

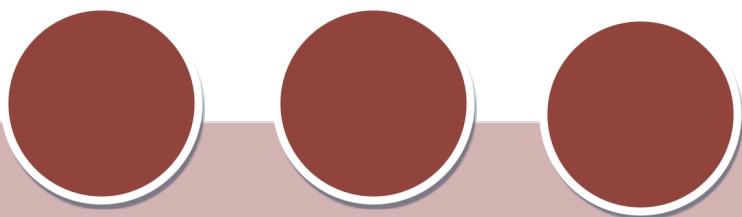
SAFE GUARDING MANUAL

December 2025

EVEREST
SCHOOL

EVEREST SCHOOL

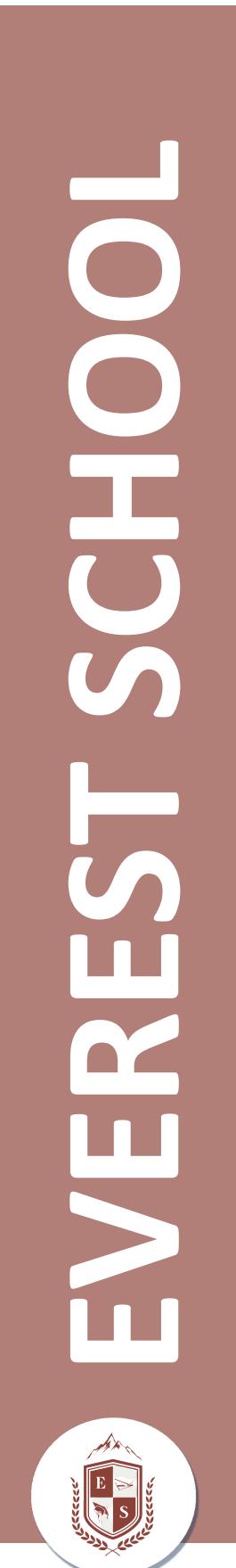




EV-S.0624
Safer
recruitment
Policy

December 2025

E V E R E S T
SCHOOL





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EV-S.0624 SAFER RECRUITMENT Policy

1. Policy Statement

Everest International School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share this commitment. The school follows safer recruitment practices to deter, identify and prevent unsuitable individuals from working with children, in line with safeguarding guidance.

2. Aims of the Policy

The aims of this policy are to ensure that all recruitment and selection practices are safe, consistent and fair; to ensure all required checks are completed before employment; and to promote a culture of vigilance and safeguarding.

3. Scope of the Policy

This policy applies to all staff, including teaching and support staff, senior leaders, volunteers, supply staff, contractors and governors.

4. Responsibilities

The Governing Body has overall responsibility for ensuring safer recruitment practices are in place. Senior leaders are responsible for implementing this policy, and staff involved in recruitment must follow procedures and receive appropriate training.

5. Safer Recruitment Practices

Safer recruitment practices are embedded throughout the recruitment process and include clear safeguarding statements, structured selection procedures and thorough pre-employment checks.

6. Advertising and Shortlisting

All job advertisements include a safeguarding statement. Shortlisting is carried out by at least two members of staff and considers gaps in employment history.

7. Interviews and Selection

Interviews explore candidates' suitability to work with children and include safeguarding-related questions. At least one panel member will have completed safer recruitment training.

8. Pre-Employment Checks

All required checks are completed prior to employment, including identity checks, qualifications, references, criminal background checks, right to work, and medical fitness.



Identity and Right to Work Checks

Everest International School verifies the identity of all prospective employees prior to appointment. Original identification documents are checked and retained in accordance with data protection requirements. The school also confirms that all staff have the legal right to work in the country before employment begins.

Medical Fitness

All appointed staff are required to confirm medical fitness to carry out their role. Where appropriate, a medical declaration or occupational health clearance is obtained to ensure staff are able to work safely and effectively with children.

Police and Criminal Background Checks

Appropriate police or criminal background checks are obtained for all staff prior to appointment, in line with local and international safeguarding requirements. Where staff have lived or worked overseas, additional checks may be required. Employment will not commence until satisfactory clearance is received.

Qualifications and References

All relevant qualifications are verified prior to appointment. The school obtains at least two written references, including one from the most recent employer, which are checked for consistency and suitability to work with children.

Recording and Storage of Recruitment Checks

All recruitment and vetting checks are recorded on the school's Single Central Record (SCR). Supporting documentation is stored securely in a central personnel file with access limited to authorised senior leaders. Records are maintained in line with data protection requirements and are available for inspection.

Contracted Staff and External Providers

For contracted staff, supply staff and external providers, Everest International School seeks written confirmation that appropriate safeguarding and vetting checks have been completed by the employing organisation. Where necessary, additional risk assessments and supervision arrangements are put in place to ensure pupil safety.

9. Single Central Record (SCR)

The school maintains a Single Central Record of all recruitment and vetting checks. The SCR is monitored regularly by senior leaders and governors.

10. Induction of New Staff

All new staff receive safeguarding and child protection training as part of their induction and are made aware of key policies and procedures.



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11. Volunteers, Supply Staff and Contractors

Appropriate checks are carried out for volunteers, supply staff and contractors in line with safeguarding requirements and risk assessments.

12. Record Keeping and Confidentiality

Recruitment records are stored securely and handled in accordance with data protection legislation. Information is shared on a need-to-know basis only.

13. Policy Review

This policy is reviewed annually or sooner if required due to changes in legislation or guidance.

