



Lycée Français International de Bangkok

CHILD SAFEGUARDING POLICY

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1. Child Safeguarding policy

1.0 Preamble

The child protection policy in French schools aims to ensure the safety, well-being, and harmonious development of children and adolescents in the school environment. This policy is governed by several laws and measures established to protect children and adolescents from any form of violence, abuse, or neglect.

This Charter aims to provide a regulatory framework, define the organization and means of prevention, reporting, and monitoring to prevent and alert any shortcomings that may put children in danger within the LFIB environment, in accordance with current legislation and regulations.

1.1 Key contact

			
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1.2 Introduction

The Lycée Français International de Bangkok (LFIB) is a school for all, promoting the development and success of every student. We nurture global citizens in an engaging, respectful, and pluralistic environment, providing an international and high-quality education. We teach our students openness to others, commitment, tolerance, sharing, and solidarity. To support these objectives and values, we are committed to ensuring the protection of our students from any form of abuse, neglect, or exploitation.

This policy applies to all students, all adults working at the school or on its behalf, parents, and the entire school community. The school considers it essential that every individual connected to or working at the school, and involved in related activities, understands and respects their obligations and responsibilities regarding child protection.

This policy aims to:

- Identify the names of the responsible individuals within the school and explain their roles;
- Raise awareness among the entire school staff and community about the importance of child protection and emphasize that it is everyone's responsibility;
- Outline what should be done if anyone within the school is concerned about the safety and well-being of a child attending the school;
- Identify the special attention that must be given to children considered "vulnerable" and specify the factors that qualify a child as vulnerable;
- Ensure that those responsible for recruitment understand how to apply child protection principles during staff hiring;
- Describe how allegations or concerns raised against a staff member will be addressed;
- Define the expectations for record-keeping;
- Define the expectations for training;
- Describe how the implementation of this policy will be monitored.

1.3 Regulatory framework and updates

To ensure the protection of children within the school, adults must be able to prevent and protect them from all forms of violence. This obligation applies to everyone. This protection is a right guaranteed by Article 19 of the United Nations Convention on the Rights of the Child (UNCRC).

The policy must be reviewed if substantial changes are made to national and/or international child safeguarding standards or if the school evolves in a way that requires the provisions of the policy to remain up to date, effective, and appropriate.

The policy is presented annually during the first “Conseil d'établissement” meeting.

This policy is reviewed each year by the school's management team with reference to the following elements, as appropriate:

1. Thai law:
 - The Child Protection Act of 2003 (B.E. 2546) defines the rights of children in Thailand, as well as the obligations of schools and public or private institutions to guarantee their safety. The Act requires schools to report any form of abuse or neglect to the Private Education Commission (OPEC) and to work with the relevant authorities to protect children.
 - The 2008 law on the prevention and repression of human trafficking also concerns the protection of children against exploitation and abuse.
2. The rules and protocols of the French Ministry of Education and the Agence pour l'Enseignement Français à l'Etranger (AEFE).
3. UK guidance and best practice, in particular the UK government publication Keeping Children Safe in Education.
4. The United Nations Convention on the Rights of the Child.

Detailed references are available in the annex.

Note: French law, in accordance with Article L222-22 of the Penal Code, applies to crimes as well as sexual offenses committed abroad. It is applicable to any crime committed by a French citizen or by a person habitually residing in France against a victim of French or foreign nationality. Furthermore, as long as the victim is of French nationality at the time of the offense, French criminal law can apply to any crime, as well as to any offense punishable by imprisonment, committed by a French citizen or a foreigner outside the territory of the Republic. It is also applicable to offenses committed by French citizens outside the territory of the Republic if the acts are punishable under the legislation of the country where they were committed.

1.4 Safeguarding and promoting the welfare of the children

The safeguarding policy is based on a preventive and collaborative approach, involving schools, child protection services, and the justice system. It aims to establish a framework where the best interests of the child are always the top priority.

The entire educational community has a role to play in protecting children and promoting their well-being. This policy seeks to foster a shared culture and approach to these responsibilities.

Child safeguarding and the promotion of their well-being are defined as follows:

- Protecting children from abuse.
- Preventing any harm to children's mental and physical health or development.
- Ensuring that children grow up in conditions that meet their needs for safety and physical and psychological health.
- Acting to enable all children to achieve the best possible outcomes.

The term "child" refers to any person under the age of 18. Every student at the LFIB is also covered by this policy.

Some students face an increased risk of being victims of abuse. Additionally, some students encounter extra barriers when it comes to recognizing or disclosing abuse. The school is committed to recognizing diversity and ensuring non-discriminatory practices.

Intersectionality acknowledges that everyone has their own experience of discrimination and oppression, and we must consider all factors that can marginalize individuals: sex, gender, origin, class, sexual orientation, physical abilities, etc. We ensure that all students receive the same level of protection.

The school pays particular attention to students who:

- Have special educational needs (SEN) or disabilities;
- May face discrimination due to their background, ethnicity, religion or beliefs, gender identity, or sexuality;
- Are at risk due to their own mental health needs;
- Are known to be living in difficult conditions, such as facing issues at home like domestic violence, substance abuse, or when a family member has mental health needs;
- Are young parents or responsible for another child;
- Are at risk of criminal or sexual exploitation, honour-based abuse such as female genital mutilation (FGM), forced marriage, or radicalization.
- Are in social or financial precariousness

School staff play a particularly important role as they can identify issues at an early stage, provide support to children, and prevent problems from worsening. Staff must be aware that "it can happen" and create a safe environment where children feel comfortable disclosing abuse.

It is the responsibility of each staff member to know and understand the policy and child protection procedures.

The Principal, the Designated Safeguarding Lead (DSL), and the Deputy Designated Safeguarding lead (DDSL) have primary responsibility for ensuring the effective implementation of the child protection charter. They are the first point of contact for child protection issues and are always available to discuss concerns during school hours.

1.5 Objectives

The LFIB has set the following objectives:

- Promote a Strong Child Protection Culture: To create an environment where all students feel safe.
- Encourage Open Communication: To ensure that students know how to approach adults if they—or someone they know—are in difficulty, and understand that they will be listened to and their concerns taken seriously.
- Provide Preventive Support: To offer proactive assistance to students and families.
- Identify and Refer Students for Additional Support: To recognize, support, and guide students who may need extra help from agencies beyond child services, such as psychological support services for children and adolescents.
- Train Staff Appropriately: To provide all staff with appropriate training so they are well-informed and confident in their responsibility to identify and report any concerns regarding students and potential harm or abuse.
- Clarify Reporting Responsibilities: To ensure that staff understand their obligation to report any concerns regarding the actions of staff members, volunteers, or visitors.
- Ensure Effective Communication: To guarantee timely and effective communication among staff, ensuring that sensitive information held by the school is shared only on a "need-to-know" basis. It is essential to strictly maintain the confidentiality and anonymity of victims throughout this process.
- Adhere to Protection Procedures: To ensure that protection procedures are followed by all staff in accordance with school policy, national guidelines, and locally agreed procedures.
- Provide Appropriate Support: To offer appropriate support to any staff or students who may be involved in child protection issues.

1.6 Specific Obligations for Child Protection

The school must:

Report:

- Be attentive to signs of abuse: recognize signs of abuse, whether occurring at school, within the child's family, or elsewhere, and take measures to protect children from all forms of abuse, whether from adults or other children.
- Handle suspicions or complaints appropriately: address any suspicion or complaint of abuse in an appropriate manner
- Assist children who have been abused.
- Focus on At-Risk children: be vigilant about children who may be at greater risk, including those needing a social worker and those identified as needing mental health support
- Address Needs of Students with Special Requirements: Be attentive to the needs of students with physical or mental disorders, special educational needs, or disabilities, as these may indicate a child has suffered or is at risk of suffering abuse, neglect, or exploitation, and may face additional barriers in detecting such issues.
- Actively promote school attendance: take proactive measures to encourage regular school attendance.
- Assess risks related to terrorism: evaluate the risk of students being drawn to extremist, radical, or terrorist ideologies.
- Identify Students at Risk of Radicalisation: Recognize students who may be at risk of radicalisation and know how to respond when they are identified.
- Allow staff to raise concerns: enable staff to raise concerns with the school regarding the management of child protection issues, whether general or related to specific cases.

