



**International School of Paris**  
Educating *for* complexity

**Committed to Safeguarding Student Wellbeing**

International School of Paris

Child Protection Policy and Procedures

Version 1.3

December 2018

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## 1. PURPOSE OF THE POLICY

- 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 document outlines ISP's safeguarding and child protection policy. It applies to all adults, including volunteers, working in or on behalf of the school.

### 1.1 Aim of Policy

To ensure that all members of the ISP community help keep children and young people safe by:

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

This policy outlines how ISP will:

- provide parents, staff and students with a developmentally-appropriate common definition of and understanding about child abuse (physical, neglect, sexual and emotional) [*See Appendix 1 and 2*]
- create an environment where children and young people 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 children with disabilities and learning needs
- 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 children 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 policy
- ensure we practice safe recruitment in checking the suitability of all staff and volunteers who work with children

### 1.2 Scope of the Policy

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

### 1.3 Policy 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 child's education as well as to their physical, emotional, and spiritual development. The International School of Paris endorses the [UN Convention on the Rights of the Child](#) (1989), of which our host country, France, is a signatory.

Schools fill a special institutional role in society as protectors of children. Schools need to ensure that all children in their care are afforded a safe and secure environment in which to grow and develop, both at school and away. Educators, having the opportunity to observe and interact with children over time, are in a unique position to identify children who are in need of help and protection. As such, educators have a professional and ethical obligation to identify children who are in need of help and protection, and to take steps to ensure that the child and family avail themselves of the services 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 child 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 policy. Furthermore, cases of suspected child abuse or neglect may be reported to the appropriate child protection agency in the home country, and/or to local authorities.

ISP seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. As such, ISP will distribute this policy annually to all parents and applicants, will communicate this policy annually to students, will provide training for all staff, will make every effort to implement hiring practices to ensure the safety of children, and will review the policy 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 child at the highest priority.

## 2. PROCEDURES

### 2.1 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 <https://www.cpoms.co.uk/about-us/> (our online software for monitoring Safeguarding that is linked to ISP's school management system SIMS) within the same school day, or at most within 48 hours, to the Designated Safeguarding Lead, namely the Vice Principal for Student Wellbeing in the relevant part of the school. In his or her absence, the concern must be reported to the school counselor, Principal, Assistant Principal or Head of School. Contact may be made at any time, and is not restricted to working hours.

- The school's **Designated Safeguarding Lead (Primary School)** is:
  - Elisabeth Mailhac, Vice Principal Student Wellbeing
    - [emailhac@isparis.net](mailto:emailhac@isparis.net) +33 (0) 6 51 75 08 86
- The school's **Designated Safeguarding Lead (Secondary School)** is:
  - Jo Pakulska, Vice Principal Student Wellbeing
    - [jpakulska@isparis.net](mailto:jpakulska@isparis.net) +33 (0) 7 66 67 98 90
- School Nurse (Primary):
  - Marie Le Figuier
    - [mfiguier@isparis.net](mailto:mfiguier@isparis.net) +33 (0) 6 85 77 19 61
  - Flore Saussey (Maternity cover from September 2020)
    - [fsaussey@isparis.net](mailto:fsaussey@isparis.net) +33 (0) 6 85 77 19 61
- School Nurse (Secondary Cortambert):
  - Bénédicte Wetzel
    - [bwetzel@isparis.net](mailto:bwetzel@isparis.net) +33 (0) 6 77 41 61 79
- School Nurse (Secondary Beethoven):
  - Sophie Michela
    - [smichela@isparis.net](mailto:smichela@isparis.net) +33 (0) 7 66845430
- Whole School Counselor:
  - Régine Leclerc
    - [rleclerc@isparis.net](mailto:rleclerc@isparis.net) +33 (0) 6 37 33 12 46
- Primary School Principal:
  - Jason Taylor
    - [jtaylor@isparis.net](mailto:jtaylor@isparis.net) +33 (0) 6 37 85 69 52

- Secondary School Principal:
  - Damian Kerr
    - [dkerr@isparis.net](mailto:dkerr@isparis.net) +33 (0) 6 13 14 82 69
- Secondary School Assistant Principal:
  - Amy Bowley
    - [abowley@isparis.net](mailto:abowley@isparis.net) +33 (0) 7 82 79 69 08
- Head of School:
  - John Burns
    - [jburns@isparis.net](mailto:jburns@isparis.net) +33 (0) 7 66 06 44 12

Staff and students can also call 119 at any time ([119-Allô Enfance en danger](https://www.119.org/)), 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 child is in danger or at risk to become so, especially when the calls are from the children themselves, so as to identify these situations and facilitate the protection of minors in danger.'

