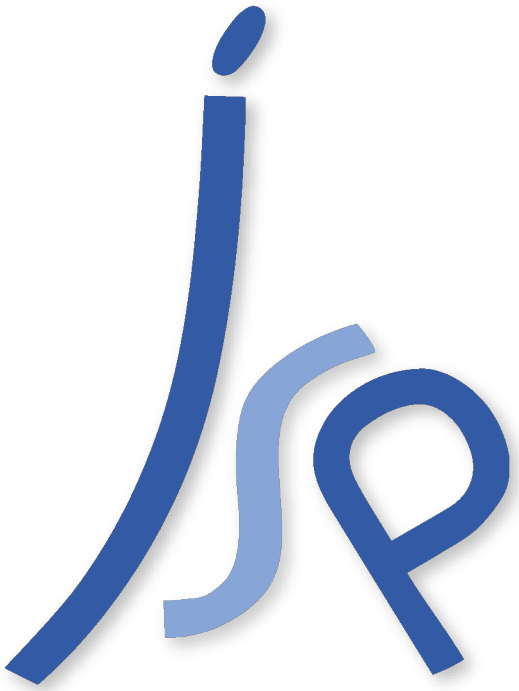

International School of Paris

Educating *for* complexity

International School of Paris
Committed to Safeguarding Student Wellbeing:
Child Protection Handbook

Policy Manager: Designated Safeguarding Leads, Principals' Group
Reviewing Committee: School Leadership Team
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1. PURPOSE AND BOARD POLICY ON CHILD PROTECTION AND SAFEGUARDING

- Provide child protection documentation that is appropriate to ISP and its context
- Provide the necessary definitions and assessment tools for clear identification and recognition of abuse/neglect situations
- Ensure an exemplary standard of child protection at ISP
- Ensure that prompt and adequate assistance is provided to a child in need of special care and protection
- Define procedures for staff members and establish clear reporting guidelines and mechanisms
- Outline processes and protocols for ISP in connecting to its local community, and to agencies for child protection support

This handbook outlines ISP's child protection protocols and procedures aligned with the School Board Policy on Child Protection. It applies to all community members, including volunteers, working in or on behalf of the school.

Child Protection and Safeguarding

The International School of Paris is committed to providing a safe environment that promotes the social, physical and ethical development of each child. All members of the ISP community must therefore act in the best interests of the children in our care. This includes:

- Supporting each child's development in ways that foster security, confidence and independence
- Providing an environment in which children and young people feel safe, secure, valued and respected, including feeling confident to approach adults if they are in difficulty
- Raising awareness of all adults and educating all children in the ISP community regarding the need to safeguard children, including their responsibilities in identifying and reporting possible cases of abuse or neglect
- Providing a systematic means of monitoring and supporting children who may be at risk
- Maintaining a structured procedure for all members of the school community to report suspected abuse or neglect and communicating clearly where and how to report such concerns
- Developing and maintaining effective working relationships with other agencies responsible for the care of children and families
- Ensuring that all staff and volunteers at ISP who have access to children have been checked for suitability, including verification of their identity, police background checks and qualifications.
    - Training for staff, students and parents will be ongoing in this area and a specific action plan of development policies and practices will be undertaken annually.

1.1 Aims

To ensure that all members of the ISP community help keep students safe by:

- contributing to the provision of safe learning environments for students
- taking appropriate action with the aim of making sure they are kept safe at school
- identifying students who are suffering or likely to suffer significant harm
- communicating to the school and wider community our commitment to safeguarding students

This handbook outlines how ISP will:

- create an environment where students feel secure, have their viewpoints valued, are encouraged to talk, and are listened to
- continue to develop awareness in all staff of the need for safeguarding student wellbeing in all aspects of their work and their responsibilities in identifying abuse, with particular care being taken with students with learning variances and disabilities
- ensure that all staff are aware of the referral procedures and Designated Safeguarding Leads within the school
- provide a systematic means of monitoring all students who have been identified as 'having protection needs'
- ensure that outside agencies are involved as appropriate
- ensure that key concepts of safeguarding are integrated within the curriculum
- ensure students know that there are adults in the school whom they can approach if they are worried
- provide information for parents/carers outlining the procedures laid down by this handbook
- ensure we practice safe recruitment in checking the suitability of all staff and volunteers who work with our students

1.2 Scope

This handbook applies to all members of the ISP community - all staff, students, parents, and visitors to the school.