Reviewed by	Date of Review	Signature
Rachel Lloyd Headteacher	17/12/2025	
Reviewed by Governing Body	Mr Afkir Anas	

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CHILD
PROTECTION
HANDBOOK AND SAFEGUARDING
Policy
December 2025

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CHILD PROTECTION HANDBOOK AND SAFEGUARDING POLICY

Everest Safeguarding and child protection policy

December 2025

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- **Designated Safeguarding Lead** – Rachel Lloyd Headteacher@everest-school.com
- **Deputy Safeguarding Lead** – Hanae Makfalji hanae.makfalji@gmail.com



Introduction

Child Abuse and Neglect: A Global Concern

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

Everest Schools 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 caring environment for every child in its care.

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

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

- A **Child Protection and Safeguarding Policy** is available on the school's website.
- Annual **training sessions** are held for staff and volunteers to strengthen their child protection skills. DSL will complete Safeguarding **Level 3** and all other staff will complete Safeguarding **Level 1**.
- This policy is **reviewed annually** to ensure its relevance and effectiveness.

The school is also committed to conducting thorough investigations into 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 Schools collaborates with specialists and welcomes partnerships with local and international organizations specializing in child protection. In addition, the school organizes initiatives to raise awareness among families about these issues, including meetings and educational resources to help them better prevent and detect risky situations.

The school's educational program includes activities aimed at developing essential skills in students, such as resilience, communication and the ability to recognize inappropriate behavior. These activities encourage students to protect themselves and their peers.

Everest International School recognises that safeguarding concerns can often be reduced or prevented through **early identification** and timely support. Where staff identify emerging concerns about a child's welfare, development, behaviour, attendance, or home circumstances, these are reported to the Designated Safeguarding Leader (DSL) and recorded in line with safeguarding procedures. Early help actions may include increased monitoring, pastoral support, targeted interventions, and working closely with parents or carers. Where concerns persist or escalate, the school will follow child protection procedures and, where appropriate, refer to external agencies to ensure the child's safety and wellbeing remain the priority.

Finally, Everest International School promotes a culture of inclusion, respect and caring, fostering a positive and safe school climate, which is essential to the well-being and development of all its students.

Roles and responsibilities

- **School Roles and Responsibilities**



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CHILD PROTECTION HANDBOOK AND SAFEGUARDING POLICY

The school does not investigate child protection concerns; Its role is to identify situations of concern and refer cases to the competent authorities.

The school contributes to:

- a. Identify, report and assess children in need, especially those at significant risk or who have previously experienced abuse.
- b. Provide support to children in need and their families.

▪ **Role of all staff**

All personnel, including support and maintenance teams, are actively involved in:

- a. Promote the well-being of children.
- b. Protecting children from abuse.
- c. Prevent dangerous situations.

The Board of Directors and staff of Everest International School are committed to implementing effective measures to:

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

▪ **Roles of Designated Child Protection Officers (DSLs)**

Designated Officers (DSLs), members of the management team, receive specialized training to carry out their duties. They are responsible for:

- Coordinate all child protection related actions in collaboration with school board and the management team.
- Follow local procedures, including reporting and referral processes.
- Serve as a point of contact to discuss child protection concerns.
- Make the necessary weekly reports in collaboration with the school's management team and governing board.
- Maintain a confidential records management system.
- Supervise the school's support actions towards children identified as at risk.
- Organize training for staff according to the needs identified.
- Collaborate with other professionals, to ensure a complete follow-up.
- Transfer protection records when a student changes schools.
- Inform management of any allegations of abuse.

▪ **Roles of parents**

- Parents can request a digital copy of the Child Protection Policy.
- The school prioritizes working with parents to share concerns and offer support. However, the safety of the student remains the top priority.
- If necessary, the school may seek professional advice before contacting the parents to ensure optimal protection of the child.

I. General Strategies



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CHILD PROTECTION HANDBOOK AND SAFEGUARDING POLICY

- **Health and Safety Procedures**
 - a. Risk assessments
 - b. Secure recruitment procedures
 - c. Educational Plans
 - d. Strong school-to-home connections
 - e. Student Leadership
 - f. Complaint Management Procedures
 - g. School-wide anti-bullying policy
 - h. Key staff
 - i. Positive role models among staff
 - j. Online Safety
 - k. Photography and Image Policies
 - l. Child Protection Policy

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 as well as the safety of others.

II.1 Recognition and categories of abuse

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

Definition of terms

What is child abuse?

Child abuse is synonymous with child abuse and neglect. It can take a variety of forms, including:

- Physical abuse
- Emotional abuse
- Negligence
- Child Exploitation
- Sexual abuse

1. Physical abuse

This refers to any non-accidental or intentional physical injury inflicted on a child. Even if the adult did not intend to harm, he or she remains responsible if the action was deliberate. Injuries can result from:

- a. Batters, forks, whips.
- b. Pinching, biting, choking, scratching, or pulling the child's hair.
- c. Burn the child with hot water, cigarettes, or other hot objects (e.g., pokers, pots, or push them into a fire).
- d. Administer severe physical punishment.

Physical abuse can manifest itself 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 behaviour that is detrimental to a child's emotional and mental health or social development. This often involves continued rejection or persecution by someone responsible for the child's care.

This includes:

- Cooling and lack of emotional warmth.
- Lack of interest or support for the child.
- Deliberately ignoring the child, treating him as if he did not exist or had no value.
- Withdrawing attention or interest in the child (active rejection).
- Lack of physical affection (e.g., hugs, kisses).
- Lack of positive affirmation (e.g., telling the child that they are loved).
- Yelling at the child.
- Intimidate, threaten or scare the child.
- Systematically comparing the child unfavorably to others, undermining their self-esteem.
- Ridicule, belittle, or humiliate the child.
- Use extreme punishments (e.g., locking the child in a closet, tying them to a chair).

