



EV-S.0724

**CHILD
PROTECTION**

HANDBOOK AND SAFEGUARDING

Policy

December 2024

**EVEREST
SCHOOL**

EVEREST SCHOOL





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I. Introduction

Child Abuse and Neglect: A Global Concern

Child abuse and neglect are major global concerns. They represent not only violations of children's fundamental rights but also significant barriers to their education and physical, emotional, and spiritual development.

Everest International School in Tangier fully supports the United Nations Convention on the Rights of the Child, ratified by Morocco, and is actively committed to ensuring a safe and nurturing environment for every child under its care.

Through their regular interactions with students, the school staff and volunteers play a crucial role in identifying children who may need help and protection. Every staff member is required to immediately report any suspected cases of abuse or neglect as soon as there are reasonable grounds to believe a child might be affected. These reports and the subsequent follow-up actions are carried out in strict compliance with the laws and regulations in force in Morocco.

Everest International School strives to create a "safe and nurturing" environment for all its students, particularly those who may be at risk of abuse or neglect. To this end :

- A **Child Protection and Safeguarding Policy Handbook** is available on the school's website.
- Annual training sessions are organized for staff and volunteers to strengthen their skills in child protection.
- This policy is reviewed annually to ensure its relevance and effectiveness.

The school is also committed to conducting thorough investigations of all suspected cases of abuse, following a rigorous process that prioritizes the safety and well-being of the child.

As part of its continuous improvement efforts, Everest International School collaborates with specialists and welcomes partnerships with local and international organizations specializing in child protection. Additionally, the school organizes initiatives to raise family awareness of these issues, including meetings and educational resources to help them better prevent and detect at-risk situations.

The school's educational program includes activities designed to develop essential skills in students, such as resilience, communication, and the ability to recognize inappropriate behaviors. These activities encourage students to protect themselves and support their peers.

A **Student Support Office** has been established to provide a confidential and safe space where students can freely and securely express themselves.

Finally, Everest International School promotes a culture of inclusion, respect, and care, fostering a positive and secure school climate that is essential for the well-being and development of all its students.

- **Roles and Responsibilities**
- **Roles and Responsibilities of the School**



The school does not conduct investigations into child protection concerns; its role is to recognize concerning situations and refer cases to the appropriate authorities.

The school contributes to:

- a. Identifying, reporting, and assessing children in need, particularly those at risk of significant harm or who have already experienced abuse.
- b. Providing support to children in need and their families.
- **Role of all staff**

All staff members, including support and maintenance teams, actively participate in:

- a. Promoting the well-being of children.
- b. Protecting children from abuse.
- c. Preventing situations of harm.

The Board of Directors and staff at Everest International School are committed to ensuring the implementation of effective measures to:

1. Identify, assess, and support children at risk.
2. Protect and promote the well-being of every student.

The Designated Safeguarding Leaders (DSL), responsible for safeguarding practices, are part of the Senior Leadership Team (SLT) and receive specialized training to fulfill their roles.

- **Roles of Designated Child Protection Leaders (DSL)**

The Designated Safeguarding Leaders (DSL) are responsible for the following:

- I. Coordinating all child protection ac
- II. tions in collaboration with school counselors and the Senior Leadership Team (SLT).
- III. Adhering to local procedures, including reporting and referral processes.
- IV. Serving as a point of contact to discuss child protection concerns.
- V. Making necessary reports in collaboration with the school psychotherapist and the SLT.
- VI. Maintaining a confidential record management system.
- VII. Overseeing the school's support actions for children identified as at risk.
- VIII. Organizing staff training based on identified needs.
- IX. Collaborating with other professionals, including the school nurse, to ensure comprehensive follow-up.
- X. Transferring safeguarding records when a child moves to another institution.
- XI. Informing the leadership of any allegations of abuse.

- **Roles of Parents**

- Parents may request a digital copy of the Child Protection Handbook.
- The school prioritizes collaboration with parents to share concerns and provide support. However, the safety of the student remains the top priority.



- If necessary, the school may seek professional advice before contacting parents to ensure the child's optimal protection.