1.3 Beliefs Statement

Child abuse and neglect are concerns throughout the world, which can have serious short and long-term psychological and physical implications for victims. Child abuse and neglect are violations of a child's human rights and are obstacles to the student's education as well as to their physical, emotional, and moral development. The International School of Paris endorses the UN Convention on the Rights of the Child (1989), of which France is a signatory.

Schools need to ensure that all students in their care are afforded a safe and secure environment in which to grow and develop,. Educators, having the opportunity to observe and interact with

students over time, are in a unique position to identify students who are in need of help and protection. As such, educators have a professional and ethical obligation to identify students who are in need of help and protection, and to take steps to ensure that the student and family receive the support needed to remedy any situation that constitutes child abuse or neglect.

All staff employed at ISP must report suspected incidents of child abuse or neglect whenever the staff member has reasonable cause to believe that a student has suffered, or is at significant risk of suffering abuse or neglect. Reporting and follow up of all suspected incidents of child abuse or neglect will proceed in accordance with administrative regulations respective to this handbook. Cases of suspected child abuse or neglect may be reported to the appropriate child protection agency in France and/or to local authorities.

ISP seeks to implement best practices in safeguarding and child protection.. As such, ISP will communicate this handbook annually to all parents, staff and students, will provide annual training for all staff, will implement hiring practices to ensure the safety of students, and will review the handbook annually for compliance and effectiveness.

In the case of a staff member reported as an alleged offender, ISP will conduct a full investigation following a carefully designed course of due process, keeping the safety of the students at the highest priority, involving local authorities where relevant and legally required.

Equality statement

We are committed to anti-discriminatory practice and recognise student's diverse circumstances. We ensure that all students have the same protection, regardless of any barriers they may face.

We give special consideration to students who:

- Have learning variances and or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language (EAL)
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of Female Genital Mutilation, sexual exploitation, forced marriage
- Are at risk of radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member’s mental health needs
- Are looked after or previously looked after (mineurs sous protection sociale ou/et administrative ou judiciaire)

1.4 Definitions

Designated Safeguarding Lead (DSL): The DSL is a member of the leadership team. Our DSLs are the Primary, Middle and High School Vice Principals, Student Wellbeing. The DSL takes lead responsibility for child protection and wider safeguarding.

Child Protection: The exact definition of Child Protection (in France, according to the 2007 Law), is "to prevent as much as possible the risks of having a child in a harmful or dangerous situation". The notion of risk is important and needs to be included.[1]

Safeguarding and promoting the welfare of students:

- Protecting students from maltreatment. Preventing impairment of students' physical and/or mental health or development.
- Ensuring that students grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all students to have the best outcomes.
- Child protection is part of this definition and refers to activities undertaken to prevent students suffering, or being likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

2. REPORTING AND PROCEDURES

2.1 Roles and responsibilities

Safeguarding and child protection is everyone's responsibility. This handbook applies to all staff, interns, parents, volunteers and school board members in the school and is consistent with legal procedures and guidance. Our protocols and procedures also apply to extended school field trips and off-site activities, for example Extended Curriculum Activities. *(See appendix 5 for ISP's responsibilities and obligations to Accreditation Agencies and Local and International LAws and Agencies)*

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing students for life in a modern world, and a culture of addressing the harms of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment. This is underpinned by our Primary School Values, Secondary Student Code of Conduct, Wellbeing Intervention Levels, wellbeing student support systems and wellbeing definition.