**Staff, as professionals working with children and youth, are normally expected to reveal their identity and number if using the 119 number.**

## 2.2 Responding to a Child's Disclosure

### Step 1

Any member of staff who has reasonable cause to believe that abuse is occurring or has occurred, must report it to any member of the Wellbeing Team and also using CPOMS. This member of the Wellbeing Team, will in turn pass this onto the Designated Safeguarding Lead (in case of absence; any member of the Incident Response Team). The latter will contact the Principal and Head of School who will convene the Incident Response Team.

### Step 2

The Incident Response Team will gather information regarding the reported incident and in cases of suspected physical, emotional, sexual abuse and/or neglect.

### Step 3

In all cases, follow-up activities will be conducted in a manner that ensures that information is documented factually and that strict confidentiality is maintained.

The following procedure will be used:

- Interview staff members as necessary and document information relative to the case.
- Consult with school personnel to review the child's history in the school.
- Determine the course of follow-up actions [*see Appendix 4*].

#### Step 4

Implementation of the action as described in Appendix 4.

#### Step 5

During and after the process described above, there might be a need for emotional support for staff, students and families involved. This will be provided by the Wellbeing Team.

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

The standard reporting format used in the CPOMS system includes the following:

- Child's name, date of birth, place of birth, gender, nationality, languages spoken, address, class, attendance details, siblings
- Information on parents/guardians - name, nationality, professions, telephone, general practitioner details
- Information about the specific report - Nature and extent of reported injuries/maltreatment; how reporter became aware (first-hand witness?); description of action taken (if any)
- Other information that may be helpful

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

If determined that the case warrants making a report to local authorities or agencies, this report should be documented using applicable forms.

### 2.3 Key Wellbeing Teams

#### 2.3.1 Wellbeing Team

The wellbeing teams in both the primary and secondary schools are responsible for the on-going proactive support for and monitoring of wellbeing in the school. Some, but not necessarily all, members of the wellbeing team will comprise part of the incident response team (see below).

#### 2.3.2 Wellbeing Leadership Team - Whole School

This team provides the oversight and strategic leadership of the child protection provision in the whole school. It is led by the Designated Safeguarding Leads, 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



- Providing a group and venue 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/after-hours contact points
- Interfacing with local social/medical/legal services and expertise
- Conducting annual review and internal audit of compliance and quality/effectiveness and analysis of policies and procedures every 2 years (including annual review by the school board)
- Collecting and collating brief descriptions of each case for ongoing research
- Ensuring access to resources in the community, Paris area, and beyond (perhaps 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

### 2.3.3 Incident Response Team

When a child protection concern is reported, the Vice Principal of Wellbeing will inform the Head of School and the Principal, and convene the response team. This team will be lead by the Designated Safeguarding Lead (i.e. VP Wellbeing) and will include the school counsellor, the school nurse, the relevant Head of Grade and the Principal.

## 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.
- Child Protection Policy and Procedures are available on request.
- The school's commitment to child protection is stated clearly on the school's marketing and communications materials - eg. website ([www.isparis.edu](http://www.isparis.edu))
- New families receive specific information regarding the school's policies and procedures as part of the 'New Parent Orientation'.
- A statement of intent and procedures to be followed are included in the student/parent handbooks.
- Guidance and resources on student safety issues and how parents can talk with their children are available from the counsellor and VP Student Wellbeing and through regular student information evenings.

- Safeguarding training is provided for all Class Reps and Parent Volunteers.

### 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

One effective means of preventing child abuse is screening out potential abusers before they come to the school. 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 children (including any individuals who regularly provide transportation to children) are given thorough reference and criminal background checks.

