



The
British School
of Monaco

POLICY SECTION: Section 5 – PASTORAL

POLICY NUMBER: 5.01a

WHOLE SCHOOL CHILD PROTECTION AND SAFEGUARDING PROCEDURES

EFFECTIVE FROM: 13/VII/22

Reviewed and revised 14/IX/23

REVIEW DATE: Summer 2024

The British School of Monaco

Child Protection and Safeguarding Procedures

THE ROLES OF DIFFERENT STAFF

The Designated Safeguarding Lead

Rhiannon Wallace as Designated Safeguarding Lead (DSL), has overall responsibility for the wellbeing of the children.

- (a) Rhiannon, in consultation with the Principal and staff involved, will complete necessary reports detailing signs observed, action taken and outcomes of any contacts with external agencies. These will be stored securely.
- (b) Rhiannon will keep the Principal and the initiating member of staff informed over what action has been taken.
- (c) Rhiannon will organise formal, regular (at least twice-termly) meetings with the ADSL and DSG.

The Assistant Designated Safeguarding Lead

- (a) Michelle, as ADSL, will support the DSL in any cases that arises as required.
- (b) Michelle will deputise for Rhiannon in her absence.
- (c) Michelle will meet with the DSL and DSG in their regular meetings, take minutes of all matters discussed and ensure that these are securely stored.

The Designated Governor (DSG)

- (a) Olena, as DSG, will meet with the DSL and ADSL at their regular meetings, and in the event of any incident.
- (b) Olena will update the Governing Board on a termly basis on safeguarding, ensure that all members have safeguarding certificates and receive regular training.
- (c) Luke will act as DSG during Lena's maternity leave.

School Teaching Staff

Possible abuse of children in attendance at school is most likely to be first noticed by teaching staff. Teachers bring a number of particular advantages to the recognition of child abuse, i.e.

- They have regular and frequent opportunities to observe children, including opportunities to observe changes in their behaviour.
- They have an ongoing relationship with children who may confide in them about

difficulties they are experiencing.

- They have knowledge of the wide range of behaviour likely to be seen in children of a particular age.
- They have opportunities to observe the response of a group of children to particular situations. They will, therefore, be sensitive to surprising or unusual responses.

These opportunities to see children in context give a particular value to the observations of teachers. Their insights need to be complemented by the skills of other relevant disciplines, especially those of social workers and medical practitioners. A teacher may become concerned when a child tells a teacher about events that have happened to them, or to a friend, brother or sister or when other adults claim to be aware of abuse. Teachers value their relationships with parents/guardians and in many situations will share their initial concerns about a child with the parents/guardian.

However, it is possible that the source of abuse may be within the home, and so teachers should be prepared to share their concerns with other professionals at an early stage, without necessarily informing parents of the action they propose to take.

We have a professional duty to:

- Observe and be alert to signs of abuse.
- Take immediate action in the child's interest by reporting to the DSL any suspicion or evidence of abuse or non-accidental injury.
- Enquire about the progress of individual cases in which they are/have been involved.

All teaching staff must understand the importance of reporting suspicious circumstances and be able to report concerns to the DSL or ADSL. Beyond the initial reporting of suspected child abuse, staff have a clearly restricted role as further judgement and action decisions are the responsibility of other agencies with statutory powers to help the child.

School Staff (Non-Teaching)

As with teaching staff, non-teaching staff have a responsibility to observe and report any suspicion or evidence of abuse or non-accidental injury. All non-teaching staff must understand the importance of reporting suspicious circumstances and be able to report concerns to the child's classroom teacher.

REPORTING PROCEDURE

A member of staff requires reasonable cause for concern regarding potential child abuse in order to act. Arriving at the point where information and its interpretation give reasonable cause for

concern depends upon the source of information. If the information comes from the child, the teacher should act immediately by bringing the matter to the attention of the Designated Safeguarding Lead or in her absence, the Assistant Designated Safeguarding Lead.