3. Negligence

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

Physical neglect includes:

- Not providing enough food, shelter, or clothing.
- Failing to provide appropriate supervision or care (commensurate with the child's age and developmental needs).
- Preventing the child from returning home or refusing the return of a runaway child.
- Physical abandonment.
- Delay or deny access to appropriate medical care.
- Insufficient hygiene standards at home.

5. Sexual abuse

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

- Touching, stroking or kissing the child's genitals.
- Forcing the child to touch or caress the adult's genitals.
- Exposing the child to adult sexuality (for example, forcing a child to watch sexual acts, showing pornographic materials, or encouraging participation in group sexual activities).
- Forcing the child to undress or spying on them in private areas.



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- Encourage children to watch pornography or interact sexually online.

Perpetrators of sexual abuse can be:

- Child care workers.
- Teachers, facilitators or coaches.
- Friends, acquaintances.

Signs of sexual abuse can include:

- Inappropriate knowledge of sexual terms and behaviors for the child's age.
- Dressing or behaving in a suggestive manner.
- Avoid discussing anything related to sexuality or reject their bodies and sexuality.
- Sleep problems, nightmares or bedwetting.
- Sudden and unexplained changes in appetite.
- Excessive conformism or aggressiveness.
- Specific fears towards a person or family member.
- Withdrawal, secrecy, anxiety or depression.
- Engaging in self-destructive behaviors or suicide attempts.
- Development of eating disorders.

II.2. Long-term impact of unmitigated child abuse

• Long-term impact of child abuse not mitigated

The impact of abuse on children can persist for life after the abuse has occurred. Some victims of abuse are resilient and thus manage to function and survive. A lot of research has established the relationship between long-term child abuse and lifelong health and well-being, particularly if children don't have the proper support to help them cope with the trauma.

The most important point to consider is that children are often exposed to several forms of abuse and suffer from a multitude of symptoms. Additionally, all forms of abuse have the potential to have a long-term impact on victims and can affect their ability to function as human beings. Abuse jeopardizes victims' self-worth, self-esteem, and sense of worth, leaving them hopeless, defenseless, and unable to live a full life.

Long-term impact of child abuse:

- ✓ Poor academic performance.
- ✓ Inability to fulfill responsibilities.
- ✓ Inability to live according to a plan/ability.
- ✓ Inability to take care of yourself.
- ✓ Inability to coexist, cooperate, or work with others.
- ✓ Lack of self-confidence, tendency to addiction.
- ✓ Inability to express love / or accept love.
- ✓ Inability to lead a family, constant health problems.
- ✓ Tendency to mental health problems.
- ✓ Low self-esteem, depression and anxiety.



- ✓ Post-traumatic stress disorder.
- ✓ Attachment difficulties.
- ✓ Eating disorders.
- ✓ Poor relationships with peers, self-destructive behaviors.

In addition to knowing the signs of victimization, here are some warning signs to look out for in potential perpetrators:

• **Signs of abusers (students):**

- ✓ Unusual interest in sex.
- ✓ Uses force and coercion in social situations.
- ✓ Unusual intensity when it comes to discussing sex and sexuality.
- ✓ Socialization with much younger children.
- ✓ Gives gifts, demands secrecy in relationships.

• **Signs of abusers (adults):**

- ✓ To a favorite "student" or "child".
- ✓ Try to find ways to be alone with children.
- ✓ Inappropriate language, jokes, and discussions about students/children.
- ✓ Give private gifts or engage in private conversations on Facebook/internet.

II.3. Addressing concerns

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

Concerns about a child can be brought to the attention of staff in a variety of ways: for example, through observation of behaviours or injuries, or through disclosure. Any staff member who has a concern about a child or youth, no matter how trivial, should discuss it with a DSL (Designated Safeguarding Lead). More serious concerns should be reported immediately to ensure that any necessary interventions to protect the child are put in place as soon as possible.

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

- ✓ Guidelines for responding to a child's disclosure.
- ✓ Don't let a child make you swear to keep a secret before telling you something.
- ✓ You may need to report what the child considered to be a breach of trust.
- ✓ If a child is talking to you, try to find a neutral place where you can talk quietly and without interruptions.
- ✓ Do not guide the child in his words. Just listen, letting him/her explain in his/her own words.
- ✓ Don't push him/her to provide too much detail.
- ✓ Respond calmly and factually. Even if the story the child is telling you is difficult to hear, it is important not to show disgust or alarm.
- ✓ Don't be judgmental or demeaning about the abuser. It is often someone the child loves or is close to.
- ✓ Don't promise the child that everything will get better.
- ✓ Do not confront the abuser.
- ✓ If the child does not want to go home, it should be considered an emergency.



- ✓ Report and address immediately by contacting the DSL. Do not bring the child home.
- ✓ Respect the child's trust. Share with the DSL but limit the information with other staff members.
- ✓ Explain to the child that you need to talk to someone else for help.
- ✓ Try to let the child know that someone else will need to talk to them and explain why.

• **Procedures for reporting and acting**

It is mandatory for teachers, staff, and administrators to report incidents of physical or psychological violence, assault, harassment, and physical or sexual abuse immediately or within the following school day, who will immediately notify the DSL who may decide to notify the Headteacher if necessary.

Students should be encouraged to report incidents that may occur to themselves or others. Student reporting can be verbal or written and shared with any school employee, who, in turn, will communicate this information to the DSL. The DSL will gather information and provide written documentation including the date, the people involved, and any additional relevant information to support the case. If there are serious reasons to believe that child abuse has occurred, the DSL will follow the steps outlined in these guidelines, documenting all aspects of the investigation and the resulting actions.