II. General Strategies

Health and Safety Procedures

- a. Risk assessments
- b. Secure recruitment procedures
- c. Educational plans
- d. Strong links between school and home
- e. Student leadership
- f. Complaint management procedures
- g. Whole-school anti-bullying policy
- h. Key staff, including the school psychotherapist
- i. Positive role models among staff
- j. Online safety
- k. Photography and imagery policies
- l. Child protection policy
- m. Whole-school approach to sex education, approved by the school governors

Everest International School has implemented strategies to address safeguarding issues, including: All children are encouraged to take on responsibilities and roles to ensure their own safety and that of others.

II.1 Recognition and categories of abuse

All school staff must be aware of the definitions, signs, and symptoms of child abuse.

Definition of Terms

What is child abuse?

Child abuse is synonymous with child maltreatment and neglect. It can take various forms, including:

- Physical abuse
- Emotional abuse
- Neglect
- Child exploitation
- Sexual abuse

1. Physical Abuse

This refers to any non-accidental or intentional physical injury inflicted on a young person. Even if the adult did not intend harm, they are still responsible if the action was deliberate. Injuries may result from:



1. Hitting, slapping, whipping, or "disciplining" the child.
2. Pinching, biting, choking, scratching, or pulling the child's hair.
3. Burning the child with hot water, cigarettes, or other hot objects (e.g., pokers, pots, or pushing them into a fire).
4. Administering severe physical punishment.

Physical abuse can be observed as:

- a. Bruises and marks.
- b. Bite marks.
- c. Broken bones or fractures (or broken teeth).
- d. Burns and scalds.
- e. Cuts and lacerations.
- f. In some cases, death.

2. Emotional Abuse

Emotional abuse refers to any attitude or behavior that harms a child's emotional and mental health or social development. It often involves ongoing rejection or persecution by a caregiver.

This includes:

- Coldness and lack of emotional warmth.
- Lack of interest or support for the child.
- Ignoring the child deliberately, treating them as if they don't exist or have no value.
- Withdrawing attention or interest from the child (active rejection).
- Lack of physical affection (e.g., hugs, kisses).
- Lack of positive affirmation (e.g., telling the child they are loved).
- Yelling or screaming at the child.
- Intimidating, threatening, or scaring the child.
- Consistently comparing the child unfavorably to others, undermining their self-esteem.
- Ridiculing, belittling, or humiliating the child.
- Using extreme punishment (e.g., locking the child in a closet, tying them to a chair).

3. Neglect

Neglect is the failure to meet a child's basic physical, social, psychological, or emotional needs.

Physical neglect includes:

- Failing to provide adequate food, shelter, or clothing.
- Failing to provide proper supervision or care (appropriate to the child's age and developmental needs).



- Preventing the child from returning home or refusing a runaway's return.
- Physical abandonment.
- Delaying or denying access to appropriate medical care.
- Poor hygiene standards at home.

4. Child Exploitation

Every child should be supported, protected, and given a fair start in life. However, some children are exploited and denied basic rights.

Three forms of child exploitation include:

- Child trafficking.
- Child labor.
- Sexual exploitation of minors (commercial or personal).

5. Sexual Abuse

Sexual abuse is defined as any act between an adult and a minor involving:

- Touching, fondling, or kissing the child's genitals.
- Coercing the child to touch or fondle the adult's genitals.
- Acts of penetration, incest, rape, or oral sex.
- Exposing the child to adult sexuality (e.g., forcing a child to watch sexual acts, showing pornographic material, or encouraging participation in group sexual activities).
- Forcing the child to undress or spying on them in private areas.
- Any form of sexual exploitation.
- Enticing children to view pornography or interact sexually online.
- Using children for prostitution or pornographic materials.

Perpetrators of sexual abuse may include:

- Parents, siblings, or other family members.
- Childcare workers.
- Religious leaders, teachers, youth leaders, or coaches.
- Neighbors, friends, acquaintances, or strangers.

Signs of sexual abuse might include:

- Inappropriate knowledge of sexual terms and behaviors for the child's age.
- Dressing or acting seductively.
- Avoiding discussions about anything sexual or rejecting their body and sexuality.
- Disturbed sleep, nightmares, or bed-wetting.
- Sudden and unexplained changes in appetite.