Preventative education is also delivered through the PSE programmes, which address:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence and self-esteem

- How to recognise an abusive relationship (including coercive and controlling behaviour)
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support
- What constitutes sexual harassment and sexual violence and why they're always unacceptable

All staff

All staff will acknowledge receipt, read and understand the ISP Child Protection Handbook, which will be revisited annually in safeguarding training delivered by DSLs.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection handbook, the staff code of conduct and the role and identity of the designated safeguarding lead (DSL).
- The process for making referrals to the DSL and the post referral procedures.
- What to do if they identify a safeguarding issue or a student tells them they are being abused or neglected, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues.
- Reinforce the importance of online safety when communicating with parents and carers.
- Provide safe space for students who are LGBTQ+ to speak out and share their concerns.

- French law stipulates that no student shall suffer violence. Any recourse to physical or psychological violence, corporal punishment, or any humiliating or degrading treatment against them is prohibited.

Designated Safeguarding Lead (DSL)

The DSLs take lead responsibility for child protection and wider safeguarding in the school. This includes online safety as well as understanding our filtering and monitoring processes on school devices and school networks to keep students safe online.

- During term time, the DSL will be available during school hours for staff or students to discuss any safeguarding concerns.
- Outside of school hours the DSLs can be contacted via email or phone on the contact details listed in the key contacts of this handbook.
- When the DSL is absent, the Principals will act as cover.
- If the DSL and Principals are not available, the Head of School will act as cover.
- The DSL will be given the time, funding, training, resources and support to:
    - Provide advice and support to other staff on child welfare and child protection matters.
    - Take part in discussions and inter-agency meetings and/or support other staff to do so.

- Refer suspected cases, as appropriate, to the relevant body eg. Cellules de Recueil des Informations Préoccupantes (CRIP), other Schools, and/or police, and support staff who make such referrals directly .
- Acquire a good understanding of harmful sexual behaviour, including child-on-child abuse and AI-based digital harm.

Members of the Child Protection Team see 2.5.3.

Principals

The Primary School, Middle School, and High School School Principals have overall responsibility for the implementation of this handbook, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this handbook, as part of their induction.
- Ensuring this handbook is communicated to parents when their child joins the school (Admissions Department) and via the school website.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that the DSLs deliver annual safeguarding and child protection training to all staff.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- Ensuring the relevant staffing ratios are met, where applicable.
- Members of the Child Protection Team.

Head of School

Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate. If the DSL and Principals are not available, the Head of School will act as cover. The Head of School is a member of the Child Protection Team.

The Board of Trustees

The Board of Trustees approves the *Board Policy on Child Protection and Safeguarding* at each review and ensures it complies with French law.

The Head of School implements Board Policy 7.50 within the guidelines contained in this handbook. The Board will appoint a Board Designated Safeguarding Lead. This is a different person from the school's DSL.

The Board Designated Safeguarding Lead will act as the 'case manager' in the event that an allegation of abuse is made against the Head of School, where appropriate.

All Board members will attend regular Safeguarding Training with the DSL and commit to reading the handbook.

2.2 Confidentiality

It should be noted that:

- Timely information sharing is essential to effective safeguarding.
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of students.
- French law surrounding GDPR and secondary schools (CNIL) does not prevent, or limit, the sharing of information for the purposes of keeping students safe.
- Staff should never promise a student that they will not tell anyone about a report of abuse, as this may not be in the student's best interests.
- If staff are in any doubt about sharing information, they should speak to the Designated Safeguarding Lead.

2.3 Reporting

It is a legal obligation for faculty, staff, and administrators, either as individuals or members of the institution, to report incidents of, or concerns about, physical or psychological violence, aggression, harassment, and physical or sexual abuse. This falls within Code Pénal, Article 434-3.

The reporting should be done using CPOMS within the same school day, or at most within 48 hours, to the Designated Safeguarding Lead, namely the Vice Principal Student Wellbeing in the relevant part of the school. In his or her absence, the concern must be reported to the relevant Principal. Contact may be made at any time, and is not restricted to working hours.