These actions include, but are not limited to, any of the following:

Parent notification

- Conference with the students involved.
- Meeting with parents
- Meeting with other people relevant to the case
- Legal action and prosecution by the authorities
- Suspension or termination of employment (if a school employee)

Retention of records

Staff play a vital role in helping children in need or at risk through effective supervision and record keeping. Any incident or change in a child's behaviour that raises concerns must be recorded on a child protection incident form. It is important that records are factual and reflect the words used by the child or youth. Opinions should not be expressed unless there is an evidence base that can also be cited. Records should be signed and dated. It is important to remember that any matter is confidential, and that staff should only know the information on a "need to know" basis.

The above details are vital to the information gathering process and do not constitute an investigation. Written information should be forwarded to the DSL. The Headteacher must always be informed of any important matter.

Retention of records

DSL will ensure that records relating to concerns for the well-being or safety of children are kept separate from other school records and are stored securely with the Headteacher. Information will be shared on a strictly "need to know" basis and in accordance with the guidelines of the Child Protection Policy.

II.4. Photographs and Images

The vast majority of people who take or watch photographs or videos of children do so for reasons that are completely innocent, understandable and acceptable. Unfortunately, some people abuse children by taking or using images, which is why we need to ensure that safeguards are in place. To protect children, we will:

- Seek parental consent.
- Never use the child's name with an image.



- Make sure that children are properly dressed.
- Encourage children to tell us if they are concerned about the photographs taken of them.

Consent for the use of images is requested on the school registration form and is reviewed annually.

II.5. E-Security

Most of our children will use mobile phones and computers at some point. They are a source of pleasure, entertainment, communication, and education. However, we know that some people will use these technologies to harm children. Harms can range from sending hurtful or abusive messages and emails to encouraging children to participate in sexually harmful conversations, webcam photography sessions, or in-person encounters. The school's online safety policy explains how we try to protect children at school. Cyberbullying by children, via text messages and emails, will be treated as seriously as any other type of bullying. Chat rooms and social networking sites are the most obvious sources of inappropriate and harmful behavior, and children are not allowed to access these sites during school time.

II.6. Risk Assessment and Extended and Off-Site School Activities

Where extended school activities are offered and managed by the school, our own child protection policy and safety 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 participate in off-site activities, we will verify that effective child protection arrangements are in place.

During school outings and excursions, staff members accompanying students must always be responsible, ensuring all necessary safety measures to protect students. The staff will ensure that all rules and instructions are followed throughout the trip. Appropriate life jackets and protective equipment should always be available to students on such excursions. The staff-to-student ratio must be in accordance with Everest Schools' risk assessment procedures to ensure student safety.

II.7. Management of allegations against other students

Procedures are in place to ensure that:

- Students at Everest Schools in Tangier are being protected and supported after 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 such allegation so that the risk posed by the perpetrator is effectively managed.
- Facilitate an appropriate level of investigation into allegations against the perpetrator.
- Ensure that Everest Schools continues to fulfil their responsibilities to students involved in such investigations and in need of support.
- Ensure that allegations that are unfounded or malicious are dealt with appropriately.

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

II.8. Fire and containment procedures

Everest Schools will provide regular firefighting training to all staff. Personnel with appropriate fire and rescue training will be designated as "sweepers" during fire or containment procedures. Their task will be to confirm



that all rooms and hazardous areas are clear of students, staff or visitors in their designated areas and to proceed as quickly as possible to the Sweeper in the staging area.

II.9. Safety Procedure for Visitors

The entrance doors of the school are secured by the security guard. Visitors must show their ID at the entrance and provide their name, ID number, contact details. Entry and exit times are recorded in a visitor register. All visitors must wear a badge to be identified by the school community. Their information is also important in the event of a fire drill or containment to take into account all the people present in the enclosure.

II.10. Code of conduct

All school staff must be careful not to put themselves in a vulnerable position when it comes to child protection. It is always advisable that interviews or work with children or parents take place in the presence of other adults. Physical intervention should only be used when the child is endangering their own safety or the safety of others. Staff should be aware that physical interventions must be in accordance with school policies and procedures.

All school staff should work to provide an environment and atmosphere that allows children to feel safe to talk. However, staff should never promise a child to keep certain information confidential. It should be explained that staff have certain obligations to help keep the child safe, which may involve informing others. (A code of conduct for staff to be signed is in Appendix B).

a. Prevention Policy

For Everest Schools in Tangier to fulfill its duty of prevention, it is essential that staff are able to identify children who may be vulnerable to radicalization and know what to do when they are identified. Protecting children from the risk of radicalisation is part of the school's broader protection responsibilities, and is similar to protecting children from other dangers (e.g. drugs, gangs, neglect, sexual exploitation), whether they come from their families or are the result of external influences.

The school aims to build students' resilience to radicalization by promoting Everest Schools' core values. It is important to emphasize that the duty of "prevention" is not intended to prevent students from debating controversial issues. Rather, the 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 challenge extremist arguments.

b. Precautions for staff

- Staff must be aware that they are at risk of accusation or abuse.
- It is therefore always advisable to avoid physical contact with children.
- All athletic coaches are provided with clear guidance on acceptable conduct when performing their duties from PE teachers.
- All one-on-one meetings with children should take place in school offices or classrooms where doors remain open, with other staff members nearby as a protective measure for all.
- A concern for transparency and the absence of secrecy must be observed.
- Children must not be carried by a single member of staff in a car, except in a group of children, except in a situation previously arranged with the full consent and knowledge of the parents.
- It is advisable to use the school minibus or rented transport whenever possible.
- Staff must not communicate electronically with children.