- Excessive compliance or aggression.
- Fear of a specific person or family member.
- Withdrawal, secrecy, anxiety, or depression.
- Engaging in self-harm or suicide attempts.
- Developing eating disorders.

II.2. Long term impact of unmitigated child abuse

- **Long term impact of unmitigated child abuse**

Unusual interest in sex, sexualising 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.

Socialise with much younger children.

Gives gifts, requires secrecy in relationships.

Has “favourite” student or child.

Attempts to find ways to be alone with children.

Inappropriate language, jokes, and discussions about students/children Sexualised talk in the presence of students/children

Gives private gifts or has private chats on Facebook/internet.

The impact of child abuse can persist for a lifetime after the abuse has been committed. Some victims of abuse are resilient and thus manage to function and survive. Much research has established the relationship between long-term child abuse and lifetime health and well-being, especially if the children do not get appropriate support to help them cope with the trauma.

The most important point to consider is that children often are exposed to multiple forms of abuse and suffer a myriad of symptoms. Furthermore, all forms of abuse have the potential for long-term impact on the victims and can affect the victim's ability to function as a human being. Abuse challenges the self-value, self-esteem, and sense of worth of its victims, rendering them hopeless, helpless, and unable to live a complete life.

Long term impact of child abuse:

- Poor educational achievement
- Inability to complete responsibilities
- Inability to live according to plan/ability.
- Inability to care for self.
- Inability to coexist, cooperate or work with others.
- Lack of self-confidence, prone to addiction



- Inability to express love / or accept love.
- Inability to lead family, constant health problems.
- Prone to mental health problems
- Low self-esteem, depression, and anxiety
- Post-traumatic stress disorder (PTSD)
- Attachment difficulties
- Eating disorders
- Poor peer relations, self-injurious behaviour (e.g., suicide attempts)

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

- **Signs of offenders (students):**

- Unusual interest in sex, sexualising 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.
- Socialise with much younger children.
- 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 Sexualised talk in the presence of students/children
- Gives private gifts or has private chats on Facebook/internet.

II.3. Responding to concerns

- **Guidelines for Responding to a Child's Disclosure**

Concerns for a child may come to the attention of staff in a variety of ways; for example, through observation of behaviour or injuries or disclosure. Any member of staff who has a concern for a child or a young person, however insignificant this might appear to be, should discuss this with a DSL and/or school nurse as soon as is practically possible. More serious concerns must be reported immediately to ensure that any intervention necessary to protect the child is accessed as early as possible.

If a child makes a disclosure of abuse to a member of staff, they should:

- Guidelines for responding to a child’s disclosure.
- 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.
 - If a child speaks to 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.
 - Do not pressure for a great amount of detail.
 - Respond calmly and matter-of-factly. even if the story the child tells you is difficult to hear, it is important not to register disgust or alarm.
 - Do not make judgement 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 the DSL. Do not take the child home with you.
 - Respect the child's confidence. Share with the DSL but limit information from and with other staff.
 - Explain to the child that you must tell someone else to get help.
 - Try to let the child know that someone else will need to talk with him/her and explain why.
- **Procedures for reporting & action**

It is compulsory for faculty, staff, and administrators to report incidents of physical or psychological violence, aggression, harassment, and physical or sexual abuse immediately or within the next school day, to the DSL who will immediately inform the Director who may decide to inform the school nurse as appropriate.

Students shall be encouraged to report incidents for which they themselves or others may be the victims. Reporting by students may be verbal or in writing and shared with any school employee, who, in turn, shall communicate this information to a DSL or the school counsellor. The school nurse shall gather information and provide written documentation including the date, person or persons involved, and any additional relevant information if requested by the Director to support the case. If there is reasonable cause to believe child abuse has occurred, the Director shall follow the steps noted in these guidelines, documenting all aspects of the investigation, and resulting actions.