One sentence from a child indicating child abuse or non-accidental injury can provide you with 'reasonable grounds' and is sufficient for you to act. This may also apply if clear information comes from a sibling or other adult etc.

However, considering that many of the signs of child abuse are also commonly associated with other medical, social and psychological problems or simply normal child development, a teacher may naturally discuss some initial concerns about the child's mental or physical well-being with other staff, parents etc. However, in some cases it is possible that parents/guardians may be the abusers, and explanations or comments made by them may be sufficient to give the teacher reasonable grounds to suspect child abuse or non-accidental injury.

Once there are grounds to suspect this, teachers must not contact the parents any further and the following steps should be taken:

Inform the DSL or ADSL in her absence. When a child has reported what amounts to suspected child abuse or non-accidental injury, this should be brought to her even before any written report is made.

Staff must:

- Remember that their priority is to protect the child.
- Treat the matter seriously.
- Receive the child's story if appropriate, listen but do not judge or comment.
- React to what the child tells you with belief and tell the child they have done the right thing in telling you.
- Indicate to the child what action you will take and make it clear you will have to tell others (no secrets). However, only inform those who need to know.
- Limit any questions, bearing in mind the 'must not' points below

Staff must not:

- Contact the parents. This is the responsibility of the Principal.
- Interrogate the child if that child has disclosed information.
- Ask leading questions.
- Speak to anyone about whom allegations are made (including colleagues).

- Promise to keep secrets/confidentiality.
- Ask a child outright if they or others have suffered abuse.

Staff should remember the “Seven Golden Rules” of information sharing:

SEVEN GOLDEN RULES

- i) Remember that the sharing of information and the well-being of the child is paramount.**
- ii) Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.**
- iii) Seek advice if you are in any doubt, without disclosing the identity of the person where possible.**
- iv) Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.**
- v) Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.**
- vi) Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.**
- vii) Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.**

Following any disclosure or concern, the DSL or ADSL in her absence, will ask the member of staff to write a record of what they have seen and /or heard. Accounts should be objective and signed and dated. These should be delivered directly to the DSL or ADSL.

The teacher may now withdraw from the immediate process but must now remain vigilant.

The DSL or ADSL will then seek advice on how the matter is to be dealt with and whether:

- this is a child protection case requiring a strategy discussion, a core assessment or an initial assessment;
- another agency should deal with the matter;
- the teacher who reported the concern needs to continue to monitor the situation;
- whether the child is at risk from significant harm;

- what, or who, is posing a danger;
- how serious the situation is;
- how urgent it is;
- whether the parents are requesting help;
- whether it is possible to work with the parents. If so, what will need to be done to achieve this?
- What are the views of the child or young person;
- whether there are others who may also be at risk.

If the DSL or ADSL decides that there are reasonable grounds to suspect that a child is at risk of significant harm, she will contact external agencies to decide on how to proceed further.

Any agency accepting a referral must keep children and their parents involved and informed throughout the assessment, planning and implementation stages, unless this would place the child at further risk.

Once a strategy for procuring support has been agreed, all parties should be kept well informed of developments as appropriate. The following procedures need not necessarily imply that further action is inevitable. It is important however, in cases of serious concern that there is ongoing communication between School and agencies beyond the school.

If staff remain concerned about the child after external agencies have taken action, or even after further steps have been taken, then they must inform the DSL or ADSL immediately.

Unfortunately, some instances of abuse recur, and staff must continue to remain vigilant.

It is important that at all stages in the above procedure, staff make detailed written records of all their reports and actions. This may include a record of telephone calls made with parents/carers. Staff must ensure that they:

- record the precise information as accurately as possible;
- record it as soon as possible;
- record the date of the event;
- any action taken;
- sign and date the record.

It is vitally important to distinguish between fact, observation, allegation and opinion. These records will be securely stored separately from the child's personal file.