Human Resources will be responsible 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 children; commitment to and evidence of taking action to protect children.
- Credential checks, including requested assurances regarding: awareness and observation of professional boundaries; appropriateness of relationships with children; commitment to and evidence of taking action to protect children.
- Criminal history background checks to be provided at the point of application, from all previous countries of residence over the last 10 years, prior to the applicant signing a *‘promesse d’embauche’*.
- Background checks, which will be re-done on a 5-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.
- A statement that all 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 Reglement 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 March 2016:**

*12.9 It is obligatory for faculty, staff, and administrators to report incidents of, or concerns about, physical or psychological violence, aggression, harassment, and physical or sexual abuse immediately within the next school day, or at most within 48 hours to the school Designated Safeguarding Lead.*

### 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 minor children 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 where possible.

## 3.3 Staff Training

Regular staff training is conducted to ensure staff feel confident about all aspects of child protection: awareness, types, signs/symptoms, prevention, policies and laws, reporting process, children's curricula, local authority support and resources available.

Specifically:

- All new employees complete Educare <https://www.educare.co.uk/> online safeguarding training. Completing two continuing professional development courses:
  - **Child Protection for International Schools - Level 2**
    - This course provides a thorough insight into child 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 within their induction period.
- The 'Staff Code of Conduct' [see *Appendix 3*] is provided to all staff annually to give clear expectations and boundaries regarding child protection procedures. These procedures are also included, in summarised form, in the staff handbook.
- All staff including board members, receive annual Safeguarding Training, presented by the Designated Safeguarding Leads.

These fall within the French law from the Code de l'Éducation - Article D542-1.

The ongoing training needs of individuals, such as the Designated Safeguarding Lead(s), staff involved in incident response teams and met by the Wellbeing Leadership Team.

The principal will debrief staff after residential.

In the event of an allegation against a staff member, investigative procedures will be specified by Human Resources. This investigation will be led by the Head of School and the Wellbeing Leadership Team.

### 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:

- An anti-bullying policy is publicized and implemented.
- 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.
- A statement of intent and procedures to be followed are included in the student/parent handbooks.

### 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 5 years.

All rooms into which students are permitted have a window in the door, except the counselling office and the infirmary.

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

Security guards are present on both 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 and Credits

*Agir contre la maltraitance - Guide juridique à l'usage des professionnels de l'enfance*  
Enfance et Partage, Paris

[http://www.enfance-et-partage.org/IMG/pdf/Guide\\_juridique\\_Agir\\_contre\\_la\\_maltraitance\\_leger.pdf](http://www.enfance-et-partage.org/IMG/pdf/Guide_juridique_Agir_contre_la_maltraitance_leger.pdf)

Brigade de Protection de Mineurs, Prefecture de Police

<http://www.prefecturedepolice.interieur.gouv.fr/Nous-connaître/Services-et-missions/Missions-de-police/La-direction-regionale-de-la-police-judiciaire/La-brigade-de-protection-des-mineurs> (retrieved 10.02.16)

Légifrance, *Code de l'éducation, code pénal, code de l'action sociale et des familles,*

<https://www.legifrance.gouv.fr/> (Retrieved 09.02.16)

Ministère de l'Éducation Nationale ÉDUCSOL, *Circuit de Transmission d'une Situation d'Enfant en Danger ou en Risque de Danger,*

[http://cache.media.eduscol.education.fr/file/Protection\\_de\\_l'enfance/59/0/procedure-enfant-danger\\_398590.pdf](http://cache.media.eduscol.education.fr/file/Protection_de_l'enfance/59/0/procedure-enfant-danger_398590.pdf) (Retrieved 09.02.16)

Ministère de l'Éducation Nationale ÉDUCSOL, Protection de l'Enfance

<http://eduscol.education.fr/cid50661/enfants-en-danger-que-faire.html>

Service Nationale d'Accueil Téléphonique de l'Enfance en Danger

<http://www.allo119.gouv.fr/> (Retrieved 09.02.16)

United Nations Human Rights (1989), *Conventions on the Rights of the Child,*

<http://www.ohchr.org/en/professionalinterest/pages/crc.aspx> (retrieved 10.02.16)

World Health Organisation (Ed.2014) Fact sheet N.150 Child maltreatment,

<http://www.who.int/mediacentre/factsheets/fs150/en/> (retrieved 10.02.16)

## APPENDIX 1

### Terminology

#### Child Protection

...is a broad term used to describe philosophies, policies, standards, guidelines and procedures to protect children from both intentional and unintentional harm. In this document, the term “child protection” applies to the protection of children at ISP.

