



The
British School
of Monaco

POLICY SECTION: Section 5 - **PASTORAL**

POLICY NUMBER: 5.01

CHILD PROTECTION AND SAFEGUARDING POLICY

EFFECTIVE FROM: 13/VII/22

LAST REVIEWED: 24/025

REVIEW DATE: Summer 2026

Our School Mission Statement

To provide Monaco families with a family-owned British curriculum school and an intimate nurturing community that motivates students to become grounded, passionate and aspirational learners. We want our students to enjoy each precious year of childhood as they grow into adults.

SECTION 1 - INTRODUCTION

1.1 The UN Convention on the Rights of the Child contends that all students have an inalienable right to protection from harm, and states that the welfare of the child is of paramount consideration. However, despite these aspirations, there are occasions when this does not occur.

1.2 Every pupil should feel safe and protected from any form of abuse which, in this policy, means any kind of neglect, physical, emotional, sexual abuse or ill-treatment. There is a wide range of adults to whom students can turn for help. These include the Directors, Principal, Deputy Principals, Teachers, the Designated Safeguarding Leads, the Assistant Designated Safeguarding Leads and any member of the school staff.

1.3 The school aims to raise students' awareness of Safeguarding issues through induction, pastoral care and the curriculum. Pastoral care and school policies ensure that students have a range of contacts and strategies for their own protection and an understanding of the importance of protecting others.

1.4 In performing its safeguarding duties and when responding to safeguarding situations, the school will consider at all times what is in the best interest of the child. This policy is updated annually.

1.5 Within this policy and in all related matters, the school uses the term 'safeguarding' to refer to the overall preventative framework in place to care for the welfare of students and the term 'child protection' to refer to the response to cases in which the welfare of a specific student or students is of concern. Thus 'safeguarding' is generally viewed as proactive and 'child protection' as reactive.

SECTION 2 - PERSONNEL

Luke Sullivan is the Designated Safeguarding Governor (DSG).

Rina Habes is the head of Safeguarding and Designated Safeguarding Lead (DSL) for the Secondary School.

Katie Dunning is the Designated Safeguarding Lead (DSL) for the Primary School.

Michelle Chapman is the Assistant Designated Safeguarding Lead (ADSL) for the Primary School and acts in the absence of the DSL.

Melissa Derreumaux is the Assistant Designated Safeguarding Lead (ADSL) for the Secondary School and acts in the absence of the DSL.

Mairin Kane is the Designated Safeguarding Lead (DSL) for the Individual Programme.

Sophie Marceaux is the Assistant Designated Safeguarding Lead (ADSL) for the Individual Programme and acts in the absence of the DSL.

The team of safeguarding officers meets twice termly in minuted meetings. All safeguarding records are stored securely.

Student records are kept centrally and securely, and the school maintains sound policies on confidentiality.

SECTION 3 - RATIONALE

3.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002; and in line with government publications the Teachers' Standards 2012, 'Working Together to Safeguard Children' 2018 and 'Keeping Children Safe in Education' September 2025.

3.2 The British School of Monaco fully recognises its moral and statutory responsibilities for safeguarding and promoting the welfare of children.

3.3 Our policy applies to all full-time and part-time teaching and support staff, governors, temporary staff and volunteers working in the school

3.4 The policy applies wherever staff or volunteers are working with pupils even where this is away from the school, for example at an activity centre or on an educational visit.

3.5 There are five main elements to our policy:

- i. Ensuring we practice safer recruitment in checking the suitability of staff and volunteers to work with children;
- ii. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe;
- iii. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse;

- iv. Supporting students who have been identified as in need of early help or at risk of harm;
- v. Establishing a safe environment in which children can learn and develop.

3.6 There is also an Appendix which was added to cover remote learning and the delivery of the academic content, pastoral care and the wider curriculum in situations such as the COVID-19 lockdown.

3.7 The British School of Monaco's safeguarding procedures apply to all pupils, including pupils aged 18 and over. Our policy is to take all reasonable measures to improve the well-being of each child and young person in our care.