- Staff should not keep children's mobile phone numbers on their phones or use SMS to communicate with children unless required by official school business.
- Any staff member may make a disclosure in the interest of the child's safety at any time and may speak to an DSL if they have concerns about child protection.
- Such disclosure, often referred to as "whistleblowing", should not result in any recrimination on the part of the staff member making it.

c. Staff behaviour

The list below outlines some **of the inappropriate behaviors** that can occur. It is important to recognize that this list is neither definitive nor exhaustive and is not intended to suggest that all of these actions are inherently abusive. They should be seen in the context of the interaction with the child and the intent of the staff. They are intended to support staff, minimise risks and encourage good practice. Staff must always exercise professional judgment in each case.

▪ Physics

Hitting, tapping, holding, restricting, pushing, punching, throwing objects such as chalkboard erasers, whiteboard markers, etc.

• Emotional

Systematic or personal sarcasm, isolation, ignorance, unfavourable comparisons, withholding praise, threats, intimidation, reprimands, scapegoating, systematic or personal criticism, inappropriate yelling.

• Sexuality

Touching, suggestive remarks, suggestive gestures, flattery, innuendo, sexual harassment, voyeurism, suggestive materials, any form of sexual activity.

Staff should never be alone with students, lose their temper and raise their voices unnecessarily, let students see or hear inappropriate professional behavior, have favorites.

d. Concerns about staff

Any concerns involving allegations against a staff member must be immediately reported to the DSL, who will decide on the actions to be taken with regard to the child and the staff member. Additional information on the procedure for handling situations involving staff members can be found in this policy under the heading "Procedure for handling allegations against staff".

All staff should be aware that they are subject to sanctions for failing to report concerns about a co-worker's conduct that could put a child at risk. When in doubt, staff should always consult with DSL.

e. Procedure for handling allegations against staff

If a child or their parents provide a staff member with information about abuse committed by another staff member, the person receiving the information must immediately inform the DSL. Teachers are particularly vulnerable to accusations of abuse, but even if these allegations may be false, malicious, or misdirected, the report must be immediate, and the informant must be assured of this. This information will be extremely sensitive, as abuse in these circumstances is particularly serious, but unsubstantiated allegations can be traumatic for the teacher concerned and can have serious consequences for the person's health and career. The DSL will first consider whether there is sufficient evidence in the allegation to warrant an investigation and may consult with internal or external persons Headteacher as part of this reflection. In the event of serious harm or imminent danger, the competent authorities will be informed, including the police.

f. Supervision and support



Any staff member affected by concerns about the well-being or safety of children can seek support from the Headteacher or any member of the governing body, who can connect staff and parents with outside resources for professional support if desired.

g. Training Opportunities

The DSL is responsible for ensuring that staff receive regular training in child protection and safety.

II.11. MISSING CHILDREN – UNEXPLAINED ABSENCE

Everest International School takes all instances of missing children and unexplained absences seriously as part of its safeguarding responsibilities. Daily attendance is closely monitored, and any unexplained absence is followed up promptly with parents or carers on the same day. Where a child is absent without explanation and contact cannot be made, the school will continue to pursue contact through all available channels. Persistent unexplained absences, concerns about a child's welfare, or patterns of non-attendance are escalated to the Designated Safeguarding Leader (DSL) and recorded in line with safeguarding procedures. Where necessary, the school will liaise with appropriate external agencies to ensure the safety and wellbeing of the child.

II.12. VUNERABLE CHILDREN

The school recognises that certain groups of children may be more vulnerable to abuse or neglect, including those with special educational needs and disabilities (SEND), children requiring additional learning or language support, children with emotional or mental health needs, and those experiencing social or family difficulties. These children may face barriers to communication or be less able to recognise or report concerns. Staff are therefore required to be particularly vigilant, to monitor wellbeing closely, and to ensure that concerns are identified and acted upon promptly in line with safeguarding procedures. Additional support and appropriate interventions are put in place to reduce risk and promote the safety and inclusion of all children.

II.13. NEW STAFF AND INDUCTION PROCESS

Everest International School recognises that newly appointed staff may be unfamiliar with the school's safeguarding procedures and expectations. All new staff, including temporary and support staff, receive a safeguarding induction before working with children. This includes guidance on child protection procedures, the role of the Designated Safeguarding Leader (DSL), how to recognise and report concerns, staff codes of conduct, and the importance of professional boundaries. Ongoing support and training are provided to ensure all staff understand their responsibilities and are confident in promoting the safety and wellbeing of all pupils.



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CHILD PROTECTION HANDBOOK AND SAFEGUARDING POLICY

II.14. FOLLOW-UP AND REVIEW

All staff and administration of Everest Schools have an electronic copy of the Child Protection Policy and will have the opportunity to review and discuss its contents prior to revision. This school policy is part of the School's Policies and will be regularly revised. If any gaps or weaknesses in this policy are highlighted at any time, an immediate review will be carried out by the DSL and the Headteacher, and any revised procedures will be implemented immediately.

Reviewed By	Date	Signature
Rachel Lloyd Headteacher	15/12/25	
Reviewed By Governing Body Anas Afkir		

**Appendix A: Incident/Disclosure Report Form**

Incident/Disclosure Report Form

1. General Information • Name of Child or Youth: • 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 with the child (if applicable): • Date and time of the report:
3. Details of Incident or Disclosure • Type of Incident (check what applies):
 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 concerns been discussed with the child? o Yes No If yes, summarize the discussions:

.....

