injury.

Staff should use their professional judgement at all times. Physical contact must be appropriate for the age, understanding and sex of the child and must never threaten or be sexually inappropriate. Staff must also be sensitive to an individual's cultural background and any special educational needs.

Staff should not have unnecessary physical contact with pupils and should be alert to the fact that minor forms of friendly physical contact can be misconstrued by pupils or onlookers.

Staff are referred to the School's Behaviour Policy for guidance on the use of reasonable force in relation to pupils.

Transporting Pupils

In certain circumstances it may be appropriate for Staff to transport pupils offsite on approved school business. The Head must oversee the plan and provide oversight of all transport arrangements. Staff should not transport pupils without prior authorisation or in the case of an emergency.

Staff should ensure that the driver is not distracted while the vehicle is in motion for any reason other than an emergency and should also ensure all passengers are wearing correctly fastened seatbelts.

Prior to transporting pupils offsite, consent must be obtained from a pupil's parent/guardian and Staff should be aware that the safety and welfare of the pupils is their responsibility until they are safely passed back to their parent/carer.

Staff should never be alone in a vehicle with a pupil, except in cases of an emergency.

Contact with pupils out of school

Staff should not:

- arrange meetings with pupils off the School premises without the prior approval of the Head;
- arrange private tuition of any of the School's pupils in school or outside of school whether in term-time or outside of term-time without the prior written approval of the Head; and
- give pupils their home address or any of their personal contact details.

Acceptable use of technologies

Staff should ensure that they are familiar with and comply with the School's Use of Telephone, E-Mail Systems and Internet Policy and the Social Media Policy at all times. In particular, Staff must:

- not engage in inappropriate use of social network sites which may bring themselves, the School or the School community into disrepute;
- adopt the highest security settings on any personal profiles they have;
- remain mindful of their digital footprint and exercise caution in all their use of social media or any other web based presence they have. This includes written content, videos or photographs and views expressed either directly or by 'liking' certain pages or posts or following certain individuals or groups;
- exercise care when using dating websites where Staff could encounter students; and
- not make contact with pupils, their guardians or family members, accept or initiate friend requests or follow pupils' or their guardians' accounts on any social media platform.

Equal treatment

We are committed to equal treatment for all Staff and pupils regardless of their race or colour, nationality or national or ethnic origins, religion or belief, sex, sexual orientation, pregnancy or maternity, marital or civil partnership status, gender reassignment, age, and disability (together known as "Protected Characteristics").

We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each pupil. Staff will be required to undertake regular consultation activities with pupils e.g. [through safety questionnaires, participation in anti-bullying week and speaking to children about their experiences at lunchtime and play-times].

Bullying, harassment, victimisation and/or discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration which we expect them to reciprocate towards each other, the Staff and the School. Staff should ensure that they are familiar with the School's staff Equal Opportunities Policy and the Anti-Bullying and Harassment Policy and the School's pupil policies on Equal Opportunities and Anti-Bullying.

Photographs

Many school activities involve recording images as part of the curriculum, extra school activities, publicity or to celebrate an achievement. In accordance with data protection legislation, the image of a pupil is personal data.

Photographs must only be taken of children with the permission of a parent or an individual with parental responsibility. Such consent must have been provided in writing via the School's consent form. It is also important to take into account the wishes of the pupil, remembering that some pupils do not wish to have their photograph taken or be filmed.

Where photographs are taken by Staff to evidence a child's progress, such photos should only be taken on School cameras. They must then be downloaded onto a School computer. Photos cannot be used or passed on outside the School. Neither Staff nor children should use their own mobile phones to take photographs.

Concerns or Complaints

The School aims to create an atmosphere in which a diverse range of people can work together openly in the spirit of mutual respect and trust towards a common purpose. Nevertheless, we recognise that it is possible for misunderstandings and disagreements to arise or for mistakes to occur.

Staff Complaints

Complaints should be dealt with immediately and openly and Staff should try to resolve issues informally in the first instance. If this approach is impractical or unsuccessful, Staff may wish to raise their concerns more formally in accordance with the School's Grievance Procedure or Whistleblowing Procedure, depending upon the nature of the concern.

Parental Complaints

Staff must ensure that parental complaints are dealt with in accordance with the School's Complaints Policy.

Safeguarding

For procedures for dealing with allegations or concerns about a child or disclosures/allegations of abuse, Staff should refer to the School's Child Protection Policy.