3.8 We recognise that because of the day to day contact with children, school staff are well placed to identify concerns early and to observe the outward signs of abuse. The school will therefore:

- i. Establish and maintain an environment where children feel safe, secure, valued and respected and are encouraged to talk, believing they will be listened to and their points of view valued;
- ii. Ensure children know that there are adults in the school whom they can approach if they are worried;
- iii. Include opportunities in the curriculum, specifically through PSHE/Wellbeing for children to develop the skills they need to recognise and stay safe from abuse and to know who they should turn to for help.

3.9 We seek to ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide to protect children from harm. To this end we will:

- i. Ensure there are systems in place for children to express their views and give feedback e.g. through councils, pastoral time, wellbeing, participation in anti-bullying and e-safety events;
- ii. Ensure that the child's thoughts/wishes and feelings are sought and recorded on all referrals.

SECTION 4 - Procedures

4.1 We will follow guidance issued by the UK Department for Education (DofE) and the Monaco Ministry of the Interior and the Directorate of National Education, Youth and Sport.

4.2 The school will:

- i. Ensure it has a senior leader nominated as Designated Safeguarding Lead (DSL) who has received appropriate training and support for this role;
- ii. Ensure it has at least one member of staff who will act in the absence of the DSL Assistant DSL);
- iii. Ensure it has a nominated governor responsible for safeguarding children;
- iv. Ensure every member of staff (including temporary and supply staff and volunteers) and the governors knows the name of the DSL and any deputies and understands their role;
- v. Ensure that the DSL and/or a ADSL is always available to speak to during school hours and has made adequate and appropriate cover arrangements for any out of hours/out of term time activities;
- vi. Ensure all staff and volunteers are alert to the potential need for early help and aware of those children whose vulnerabilities may indicate a greater need and are aware of the role they may play in supporting other agencies and professionals in an early help assessment;
- vii. Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and neglect, including the specific issues of child on child abuse, Child Sexual Exploitation (CSE), Children Missing Education (CME), Radicalisation and Extremism and Sexual Violence and Sexual Harassment, and maintain an attitude of 'it could happen here';
- viii. Ensure all staff and volunteers understand their responsibility for referring any concerns to the DSL, or ADSL in a timely manner and are aware that they may raise concerns directly with the local authorities if they believe their concerns have not been listened to or acted upon;
- ix. Ensure that community users organising activities for children are aware of, and understand the need for compliance with the school's Safeguarding procedures;
- x. Ensure that the duty of care towards its pupils and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice;
- xi. Ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice and are aware of whistleblowing procedures and helplines;
- xii. Ensure that a referral is made to the DBS and/or appropriate national regulating body (in the UK, the Teachers Regulation Agency) if a person in regulated activity has been dismissed or suspended or removed from regulated activity where the harm criterion is met, or would have been had they not resigned;
- xiii. Operate safer recruitment practice, ensuring that at least one member on every recruitment panel has completed safer recruitment training.

4.3 Our procedures will be regularly reviewed and updated at least annually unless an incident or new legislation or guidance requires the need for an interim review. We recognise the

expertise our staff builds by undertaking safeguarding training and managing safeguarding concerns on a daily basis. We therefore invite relevant staff to contribute to and shape this policy and associated safeguarding arrangements.

4.4 Reporting Procedure:

- i. A member of staff needs only reasonable cause for concern in order to act. One sentence from a child indicating abuse or non-accidental injury provides reasonable grounds and is sufficient need to act. This may also apply if clear information comes from another child or adult.
- ii. The member of staff must report the matter to the DSL (or, in his absence, to the ADSL) as soon as possible, unless it is an allegation against a member of staff or volunteer in which case the procedures set out in below should be followed.
- iii. If a child is in immediate danger or at risk of harm, the DSL must be informed

SECTION 5 - Training

5.1 When staff join the British School of Monaco they will be informed of the safeguarding arrangements in place. All staff will be given a copy of this policy and Part 1 KCSIE 2024. Annex A contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff who work directly with children should read the annex.