Designated Safeguarding Leads

Elisabeth Mailhac
Vice Principal Student Wellbeing (EL - G5 at Ranelagh)
emailhac@isparis.net
+33 (0) 6 51 75 08 86

Fiona Lee
Vice Principal Student Wellbeing (G6 - G9 at Cortambert)
flee@isparis.net
+33 (0) 6 60 79 19 79

Mike Kopp
Vice Principal Student Wellbeing (G10 - G12 at Beethoven)
mkopp@isparis.net
+33 (0) 7 64 79 67 67

Staff and students can also call 119 at any time (119-Allô Enfance en danger), also called *Numéro*

Vert 0800 05 1234. The objective of this 24-hour national helpline is to 'listen to, assist, inform and advise via telephone any person confronted with a situation where a student is in danger or at risk to become so, especially when the calls are from the students themselves, so as to identify these situations and facilitate the protection of minors in danger.'

Note: Staff, as professionals working with children and young people, are normally expected to reveal their identity and telephone number if using the 119 number.

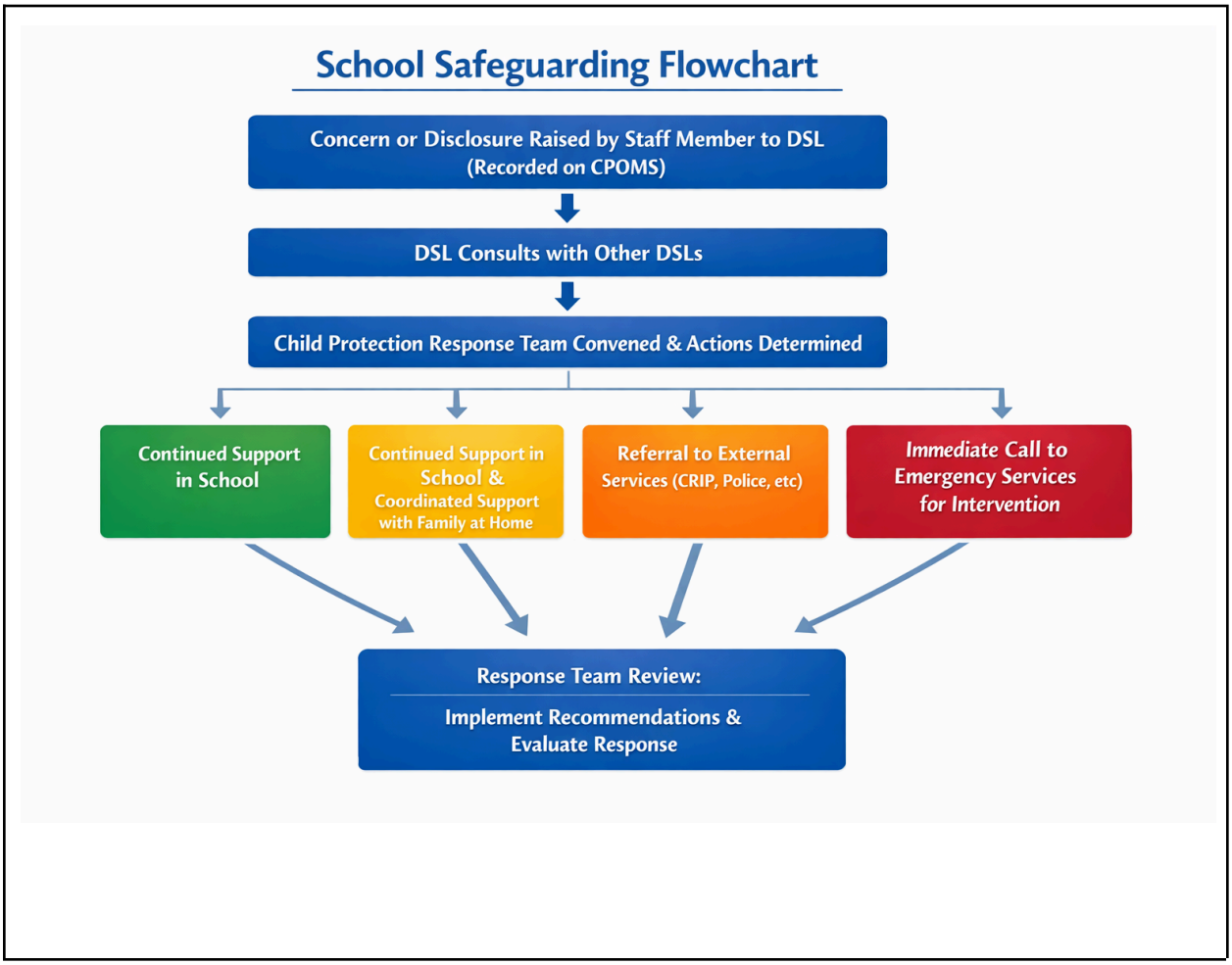
2.4 Communicating Concerns and Dealing with Disclosures