.....

.....

.....

- Has immediate care or support been provided to the child? o Yes No If yes, please specify:

.....

.....

.....

- Name of the person to whom the incident was reported (DSL): • Date and time of the notification:

5. Additional observations..... recommendations..... or.....
.....
.....
.....

Signature and confirmation • Signature of the person reporting the incident: • Name (in capital letters): •

Date: _____

Instructions for Form Users:

1. Once completed, this form must be submitted immediately to the Child Protection Officer (DSL).
2. Do not discuss this incident with other staff members or parents without explicit permission.
3. Keep a secure copy if allowed by school policies.

APPENDIX B: Staff Code of Conduct

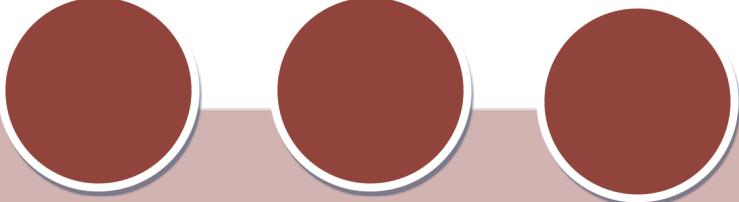


The Staff Code of Conduct is a set of rules and guidelines designed to ensure that all staff members perform their duties in a professional, ethical manner and in accordance with the values and objectives of the institution.

1. Objectives of the Code of Conduct• To maintain a safe, respectful and inclusive school environment for students, staff and the community. • To protect children and young people by ensuring that staff engage in appropriate behaviours that are free from abuse, neglect or exploitation. • To build trust between staff, students and their families by promoting open and respectful communication.
2. Expected Behaviours Staff must:• Act with integrity, respect, and impartiality towards students, colleagues, parents, and institutional partners. • Be committed to promoting the physical and emotional well-being of students. • Respect the confidentiality of personal and professional information, except as required by law or work. • Demonstrate exemplary behavior that positively reflects the values of the institution. • Follow policies and school procedures, including those related to safety, health, and child protection.
3. Student Relations Staff must:• Maintain professional and appropriate relationships with students at all times. • Avoid any behaviour or physical contact that may 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 networks• Use the institution's resources responsibly and exclusively for professional purposes. • Comply with the rules regarding the use of phones, computers and other communication technologies in the performance of their duties. • Refrain from inappropriate behaviour on social networks, including unprofessional interactions with students or their families.
5. Appearance and Presentation• Wear appropriate, clean clothing that meets the institution's professional standards. • Represent the school professionally at events or activities outside the institution.
6. Violations of the Code of Conduct Any violation of the Code of Conduct may result in:• An internal investigation and assessment of the facts. • Disciplinary action, including warnings, suspension or dismissal. • Notification to the relevant authorities in the event of serious violations, including child protection violations.
7. Recognition and commitment Each staff member must:• Read and fully understand the Code of Conduct. • Sign a document affirming their commitment to these rules.

Full name: Signature :D ate:

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



EV-S.0124

Anti-bullying

Policy

December 2025

EVEREST
SCHOOL

EVEREST SCHOOL





Anti-bullying Policy EV-S 0124

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Anti-bullying Policy EV-S 0124

1. Presentation

Everest School's Anti-Bullying Policy aims to create a safe, respectful, and inclusive school environment for all students, in line with the core values of our educational community. We have specific measures in place to prevent, identify and treat all forms of bullying, whether physical, verbal or virtual. This policy is not limited to responding to bullying incidents, but also strives to promote a culture of respect, tolerance and understanding among students, staff and families. It integrates the principles of international education and bullying on the basis of protected characteristics while taking into account the cultural and legal specificities of Morocco.

2. Objective

Our school's anti-bullying policy aims to ensure a safe, respectful, and inclusive school environment for all students, staff, and visitors. It establishes preventive measures, reporting procedures, and corrective actions to combat all forms of harassment, whether physical, verbal, emotional, or digital. Due to the complexity of the issue and its potential profound and lasting impact on the lives of young people, this policy is comprehensive and detailed. Bullying, whether physical or emotional, can cause significant psychological damage. Therefore, every allegation or incident will be taken very seriously. Our policy is based on the latest recommendations from the governments of the Kingdom of Morocco and the United Kingdom, in particular those outlined in "Keeping Children Safe in Education", which emphasise that "all staff must be aware that children may abuse other children" and include behaviours such as:

- Bullying (including cyberbullying)
- Physical aggression (hitting, kicking, shaking, biting, pulling hair, causing injury)
- Sexual violence and harassment, as well as other shameful acts of a similar nature.

This behaviour, as well as any other form of peer abuse, will be dealt with rigorously as part of our anti-bullying policy.

3. Definition of bullying

Bullying refers to intentional, repetitive, and harmful behavior intended to hurt, threaten, or exclude a person. It can take various forms:

- **Physical** : Hitting, pushing, property damage.
- **Verbal** : Insults, mockery, threats.
- **Social** : Exclusion, spreading rumors, intentional isolation.
- **Cyberbullying** : Harassment on social media, threatening messages, sharing offensive content.
- **Bias** : Based on race, religion, gender, special educational needs, or other characteristics.

Particular attention is paid to the following points:

- ✓ Power imbalances (physical, psychological, or social) between the bully and the victim.
- ✓ The impact of offensive language and minor disturbances, which, if left unaddressed, can escalate.