5.2 All staff will receive induction in safeguarding children and will be supplied with the Safeguarding Policy, the staff code of conduct and the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

5.3 The induction programme will include basic child protection information relating to signs and symptoms of abuse, how to manage a disclosure from a child, when and how to record a concern about the welfare of a child and advice on safe working practice.

5.4 All volunteers, temporary staff and regular visitors to our school will be told where our policy is kept, given the name of the DSLs and ADSLs and informed of the school's procedures in reporting concerns.

5.5 All staff will receive training in safeguarding and safe working practice, updated annually. Training will include signs and symptoms of abuse and neglect, as well as specific safeguarding issues, such as on-line safety and child on child abuse, including sexting and sexual violence and sexual harassment. Training will also include how to record and report abuse.

5.6 The Designated Safeguarding Leads and the Assistant Designated Safeguarding Leads have undertaken Level 3 child protection training and will attend refresher training at two-yearly intervals in order to:

- i. understand the assessment process for providing early help and intervention;
- ii. ensure that each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff;
- iii. be alert to the specific needs of children in need, those with special educational needs and young carers;
- iv. be able to keep detailed, accurate, secure written records of concerns and referrals;
- v. obtain access to resources and attend any relevant or refresher training courses;
- vi. encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them and to meet the statutory requirements or recommended practice.

SECTION 6 - Responsibilities

6.1 The Board of Governors will nominate at least one member to take leadership responsibility for safeguarding children and liaise with the DSLs and/or Principal in matters relating to safeguarding. It will ensure that:

- i. the DSLs takes lead responsibility for safeguarding and child protection and does not delegate this responsibility;
- ii. safeguarding policies and procedures are in place and are reviewed at least annually;
- iii. safeguarding responses are put in place in cases where children go missing from education;
- iv. mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of Keeping Children Safe in Education 2024;
- v. the Board maintains termly oversight of safeguarding and child protection in practice;
- vi. an annual report on the effectiveness of the school's safeguarding procedures is presented to the Board;
- vii. any weaknesses brought to its attention relating to safeguarding are remedied without delay;
- viii. it complies with all legislative duties including the duty to report suspected or known cases of young people being drawn into terrorism.

6.2 The Principal will ensure that:

- i. The Safeguarding policies and procedures are fully implemented and followed by all staff;
- ii. Sufficient funding, support, time and resources are allocated to enable the DSLs and other staff to discharge their responsibilities with regard to safeguarding and child protection;

- iii. All staff feel able to raise concerns about poor or unsafe practice and that these are handled sensitively and in accordance with the whistleblowing procedures;
- iv. All allegations of abuse are reported in a timely manner.

6.3 The DSLs will co-ordinate action and risk assessments for safeguarding and promoting the welfare of children within the school setting. The DSLs are responsible for:

- i. Organising safeguarding induction training for all newly appointed staff, whole staff training, refreshed with annual updates;
- ii. Providing a mechanism to ensure that all staff understand and are able to discharge their role and responsibilities as set out in Part One of Keeping Children Safe in Education;
- iii. Undertaking, in conjunction with the Principal and Safeguarding Governor, an annual audit of safeguarding procedures.
- iv. Referring a child to the appropriate authorities when there are concerns about possible abuse and neglect, involvement in a crime, radicalisation or involvement in extremist groups;
- v. Liaising with the Principal to ensure that he is informed of all child protection issues and police investigations;
- vi. Liaising with other staff on matters of safety and safeguarding and when deciding whether to make a referral
- vii. Keeping written records of concerns about children, including the use of body maps, even where there is no need to refer the matter immediately;
- viii. Ensuring all child protection records are kept securely and in locked or password protected locations;
- ix. Monitoring unauthorised absence, particularly where children go missing on repeated occasions, reporting concerns in line with 'missing children' procedures;
- x. Developing effective links with relevant agencies and other professionals and co-operating as required with their enquiries regarding safeguarding matters;
- xi. Acting as a source of support, advice and expertise for all staff.

SECTION 7 - Responsibilities Procedures for Managing Concerns

7.1 Our school adheres to safeguarding procedures that have been agreed internationally through the Council of British International Schools. Where we identify children and families in need of support, we will carry out our responsibilities in accordance with UK and Monaco legislation and best international practice and international law.