Train and raise awareness:

- Integrate learning opportunities: include in the curriculum opportunities for children to develop the skills needed to recognize and protect themselves from abuse.
- Promote reporting systems: encourage systems that allow children to report abuse confidentially, ensuring they know their concerns will be taken seriously, and that they can express their views safely and provide feedback.
- Build trusting relationships: allow staff to determine the best ways to establish trusting relationships with students that facilitate communication within the framework of the staff code of conduct.
- Train staff to identify needs: train staff to identify children who may benefit from early help and encourage them to be particularly attentive to potential early help needs.

- Foster a listening culture: support and encourage a culture of listening to students and victims of abuse, taking their wishes and feelings into account in any measures and actions taken by the school to protect them. Many individuals within the school community, such as the counseling psychologist, homeroom teachers, primary class teachers, school life staff, child protection team members, and school nurses, are available as potential supportive listeners.
- Implement strong health and safety Procedures: apply sound and robust health and safety procedures.

2. Roles and Responsibilities

All LFIB staff must actively contribute to the protection, safety and well-being of children. It is their duty to report any situation that may compromise the protection of pupils. In order to ensure the effective implementation of safeguarding policies and procedures, various roles are defined at all levels of the organisation to ensure the effective implementation of safeguarding policy, procedures and practice and to respond to child safeguarding incidents.

2.1 Safeguarding Team

The Safeguarding team, identified at the beginning of this policy, is responsible for the implementation, monitoring, review and development of Safeguarding within LFIB. This team ensures that any reported incidents concerning child protection are followed up by immediate action.

2.2 Designated Safeguarding Lead (DSL)

The DSL reports to the Principal and takes the administrative lead in coordinating the response to any safeguarding issues.

The DSL is known to all members of the school and is in contact with local services and external support agencies.

Among other responsibilities, the DSL must:

- Promote and defend safeguarding within the school.
- Initiate responses to any safeguarding issues.
- To ensure that there is a confidential and centralised procedure for recording and reporting safeguarding concerns.

- Maintain a centralised record of all concerns and reports, including robust and chronological records of actions taken, and encourage staff to be rigorous in documenting and reporting concerns.
- Monitor the progress of each case through to conclusion if not directly involved.
- Liaise closely with the Principal and Deputy DSLs on safeguarding priorities.
- Propose annual plan of training.
- Provide summaries of all safeguarding children issues, including data, training, and recommendations to the Safeguarding Team and CESCE (Health, Citizenship and Environment Education Committee).
- Participate in the annual review of the Safeguarding Policy.
- Manage liaison with external support agencies.

2.3 Deputy Designated Safeguarding Lead (DDSL) (primary and secondary school)

There are two DDSLs at LFIB, one for primary and one for secondary. These individuals assist the DSL in developing guidance and procedures, monitoring safeguarding incidents and issues, supporting staff training and development and replacing the Safeguarding Lead in the event of absence.

2.4 Availability

During school terms, the DSL (or deputies) must always be available (during school hours) for staff to discuss any safeguarding concerns. The DSL (or deputies) must be available in person, but may also be available by telephone or online to discuss safeguarding issues.

The principal will ensure that appropriate arrangements are in place to deal with any safeguarding concerns. She also ensures that appropriate arrangements are in place for activities organised by the school outside school hours.

2.5 Responsibility of the AEFÉ Principal

The principal ensures that policies and procedures are fully implemented and that sufficient resources and time are allocated to enable staff to fulfil their safeguarding responsibilities. The role of the principal is to ensure that staff understand and follow policies and procedures.

Her responsibilities include:

- Ensuring that all staff members read and understand the the Safeguarding Policy;
- Ensuring that processes are in place to help staff understand and carry out their roles and responsibilities regarding safeguarding;
- Collaborating with the RPE to prepare an annual safeguarding review, presented to the CESCE, with the aim of continuously improving the measures in place;
- Reporting any serious or concerning incident to the AEFÉ and French diplomatic authorities using an incident report form.

2.6 Responsibility of the Thai Principal

The Thai Principal informs OPEC (Office of the Private Education Commission) of any worrying situation or serious incident by letter, in coordination with the DSL, the Principal and the social services of the French Embassy.

3. Reporting Obligations of Staff

Staff members should maintain an attitude of "it could happen here" where safeguarding is concerned. When concerned about the welfare of a pupil, staff members should always act in the best interests of the pupil and act immediately.

1. All staff have a duty to report any concerns they may have about the safety and / or wellbeing of pupils. Time is of the essence; early reporting and information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care. If staff have any concern about a pupil's welfare, they should follow the procedures in Section 12 of this policy and report their concern to the DSL or a DDSL immediately. To assist staff in understanding the safeguarding concerns reporting process and actions taken after a concern has been raised, the school has prepared a flow chart for raising safeguarding concerns about a pupil in Appendix 3 hereafter.
2. All staff have a duty to report any concerns they may have about the safety and / or wellbeing of other persons associated with the school; Staff concerned about the welfare of other persons associated with the school should report such concerns to their line manager or the DSL in the first instance.

3. All staff have a duty to report any safeguarding concerns about staff or anyone else associated with the school.

If the concern involves an allegation or concern raised about a member of staff this must be reported in accordance with the procedures set out in Section 8 hereafter.

4. For the avoidance of doubt, the school emphasises that all staff, both teaching and non-teaching, have an equal responsibility to report any concerns they may have about a pupil or about the conduct of another member of staff.

4. Main categories of abuse: maltreatment, neglect, adverse childhood experiences

Many child safeguarding situations reflect various forms of abuse. A child may be the victim of more than one type of abuse at the same time.

Abuse can be physical, emotional, or sexual, or involve neglect. Someone can abuse or neglect a child by causing them harm or failing to act to prevent them from being harmed. Children can be abused by others in various situations and environments. They may be abused by one or more adults or by one or more other children.

Abuse can be perpetrated by adults or by other children, in a variety of contexts, including through digital platforms. It is imperative to understand that abuse can occur online as well as in person, and to be particularly aware of the barriers that some pupils may face in recognising or disclosing abuse.

- a) *Physical abuse*: a form of abuse which may involve (with hands, fist, feet or any objects) hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

- b) Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include deliberately silencing them or 'making fun' of what they say or how they communicate and them not being able to express views or feelings. It may feature age or developmentally inappropriate expectations and interactions being imposed on children as well as overprotection and limitation of exploration, learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another such as witnessing domestic abuse. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- c) Bullying: bullying is repeated and intentional behaviour aimed at harming a person by undermining their dignity or psychological or physical integrity. It can take different forms: verbal (insults, threats), physical (violence, intimidation) or psychological (manipulation, isolation). Bullying can occur in a variety of contexts, such as school, work or online (cyberbullying).

This behaviour is characterised by its repetition and by the intention to harm the victim, creating a hostile, intimidating or degrading environment.

Bullying can have serious and lasting consequences for victims, witnesses and society as a whole. The main consequences are as follows:

- Psychological consequences: permanent anxiety and stress, loss of self-confidence and lower self-esteem, depression (sometimes accompanied by suicidal thoughts), sleep disorders and chronic fatigue, social isolation (victims may withdraw to avoid being bullied), deterioration in the quality of life of witnesses, who may feel guilty or anxious.
- Physical consequences: headaches, digestive problems or other stress-related symptoms, extreme fatigue due to anxiety and sleep disorders and, in some cases, physical injuries due to physical bullying.
- Consequences for school performance: reduced school performance, repeated absence from school due to anxiety or fear of confronting bullies, failure at school.

- Legal consequences: in some countries, such as France, bullying is punishable by law, and bullies can be prosecuted under criminal law.
- The effects of bullying can last long after the bullying has stopped, and it is essential to intervene quickly to avoid any serious repercussions.
- LFIB follows the pHARe protocol, a programme to tackle bullying at school, which is a comprehensive plan for preventing and dealing with bullying situations (see appendix 4).

d) Sexual abuse: sexual abuse includes any form of enticement or force to participate in sexual activities, whether physical or non-physical. These activities do not necessarily involve a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Grooming is a type of abuse of trust where an adult establishes a relationship with a child or young person in order to manipulate or exploit them later (see appendix 2).

Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse can be committed by all types of perpetrators, men, women and even minors.

e) Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- f) Adverse Childhood Experiences (ACEs): the ACEs acronym is used to describe a broad range of adverse childhood experiences that can be stressful or traumatic events that children can be exposed to. ACEs range from experiences that directly harm a child, such as physical, verbal, or sexual abuse, and physical or emotional neglect, to those that affect the environments in which children grow up, such as parental separation, domestic violence, mental illness, alcohol abuse, drug use or imprisonment. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, and education.
- g) Signs of abuse or neglect

Possible signs of abuse or neglect include, but are not limited to:

- the pupil says he / she has been abused or asks a question or makes a comment which gives rise to that inference;
- there is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries;
- the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the pupil's behaviour;
- the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;
- the pupil's development is delayed, the pupil loses or gains weight or there is deterioration in the pupil's general well-being;
- the pupil appears neglected, e.g., dirty, hungry, inadequately clothed;
- the pupil is reluctant to go home, or has been openly rejected by their parents or carers;
- inappropriate behaviour displayed by other members of staff or any other person working with children, for example inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role or responsibilities; or inappropriate sharing of images;
- mental health problems can also be a sign of abuse, neglect or exploitation; education staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken.

Reporting is not optional; it is an obligation: the benefit of the doubt must go to the child. It is not the staff's responsibility to establish the truth of the facts. Any doubt about a child's safety must lead to initiating protective actions.

5. Receiving a Disclosure – Guidance for Staff

5.1 Attitude of the staff

All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality while never promising a child that they will not tell anyone about what they have disclosed.

All staff should be able to reassure victims of abuse that they are being taken seriously and will be supported.

Children should never be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment.

5.2 Guidelines

Guidelines to follow when a child discloses abuse of any kind or shows signs of abuse:

- **Listen carefully to what they're saying and keep an open mind.** Be patient and focus on what you're being told. Try not to express your own views and feelings. Do not take a decision as to whether or not the abuse has taken place. If you appear shocked or as if you don't believe them, it could make them stop talking and take back what they've said.
- **Give them the tools to talk** - Do not ask leading questions, i.e., a question which suggests its own answer. Use "tell me, explain to me, describe to me" (TED) questioning. If they're struggling to talk to you, use open ended questions and simple prompts to help them share what's happening and how they're feeling.
- **Do not attempt to investigate matters further.** Your role is to listen, record and report your concerns to the DSL.

- **Do not attempt any examination** or remove a pupil's clothes to look further at an injury. Under no circumstances should photographs be taken of a pupil's injury.
- **Let them know they've done the right thing by telling you** - Reassurance can make a big impact. If they've kept the abuse a secret, it can have a big impact knowing they've shared what's happened.
- **Never guarantee secrecy or confidentiality.** Explain what you'll do next. Explain the need to pass on the information in accordance with this policy so that the correct action can be taken. For younger children, explain you're going to speak to someone who will be able to help. For older children, explain you'll need to report the abuse to someone who can help.
- **Pay attention to non-explicit signs or expressions.** Be aware that younger pupils may disclose issues of a safeguarding nature in general conversations rather than as a specific disclosure. Children who are affected by abuse or neglect may also demonstrate their needs and distress without specific concrete evidence through their words, actions, behaviour, demeanour, written work, artwork or through other children.
- **Think about the child's family environment as a source of unhappiness.** There may also be concerns raised about a parent's interaction with a pupil or issues such as parental alcohol misuse, domestic violence or mental health.
- **Keep a sufficient written record of the conversation.** Ideally, take notes while you are being told of the abuse, or as soon as possible after you've been told about the abuse. In any event write the record as soon after you've spoken to the child so the details are fresh in your mind and action can be taken quickly. Try to keep these as accurate as possible. All other evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be kept securely with the written record.
- **Report what the child has told you as soon as possible-** Report as soon after you've been told about the abuse so the details are fresh in your mind and action can be taken quickly. It can be helpful to take notes as soon after you've spoken to the child. Try to keep these as accurate as possible. When a child has made a disclosure, or when an individual has concerns about a child's welfare our school protocols and systems require the member of staff to make a complete and formal record of the concern as soon as possible afterwards. See Section 6 "recording a concern".

6. Recording a Concern – Guidance for Staff

If staff are unsure about the appropriate process to use, they should not hesitate to speak to the DSL or a DDSL.

6.1 Record the concerns

Staff should record all concerns about a child on the information of concern form. The form can be completed after an initial discussion with a member of the child protection team or in advance, whichever is quicker or more convenient.

Special cases:

Some members of staff do not have access to the form (e.g., catering staff, volunteers). When they have a concern about the safety or welfare of a child, or if a child makes a statement to them, these members of staff should contact the Designated Safeguarding Lead or their deputies immediately. Their contact details are given in the list of contacts at the beginning of this policy.

6.2 Recording content

Records should be factual and should include:

- the pupil's details: name; date of birth; address and family details;
- date time and place of the event / concern / conversation;
- a clear and comprehensive summary of the event/concern / conversation; any noticeable nonverbal behaviour and the actual words used by the child or any discussions you were involved in. Record explanations given by the child / adult. Provide record statements and observations rather than interpretations or assumptions;
- indicate the position of any injuries using the body map feature;
- details of how the concern was followed up and resolved;
- a note of any action taken and by whom, decisions reached and the outcome;
- the name and position of the person making the record.

6.3. Follow-up of information of concern

The completed form must be submitted to the RPE to be processed in accordance with the procedures outlined in this Charter.

6.4. Confidentiality and Data Security

All information collected as part of this procedure must remain strictly confidential and should only be shared with individuals directly involved in child protection. The data must be kept in a secure location and should only be accessible to members of the child protection team.

7. After a concern about a child has been recorded

7.1 Action by the Designated Safeguarding Lead (DSL)

When receiving a form for reporting concerns about a child, whether from a member of staff or a member of the school community, the DSL must:

- Consider the appropriate course of action in accordance with AEFE and local social services procedures in compliance with the French and Thai legislative framework presented in the first section of this policy;
- Update the file in the Safeguarding Register and record all discussions with colleagues and external agencies;
- Record decisions made and the reasons for them and details of actions taken. All actions of the DSL are recorded in the Safeguarding Register.
- Assess the need to inform all or part of the teaching team responsible for the student of the situation to ensure appropriate follow-up and a better understanding of the situation.

7.2 Early Help

Certain situations or disclosures made by a pupil do not in the first instance require a report to the judicial authorities or social services. Early help is support given to a family as soon as a problem arises. It can be provided

- At any time in a child's life, to parents, children or entire families,
- And can be accompanied by external services (social services of the French Embassy in Thailand, Thai social services) in consultation with the family.

Early help is a way of addressing potential concerns, preventing other problems from arising or putting a child in immediate danger.

7.3 Cases of disclosure of sexual violence (by the pupil or a third party) or observed incidents

The principal must be informed immediately. The principal must collect the information gathered: witness statements and any other information relating to the schooling of the victim(s). However, she must not conduct the investigation or intervene at the scene of the crime if the attack has just occurred, but must protect it from any intrusion.

1. First Decisions

a. Information for parents and carers.

If the family is unaware of the situation, they should be informed, except if one of their members is involved. In such cases, the recommendations of the local authorities should be followed. The rules to follow and the stance to adopt when informing families are the same as those that prevail when taking evidence: listen and show empathy, state clearly what you are going to do and what you will not be able to do, indicate the measures taken to secure and protect your child, etc.

b. Inform the diplomatic post (Service de Coopération et d'Action Culturelle - SCAC) and the AEFÉ (head of zone) of cases of physical and sexual abuse.

The report must also be sent to the diplomatic post (SCAC) and the AEFÉ (head of zone) by a simple e-mail, followed by a report presenting the situation factually, the initial decisions and the outlook. The AEFÉ is also alerted by the incident/concern form.

c. Reporting to the judicial authorities.

If the facts reported are of a criminal nature, the Thai Principal must report them to the local police or judicial authorities. This presupposes that the school does not carry out any investigation to determine whether the facts are true, at the risk of obstructing a possible judicial investigation.

IMPORTANT: if the victim(s) or the person implicated are French nationals, a report must be made immediately to the French public prosecutor if the acts committed are sufficiently serious (crimes or offences) (article 40 of the Code of Criminal Procedure).
The AEFE Principal is responsible for submitting this report.

Obligation to report under Article 40 of the French Code of Criminal Procedure:
Any constituted authority, public officer, or civil servant who, in the exercise of their duties, becomes aware of a crime or an offense is required to promptly inform the Public Prosecutor and to transmit to this magistrate all relevant information, reports, and documents (Article 40 CPP paragraph 2).