#### Child Protection Policy

...is a statement of intent that demonstrates a commitment to protecting students from harm (to self and from others) and makes clear to all what is required in relation to the protection of students. It serves to create a safe and positive environment for children and to demonstrate that the school is taking its duty and responsibility seriously. This handbook considers that ISP will provide appropriate child safety classes supported with a well-defined curriculum to increase children’s ability to understand abuse prevention.

#### Child protection concerns

...include suspected, alleged, self-disclosed, or witnessed abuse of a child by anyone associated within or outside the school which must be investigated and followed by appropriate action.

#### 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*)**

...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*)**

...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)***

...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*)**

...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, d'évaluation et de traitement des informations préoccupantes du Conseil Général'.

The CRIP advises on cases related to children at risk, and receives '*informations préoccupantes*'

#### **Information préoccupante**

...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**

...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

### Signs That Should Alert Educational Professionals

This is a list of possible signs of abuse and neglect which would arouse concern. Children may exhibit one or more of these signs. Whilst we must not ignore these potential signs of abuse, we also need to be mindful of the fact that many of them are exhibited in many other contexts.

As educators we have to be vigilant about gradual or sudden changes in the behaviour of the children in our care.

- Changes in moods
- Severe or frequent anxiety
- Unexplained fears
- Attention-seeking behaviours
- Sudden under-achievement or lack of concentration
- Extremes of passivity or aggression
- Withdrawal from physical or emotional contact (towards strangers as well as non-strangers)
- Mutism
- Changes in sleeping patterns
- Unexplained physical injuries (e.g. bruises, broken bones, burns, wounds, bites, scratches), which may have not received medical attention
- Improbable excuses or vagueness given by parents/guardians/students, or refusal to discuss injuries
- Patterns in absence from school
- Arms and legs kept covered in hot weather
- Refusal to go to the swimming pool
- Physical, mental and emotional development is delayed
- Inappropriate emotional responses to painful situations
- Persistent tiredness
- Physical ailments - such as pain or irritation to the genital area - that can't be explained medically
- Sexually transmitted infections
- Regressive behaviours, bed wetting
- Enuresis and encopresis
- Age-inappropriate sexualized behaviours or language
- Drawings with developmentally-inappropriate sexual content
- Stomach pains or discomfort walking or sitting
- Mentioning receiving special attention from an adult or a new "secret" friendship with an adult or young person
- Medical needs unattended
- Lack of supervision

- Consistent hunger
- Inappropriate dress
- Poor hygiene
- Inadequate nutrition
- Self-harm behaviours, and suicidal ideations and/or attempts
- Extreme need for affection
- Frequent lateness or non-attendance at school
- Poor social relationships
- Conduct disorder behaviours - vandalism, stealing, aggressiveness towards others
- Compulsive lying
- Drug or alcohol use

In addition to knowing the signs of victimization, below are some early warning **signs to look out for in potential offenders:**

#### Signs of offenders (students)

- Unusual interest in sex, sexualizing inanimate objects and activities
- Does not stop sexual misbehaviour when told to stop
- Uses force and coercion in social situations
- Unusual intensity when discussing sex and sexuality
- Socializes with children much younger
- Gives gifts, requires secrecy in relationships

#### Signs of offenders (adults)

- Has “favourite” student or child
- Attempts to find ways to be alone with children
- Inappropriate language, jokes and discussions about students/children
- Sexualized talk in the presence of students/children
- Gives private gifts or has private chats on social media/internet

## APPENDIX 3

### Child Protection at ISP: Additional Guidance for Teachers

These are procedures to protect children from abuse and neglect (*'maltraitance'*). Child protection concerns include suspected, alleged, self-disclosed, or witnessed abuse or neglect of a child, and must be followed up with appropriate action.

#### Types of abuse

Physical abuse, psychological abuse, sexual abuse and neglect.

#### Being Prepared

Students will be taught about child protection within the curriculum in a developmentally-appropriate way. They will learn strategies to recognize inappropriate behaviours, how to respond assertively and to report incidents to school personnel and/or family members.