Such actions include, but are not limited to, one or more of the following:

Parent notification

- Conference with students involved.
- Meeting with parents
- Meeting with others pertinent to the case, including the alleged perpetrator(s) Contacting school nurse
- Psychological assessment



- Mandatory counselling sessions
 - Referral to the Child Protection Team (DSL)
 - Legal action and prosecution by the authorities
 - Suspension or termination of employment (if a school employee)
- **Record keeping**

Staff can play a vital role in helping children in need or at risk by effective monitoring and record keeping. Any incident or behavioural change in a child that gives cause for concern should be recorded on a Child Protection incident form. It is important that records are factual and reflect the words used by the child or young person. Opinion should not be given unless there is some form of evidence base which can also be quoted. Records must be signed and dated with timings, if appropriate. It is important to remember that any issues are confidential, and staff should know only on a "need to know" basis.

The details above are vital to the information gathering process and do not constitute an investigation. Written information should be passed to a DSL and/or school counsellor. The Director should always be kept informed of any significant issues.

Storage of records

DSL's will ensure that records relating to concerns for the welfare or safety of children are kept separate from other school files and are stored securely with the school counsellor. Information will be shared on a strictly "need to know" basis and in line with child protection policy guidance.

II.4. Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children, we will:

- seek parental consent.
- use only the child's first name with an image when necessary.
- ensure that children are appropriately dressed.
- encourage children to tell us if they are worried about any photographs that are taken of them.
- Image consent is sought on the School Application Form and reviewed every year.

II.5. E-Safety

Most of our children will use mobile phones and computers at some time. They are a source of fun, entertainment, communication, and education. However, we know that some people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face



meetings. The school's e-safety policy explains how we try to keep children safe in school. Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in school.

II.6. Risk Assessment and extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply. If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment procedures. When our children attend off-site activities, we will check that effective child protection arrangements are in place.

During school trips and excursions, the staff members accompanying the students must always be in charge, ensuring all safety measures to protect the students including the Covid-19 protocol. Staff will insist that all rules and instructions are adhered to throughout the trip. Life jackets and appropriate protective wear MUST be always available for the students during such excursions.

The ratio of staff to students must be in line with Everest International School's risk assessment procedures to enhance the safety of the students. Covid-19 procedures to be in place according to UK and Moroccan Governments guidelines and instructions following a thorough risk assessment. Measures to include, social distancing, clusters, masks and vizors, sanitisation and regular washing of hands as well as regular cleaning of key areas to be in place a regularly monitored.

II.7. Handling allegations against other students

Procedures are in place to ensure that;

- Students at The Everest International School of Tangier are protected and supported following an allegation that they may have been abused by another child or young person involved with the school.
- There is a fair, consistent, and robust response to any allegations of this nature so that the risk posed by the offender is managed effectively.
- To facilitate an appropriate level of investigation into allegations made against the offender.
- To ensure that Everest International School continues to fulfil its responsibilities towards the students involved in such investigations and are in need of support.
- To ensure that allegations which are unfounded or malicious are responded to appropriately.

Staff to whom allegations against other students have been made by a student will use the incident forms to record the allegations and hand them over to the DSL for further action and follow-up.

II.8. Fire and lockdown procedures

Everest International School will offer regular fire training to all staff. Staff with appropriate fire and rescue training will be appointed as "sweeps" during fire/lockdown procedures. Their task will be to



confirm that all rooms and danger areas are clear of students, staff, or visitors in their designated areas and to report to the head sweep at the assembly area, as fast as possible.

II.9. Visitors safety procedure

The security guard at each gate secures Everest International School's entrances. Visitors are required to take their body temperature to ensure they are healthy, they must use the sanitisers, and wear masks on school premises at all times to leave their ID at the entrance (guards may also call the reception to confirm authorisation for entry) and provide their name. Times of entrance and exit are recorded in a visitor register. All visitors must wear a badge, to be identifiable for school community. Their records are also important in case of fire drill or lock-down procedures to keep account of all persons in the compound.

II.10. Code of practice

All school staff should take care not to place themselves in a vulnerable position with relation to child protection. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Physical intervention should only be used when the child is endangering themselves or others. Staff should be aware that physical interventions must be in line with agreed school policies and procedures.