The procedure for reporting to the French Public Prosecutor applies abroad if the person implicated in a crime or sexual offense is of French nationality or usually resides on French territory. The same applies if the victim is of French nationality. This report must be sent to the Public Prosecutor of the place of residence or last known residence of the person implicated, or to that of the victim's residence. If these locations are unknown, the report must be sent to the Public Prosecutor of Paris.

As long as the person implicated remains abroad, the Public Prosecutor of the Paris Judicial Court (Tribunal de Grande Instance) has territorial jurisdiction.
Once informed, the Public Prosecutor has the discretion to decide whether to prosecute, meaning they can choose at their own discretion whether or not to pursue legal action against the person implicated. However, if the person has already been convicted by foreign courts for the same acts, the Prosecutor cannot, under any circumstances, initiate proceedings against them.

d. Reporting to social services

Independently of a judicial report, the school makes a report to the local social services for a 'situation of concern' or 'child at risk' within the framework of the protection of minors.

When a child is being abused or is likely to be abused, it is important to report the matter immediately to Childline Thailand and, if necessary, to the police (particularly if the allegation involves a potential criminal offence), even outside office hours. To avoid any misunderstanding, if the situation requires it, the police should be contacted immediately or an ambulance should be called.

Thailand Child Protection Act, B.E. 2546 (2003)

It is considered the moral duty of the school to report suspected child to a competent official or the police. (CPA Section 29)

Child abuse is considered a criminal offence (CPA Section 25 and 26).

There are two possible responses:

- Social services and the family meet at the school to set up a support plan for the family, without the child being removed from the family.
- Intervention by social services at the child's home to place the child in a home for the time needed to investigate and/or support the family.

The member of staff who reported the matter will be informed by the DSL of the measures taken. If the pupil's situation does not appear to be improving, the member of staff concerned should ask the DSL to reconsider the measures taken.

2. Taking care of victims and keeping people safe

Measures must be put in place to protect people: victims, pupils, staff, etc.

a. Taking care of the victim(s).

- Pay special attention to the victim(s) and their parents.
- Give the necessary time, make yourself available and be a good listener;
- Ensure the physical and psychological protection of the victim(s).
- Provide support (listening, psychological and health monitoring, suitable educational or teaching arrangements....) by mobilising internal resources (medical staff, counselling point, etc.) and external resources (doctor, child psychiatrist, local structures, etc.).

b. Ensuring people's safety

In the case of a minor is the alleged perpetrator of abuse: the head of the school is responsible for maintaining public order in the school. Among the protective measures, a precautionary measure to remove the alleged perpetrator(s) may be necessary. Protective measures do not constitute a sanction.

Subject to the application of local law, in compliance with the circular relating to the French education authorities abroad, and the internal regulations, the head of the school may prohibit a pupil's access to the school as a precautionary measure pending the pronouncement of a disciplinary sanction or the pupil's hearing in front of the disciplinary board. This is not a sanction, but an exceptional measure taken by the headteacher as a precautionary measure. She must ensure that the pupil(s) concerned benefit from educational continuity.

In the case of an adult involved: the head of the school may ban the person concerned from the school. She will inform the employer (AEFE, FFE, service provider). This measure must comply with the laws and regulations in force: if the person is seconded under contract, it must comply with civil service law; if the person is employed under local law, it must comply with local labour law. This measure must be proportionate and limited in time.

The AEFE's Chief executive officer may decide to suspend staff seconded to the school who are too exposed, in order to facilitate a return to serenity in the school. This is a precautionary measure and in no way constitutes a sanction.

3. Managing the consequences of the incident: managing a crisis

The crisis unit is activated in the event of a serious incident or major crisis involving the safety or well-being of several pupils or the school community. The school's internal crisis unit must be set up as soon as the incident is first reported, with a precise and documented inventory of the situation and an incident/situation of concern report form. It coordinates with the diplomatic post and the AEFE's central services.

a. Crisis unit within the school

a.1 Composition

It includes at least: the management team (the principal, deputies, financial director...), the communication officer. Depending on skills and circumstances, it may also include the CPE, the psychologist and the nurse. It may involve the diplomatic post, the AEFE Head of Asia-Pacific Zone and the inspectors responsible for the area. The principal may bring in experts as required.

a.2 Operation

In a crisis situation, the task force:

- Meets as soon as possible;
- Establishes an accurate and documented assessment of the event;
- evaluates the impact on students, staff, and families, as well as the Needs;
- Decides on the measures to be taken in coordination with the diplomatic post and AEFE;
- Adjusts and monitors the actions implemented;
- Drafts a report for each meeting;
- Coordinates the actions.

The school, its management, and the designated staff must:

- Without interfering with any ongoing judicial investigation, maintain contact with the victims' families, show empathy, not question their statements but uphold the presumption of innocence;
- Prepare an internal and external communication plan, ensuring regular communication with the school community: draft press release(s), organise information meetings if necessary.

b. The AEFE central services crisis unit

As soon as he is informed of the situation, the deputy director of the AEFE, who is also the security officer, may decide to activate the crisis unit at the AEFE's central services in order to provide the school with the expertise of the head office services (legal affairs department, school life communication, security, etc.).

c. Reception unit and support unit

It is possible to set up an in-person **reception unit** for small groups or individuals (avoiding large gatherings) with the available resources from the institution or partner organizations: head of school, school principal, senior education advisor (CPE), nurse, psychologist, IEN CPAIEN, EF2D, EF1D.

The objectives are:

- To welcome staff, provide information, and offer guidance.
- To welcome families in small groups in dedicated spaces.
- To welcome students based on their age.

The reception unit allows communication about the ongoing situation while preserving the confidentiality of the investigation. It also helps guide those (children and adults) facing difficulties or who are particularly vulnerable due to the situation, offering personalized support.

This unit informs people about available care and support services in the community (referrals to local professionals and to ELEAS for staff members).

NB: Eleas has been chosen to support all staff working in Directly Managed Establishments and in establishments under contract. Eleas is an independent consultancy that has been accredited as an Occupational Risk Prevention Practitioner (IPRP) and offers psychological support as well as remote or on-site assistance. Each employee can benefit from three interviews per year if required.

Setting up a remote **support unit** with resources from the zone for families and staff:

- Telephone support provided by school psychologists from institutions in the zone, available in the various languages of the families served.
- Reassuring families and advising them on daily practices, providing guidance based on individual situations, and suggesting resources.
- Listening, reassuring and advising staff with the AEFE listening unit (ELEAS).

4. Preservation of evidence

All evidence (for example, student work, notes, images on digital tablets, messages on mobile phones, computer search history, etc.) must be preserved. If evidence is found on an electronic device, that device must be isolated. Staff should not view images, search for other images, copy or print images, or transmit them via email or any other electronic means.

8. Allegations or Concerns about Staff and Others in School

8.1 Allegation of abuse against a member of staff

All reports, whether made by a member of staff, a pupil or a parent, must be addressed directly to the Principal. The report must be made in writing, either by e-mail or using the form in section 6.

After becoming aware of the allegation, the Principal, together with the DSL and the Thai Principal (if they are not the respondents), will initiate a safeguarding investigation. The AEFE, the French Foundation for Education (FFE) and the French Embassy in Thailand will be informed of the allegation and its outcome.

8.2 Allegation of abuse against the principal

All reports, whether made by a member of staff, a pupil or a parent, must be sent to the Counsellor for Cooperation and Cultural Action (COCAC) at the French Embassy in Thailand or to the AEFE Executive Delegate, Head of the Asia Region.

The COCAC or the AEFE Executive Delegate, in collaboration with the DSL and in consultation with the AEFE, initiates a child protection investigation.

The AEFE is informed of the results.

8.3 Consideration for opening an investigation

If a safeguarding investigation is not initiated because the allegation is not related to safeguarding, it may be dealt with by lodging a complaint or by following the staff disciplinary policy, depending on the nature of the allegation.

If an investigation into allegations of abuse is deemed necessary, the principal (or SCAC, in the case of an allegation against the principal) will initiate the investigation procedure below.

8.4 Investigation protocol

a. Form an investigation team composed of:

- The DSL and DDSL
- The principal
- The Head of Human Resources

This team may be supplemented by staff from the French Embassy in Thailand and/or the AEFE depending on the situation.

b. Inform the member of staff concerned by the allegation of the investigation and clearly explain the steps that will be taken

c. Take measures to ensure student safety

Immediate action is taken to protect the student. This may include restrictions for the member of staff, or even suspension.