Staff are under the legal obligation to report instances or suspicions of:

1. Different types of abuse and neglect
2. Specific safeguarding issues

Note: They must also report any disclosures made to them by students. (See appendix 6 for additional guidance.)

Staff should follow the process outlined below:



Reporting on CPOMS

All documentation of the investigation will be kept confidential and will be stored on our safeguarding system CPOMS.

All entries to CPOMS are written using a descriptive non-judgemental style, employing phrases such as 'X reported that…'; 'Y stated that'.

If determined that the case warrants making a report to local authorities or agencies, this report should be documented using the Child Protection Referral Form. *[See Appendix 8.]*

Allegations against staff or students

In the event of an allegation against a staff member, procedures will be specified by Human Resources. This process will be led by the relevant School Principal with support from the Head of School. The member of staff may be asked to remain off school premises for the duration of the proceedings. If the allegation is made against the School Principal the process will be led by the Head of School. If the allegation is made against the Head of School, the process will be led by the Board DSL.

In the event of an allegation against a student by another student or a staff member, the process will be led by the Child Protection Team. The accused student may be asked to remain off school premises for the duration of the proceedings.

2.5 Key Teams

2.5.1 Wellbeing Team

The Wellbeing Teams on all campuses are responsible for the on-going proactive support for and monitoring of wellbeing in the school.

These team members are:

- Primary: Vice Principal of Student Wellbeing, School Nurse, Head of Student Services. The school counselor may be invited as needed.
- Middle School: Vice Principal of Student Wellbeing, School Counsellors, School Nurse(s), Grade Level Leaders.
- High School: Vice Principal of Student Wellbeing, School Counsellor, School Nurse(s), Grade Level Leaders.

2.5.2 Wellbeing Leadership Team (Whole School)

This team provides the oversight and strategic leadership of the child protection provision in the whole school. It is comprised of the Vice Principals of Student Wellbeing/ Designated Safeguarding Leads, and reports to the Head of School and is responsible for the on-going monitoring, review and improvement of the child protection provision at ISP, including the following:

- Setting the schedule for lessons and other child protection tasks for the school year.

- Identifying mandatory training requirements for staff and students (i.e. annual training including bus drivers, park supervisors, parent volunteers, canteen staff, cleaners, building maintenance and ECA after school external providers.)
- Ensuring provision is up-to-date with research and current best practices.
- Organising Safeguarding focussed meetings where concerns can be discussed/ assessed for suspected maltreatment to support teachers.
- Addressing barriers to effective provision, such as teacher reluctance to report.
- Providing emergency contact points.
- Interacting with local social/medical/legal services and expertise.
- Provide recommended resources in the community, Paris area, and beyond (often via staff who are not on the team):
    - Legal/ Social - social services, *juge des enfants*, local police contacts, school or other e.g. lawyer
    - Education/ Training/ Advocacy - colleges, universities, schools, other providers of resources
    - Research - colleges, universities, other schools, local/ national associations e.g. children's health, general health
    - Medical/Psychological - external counselors/ psychiatrists/ therapists/ doctors specialising in children's health; school nurses locally; local associations specialising in abuse or victims of abuse.

2.5.3 Child Protection Team

When a child protection concern is reported, the Vice Principal of Student Wellbeing (DSL) will inform the building Principal, and consult with the other DSLs. The Child Protection Team will then be assembled.