All school staff should work towards providing an environment and atmosphere for children to able them to feel safe to talk. However, staff should never promise a child to keep certain information confidential. It must be explained that staff have certain duties to help keep that child safe, which may involve informing others. *(A Code of Conduct for staff to sign is in Annexe B).*

a. Prevention Policy

For the Everest International School of Tangier to fulfil the Prevention duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties and is similar in nature to protecting children from other harms (e.g., drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

School aims to build pupils' resilience to radicalisation" by promoting fundamental Everest International School values and enabling them to challenge extremists' views. It is important to emphasise that the "prevent" duty is not intended to stop pupils debating controversial issues. On the contrary, school provides a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

▪ Staff Precautions

- Staff should be aware that they are at risk of accusation or abuse.
- It is therefore always advisable to avoid physical contact with children.



- All sports coaches are given clear guidelines on acceptable conduct whilst undertaking their duties by the PE Teachers.
- All one-to-one meetings with children should be conducted in school office areas or class rooms where the doors remain open with other staff nearby as a safeguard to all.
- Adequate regard for transparency and lack of secrecy shall be observed.
- Children should not be transported by a lone member of staff in a car unless in a group of children, except in a prearranged situation with full parental knowledge and permission.
- School minibus or hired transportation is advised wherever possible.
- Staff should not communicate electronically with children other than by use of the school e- mail addresses and system on matters of school business only.
- Staff should not keep child mobile numbers on their telephones or use SMS text to communicate with children, except where issues of official school business require the same.
- All staff may make a public interest disclosure in the interests of child safety at any point and may approach a DSL or the Director with any concerns they may have regarding Child Protection.
- Any such disclosure, often known as “whistle blowing”, will not entail recrimination on behalf of the staff member making such a disclosure.

▪ **Staff Behaviour**

The list below is presented to show some of the ways in which inappropriate behaviour may be manifested. It is important to recognise that this is neither definitive nor exhaustive or is meant to suggest that all the actions are in themselves abusive. They must be seen in the context of the interaction with the child and the intention of staff. They are meant to aid staff and minimise the risk and to encourage good practice. Staff must always exercise professional judgment in each case.

- **Physical**

Hitting, tapping, holding, restraint, pushing, jabbing, throwing, throwing missiles such as board rubbers, white board markers, etc

- **Emotional**

Systematic or personal sarcasm, isolating, ignoring, unfavourable comparisons, with-holding praise, threats, intimidation, berating, scapegoating, systematic or personal criticism, inappropriate shouting.

- **Sexual**

Touching, suggestive remarks, suggestive gestures, flattery, innuendo, sexual harassment, voyeurism, inappropriate comforting, suggestive materials, any kind of sexual activity

- **Staff should never...**

Being alone with pupils, losing your temper and raising your voice unnecessarily, letting pupils see or hear inappropriate professional behaviour, having favourites.

▪ **Concerns Involving Staff**



Any concerns that involve allegations against a member of staff should be referred immediately to the Director who will decide what further action to be taken in respect of the child and the member of staff. Further information regarding the procedure for managing situations involving members of staff can be found in this policy under 'Procedure for Managing Allegations Against Staff'.

All staff need to be aware that it is a serious offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt staff should always consult the DSLs or the Director.

- **Procedure for managing allegations against staff.**

If a child or his/her parent volunteers to a member of staff information about abuse by another member of staff, the person receiving the information should immediately inform a Designated Safeguarding Leader, who shall in turn inform the Director.

Teachers are particularly vulnerable to accusations of abuse but even though such allegations may be false, malicious, or misplaced, reporting must be instantaneous, and the informant assured of that. Such information will be extremely sensitive for abuse in these circumstances is particularly serious but unfounded allegations can be traumatic for the teacher concerned and can inflict long term damage on a person's health and career. The Director will consider initially whether there is sufficient substance in an allegation to warrant investigation and may consult with relevant internal (such as the school nurse) or external (such as a clinical psychologist) experts as part of this consideration. In cases of serious harm or imminent danger the relevant authorities shall be informed, including the police.

- **Supervision and support**

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the Director or any member of the SDL, who can put staff and parents in touch with outside contacts for professional support if they so wish.

- **Training Opportunities**

The DSL's are responsible for ensuring staff receive regular INSET training in the area of safeguarding and child protection.