The Principal or DSL appoints a case manager (a member of staff with safeguarding training) to support the student.

The Principal or DSL considers appropriate communication with the student's parents.

d. Appoint an investigator from among the members of the investigation team (generally the DSL).

The investigator must:

- Ensure that the allegation is fully documented and that as much relevant detail as possible is collected as a matter of priority.
- Gather all statements and documents relevant to the investigation as required
- Focus only on the facts of the case
- Once collected, all material will be passed to the investigation team for assessment

8.5 Outcomes

At the end of the investigation, the investigation team deliberates and reaches one of the following outcomes:

- Substantiated: There is sufficient evidence to prove the allegation
- Malicious: There is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- False: There is sufficient evidence to disprove the allegation
- Unsubstantiated: There is insufficient evidence to either prove or disprove the allegation and therefore does not imply guilt or innocence
- Unfounded: To reflect cases where there is no evidence or proper basis which supports the allegation being made

In relation to the outcome of the investigation, a number of factors need to be taken into account:

1. The suitability of the member of staff concerned to work with children (in accordance with the provisions of the French Education Code, any person deemed fit to resume their duties must undergo a prior assessment before returning to their post).
2. Communication about the allegations, the investigation, the outcome and the subsequent actions, to parents, staff and the wider community. Communication should be planned in collaboration with the AEFÉ and the French Embassy in Thailand.
3. Psychological support: support services are provided for
 - The well-being of the member of staff concerned
 - The student concerned, where applicable
 - The well-being of other members of staff, close colleagues or family and friends of the member of staff concerned.
4. Is there reason to believe that a criminal offence has been committed?

The investigator informs the Principal and the SCAC/FFE of the investigation team's conclusion.

The following steps include:

- Decide whether the case should proceed directly to the next stage of the disciplinary process
- Decide on any action involving parties outside the school community
- Communicating the results and subsequent actions to the parties involved. The principal, at her discretion, will offer sensitive and prompt communication to the member of staff and student concerned.

Where the member of staff concerned has been suspended pending the outcome of the investigation and is subsequently deemed fit to work with children, appropriate training on professional conduct and behaviour will be put in place.

If the allegation is found to be false, unfounded or unsubstantiated, the Safeguarding Register will indicate these findings and contain a full record of the allegation and its assessment. Information about a procedure may be disclosed to future employers of the staff concerned for employment references. The school's Human Resources staff file does not record the incident.

If the allegation is found to be malicious, all records relating to the allegation and investigation will not be recorded on the school's Human Resources staff file for the member of staff concerned and will not form part of references for future employment.

Malicious allegations made by pupils may be dealt with under the school's Pupil Behaviour Policy. Pupils making malicious allegations will be subject to disciplinary proceedings.

9. Reporting of Child Protection Practices

Any member of staff can raise concerns to the SCAC about child safeguarding at the school or about any failure by the school or its staff members to fulfil their safeguarding responsibilities properly.

Pupils and parents can report concerns about child safeguarding at school to the DSL, Principal or SCAC as appropriate.

10. Record Keeping of concerns about pupils

Written and/or electronic notes are kept of all child protection incidents and concerns, even if the incident or concern does not lead to a referral to other services. All contacts with parents/carers and external agencies are also recorded in the Safeguarding register.

The information must be kept confidential and stored securely, separately from the child's academic records.

These files may only be consulted by the school's Child Safeguarding team and the school management. They may not be passed on, in any form whatsoever, inside or outside the school without the approval of the DSL and the Principal.

These files must include:

- A clear and comprehensive summary of the situation;
- Details of how the situation was dealt with and resolved;
- A record of any action taken, decisions made and the outcome.

Records will be retained for at least the period that the pupil attends the school, and beyond, in accordance with current data legislation and guidance.

If a pupil leaves the school, safeguarding records can be passed on to the DSL at the new school, bearing in mind their confidential nature. Direct contact between the two schools may be necessary.

Pupils and parents/carers have the right to see all information held in child protection files, unless the information:

- Could cause or is likely to cause serious harm to the physical or mental health or condition of the child or other person; or
- Could reveal that the child or another person has been or may be abused, and disclosure is not in the best interests of the child; or
- Is likely to prejudice an ongoing criminal investigation; or
- Also concerns another person who could be identified, or the information was given by another person who could be identified as the source, unless the person consented to the disclosure or the person providing the information is an employee of the school.

11. Training for School Staff

The school ensures that regular training is organised at the inset day and at regular intervals thereafter so that staff understand what is expected of them under this charter and have the knowledge and skills necessary to carry out their duties.

The level and frequency of training depends on the role of each member of staff.

11.1 Induction

All new members of staff will receive induction training which includes (and, where appropriate, the provision of copies of):

- This policy
- The role, identity and contact details of the DSL and DDSL;
- The staff behaviour code of conduct related to safeguarding.

All staff must sign a register to confirm that they have received, read and understood this Safeguarding Policy.

11.2 Safeguarding training

A copy of this policy is available to school management and all employees.

The principal, along with all other teaching and non-teaching staff, and others with regular access to the school, undergo initial and ongoing safeguarding training appropriate to their roles.

Training is provided in-house either face-to-face or online by accredited training providers. Staff training is organised, planned and led by the DSL and validated by the “Cellule de Formation Continue” (Staff training committee); attendance at training courses is a condition of employment for all school staff.

The DSL and the DDSL will undergo training to enable them to acquire the knowledge and skills required to fulfil their role. This training includes mandatory training to be repeated every two years.

11.3 Training registration

The school keeps a record of all staff training, including safeguarding training.

12. Prevention and education strategy

Safeguarding issues, including online safety, child abuse, sexual harassment and violence outside the family ('multiple violence') will be addressed as part of the curriculum in an age-appropriate way.

12.1 Education for prevention

Educational work is carried out through the school curriculum. The Common Core of Knowledge, Skills, and Culture (Le socle commun de connaissances, de compétences et de culture), in particular pillars 6 and 7, states that pupils should have acquired social and civic skills, as well as a degree of autonomy and initiative, enabling them to protect themselves and behave as free and responsible citizens. Social and civic skills are acquired as part of a genuine civic education programme for pupils, comprising values, knowledge, practices and behaviour designed to encourage participation in social and professional life, to exercise freedom with full awareness of the rights of others, and to reject violence.

The acquisition of these skills, together with a degree of autonomy and initiative, should enable pupils to protect themselves and behave as free and responsible citizens.

The Convention on the Rights of the Child is also part of the knowledge included in [the Common Core of Knowledge, Skills, and Culture](#).

12.2 Informing and raising awareness among pupils for prevention

Article L 542-3 of the Education Code states that 'At least one information and awareness-raising session per year on child abuse, particularly sexual violence within the family, is included in the timetable for pupils in schools, collèges and lycées. These sessions, organised at the initiative of school principals, involve families and all staff, as well as State public services, local authorities and associations.

Pupils are informed and made aware of the various forms of abuse and the risks of danger to which they may be exposed, as part of the curriculum, during class time or through specific prevention initiatives scheduled as part of the school project or the health, citizenship and environment education committee (CESCE).

The prevention of sexual and gender-based violence is also addressed as part of the information and sex education provided in schools, collèges and lycées at a rate of at least three sessions a year for homogeneous age groups, in accordance with article L 312-16 of the Education Code. The procedures for implementing these provisions are detailed in circular no. 2003-027 of 17 February 2003 on sex education in schools, collèges and lycées, published in BOEN no. 9 of 27 February 2003.

12.3 Sexuality education

Sexuality education is an integral part of personal development and citizenship education. At school, collège and lycée, it aims to enable pupils to adopt attitudes of individual and social responsibility.

It must be taught in 'schools, collèges and lycées in at least three sessions a year and in homogeneous age groups' (article L. 312-16 of the Education Code).

Sexuality education has been strengthened by circular 2018-111 of 12 September 2018, which specifies the comprehensive, cross-disciplinary approach in which it must form part. It must address public health issues (unwanted early pregnancies, sexually transmitted infections, including HIV-AIDS), the construction of relationships between people and the promotion of a culture of equality and issues relating to sexual violence, pornography, prostitution or the fight against sexist or homophobic prejudice.

These sessions present an egalitarian vision of relations between women and men. They help teach respect for the human body.