This team will be led by the Designated Safeguarding Lead and will include: Principal, , Vice Principals of Student Wellbeing, School Counsellors and School Nurses, where appropriate.

DSL	Counselor / Nurse	Senior Leadership	
Elisabeth Mailhac Vice Principal of Wellbeing emailhac@isparis.net +33 (0)6 51 75 08 86 **Fiona Lee** Middle School Vice Principal Student Wellbeing flee@isparis.net +33 (0) 6 60 79 19 79 **Mike Kopp** High School Vice Principal Student Wellbeing mkopp@isparis.net +33 (0) 7 64 79 67 67	**Marie Figuier** Nurse (Primary) mfiguier@isparis.net +33 (0) 6 85 77 19 61 **Sandrine Paillasse** School Counselor (Secondary) spaillasse@isparis.net +33 (0) 7 59 54 99 33 **Lou-Ann Le Mener** School Counselor (Secondary) llemener@isparis.net +33 (0) 6 22 17 90 00 **Sophie Michela** Nurse (Secondary) smichela@isparis.net + 33 (0) 7 66 84 54 30	**Jason Taylor** Primary School Principal jtaylor@isparis.net +33 (0) 6 37 85 69 52 **Royce Wallace** Middle School Principal rwallace@isparis.net **Damian Kerr** High School Principal dkerr@isparis.net +33 (0) 6 13 14 82 69	**Antoine Delaitre** Head of School adelaitre@isparis.net

3. GUIDELINES FOR AWARENESS, TRAINING, AND PREVENTION

3.1 Parent/Community Awareness

It is vital that the school's commitment to the highest possible standards of safeguarding and child protection for all students is communicated clearly to the variety of stakeholders who come into contact with the school.

- School safety goals and objectives are communicated regularly to all parents.
- The Child Protection Handbook is available on the school website, parent portal and staff intranet.
- The school's commitment to child protection is stated clearly on the school's marketing and communications materials, including the website
- New families receive specific information regarding the school's policies and procedures as part of the 'New Parent Orientation'.
- Guidance and resources on student safety issues and how parents can talk with their children are available from the School Counsellor and Vice Principals Student Wellbeing and through regular student information evenings.

3.2 Staff Recruitment

The school is committed to maintaining procedures to ensure the safe recruitment and selection of all teaching and non-teaching staff.

3.2.1 Information for applicants

There will be a clearly stated commitment to child protection on all recruitment communication including:

- School website
- Job adverts
- Information documents sent out to individual applicants

3.2.2 Screening and criminal background checks

All personnel, staff, teachers, volunteers, and other members of the community whose potential employment or volunteer service involves direct contact with, and/or the potential for unmonitored access to students (including any individuals who regularly provide transportation to students) are required to provide thorough references and criminal background checks.

Human Resources will be responsible for ISP contracted employees for initiating and evaluating the applicants for positions. All positions whether short-term/permanent/part-time/full-time will require background checks. The elements of the comprehensive background check will include:

- A written application and a “statement of suitability” (eg. covering letter.)
- The requirement for a signature on a document stating that the applicant knows of no reason or prior circumstance that would preclude him/her from working safely with children.
- A personal interview, to include a question(s) regarding awareness and observation of professional boundaries; appropriateness of relationships with students; commitment to and evidence of taking action to protect students.
- Reference checks, including requested assurances regarding awareness and observation of professional boundaries; appropriateness of relationships with students; commitment to and evidence of taking action to protect students.
- Criminal history background checks must be provided from all previous countries of residence over the last 10 years (for periods of more than 6 months) for new staff. When not possible the Head of School must determine next steps.
- Local background checks, which will be re-done on a 3-yearly cycle, and will be administered for all staff returning from sabbatical or long term leave of one year or more.
- Published procedures as to how and by whom criminal history records will be reviewed and evaluated (with criteria for disqualification) – including a description of the appeal process.
- Any background screening accomplished by or on behalf of the organization will comply

with relevant privacy laws.