#### *If a student confides in you:*

- Do not let a child swear you to secrecy before telling you something. You may need to report, which the child will view as breaking your trust with them.
- You can reassure the child that the information they give you will be treated sensitively and kept as confidential as necessary.
- You may want to suggest to the student that there are other people they can talk to, and who might be better placed to help them. However, it is important for the child to not feel dismissed.
- If a child asks to speak with you, try to find a neutral setting where you can have quiet and few interruptions.
- Do not lead the child in telling. Just listen, letting him/her explain in his/her own words.
- Don't pressure for a great amount of detail.
- Respond calmly and matter-of-factly. Even if the story that the child tells you is difficult to hear, it is important not to register disgust or alarm.
- Do not make judgmental or disparaging comments about the abuser - it is often someone the child loves or with whom he/she is close.
- Do not make promises to the child that things will get better.
- Do not confront the abuser.
- If the child does not want to go home, this should be considered an emergency. Report and handle immediately by contacting a member of the Wellbeing Team. Do not take the child home with you!
- Explain to the child that you must tell a member of the Wellbeing Team to get help.
- Try to let the child know that someone else also will need to talk with him/her and explain why.
- Empower the student by as much as possible allowing the child a part in the process.

***If you have suspicions, yet the child does not confide in you contact the Designated Safeguarding Lead or a member of the Wellbeing Team.***

### Protecting yourself from vulnerability

Interactions between adults and students at ISP should always be appropriate, and to protect them from false allegations, adults should always ensure that they are seen to be so:

- Avoid situations in which you are alone with a child. This includes not transporting a child alone in your car. When it is necessary to speak privately with a child, find a space out of earshot, but within sight of others for your conference.
- The privacy of children in situations such as toileting, showering and changing clothes should be respected.
- Minimal physical contact should be used only in the following situations: To prevent or treat injury; to ensure safety; as a means of instruction; to meet the requirements of the sport; to comfort a student in distress.
- Do not use corporal punishment in any form.
- Sexual jokes, comments of a personal sexual nature, inappropriate physical contact, sensual massages or sexual gestures are not appropriate behaviour for an adult staff member or volunteer.
- When volunteering to supervise overnight activities, adults should not share sleeping quarters with children other than their own.
- Social media / online: Maintain your own strict privacy settings on personal online profiles and avoid contact with students on social media and in online forums, such as gaming.

**It is always the adult's responsibility to set and respect boundaries. When a child attempts to involve an adult in inappropriate behaviour, the adult must reject the overture and inform the Designated Safeguarding Lead of the incident.**

### Reporting student or other disclosures, or concerns

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*.

This should be **done within the next school day, or at most within 48 hours to the school Designated Safeguarding Lead**, namely the Vice Principal for Student Wellbeing in the relevant part of the school. In his or her absence, the concern must be reported to the school counselor, Principal, or Head of School.

Contact may be made at any time, and is not restricted to working hours.