Article L312-17-1-1 of the French Education Code states that 'information on the realities of prostitution and the dangers of the commercialisation of the body is provided in secondary schools, in homogeneous age groups.

At collège and lycée, sexuality education is part of an educational process. Sessions are scheduled by the Committee for Education in Health, Citizenship and the Environment (CESCE) - the committee that drives and organises projects and deploys educational alliances - and presented to the "Conseil d'établissement". A project management team is set up to prepare the content and conduct of the sessions, if necessary, with the assistance of external partners with national or academic approval.

Sexuality education sessions to:

- Reflect on relations between girls and boys, equality and co-education, sexist prejudices, violence against women, discrimination on the grounds of gender or sexual orientation, the rules for living together, the meaning of and respect for the law, the importance of mutual respect;
- Develop critical thinking skills, in particular by analysing the models, social roles and stereotypes communicated by the media;
- Provide information on welcome, help and support structures;
- Better understand the risks and how to protect yourself.

These sessions are combined with **information and awareness-raising sessions on children at risk** included in the timetable for schools, collèges and lycées (article L. 542-3 of the Education Code).

12.4 Prevention sessions and actions to:

- Approach children's rights (Convention on the Rights of the Child);
- Discuss the various forms of abuse, including sexual violence, forced marriages and female genital mutilation;
- Be familiar with the law, protection systems and contacts inside and outside the school.

This question should be considered on the basis of a diagnosis established in the actions and projects initiated by the CESCE and implemented at school level. Prevention can be part of sexuality education.

12.5 The health-promoting school

In 2019, in line with the educational health pathway, the Health Promoting School is structuring its health promotion approach around three axes: prevention, education and protection, based on the development of psychosocial skills in line with the Common Core of Knowledge, Skills, and Culture and the school curricula. In particular, it includes sexuality education.

It should reinforce knowledge and attitudes promoting health and psychosocial skills for all pupils and, for some, respond to health problems or prevent risky behaviour.

If a school or establishment adopts a health-promoting school approach, it will be articulating the deployment of educational and pedagogical actions to promote health, mobilising the entire educational community, involving pupils, working with parents and fostering partnerships with the bodies and associations involved in this education at local level.

By taking an active approach, pupils will be able to take initiatives and responsibilities to look after themselves and others.

12.6 Media and Information Literacy (MIL)

Critical and distanced reading, the ability to publish, produce information, and stay informed, are part of a civic practice of media engagement that requires the development of multiple literacies. These skills are developed notably through media and information literacy (MIL), which is introduced at an early age in students' educational paths (from primary school to high school). Indeed, it is clearly embedded in the Common Core of Knowledge, Skills, and Culture, and is integrated transversally across various disciplines.

Media and Information Literacy for:

- A civic practice of media: a critical and distanced reading of their content, as well as an introduction to media languages and forms, in order to be adequately informed, express oneself freely, and produce information independently.
- The development of skills in researching, selecting, and interpreting information, as well as evaluating sources and content.
- An understanding of media, networks, and informational phenomena in all their dimensions: economic, societal, technical, and ethical.

12.7 Moral and civic education

As part of cycles 2, 3 and 4, moral and civic education (EMC) pursues three interrelated aims: respecting others; acquiring and sharing the values of the Republic; and building a civic culture.

In this context, the civic culture conveyed by EMC is based on four areas: sensitivity; rules and law; judgement; commitment. The culture of judgement is a culture of discernment.

In ethical terms, judgement is based on an understanding of what is at stake and possible conflicts of values.

Intellectually, the aim is to develop pupils' critical faculties and, in particular, to teach them to inform themselves in an enlightened way.

In order to facilitate the understanding of these various objectives, an Eduscol page identifies the references to media and information literacy (MIL) in the EMC program for elementary and middle schools (cycles 2, 3, and 4), which came into effect at the start of the 2018 school year.

In high school, the curriculum offers a pedagogical progression that provides a guiding framework for each level: 'The Individual and the Rule of Law' and 'Equality and Discrimination' in the second year, 'Exercising Citizenship in the French Republic and the European Union' and 'The Moral and Civic Issues of the Information Society' in the first year, and 'Pluralism of Beliefs and Secularism' and 'Biology, Ethics, Society, and Environment' in the final year. Resources for implementing this teaching are available on an Eduscol page.

Resources and guidelines for teachers

Primary school curricula

At primary school, the teacher in charge of the class is responsible for implementing sexuality education as part of the curriculum, with possible help from trained health staff (nurse, school doctor). The 2018 circular points out that these issues 'are integrated into all other teaching content and opportunities provided by classroom life.' (BO n°33 of 13 September 2018).

Several areas of learning are directly concerned by sexuality education at primary school:

Maternelle: maternelle school curriculum BO n°25 of 2 June 2021

Use language in all its dimensions: identify and express emotions, exchange and compare their point of view with that of others, etc.

Act, express themselves and understand through physical activity and exploring the world: getting to know their body, naming the different parts of their body, etc.

Elementary: Cycle 2 and Cycle 3 curriculum BO n°30 of 26 July 2018

- Moral and civic education: respect for others, equality between girls and boys, constructing a point of view, regulated discussion, identifying and expressing emotions and feelings.
- Science teaching: rules of hygiene, care of the body, describe how living things develop and become able to reproduce, describe and identify changes to the body at the time of puberty.

Other areas of learning such as physical and sports education, art education and children's literature are also used.

Secondary school programmes

In secondary schools, sexuality education is the responsibility of the entire educational team.

In addition to the teaching programmes (EMC, SVT, EPS, science teaching, etc.), bodies such as the CVC, CVC and CESCE can be mobilised. The CESCE enables parents and school partners to be involved in defining the priorities set out in the school project and the educational pathways, specifically the citizenship pathway and the educational health pathway.

When it comes to health education and the prevention of gender-based and sexual violence, two sources can be consulted:

- “I want to get involved in the health-promoting school approach “, Eduscol, MENJ - DGESCO;
- Focus: preventing sexist and sexual violence at school ‘Eduscol | MENJ – DGESCO

13. Site Security

All members of staff have a responsibility to ensure that the buildings and grounds are secure and to report any concerns that may arise.

The security of the premises is organised by an external service provider, with a coordinator reporting to the School Manager.

Where possible, visits to the school should be pre-arranged. All visitors should report to reception first and not enter the school via any other entrance.

A map and appropriate signposting outside the school indicate the reception area.

13.1 Individual visitors

All visitors must have completed the visit form sent to them when they make their appointment.

The identity of all visitors entering the school is checked.

Visitors are required to register and sign the visitors' register at reception and to wear a visitor's badge while on any of the school's sites.

Anyone who is not known or identifiable will be asked for clarification and reassurance.

The school will not accept the behaviour of any person, parent/guardian or otherwise, who threatens the safety of the school or causes others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in further action, including a decision to refuse that person access to any or all school sites.

13.2 Specific guidelines provided to visitors to the LFIB website

- a) On arrival, visitors must exchange their official identity card for a visitor's badge at the security desk located at the main entrance.
- b) Visitors must wear their visitor badge at all times while on school premises.
- c) Visitors may only use the adult toilets.
- d) Visitors are not permitted to interact with pupils unless they are entering the school as part of an activity where this is expected (for example, an educational visitor or a parent of an existing pupil). In this case, the same safeguarding requirements apply to them as to members of staff.

- e) Visitors must not take photographs of pupils unless explicit permission has been given in advance by a school leader.
- f) Visitors must not bring weapons, alcohol, drugs or any other illegal items into the school.
- g) Visitors must not linger on the LFIB site and must leave the premises once their mission is completed.

13.3 Events organised by the LFIB

When the school organises an event (institutionalised parent-teacher meetings, Sports Night, festive event, etc.), parents must register using a form sent to them. The list of participants will enable us to check the identity of the parents and allow them access to the event. They will be given a sticker or, if the event protocol allows, a signature on the register of participants (checking in and out).

13.4 LFIB Safety Plan

The school has evacuation and lockdown procedures (PPMS) validated by the SCAC.

13.5 Reception staff

1. Reception staff ask the reason for the visit when visitors arrive at the main entrance.
2. Receptionists call to ask permission from the department or person the visitor wishes to meet.
3. Receptionists ask visitors for an official identity card, help them to register online via the security iPad, present them with the specific instructions given to visitors and give them a visitor's badge.
4. Reception staff will escort visitors to their destination or a representative of the department will collect them.
5. When visitors leave the premises, reception staff will return their identity cards in exchange for school visitor badges.