It will be made clear to all applicants that any misrepresentations, falsifications, or material omissions in the information provided by the applicant, whenever discovered, may result in disqualification from, or termination of employment or volunteer service with the organization.

All hiring practices with regard to background checks and suitability for employment adhere to French law.

3.2.3 Règlement Intérieur/Code of Conduct

In addition to screening and background checks, all newly appointed staff are asked to agree to adhere to the '*Reglement Intérieur*', a copy of which is provided to them (in both French and English). Within this document, the following statement is included:

Excerpt from February 2023 :

> *5.2.9 Any member of staff who becomes aware of incidents of physical or psychological violence, aggression, harassment, acts of physical or sexual abuse, on one of the students of the school, must immediately inform the person in charge of child protection within the school.*

3.2.4 Contractors and Service Providers

No contractors, vendors and service providers operating on-site during school operating hours will be left with unsupervised access to students.

Further, when ISP enters into a contractual relationship with an external organization where that external organization will be bringing minors onto its property (such as field trip venues, study centres, or sports facilities), these organizations will be required to provide evidence beforehand that the adults accompanying the minors have undergone the appropriate background and criminal record checks. When not possible the Head of School must determine next steps.

3.3 Staff Training

Regular staff training is conducted to ensure staff feel confident about all aspects of child protection.:

- All new employees complete Educare online safeguarding training. They must complete the following two courses:
    - Child Protection for International Schools - Level 2
        - This course provides a thorough insight into student protection in international educational settings, covering the essential facts which contribute to the health and welfare of children and young people. This course has been developed in partnership with the Council of British International Schools (COBIS).
    - A Practical Guide to the GDPR for Education - Level 2

        - This course is aimed at staff working within an educational setting who deal with personal data and need to comply with the General Data Protection Regulation (GDPR).
- All new employees receive Safeguarding training from the Designated Safeguarding Leads when beginning their work.
- The Staff Handbook‘ is available to all staff at all times, and gives clear expectations and boundaries regarding child protection procedures.
- All staff including board members, receive annual Safeguarding Training, presented by the Designated Safeguarding Leads.
- Guidelines for Primary School Staff, School Nurses, PHE teachers, Overnight Field Trip Staff about Intimate Care are outlined in Appendix 6 of this document. *[See Appendix 9.]*
- The principal will debrief staff before and after residentials.

These fall within the French law from the Code de l’Education - *Article D542-1.*

The ongoing training needs of individuals, such as the Designated Safeguarding Lead(s), staff involved in Child Protection Teams are monitored and ensured by the Wellbeing Leadership Team (Whole School). DSL training should be updated on a yearly basis.

3.4 Student Awareness

Students’ own awareness of issues affecting their personal safety (including abuse) and strategies for dealing with difficult situations is vital. At ISP students are made aware of these through:

- Age-appropriate curriculum based on core elements and evidence-based practices is written and taught to students annually. This will be provided as part of the Personal and Social Education (PSE) curriculum from Grades Nursery-5 and Grades 6-10; and through the Advisory programme in Grade 11 and 12. It includes:
    - Students’ rights and responsibilities with regard to child protection issues.
    - Strategies to recognize inappropriate behaviours, respond assertively and to report incidents to school personnel and/or family members.

3.5 Facilities and Security

School leadership ensures that all facilities are secure and appropriate to respect the safety and wellbeing of students in accordance with French national laws. The Commission de Securite conducts reviews and inspections every 3-5 years, depending on the building.

All rooms into which students are permitted have a window in the door, except the infirmaries, bathrooms, the counsellors office at the High School, and the Head of School’s office (which has windows onto the street and extra doors).

Students are not permitted on-campus before school opening hours. End of day sweeps are made

by a member of staff or security guard, to ensure no students are left in the buildings.
Off-site facilities are regularly reviewed in terms of safety and security.

Crisis procedures (lock-down, evacuation, bomb/terrorist attacks, fire) are reviewed annually and drills are regularly conducted. Following major incidents, a procedural review will be carried out.