Once the child's case has been passed on to external agencies, staff may withdraw from the process. It is not appropriate to talk to the child, or to offer further support, other than the way in which we deal with any child. However, when a pupil is prepared to disclose, they may feel the desire to return to talk. In such a situation you are not in a position to be able to comment or advise – but you can still listen!

ALLEGATIONS AGAINST SCHOOL STAFF

Every member of staff must protect themselves and bear in mind that perfectly innocent actions can sometimes be misconstrued.

If allegations are made by a pupil against a member of staff or volunteer, procedures similar to those outlined above will be followed. This is important for the protection of the member of staff as well as the pupil.

The immediate guidance of the DSL or ADSL should be sought if such a case should arise.

CONFIDENTIALITY

If a member of staff has reasonable grounds of suspecting any form of abuse, this must be passed in writing to the DSL or ADSL. Decisions will then be taken over what appropriate steps are to be taken, although there is no legal duty on a teacher or the DSL or ADSL to inform parents of matters which a child has confided to them:

- Teachers must not promise confidentiality even though they cannot be made to break it once given.
- Pupils must be aware that any incident may be conveyed to the DSL or ADSL and possibly to parents.
- Teachers must use their professional judgement and take into account the Child Protection Policy to decide whether confidence can be maintained having heard the information.
- Teachers must clearly indicate to pupils when the content of a conversation can no longer be kept confidential – the pupil can then decide whether to proceed or not. When the content of the conversation indicates the possibility of any form of child abuse, the teacher must pass that information on to the DSL or ADSL.

The following contact details have been provided by the local authorities:

The student lives in.....	Monaco	France
The student is in danger or at risk of danger	<p>Direction de l'Action et de l'Aide Sociales (DASO)</p> <ul style="list-style-type: none"> o 23 avenue Albert II / BP 609 / 98013 MONACO o T/ 00377 98 98 41 00 	<p>Antenne Départementale de Recueil, d'Evaluation et de Traitement des informations préoccupantes des Alpes-Maritimes (ADRET)</p> <ul style="list-style-type: none"> o Centre Administratif Départemental / Route de Grenoble – B.P. 3007 / 06201 NICE CEDEX 3 o T/ 0 805 40 06 06
The student is in danger and in need of immediate protection and/or there is a suspicion of a criminal offence	<p>Palais de Justice / 5 rue Colonel Bellando de Castro/ MC 98000 Monaco</p> <p>To contact the <u>Palais de Justice and the Procureur général</u> Mme Sylvie Petit-Leclair</p> <p>Mail : parquetgeneral@justice.mc</p> <p>Fax +377 93.50.05.68</p> <p>Or contact Mme Colle, premier substitut du procureur on direct line +377 98.98.86.98</p> <p>Available from 08.30 to 18.00</p> <p>After 18.00 we need to contact <u>Sûreté Publique (main police station)</u> +377 93.15.30.15. that we will know the magistrate on duty.</p> <p>From Monday to Friday from 09.00 to 17.00 we can also get in touch with</p>	<p>Procureur Général (Mme Sylvie PETIT-LECLAIR)</p> <ul style="list-style-type: none"> o Palais de Justice / 5 rue Colonel Bellando de Castro/ MC 98000 Monaco o parquetgeneral@justice.m <p>and copy:</p> <p>Antenne Départementale de Recueil, d'Evaluation et de Traitement des informations préoccupantes des Alpes-Maritimes (ADRET)</p> <ul style="list-style-type: none"> o Centre Administratif Départemental / Route de Grenoble – B.P. 3007 / 06201 NICE CEDEX 3 o T/ 0 805 40 06 06

<p>Mr Rémy LeJuste at the <u>Police Administrative</u> <u>Section des Mineurs</u> +377 9315.31.60.</p>
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Monitoring the Effectiveness of the Procedures

These procedures will be reviewed according to the school's policy review schedule or when the need arises by relevant staff: the Principal, the DSL, ADSL and the DSG, taking account of local regulations, students' opinions and concerns, and parental views, where appropriate.

<p>The British School of Monaco is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment.</p>