### Incident Response Team

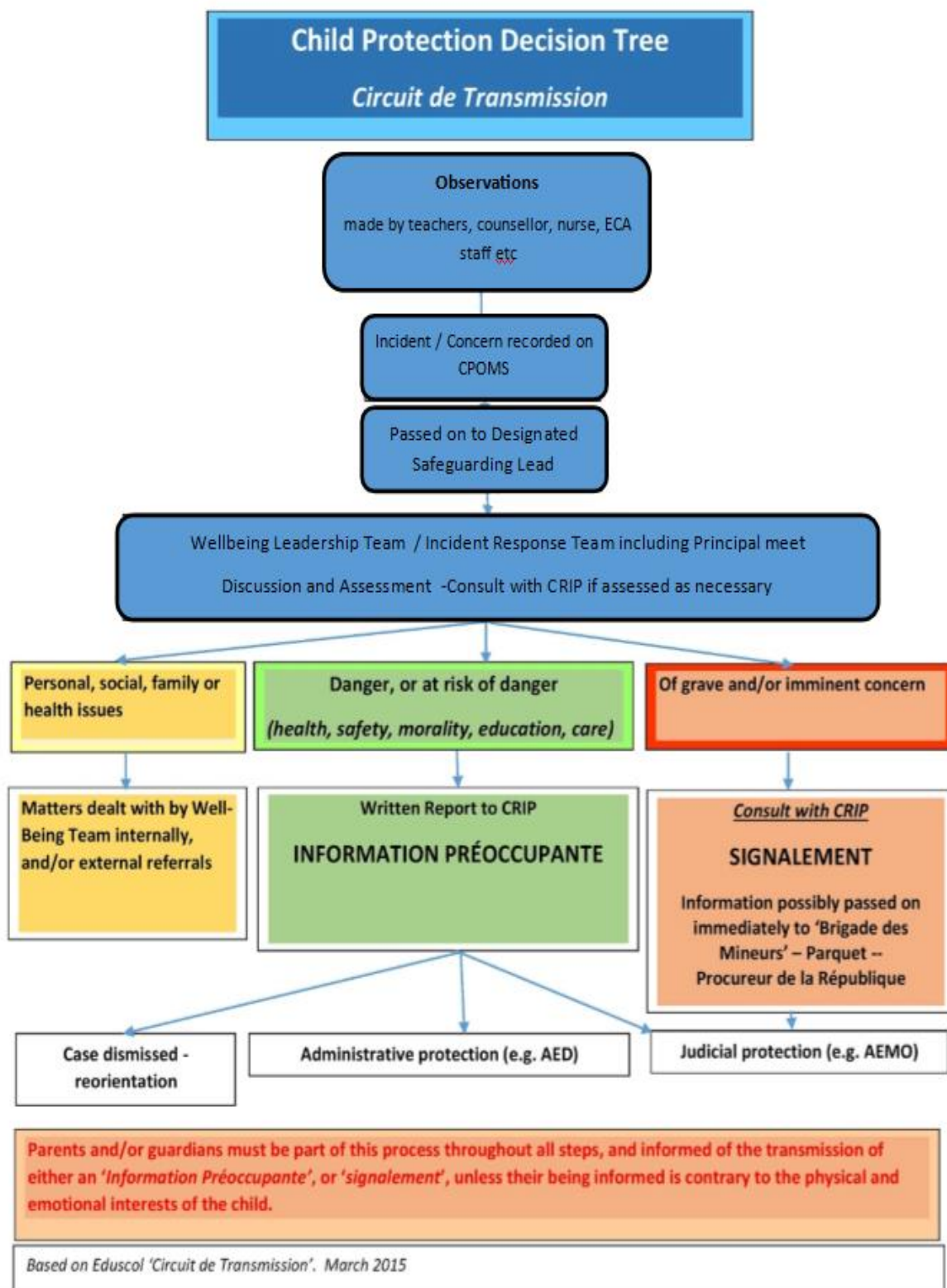
When a child protection concern is reported, the Vice Principal will inform the Head of School and the Principal, and convene the response team. This team will be led by the Designated Safeguarding Lead (VP Wellbeing), and will include the school counsellor, the school nurse, the relevant Head of Grade and the Vice-Principal.

Further, more detailed guidance is available in the ISP Child Protection Policy and Procedures [here](#).

Designated Safeguarding Leads	Counselor / Nurse	Senior Leadership	
<p><b>PRIMARY</b></p> <p><b>Elisabeth Mailhac</b> Vice Principal Student Wellbeing <a href="mailto:emailhac@isparis.net">emailhac@isparis.net</a> +33 (0) 6 51 75 08 86</p>	<p><b>Flore Saussey (maternity cover)</b> Nurse (Primary) <a href="mailto:fsaussey@isparis.net">fsaussey@isparis.net</a> +33 (0) 6 85 77 19 61</p>	<p><b>Jason Taylor</b> Primary School Principal <a href="mailto:jtaylor@isparis.net">jtaylor@isparis.net</a> +33 (0) 6 37 85 69 52</p>	<p><b>John Burns</b> Head of School <a href="mailto:jburns@isparis.net">jburns@isparis.net</a> +33 (0) 7 66 06 44 12</p>
<p><b>SECONDARY</b></p> <p><b>Jo Pakulska</b> Vice Principal Student Wellbeing <a href="mailto:jpakulska@isparis.net">jpakulska@isparis.net</a> +33 (0) 7 66 67 98 90</p>	<p><b>Régine Leclerc</b> School Counselor <a href="mailto:rleclerc@isparis.net">rleclerc@isparis.net</a> +33 (0) 6 37 33 12 46</p> <p><b>Bénédicte Wetzel</b> Nurse (Secondary) <a href="mailto:bwetzel@isparis.net">bwetzel@isparis.net</a> +33 (0) 6 77 41 61 79</p>	<p><b>Damian Kerr</b> Secondary School Principal <a href="mailto:dkerr@isparis.net">dkerr@isparis.net</a> +33 (0) 6 13 14 82 69</p> <p><b>Amy Bowley</b> Secondary School Assistant Principal <a href="mailto:abowley@isparis.net">abowley@isparis.net</a> +33 (0) 7 82 79 69 08</p>	

APPENDIX 4

Decision Tree - Circuit de Transmission



## APPENDIX 5

### 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, PE 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 child/children are in a cubicle or bathroom with a closed or locked door, knock to inform the child that you are there. Ask the child to dress themselves and to open the door. In the case that the child refuses, ask them to explain why. If the child 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 permitted with a closed door.
- Cameras and recording devices are never taken into bathroom areas.
- Wherever possible, staff should care for a child of the same gender.