Note: visitors must be escorted by the person with whom they had an appointment or, if not possible, by an authorised employee - they must not remain alone on school premises.

13.6 Deliveries

As far as possible, deliveries are organised outside the school's entrance and exit times. Delivery vehicles may access the school restaurant delivery area or the LFIB main car park. Any delivery person entering the school is considered a visitor.

14. Recruitment procedure and criminal record check

14.1 Recruitment procedures

These procedures apply to all categories of staff, including employees, the self-employed, contractors, temporary staff, volunteers and visitors. Specific checks vary depending on the role of the individual, but include the following:

- Identity check
- A minimum reference or recommendations
- Verification of right to work
- Verification of qualifications (where applicable)
- Work history check
- Enhanced criminal record check (criminal record for people already living in Thailand / criminal record from the last country of residence and/or the country of origin)
- Written confirmation of criminal record checks for external staff (if not employed directly by the school)

The Human Resources Manager will ensure that this procedure is followed.

14.2 Criminal record check

a. LFIB staff and persons with regular access to the school

Criminal records check with the Thai authorities is organised by LFIB every two years for all staff and other persons with regular access to the school.

Persons with regular access to the school must undergo reasonable criminal background checks and verification procedures.

No person with regular access to the school shall be left unsupervised or engaged in any regulated activity until the checks have been completed.

Persons with regular access to the school must obtain a criminal record check.

Persons with regular access to the school are subject to the same code of conduct as salaried staff.

b. External service providers

Companies contracted to provide services to LFIB must comply with the school's policies and are subject to criminal record checks.

Casual contractors, who are not subject to criminal record checks, are not permitted to work unsupervised or to participate in any regulated activity with children.

15. Specific situations

1.1 Reasonable use of force at school

In certain circumstances it is appropriate for school staff to use reasonable force to protect children. The term 'reasonable force' covers the wide range of actions used by staff which involve some degree of physical contact to control or restrain children. This may involve guiding a child by the arm to safety, or more extreme circumstances such as breaking up a fight or the need to restrain a child to prevent violence or injury.

In these circumstances, 'reasonable' means that no more force should be used than is necessary. The use of force may involve passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact, such as leading a pupil by the arm out of the classroom.

In all cases, this action must not cause any physical harm to the person and must only be used to protect him or her or keep him or her safe.

15.2 Student transport

In accordance with the staff code of conduct related to Safeguarding, the transport of pupils using a vehicle is authorised by transport service providers in certain circumstances. Staff are not permitted to transport pupils in their own cars.

15.3 Photography and videos

When taking or using photos and other visual material of children, the following points should be borne in mind:

- The use of images of children for school communication purposes must be in line with the terms of the consent given by parents as part of the enrolment and re-enrolment process.
- The photos taken must be part of a school programme or activity.
- Staff must be clear about the purpose of the activity and what happens to the photos once the activity is over.
- Any photos/videos on personal devices should be transferred to a school folder or account as soon as possible and deleted from personal accounts.
- Do not post images of pupils on the Internet or in non-school publications (school networks/websites) without prior consent.
- Do not take individual photos of pupils as they could be misinterpreted. Ensure that the learning objectives are clear.

NB: Use of mobile phones and cameras by parents, carers and visitors.

The school prohibits parents, carers and visitors from using their mobile phones or recording/camera devices while at school, in order to ensure the safety and confidentiality of the school's pupils. This also applies to festive and sporting events both on and off school premises (including school trips).

The digital media industry is constantly changing and evolving, so adapting standards for the use of student images is a major challenge. If you have any doubts about the purpose, use or appropriateness of any digital content, please contact the DSL.

15.4 Toilets, showers and changing facilities

Young people are entitled to respect and privacy when using the toilet, changing or showering. However, an appropriate level of supervision is necessary to protect pupils, address health and safety considerations and ensure that bullying or teasing does not occur.

Such supervision must be appropriate to the needs and ages of the pupils concerned and take account of the risk of embarrassment. Staff must therefore be vigilant about their own behaviour, ensure that they adhere to agreed guidelines and be sensitive to the needs of the pupils.

The following should always be taken into account:

- Staff must avoid any physical contact when students are in a state of undress.
- Staff should avoid any visually intrusive behaviour when in the changing rooms.
- It is acceptable for same-sex staff to remain in the room when groups are changing in order to ensure indirect supervision.
- Sensitive students should be offered the option to change in private.
- Staff should not change in the same area as students.
- Staff should only shower in designated staff changing areas.
- For younger students (e.g., kindergarten), where closer supervision is required, it is understood that some of the above rules may be modified, and these modifications will be documented in specific recommendations.
- If a staff member needs to enter a student's restroom or changing area to address a concern (e.g., to locate a missing student, to check if a student is injured, to address concerns that a student may be involved in inappropriate activities, etc.), the following considerations should be taken into account:
 - Knock (if necessary) and announce yourself loudly. Ask the students to exit. If you need to enter, inform them that you will be entering soon. Wait for the students to prepare for your entry. Announce yourself again when you enter the bathroom or changing room.
 - Ideally, another adult should assist you in your interactions with students in either of these locations. If you need to enter, do your best to have another staff member join you. Spend as little time as possible in the room and do not touch a student unless they require medical assistance. Divert your gaze, as much as possible, from students who are in either of these places.
 - Exit the restroom or changing room as quickly as possible

15.5 Hygiene Procedures for Early Childhood

The maternelle school aims to promote independence and a desire to learn. Since we are an educational institution rather than a nursery or day-care, we expect all students entering our school to be able to use the restroom independently. This means they can express the need to go to the restroom and use it without assistance. All children must wear regular underwear and not rely on diapers, pull-ups, or absorbent training pants. They should be able to use toilet paper to clean themselves when finished, pull up their pants independently, and wash their hands with soap.

As much as possible, for students in the Petite Section, a known and trusted adult accompanies each student from preschool to the restroom (when there is more than one adult with this group). Students in the Moyenne and Grande Sections are encouraged to go to the restroom by themselves. Students who go to the restroom alone will be checked by an adult after two or three minutes to ensure they do not need assistance.

Of course, with children of this age, there will be occasional accidents from time to time. However, if a trend emerges, it may be decided that the child should spend time at home to work on their toilet independence. This process can be frustrating, but parents need to understand that these procedures are in place for the safety, hygiene, and well-being of all children in the class. When assisting a child who has had an accident, an adult is absent from the classroom, which negatively impacts the other students.

As a team, we recognize that there will be occasions where particular circumstances arise, and a student may need extra help. In this case, we assist students by providing verbal instructions or intervening to help them. We only do this when there is a risk of hygiene issues or if a student is in distress. In these situations, we act in loco parentis (in place of a parent in their absence).

15.6 One-to-one situations

Staff must be aware that private meetings with individual students can raise concerns. While efforts are made to never be alone with a child, there will be occasions when a confidential discussion or one-on-one meeting is necessary.

Whenever possible, these discussions should take place in a visually accessible room, with the door open, or in a room or area that is likely to be frequented by others.

When these conditions cannot be met, staff must ensure that another adult is informed of the meeting. Exceptions to this rule, due to the nature of their role, are school counsellors and nurses.

Scheduled meetings with students outside of school premises are uncommon. In the unlikely event that such a meeting is planned, it should only be organized with the specific approval of the head of the institution.

Staff working in individual situations with children and young people are more vulnerable to allegations. Teachers and other concerned individuals must be aware of this possibility and plan and conduct these meetings accordingly. Everything must be done to ensure that the safety needs of both staff and students are met.

15.7 Trips and school outings

It is understandable that staff and students may feel that greater informality is appropriate during school outings and trips. However, the same expectations for child protection apply to LFIB staff and external providers during excursions and residential stays. Any staff member working directly with students during an outing or trip must understand and apply these key guidelines:

- Staff must always be accompanied by another adult for extracurricular activities, unless otherwise agreed with the school's senior leaders.
- Staff should be aware of the risks associated with any activity and the recommended measures to manage them.
- All students must have parental permission to participate in extracurricular activities, and in the case of school trips, all LFIB and Ministry of Education requirements must be met.
- LFIB staff must be familiar with the location and facilities being visited.
- A risk assessment must be conducted to identify actual risks and strategies to minimize or mitigate them, and it must be communicated to all relevant staff before departure.
- Students must be fully prepared for the trip, with expectations outlined for specific activities.
- Emergency procedures and restricted areas must be clearly explained.
- Meeting points and times should be established, along with staff mobile phone numbers (or relay devices through the school number).