Security guards are present on all campuses at the school gates and entrances for the entirety of the school day. Security guards are required to conduct regular daily sweeps of the school premises and direct surroundings.

4. RESOURCES

- Leicestershire County Council. *Intimate Care Guidance and Information for Schools, Settings and Academies*. Leicestershire County Council, 2022. PDF. resources.leicestershire.gov.uk/sites/resource/files/2024-10/intimate-care-guidance.pdf
- Surrey, First published in November 2007 '*Intimate care and toileting; Guidance for early years settings and schools Updated July 2014'*. With acknowledgement and thanks to Leicester City LEA, and Royal Borough of Kingston, Kent County Council, and Chailey Heritage *guidance.* https://www.surreycc.gov.uk/__data/assets/pdf_file/0018/50238/Intimate-care-and-toileting-policy.pdf (retrieved 8.4.16)

APPENDIX 1: Additional Terminology

Child Abuse

According to the World Health Organization, child abuse constitutes "all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power."

The French organization Observatoire National de l'Enfance en Danger defines an '*enfant maltraité*' as a child '*qui est victime de violences physiques, cruauté mentale, abus sexuels, négligences lourdes ayant des conséquences graves sur son développement physique et psychologique.' (ODAS, Lettre de l'ONED 1997).* The 2007-293 Law (*Code de l'Action Sociale et des familles*) distinguishes a 'child in danger', as stated by ODAS, i.e. victim of abuse, from a child 'in risk of danger' (victim of neglect, moral, educational, or health-related).

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

Most child abuse is inflicted by someone the child knows, respects or trusts. International school communities have unique characteristics of which school personnel must be aware in terms of the individuals who are around our children. School personnel should be knowledgeable of the potential reasons why children may not be able to talk about any victimization they might have experienced.

To increase the ISP community's awareness, this Handbook focuses on four main categories of abuse and provides basic information about the physical and behavioural signs associated with each type.

Physical abuse *(child in danger)*

This may involve hitting, punching, shaking, throwing, poisoning, biting, burning or scalding, drowning, suffocating or otherwise causing intentional physical harm to a child. (These symptoms could also indicate harm to self, such as cutting and suicidal ideation).

Emotional abuse *(child in danger)*

This is the persistent emotional ill-treatment of a child so as to cause severe and adverse effects on a child's emotional development. It may involve: conveying to children that they are worthless or unloved; that they are inadequate or valued only insofar as they meet the needs of another person; age or developmentally inappropriate expectations being imposed on children; causing children frequently to feel frightened; or the exploitation or corruption of children. Some level of

emotional abuse is involved in all types of ill-treatment of a child, though it may also occur alone.

Sexual abuse and violence *(child in danger)*
This involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (i.e. rape) or non-penetrative acts. They may include non-contact activities, such as involving children in the production or viewing of pornographic material or encouraging children to behave in sexually inappropriate ways. Children involved in commercial sex work are victims of sexual abuse, whether they perceive themselves as victims or not.

Neglect *(child at risk)*
This is the persistent failure to meet a child's basic physical or physiological needs, likely to result in serious impairment of the child's health or development.

CRIP (Cellule de recueil des informations préoccupantes)
The CRIP advises on cases related to children at risk, and receives *'informations préoccupantes*'

Information préoccupante
This is a written statement passed onto the CRIP stating concern about a particular and potential (not necessarily substantiated or evaluated, or impossible to evaluate).

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

APPENDIX 2: Child Protection Referral Form

INFORMATION PRÉOCCUPANTE template

APPENDIX 3: ISP Toileting and Intimate Care Guidelines

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

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

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

School Nurse: The school nurses on all three campuses have an infirmary where they receive students, staff and parents. For confidentiality reasons they may close the door and curtain. The school nurses have the right to administer medication and treatments with the approval of parents/guardians. This may necessitate touching body parts of students (such as administering creams, ice packs) or asking students to undress to show injured or affected body parts. In this case the nurses always ask the students' permission and explain what they will do before doing so. The parents are also always informed by the nurse that this has occurred.