**School Nurse:** The school nurses on both 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.

**References:**

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](https://www.surreycc.gov.uk/data/assets/pdf_file/0018/50238/Intimate-care-and-toileting-policy.pdf) (retrieved 8.4.16)



## APPENDIX 6

### Commonly Held Myths vs Realities about Child Abuse and Neglect

**Myth:** Child abuse is carried out by strangers.

**Fact:** 90% of abuse is from domestic causes and is committed by individuals known to the child. International school communities tend to have families that move often and are separated from their extended families in their home-of-record. When abuse is within the family, the transient lifestyle then increases the risk to international school students who tend not to have access to outside resources, and therefore cannot get help.

**Myth:** Learning about child protection is harmful to your children.

**Fact:** Developmentally appropriate education makes children more confident and able to react to dangerous situations. Teaching using a specific population context increases protective behaviour.

**Myth:** Abuse education is sex education.

**Fact:** Research-based programs prepare students to develop the skills and attitudes to keep themselves safe from perpetrators, and behaviours that include bullying, harassment and other forms of exploitation.

**Myth:** Abuse is a matter of culture; physical or sexual abuse falls within the norms of some cultures and is acceptable.

**Fact:** The reality is that there no excuse for child abuse! No culture supports harming children.

**Myth:** Child abuse is a result of poverty and happens in low socio-economic circumstances.

**Fact:** Child abuse occurs in all racial, ethnic, socio-economic, and cultural sectors of society. A common characteristic of an abusive family is isolation, such as that commonly found in our international school families who move often or are separated from their extended families at home.

**Myth:** International Schools do not have to report abuse to local authorities.

**Fact:** International schools are bound by the laws of the host country and as such international schools must be knowledgeable and compliant with the child protection laws in their locale. Furthermore, international schools are legally and ethically liable for any violation of existing laws related to reporting of cases of abuse or neglect; there are cases now pending where schools are facing legal action in regard to non-compliance.

## APPENDIX 7

### Responsibility to Accreditation Agencies

ISP must meet the programme and best practice standards of the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC) and must also follow French law. It is important for ISP to be knowledgeable about and respond to changes in standards of accreditation. CIS and NEASC have added specific standards related to Child Protection Programmes in their most recent edition of accreditation standards. ISP will be well served by these standards in developing the Child Protection Program for their community.

The CIS Guide to School Evaluation and Accreditation - 8th Edition (8.2) contains the following relevant standards:

- Standard D1 The school shall have faculty and support staff that are sufficient in numbers and with the qualifications, competencies and sound moral character necessary to carry out the school's programmes, services, and activities, to support fulfilment of the mission and objectives, and to ensure student protection and well-being.
- Indicator D1a Recruitment and screening processes are in place to ensure that employees in all categories are appropriately qualified and of sound moral character.
- Indicator D2d Members of the faculty foster respectful interactions among and with students and with their peers, both in classrooms and about the school.
- Indicator D4a School policies include: ...
  - ii. recruitment and hiring guidelines that include provisions such as background checks which ensure the protection of students
  - iv. clearly stated expectations for faculty and staff behaviour;
- Standard F1 A school climate characterized by fairness, trust, and mutual respect shall support student learning and well-being.
- Indicator F1 A culture of shared responsibility for the social and emotional well-being and protection of students is promoted by the school leadership and teachers through programmes to address awareness, prevention and responsiveness to issues such as child abuse, sexual harassment, substance abuse, hazing and bullying, and discrimination in any form.
- Indicator F1b The school has policies, procedures, and practices that promote and address the physical, emotional, and social well-being of students and staff.
- Indicator F1f Student, staff and parent information is treated with an appropriate degree of confidentiality.
- Indicator G4b Appropriate and regularly reviewed arrangements exist to cover threats to the security of people and premises as well as to support – to the extent possible – programme continuity under exceptional circumstances.
- Indicator G4e School trips are well planned and executed, ensuring a positive learning environment and supporting the school's academic or activities programme. Appropriate consideration is shown for the comfort, welfare, security and safety of students and accompanying adults.