7.2 Every member of staff, including volunteers working with children at our school, is advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When

concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy. They should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe.

7.3 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often, however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns to the DSLs, in accordance with this policy, to allow the DSLs to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

7.4 It is not the responsibility of staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

7.5 The Designated Safeguarding Leads (DSLs) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSLs or, if unavailable, to the Assistant Designated Safeguarding Leads. In the absence of any of the above, the matter should be brought to the attention of the most senior member of staff.

7.6 All concerns about a child or young person should be reported without delay and records kept. If the concern is of a general nature and not 'highly sensitive' the information should be recorded on the pupil record on ISAMS. Highly sensitive concerns should be entered directly into ISAMS Safeguarding Manager, or written up in hard copy or Email and sent directly to the DSL or ADSL. The Safeguarding team will then ensure visibility of sensitive information to the staff (and any other parties) who need to know in order to support the child.

7.7 Referrals do not require parental consent.

7.8 Following receipt of any information raising concern, the DSLs will consider what action to take and seek advice as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

7.9 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Principal or the Board.

SECTION 8 - Specific Safeguarding Issues

8.1 Peer on Peer (or Child on Child) abuse including Sexual Violence and Sexual Harassment (ref. DfE September 2021). We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. The British School of Monaco recognises that abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. The school also recognises the gendered nature of Child on child abuse (i.e. that it is more likely that girls will be victims and boys will be perpetrators), but that all Child on child abuse is unacceptable and will be taken seriously. The different forms child on child abuse can take are:

- i. sexual violence and sexual harassment;
- ii. physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- iii. sexting (also known as youth produced sexual imagery) including use of ‘nudes’ and ‘semi-nudes’
- iv. bullying (including cyber bullying);
- v. gender-based violence/sexual assaults and sexting;
- vi. initiation rituals.

Staff, and particularly the DSLs, should always consider the context in which such incidents and/or behaviours occur. Where the abuse is physical, verbal, bullying or cyber-bullying, recording of such incidents and sanctions will be applied in line with our Behaviour Expectations Policy and Anti-Bullying Policy.

8.2 Special Educational Needs and Disability (SEND). The school recognises that children with special educational needs (SEN) and disabilities can face additional safeguarding risks and challenges. The SENCO leads support to pupils in this area and liaises with the Safeguarding Team to ensure coordinated action. Specific challenges exist in recognising abuse and neglect in this group of children. These can include:

- i. assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- ii. being more prone to peer group isolation than other children;
- iii. the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- iv. communication barriers and difficulties in overcoming these barriers. We will always consider extra support for children with SEND to address these additional challenges.

8.3 Child Sexual Exploitation (CSE). We recognise that CSE is a form of child abuse involving criminal behaviours against children and young people which can have a long-lasting adverse impact on a child's physical and emotional health. Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people. Victims can be boys or girls. It may also be linked to child trafficking. The school addresses the risks of sexual exploitation in the PSHE and Wellbeing curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse. All staff, volunteers and governors are made aware of the indicators of sexual exploitation, the fact that the victim may have been sexually exploited even if the sexual activity appears consensual and that it does not always involve physical contact but can occur through the use of technology. All concerns of CSE are reported immediately to the DSL.

8.4 'Honour Based' Violence. We recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of so-called 'honour-based' violence (HBV) and we provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBV they should inform the DSL.

8.5 Radicalisation and Extremism. We recognise that children are vulnerable to extremist ideology and radicalisation. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. We will ensure that:

- i. Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in the school and how to respond when concerns arise.
- ii. There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies. The school has in place appropriate IT filters and monitoring systems to enable us to identify and, where appropriate, limit children's exposure to online extremist material. However, we aim to ensure that "over-blocking" does not lead to unreasonable restrictions that could compromise learning.
- iii. Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils. We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

8.6 Domestic Abuse. We recognise that exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships as

well as in the context of their home life. We will ensure that our pupils are educated to ensure they understand what a healthy relationship looks like.