II.11. MONITORING AND REVIEW

All staff and Everest International School administration have a copy of the Child Protection Handbook electronically and will have the opportunity to consider and discuss its contents prior to review. This whole school policy forms part of the School Policies and will be reviewed regularly.

Should any deficiencies or weaknesses in this policy be highlighted at any time, an immediate review will take place by the DSL's and the Headteacher, and any revised procedures will be issued with immediate effect.



Appendix A: Incident/Disclosure Report Form

Incident/Disclosure Report Form

1. General Information

- Child or Young Person's Name:
- Age/Date of Birth:
- Class or Group:
- Date of Incident/Disclosure:
- Time of Incident/Disclosure:
- Location of Incident/Disclosure:

2. Information About the Person Reporting the Incident

- Name:
- Position:
- Relationship to the Child (if applicable):
- Date and Time of Report:

3. Details of the Incident or Disclosure

- Type of Incident (tick as applicable):
 - Physical abuse
 - Emotional Abuse
 - Neglect
 - Exploitation
 - Sexual abuse
 - Other (specify):
- Description of the incident or facts disclosed (use the child's exact words if possible):
.....
.....

4. Immediate actions taken

- Have the concerns been discussed with the child?
 - Yes No
 - If yes, summarize the discussions.:
- Was immediate care or support provided to the child?
 - Yes No
 - If yes, please specify.:



- Name of the person to whom the incident was reported (DSL):

- Date and time of notification:

5. Additional recommendations or observations

.....

Signature and confirmation

- Signature of the person reporting the incident:

- Name (in capital letters):

- Date:

Instructions for users of the form:

1. Once completed, this form must be handed over immediately to the Designated Safeguarding Leader (DSL).
2. Do not discuss this incident with other staff or parents without explicit permission.
3. Keep a secure copy if permitted by school policies.

**ANNEXE B: STAFF CODE OF CONDUCT**

The **Staff Code of Conduct** is a set of rules and guidelines designed to ensure that all staff members perform their duties professionally, ethically, and in alignment with the values and objectives of the institution.

1. Objectives of the Code of Conduct

- Maintain a safe, respectful, and inclusive school environment for students, staff, and the community.
- Protect children and young people by ensuring that staff adopt appropriate behaviors free from abuse, neglect, or exploitation.
- Strengthen trust between staff, students, and their families by fostering open and respectful communication.

2. Expected Behaviors

Staff must :

- Act with integrity, respect, and impartiality towards students, colleagues, parents, and institutional partners.
- Commit to promoting the physical and emotional well-being of students.
- Respect the confidentiality of personal and professional information, except in cases of legal or professional necessity.
- Exhibit exemplary behavior that positively reflects the values of the institution.
- Follow school policies and procedures, including those related to safety, health, and child protection.

3. Relationships with Students

Staff must:

- Maintain professional and appropriate relationships with students at all times.
- Avoid any behavior or physical contact that could be perceived as inappropriate.
- Never initiate or maintain personal or intimate relationships with a student.
- Encourage and respect students' rights, opinions, and diversity without discrimination.

4. Use of Resources and Social Media

- Use the institution's resources responsibly and exclusively for professional purposes.
- Adhere to the rules regarding the use of phones, computers, and other communication technologies in the performance of their duties.
- Refrain from any inappropriate behavior on social media, including unprofessional interactions with students or their families.

5. Appearance and Presentation

- Wear appropriate, clean attire that conforms to the institution's professional standards.



- Represent the school professionally during events or activities outside the institution.

6. Breaches of the Code of Conduct

Any violation of the Code of Conduct may result in:

- An internal investigation and evaluation of the facts.
- Disciplinary measures, including warnings, suspension, or termination.
- Notification to relevant authorities in cases of serious breaches, particularly regarding child protection.

7. Acknowledgment and Commitment

Each staff member must:

- Read and fully understand the Code of Conduct.
- Sign a document affirming their commitment to adhering to these rules.

Full Name:

Signature:

Date:

This Code of Conduct is an integral part of the institution's professional commitments and ensures a safe and harmonious school environment.



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CHILD PROTECTION HANDBOOK AND SAFEGUARDING POLICY