### Responsibilities to Local and International Laws and Agencies

In addition to the standards above, there are local, national and international obligations with respect to protecting children. In addition to the [United Nations Convention on the Rights of the Child](#) (CRC) 1989, and the [EU Agenda on the Rights of the Child](#) 2011, French Law clearly stipulates the school's and individuals' responsibilities with regard to child protection.

These documents make clear the commitment of the member states to address significant issues of child abuse and neglect, and the inherent responsibility to protect children from its various forms.

## APPENDIX 8

### Why International School Students are Vulnerable to Abuse

- Characteristics/attributes of international school children
  - Transience and mobility impacts development of identity and relationships (especially for support in times of need)
  - Early maturity/sophistication vs. naiveté and immaturity in other areas;
  - Separation from extended families; working and travelling parents, and separation from long term friendships/relationships results in attachment issues and thus support during times of crisis or need may be minimal or non-existent
  - Lost between multiple and sometimes conflicting cultures and value systems resulting in confusion of behavioural expectations
  - High expectations placed on students to achieve academically
  - Access to maids and other daily helpers (drivers)
  - Access to expensive international schools because companies pay tuition while they (and their peers) in their home-of-record, previously attended public school
- Characteristics of international school families
  - Isolation from extended family, previous community for support
  - Power differential in marriage (Who has the work permit?) creates vulnerability
  - Impact of absentee parents
  - “Love – hate” relationship with host country for expatriates
  - Lack of control over critical life decisions: company decides where, when, and how the family moves.
  - Lack of stability
  - Superficial/tourist relationship with host country
- Characteristics of international school communities
  - School takes on sole role as centre of family life - “goldfish bowl” - and often provides superficial relationships that cannot meet mental health needs
  - Power influence: family's “position” in community can be an inhibitor for school to act
  - Sense of being “lost” in diversity of community – can cause further isolation.
- Cultural dynamics of international school communities
  - Multiple norms rooted in different cultural traditions can cause confusion: religious values, values of parenting, discipline, care-giving, sexuality, gender roles and responsibilities
  - Impact of rapidly changing “pop culture” from developed nations
  - Varying degrees of openness rooted in cultural traditions
  - Varying cultural attitudes toward gender issues and child development – different concepts of developmental needs through childhood

International school communities are vulnerable to abuse because the nature of abuse requires secrecy, insularity, isolation and limited access to support resources, which are some characteristics of the international community. International schools must respond to the reality that these characteristics are exactly the characteristics that perpetrators will use to their advantage in abusing children.

Child abuse is a multifaceted issue that involves dynamics of the child, the family, and the community. In international communities we can assume that child abuse occurs, that certain factors and characteristics of international communities make expat children vulnerable to abuse, that international schools tend to be isolated from social service resources.

## APPENDIX 9

### Budget Implications

ISP will provide adequate resources of personnel, time and financial support in order for a comprehensive Safeguarding Programme to be successful. The Head of School, leadership teams and budget line managers will ensure that the necessary support is in place for the Wellbeing Team to oversee a well-funded and well-supported comprehensive Safeguarding Programme.

Some possible considerations include:

### Start-up expenses

- Personnel – continue to build Safeguarding expertise in the school and ensure key wellbeing team members are trained to support the Safeguarding Programme and all initiatives
- Time – adopt a formal school calendar of events; allocate time for the Wellbeing Team to accomplish tasks
- Budget for:
  - Release time or special assignment stipend or both for research and development of all aspects of the Safeguarding Programme
  - Provide support for curriculum development within school established curriculum program and purchase of materials
  - Provide support for training of staff, students and community
  - Provide support for consultant services
  - Annual training sessions, individuals sent to an external training course or provision of online training

### Recurring Expenses

- Personnel – monitor and adjust to include time demands of the school Wellbeing Team; release time may be needed for meetings, or off-site visits to community social and legal agencies
- Provide materials for program needs
- Provide support for ongoing training of staff
- Provide support for Multi-Disciplinary Team members from other agencies or organizations such as hosting meetings, transportation costs, perhaps small token of appreciation
- Provide support for consultant services