8.7. Children Missing Education (CME). We recognise that a child going missing from education is a potential indicator of abuse or neglect.

- i. We will make every attempt to obtain more than one emergency contact number for each child registered at the school to ensure we are able to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.
- ii. We will ensure that we follow these procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

SECTION 9 -Racist Incidents

Our policy on racist incidents is set out in the Anti-Bullying Policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under safeguarding procedures.

SECTION 10 - Anti-Bullying

10.1 Our policy on anti-bullying is set out in a separate policy and we acknowledge that to allow or condone bullying may lead to consideration under safeguarding procedures. All incidences of bullying, including cyber-bullying, sexting, racist, homophobic and gender-related bullying, will be dealt with in accordance with our anti-bullying policy. We recognise that children with special needs and/or disabilities are more susceptible to being bullied. We maintain a log of bullying incidents in school.

10.2 We recognise that there will be occasions when bullying incidents will fall within child protection procedures or may be deemed criminal activity and that it may be necessary to report the concerns to the Police.

SECTION 11 - E-safety

11.1 The DSLs understand the unique risks associated with online safety and, working closely with the IT Management company, has the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.

11.2 The DSLs are able to recognise the additional risks that children with SEN and disabilities face online, for example from online bullying, grooming and radicalisation and has the capability to support SEND children to stay safe online.

11.3 All members of staff are trained in and receive regular updates in e-safety and recognising and reporting concerns.

11.4 Our Policy on the Acceptable Use of ICT and Online Safety recognises that internet safety is a whole school responsibility (staff, pupils, governors and parents).

11.5 Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.

11.6 We therefore recognise our responsibility to educate our students, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies.

11.7 We will ensure that filters are in place to prevent access to unsuitable sites and we will monitor the use of the school network and internet to ensure that any pupil or staff member attempting to access inappropriate, abusive or harmful material is appropriately advised and/or supported.

SECTION 12 - Supporting Children

12.1 We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame.

12.2 We acknowledge that the school may be the only stable, secure and predictable element in the lives of children who have been abused or who are at risk of harm.

12.3 We are aware that research shows that at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support all children by:

- i. Encouraging self-esteem and self-assertiveness through the curriculum, as well as promoting respectful relationships, and challenging bullying and humiliating behaviour;
- ii. Promoting a positive, supportive and secure environment, giving students a sense of being valued;

- iii. Enforcing a consistently applied school behaviour expectations policy which is aimed at supporting positive behaviour and vulnerable students. The school will ensure that the student knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred;
- iv. Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the child's new setting.

SECTION 13 - Information Sharing & Confidentiality

We recognise that all matters relating to child protection are sensitive. Information sharing is vital in identifying and tackling all forms of abuse.

13.1 All personal information will be processed fairly and lawfully in line with our duties under the Data Protection Legislation, including GDPR, and will be held safely and securely. However, we recognise that this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm.

13.2 The Principal or DSLs will disclose any information about a pupil to other members of staff on a need to know basis only.

13.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

13.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being, or that of others.

13.5 When a child about whom concerns have been raised and recorded leaves the school, the DSL will consider if it would be appropriate to share information with the new school/college in advance of the child leaving to ensure that support is in place for when the child arrives

SECTION 14 - Communication with Parents

14.1 We recognise that good communication with parents is crucial in order to safeguard and promote the welfare of children effectively.

14.2 We will always undertake appropriate discussion with parents prior to involvement of another agency unless to do so could place the child or an adult at further risk of harm or would impede a criminal investigation.

14.3 We will ensure that parents have an understanding of the responsibilities placed on the school and staff to safeguard children and their duty to cooperate with other agencies in this respect.

SECTION 15 - Record Keeping

15.1 Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse, will make notes as soon as possible (within the hour, if possible), writing down exactly what was said, using the child's own words as far as possible. All notes should be timed, dated and signed, with name printed alongside the signature. Alternatively the member of staff can enter the report directly into ISAMS if they have access.

15.2 All records of a child protection nature will be passed to the DSLs including case conference minutes and written records of any concerns. Child protection records are kept securely under lock and key or password protected, with only appropriate persons having access to them.