4. School Responsibilities and Record Keeping

Our anti-harassment responsibilities and commitments include:



Anti-bullying Policy EV-S 0124

- Provide a safe, respectful, and inclusive environment for students, staff, and visitors, where any form of bullying is strictly prohibited.
- Take every incident of bullying seriously, thoroughly investigate all allegations, and implement appropriate measures to protect victims and punish perpetrators.
- Continuously train staff to identify and manage bullying while promoting mutual respect and tolerance.
- Support students affected by bullying, provide them with the necessary assistance and work closely with families and external partners to prevent recurrence and maintain a harmonious school environment.

While we record bullying incidents to demonstrate the long-term impact of our policies, it is crucial to point out that our school is still developing, with only five years of existence. Our goal is to understand the real impact of our actions and our ability to prevent or effectively deal with such situations.

At Everest School, we are committed to:

- **Ensure safety and well-being** : Create a safe environment where every student feels respected and valued.
- **Adopt a zero-tolerance policy** : Refuse any form of bullying and intervene immediately as soon as an incident is reported.
- **Promote proactive education** : Emphasize respect, tolerance and empathy in our curriculum and school activities.
- **Encourage open communication** : Create an atmosphere where students, parents, and staff feel free to report inappropriate behavior without fear of reprisal.

5. Comprehensive Approach to Preventing and Addressing Bullying

Our approach to anti-bullying is proactive, incorporating awareness, student and staff engagement, and clear rules. We aim to develop a culture of respect and kindness that goes beyond responding to bullying incidents and permeates all levels of our school.

a. Awareness and training :

At Everest International School, pupils are taught to understand what bullying is, including different forms such as physical, verbal, social and online bullying, through age-appropriate lessons, PSHE, assemblies, circle time and classroom discussions. Pupils learn how bullying differs from isolated incidents, why it is unacceptable, and the impact it can have on individuals. The curriculum promotes kindness, empathy, respect and inclusion, and teaches pupils how to seek help, report concerns and support others. This proactive approach helps pupils develop the confidence and skills to recognise, prevent and challenge bullying behaviour.

We run workshops and campaigns on the importance of mutual respect and empathy. Students actively participate in activities that strengthen collaboration and social connections. Staff are regularly trained to identify and prevent bullying behaviour.

b. Clear Rules and Communication :

Explicit anti-bullying rules are established, widely disseminated and posted throughout the school, including anti-bullying messages in common areas.



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c. Encouraging camaraderie :

Peer mentoring programs and activities foster positive relationships between students, fostering collaboration and inclusion.

d. Student and Parent Engagement :

Students are encouraged to understand the school's approach and their role, including as spectators. Parents are informed of the procedures and encouraged to reinforce respectful behaviour at home.

e. Creating an Inclusive Environment :

We ensure that school is a safe space for open discussions about the causes of bullying without fear of reprisal.

f. Sanctions and Celebrations:

Appropriate disciplinary measures are applied for incidents of bullying, with a focus on the unacceptability of such behaviour. Positive achievements and behaviours are celebrated at regular assemblies, contributing to a positive school atmosphere.

6. Reporting Procedure

• Students :

- ✓ Victims or witnesses can report the harassment to a teacher, Headteacher, or any staff member.
- ✓ Anonymous suggestion boxes are available to facilitate reporting.

• Parents :

- ✓ Parents can contact the school directly by phone, email or by appointment.

• Personnel :

- ✓ Any member of staff who observes or is informed of an act of harassment must report it immediately to the administration.

7. Bullying investigation and corrective measures

When an incident of bullying is reported, an immediate investigation is conducted in order to understand the facts and take appropriate action. Management interviews relevant parties, collects testimonials objectively, and uses open-ended questions to gather accurate information. This step clarifies the events and determines whether the situation was deliberately created to harm another student.

Depending on the severity of the incident, disciplinary action may be taken, such as verbal or written warnings, mediation between the parties involved, or temporary or permanent suspension. Each disciplinary measure is accompanied by pedagogical follow-up to promote understanding and correct inappropriate behaviour.

At the same time, support is provided to victims, witnesses and perpetrators of harassment. Psychological help is offered to help each student understand the consequences of his or her actions and to evolve positively. Each situation is unique, so assessing the severity of the incident guides future actions.



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If the investigation reveals that a student is in danger or that a crime has been committed, social services or, in some cases, the police will be alerted.

Finally, parents are informed, usually by a senior member of the educational team, such as the headteacher or their deputy, in a personal way. While this process can be time-consuming, it is essential to reassure families and ensure that the incident is handled seriously and professionally.

All bullying incidents at Everest International School are formally recorded in the school's behaviour record-keeping system. Staff log details of the incident, including the nature of the behaviour, those involved, actions taken and any follow-up or support provided. Records are monitored by senior leaders to identify patterns, ensure appropriate responses and evaluate the effectiveness of interventions. This process supports consistent practice, accountability and the safeguarding of all pupils.

8. Monitoring and evaluation of anti-harassment measures

To ensure the continued effectiveness of our anti-bullying policy, regular meetings are held with teachers and parents to discuss progress, necessary adjustments and evolving situations. These exchanges provide valuable feedback and allow us to adapt our actions accordingly.

The success of our approach is measured by the reduction in reported incidents and the improvement of the school climate, as measured by satisfaction surveys conducted with students, staff and parents. These indicators help to identify strengths and areas in need of adjustment.

Continuous policy adaptation is crucial. We regularly review it based on feedback and identified needs to ensure that it remains relevant and effective.

After an incident, it is essential that the student concerned feels supported. Even if the student claims to be handling the situation, feelings of remorse, regret, or distress may emerge long after the incident. Regular follow-ups are therefore essential to ensure that no harmful coping mechanisms, such as self-harm, are adopted.