15.3 Any referrals made to other agencies will be copied prior to sending and stored in the child's child protection file.

15.4 The DSLs will maintain and regularly audit the school's child protection records and ensure that each stand-alone Child Protection file includes a chronology of significant events, and that information and contact details are accurate and up to date.

15.5 The DSLs will transfer the child protection record in a safe and timely manner when a child moves school, ensuring receipt of transfer is obtained.

15.6 The DSLs may copy child protection records generated by the school prior to transfer and retain for as long as is necessary (normally d.o.b. + 25 years), where there is justification for believing that the records may be required as evidence of the school's involvement with the child for statutory purposes (e.g. court cases or serious case reviews). When the records are no longer required, they will be securely disposed of.

SECTION 16 - Supporting and Supervision of Staff

16.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

16.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSLs.

16.3 We will also support such staff by providing structured, regular supervision, as appropriate.

SECTION 17 - Safer Recruitment of Staff.

17.1 The school has a written Safer Recruitment Policy statement and procedures linking explicitly to this policy. The statement is included in all job advertisements, recruitment websites, and candidate information packs.

17.2 The recruitment process is robust in seeking to establish the commitment of candidates to support the school's measures to safeguard children and to identify, deter or reject people who might pose a risk of harm to children or are otherwise unsuited to work with them. References are requested, scrutinised and discrepancies followed up.

17.3 All staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications and a satisfactory barred list check, enhanced DBS check or equivalent.

17.4 All teachers working within our school have been checked to ensure that they have completed their teacher induction, are suitably qualified and that there are no prohibitions, sanctions or restrictions in place that might prevent them from taking part in certain activities or working in specific positions (e.g. in management posts).

17.5 Our governors are subject to an enhanced DBS check or equivalent.

17.6 Any member of staff taking up a management position will be checked to ensure s/he is not subject to a Section 128 direction made by the Secretary of State (or equivalent check if they are a non-UK national).

17.7 The school maintains a single central register of recruitment checks.

17.8 Any member of staff working in regulated activity prior to receipt of a satisfactory DBS check will not be left unsupervised and will be subject to a risk assessment.

17.9 Volunteers who are not working in regulated activity, will be supervised at all times. A risk assessment will be undertaken, if appropriate, to help decide whether or not an enhanced DBS check or equivalent is required.

17.10 The school seeks written assurance from supply and third-party agencies, alternative providers, initial teacher training providers and contractors that they have undertaken all appropriate checks on any of their staff that work with or have regular contact with our pupils.

SECTION 18 - Allegations against staff

The school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The school will take action in accordance with Part 4 of Keeping Children Safe in Education 2024 and the school's employment procedures.

18.1 We acknowledge that a pupil may make an allegation against a member of staff or volunteer.

18.2 If such an allegation is made, which meets the criteria as identified in Part 4 of Keeping Children Safe in Education, the member of staff receiving the allegation will immediately inform the Principal, unless the allegation concerns the Principal, in which case the Chair of Governors will be informed immediately.

18.3 The Principal (or Chair of Governors) on all such occasions will discuss the content of the allegation with the DSLs prior to undertaking any investigation.

18.4 If it is not possible to report to the Principal or Chair in the circumstances set out above, a report should be made immediately to the Designated Safeguarding Leads. The Designated Safeguarding Leads will take action in accordance with these procedures and will as soon as possible inform the Principal or, where appropriate, the Chair of Governors or nominated member of the Board.

18.5 The parents of the child[ren] involved will be informed of the allegation as soon as possible if they do not already know of it.

18.6 Malicious Allegations:

- i. Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with the school's Code of Conduct.
- ii. Where a pupil or parent has made a deliberately invented or malicious allegation the Principal will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the school or a member of staff unreasonably.
- iii. Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the school reserves the right to contact the police to determine whether any action might be appropriate.

SECTION 19 - Whistleblowing

19.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

19.2 All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues using the school's Whistleblowing policy.

19.3 Whistleblowing concerns about the Principal should be raised with the Chair of Governors.

SECTION 20 - Complaints or Concerns expressed by Students, Parents, Staff or Volunteers

18.1 We recognise that listening to children is an important and essential part of safeguarding them against abuse and neglect. To this end, any expression of dissatisfaction or disquiet in relation to an individual child will be listened to and acted upon in order to safeguard his/her welfare.

18.2 We will also seek to ensure that the child or adult who makes a complaint is informed not only about the action the school will take but also the length of time that will be required to resolve the complaint. The school will also endeavour to keep the child or adult regularly informed as to the progress of his/her complaint. The school's complaints procedures are readily available.

SECTION 21 - Staff/pupil relationships

21.1 The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or safeguarding investigation.

SECTION 22 - Health & Safety

22.1 Our Health & Safety Policy, set out in a separate document, reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school, for example when undertaking trips and visits.

22.2 Risk Assessments are undertaken and reviewed regularly, in respect of site security, risk of children being drawn into terrorism or exposed to extremist behaviour, risk to and from children displaying harmful behaviour.

SECTION 22 - Safe Environment

22.1 The school undertakes appropriate risk assessments and checks in respect of all equipment and of the building and grounds in line with local and national guidance and regulations concerning health and safety.

2.2 The school has adequate security arrangements in place in respect of the use of its grounds and buildings by visitors both in and out of school hours.

22.3 The school keeps record of visitors entering and leaving the premises. Visitors are given a name badge with the title 'Visitor' which must be clearly displayed and worn at all times whilst on the school premises.

22.4 Visitors to the school, for example visiting speakers or curriculum specialists, will be appropriately checked and vetted, to ensure they are not linked to extremist groups or promoting extremist or other harmful material.

SECTION 22 - Monitoring and Evaluation

Our Safeguarding Children policy and procedures will be monitored and evaluated by:

- i. Completion and return to the annual safeguarding report to the Board;
- ii. Discussions with children and staff;
- iii. Scrutiny of data and risk assessments;
- iv. Scrutiny of the school's single central record of recruitment checks;

- v. Scrutiny of Governors' minutes;
- vi. Monitoring of records of bullying/racist/behaviour incidents;
- vii. Supervision of staff involved in child protection;

The DSLs will ensure that the procedures set out in this policy and the implementation of these procedures are updated and reviewed regularly, working with the Board as necessary. Any child protection incidents at the school will be followed by a review of these procedures by the DSLs and Principal and a report to the Board. Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay.

In addition, the Board will ensure that the DSLs will undertake an annual review of this policy. The outcome of the annual review by the DSLs will be reported to the Board who will review the policy and the implementation of its procedures and consider the proposed amendments to the policy, from both the DSLs and its own members, before giving the revised policy its final approval.

Minutes recording the review by the Board will be made.

SECTION 23 - Local Agencies

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	Direction de l'Action et de l'Aide Sociales (DASO) o 23 avenue Albert II / BP 609 / 98013 MONACO o T/ 00377 98 98 41 00	Antenne Départementale de Recueil, d'Evaluation et de Traitement des informations préoccupantes des Alpes-Maritimes (ADRET) o Centre Administratif Départemental / Route de Grenoble – B.P. 3007 / 06201 NICE CEDEX 3 o T/ 0 805 40 06 06

<p>The student is in danger and in need of immediate protection and/or there is a suspicion of a criminal offence</p>	<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</u> (main police station) +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>Mr Rémy LeJuste at the <u>Police Administrative Section des Mineurs</u> +377 9315.31.60.</p>	<p>Procureur Général (Mme Sylvie PETIT-LECLAIR)</p> <p>o Palais de Justice / 5 rue Colonel Bellando de Castro/ MC 98000 Monaco</p> <p>o parquetgeneral@justice.m</p> <p>and copy:</p> <p>Antenne Départementale de Recueil, d’Evaluation et de Traitement des informations préoccupantes des Alpes-Maritimes (ADRET)</p> <p>o Centre Administratif Départemental / Route de Grenoble – B.P. 3007 / 06201 NICE CEDEX 3</p> <p>o T/ 0 805 40 06 06</p>
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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.