Thus, we are committed to offering ongoing support to students involved in bullying incidents, to ensuring their well-being and their smooth reintegration into the school environment.

9. Support for students who are being bullied

Support for students who are being bullied is crucial and includes individualized measures to ensure a safe school environment. The following actions are implemented to help these students:

- **Immediate listening:**

A qualified staff member is available to listen to the student victim in order to understand the situation in a safe and confidential environment.

- **Emotional and psychological support:**

Quick access to a counselor or psychologist is provided to help the student manage their emotions and deal with potential trauma.

- **Personalized follow-up:**

Regular follow-ups are conducted to ensure the safety and well-being of the student, with frequent meetings and adjustments to support measures as necessary.



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- **Academic Assistance:**

Academic support is provided to prevent bullying from affecting student performance, such as classroom accommodations or increased supervision.

- **Building Trust:**

Workshops and activities are organized to develop self-esteem, stress management and conflict resolution.

- **Mediation:**

If appropriate, supervised mediation between the victim and the abuser may be offered to resolve the conflict and restore relationships.

- **Support for parents:**

Parents are regularly informed of the situation and receive advice on how to support their child at home.

- **Long-term monitoring:**

The student's well-being is regularly assessed to avoid long-term repercussions and to ensure a smooth reintegration into school life.

Our commitment is to provide comprehensive support so that every student victim feels safe and supported throughout their school journey.

10. Focus on vulnerable students

Bullying can affect all students, but some may suffer more severely, especially those who are already socially, mentally or emotionally vulnerable. We are committed to providing special support to these students, especially those who are most at risk of bullying due to various differences.

Research shows that students who are heavily bullied at school are often bullied outside of school, on the way to school, or through cyberbullying. Certain groups are particularly likely to be targeted, such as:

- Students with special educational needs or disabilities.
- Adopted students.
- Students facing health problems.
- Students with family responsibilities.

These students, who are often already in a situation of personal or family vulnerability, may need more support to cope with the effects of bullying.

In addition, students with special educational needs or disabilities often face social and communication difficulties, making it difficult for them to report bullying. School staff must therefore be particularly attentive to the risks these students face and ensure that reporting mechanisms are accessible and appropriate to all.

The impact of bullying can be profoundly disruptive for these students, amplified by other vulnerability factors, affecting their social, mental and emotional well-being.



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11. Bullying outside of school

Bullying is not limited to the school environment and can also occur outside the school premises, including on the way to school, in the community, or online. These forms of bullying can have serious consequences, often more difficult to monitor and detect.

- **Bullying on the school path:**

Students may be intimidated on transportation, near bus stops, or while walking, through mockery, physical assault, or verbal intimidation. Adults, such as parents and bus drivers, should remain vigilant and report any incidents.

- **Cyberintimidation :**

Online bullying happens on social media, video games, or messaging apps. These include sending threatening messages, spreading rumors or embarrassing images, and excluding students from online groups. This form of bullying can persist beyond the school day and affect the well-being of students.

- **Community bullying:**

Outside of school, students may face bullying in their neighbourhood or during extracurricular activities, including verbal or physical abuse and social isolation.

- **Impact on safety and well-being:**

External bullying can cause anxiety, affect concentration and school engagement, and in severe cases, lead to loss of self-confidence, mood disorders, or suicidal thoughts.

- **Responsibility of the school:**

Schools must educate students about cyberbullying, provide support to victims, work with parents and the community to ensure safety, and encourage students to report any form of bullying.

- **Role of parents and community:**

Parents should monitor their children's online activity, watch for signs of distress, and collaborate with the school.

Reviewed by	Date of Review	Signature
Rachel Lloyd Headteacher	17/12/2025	
Reviewed by Governing Body	Mr Afkir Anas	

1. Purpose

The purpose of this Code of Conduct is to ensure that all staff maintain the highest standards of professionalism, integrity, and safeguarding. Staff must act in a way that protects pupils, maintains trust, and upholds the reputation of Everest International School.

2. Professional Expectations

All staff must act as positive role models, treat pupils and colleagues with respect, maintain professional boundaries, and follow all school policies including safeguarding and behaviour.

3. Safeguarding Responsibilities

Staff must prioritise pupil welfare, report child protection concerns immediately, and never promise confidentiality when a child shares safeguarding information.

Reporting Concerns About Adults

Staff must report immediately any behaviour from a colleague that may put a pupil at risk, including inappropriate comments, favouritism, boundary breaches, unsafe practice, grooming behaviour, or conduct causing discomfort.

4. Behaviour Towards Pupils

Staff must use professional, calm language, offer praise, and provide appropriate support. Staff must never use harsh language, unnecessary physical contact, over-familiarity, give gifts, use personal social media with pupils, or take photos on personal devices.

5. One-to-One Situations

Avoid being alone with pupils where visibility is not possible. Keep doors open or use rooms with visibility panels and inform colleagues when working 1:1.

6. Use of Technology & Social Media

Staff must use only school-approved platforms, keep accounts private, never communicate privately with pupils online, and never post pupil photos on personal accounts.

7. Professional Appearance

Staff must follow the school dress code and present themselves professionally.

8. Confidentiality

Information must be shared only on a need-to-know basis. Staff must never discuss pupils publicly or online.

9. Maintaining Professional Boundaries

Staff must not share personal issues, adult topics, or encourage dependency from pupils.

10. Compliance and Accountability

Breaches of this Code may result in disciplinary action. Staff must ask for clarification if unsure about appropriate conduct and complete safeguarding training annually.

Staff Declaration

I, _____, have read and agree to follow the Everest International School Staff Code of Conduct.

Signature: _____ Date: _____