- External staff must understand how to respond to challenging situations, emphasizing the need to immediately inform LFIB staff.
- In the case of using a residential facility, an agreement must be established in advance regarding the school's guidelines on behaviour, health and safety, and child protection. If another group is using the residential facility, this agreement must also apply to them.
- The roles and responsibilities of LFIB staff and providers regarding all aspects of the trip must be agreed upon.
- Whenever possible, a local contact such as the police, consulate, or embassy (which may include liaison with the government in a partner school) should be established before the visit.
- Students should not be allowed to wander alone in unfamiliar places.

15.8 Homestay Accommodation During School Trips

There may be school trips where homestay accommodation is an integral part of the experience. Homestay situations must undergo a specific risk assessment based on the nature of the activity and the location. Homestay families will be informed of the LFIB's expectations and guidelines, as well as the contact information for LFIB staff.

There will be daily contact between school staff and students, with the time spent in the homestay minimized as much as possible, and students will be prepared with guidelines that allow them to have realistic expectations and feel confident in contacting staff if they have concerns. When the above is not possible, a thorough discussion and risk assessment aimed at ensuring student safety must be conducted based on the context.

15.9 Internet use

Adults at the school must under no circumstances access inappropriate material while at school or on school devices, anywhere. Accessing child pornography or indecent images of children on the internet, or the production, storage, or dissemination of such material, is illegal and, if proven, the individual concerned will invariably be banned from working with children and young people.

Using school equipment to access inappropriate or indecent material, including adult pornography, would normally result in disciplinary measures, especially if students' risk being exposed to inappropriate or indecent material. It is important to note that LFIB's networks are continuously filtered and monitored.

15.10 Social Media and Online Contacts with Children

The expectations detailed in code of conduct for staff related to Safeguarding also apply to online activities and carry the same potential consequences. LFIB supports the use of media and social networks as powerful learning tools. However, contacting a child through personal social networks may confuse students about the teacher's role. Therefore, teachers should connect with students through LFIB-approved sites and media for educational purposes.

Any request to use personal social media accounts in a specific learning or counselling context must be requested and approved by the relevant section head, in the interest of transparency. Teachers must also ensure that their privacy settings do not allow children to view inappropriate personal messages that blur the line between professional and personal information. Any concerns about a colleague's behaviour regarding contact with children online fall under the expectation to "speak up" and should be shared with the appropriate section head.

Appendix 1 - Terms of Reference

<p>I - UN Convention on the Rights on the Child</p>	<p>Thailand has signed and acceded to the UN Convention on the Rights of the Child. All members of the school community are expected to abide by the principals of the UNCRC of which Thailand is a signatory. All children have these rights, regardless of age, circumstances, gender, ability, culture, race, language, sexual identity or religion.</p> <ul style="list-style-type: none"> • Article 19: You have the right to be protected from being hurt and mistreated, in body or mind. • Article 34: You have the right to be free from sexual abuse. • Article 36: You have the right to protection from any kind of exploitation. • Article 37: No one is allowed to punish you in a cruel or harmful way. • Article 39: You have the right to help if you've been hurt, neglected or badly treated.
<p>II - Thailand Child Protection Act, B.E. 2546 (2003)</p>	<p>Thai law stipulates that 'schools shall set up systems and activities to provide guidance, counselling and training for pupils, students and guardians with a view to promoting appropriate behaviour, social responsibility and safety for the pupils and students.'</p> <p>It is considered the moral duty of the school to report suspected child to a competent official or the police. (CPA Section 29) Child abuse is considered a criminal offence (CPA Section 25 and 26). It is considered child abuse to:</p> <ul style="list-style-type: none"> • Abandon a child without appropriate welfare protection • Wilfully or neglectfully withhold things that are necessary for the health of a child and so lead to physical or mental harm • Treat a child in any manner which obstructs their growth or development, or in any manner which constitutes illegal care • Commit or omit acts which result in torturing a child's physical or mental state. • Intentionally or negligently do acts likely to cause physical or mental harm. • Force, threaten, use, induce or allow a child to behave inappropriately.

<p>III - French Ministry of National Education</p>	<p>French laws:</p> <ul style="list-style-type: none">• LOI n° 2016-297 du 14 mars 2016 related to child protection• Article 40 of the Penal Code: It is an obligation: "Any public official who, in the exercise of their duties, becomes aware of a crime or offense is required to notify the public prosecutor without delay and to provide them with all relevant information."• Décret n° 2016-1248 du 22 septembre 2016 related to the 'protocol for the implementation and coordination of prevention actions directed towards the child and their family.'"• Article L 542-3 du Education Code (information and awareness sessions on children in danger, particularly regarding intra-family sexual violence)• Disqualifications from exercising certain functions article L 444-6 du Code de l'éducation and L 445-1 du Code de l'éducation• The development of inter-institutional training : L 542-1 du Code de l'éducation <p>Site Eduscol :</p> <ul style="list-style-type: none">• La protection de l'enfance et l'École• Enfants en danger : comment les repérer ? Que faire?• Agir contre les violences sexuelles faites aux enfants• Lutter contre le harcèlement entre élèves• Prévenir et agir contre les violences en milieu scolaire• Assurer la sécurité des écoles et des établissements• Éducation et sensibilisation des élèves à la protection de l'enfance• Ressources et outils pédagogiques pour la protection de l'enfance• Prévenir les LGBTphobies en milieu scolaire <p>Ressources</p> <ul style="list-style-type: none">• Livret d'accompagnement et prise en charge des situations de protection de l'enfance au sein de l'Éducation nationale• Comment agir pour protéger les élèves• Le vademecum « Violences sexuelles intrafamiliales : comprendre, prévenir, repérer et agir »• Fiche ressource - Repérer les situations de violences sexuelles à l'École et agir.• Le guide « Comportements sexistes et violences sexuelles : prévenir, repérer, agir » (novembre 2019)• Charter for Education in Digital Culture and Citizenship`• Guide de prévention des LGBTphobies : Ici on peut être soi
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<p>IV - French Agency for Education Abroad (AEFE)</p>	<ul style="list-style-type: none"> Note on sexual violence against students - October 2023 Infographie sur les violences à caractère sexuel
<p>V - Recommendations for International School</p>	<p>OPEC " Manual and Guide for Developing Protection and Support Procedures for Students in Private Schools." คู่มือการจัดทำแนวทางการคุ้มครองและช่วยเหลือนักเรียน สำหรับโรงเรียนเอกชน</p> <p>UK Law and Statutory Guidance Where possible, this policy aims to align with key UK statutory guidance documents: Keeping Children Safe in Education 2023</p>

Appendix 2 - Categories of abuse and specific safeguarding risks and concerns

(a) Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and can be a single incident or a series of incidents. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer from domestic abuse in their own intimate relationships (abuse in adolescent relationships). All of these elements can have a negative and long-term impact on their health, well-being, development, and ability to learn.

(b) Child on Child Abuse

All staff should be aware that children of any age can abuse other children (often referred to as child-on-child abuse). And that it can happen both inside and outside of the school and online. Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse) for more information: Department for Education (DfE) (2017) Preventing and tackling bullying.
- Sexual violence, sexual harassment and harmful sexual behaviour

All staff understand that even if there are no reports in the school, it does not mean it is not happening; it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse, they should speak to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously.

Such behaviour is never accepted and should be considered as both a safeguarding issue and potentially a disciplinary one. The school will adopt a zero-tolerance approach to abuse. Downplaying certain behaviours can lead to a culture of unacceptable behaviours, an unsafe environment for children and its worst to a culture that normalises abuse.

All staff should challenge inappropriate behaviour between pupils and anyone who suffers, witnesses or hears of abuse of any form between pupils is asked to report it in accordance with this policy and / or the school's behaviour and anti-bullying policies, so that appropriate action can be taken.

Appropriate action will involve supporting all members of the school community who may be involved as a priority. This may require investigation by the school or other agencies. Until investigations have been undertaken and findings made, the school will work on the basis that the allegations may or may not be true and undertake careful risk assessment of the welfare of those involved to determine how best to manage the situation. This should be undertaken whether or not the incident is alleged to have occurred at school, or when the pupil involved was under the school's care, as an issue which may impact pupil welfare. Disciplinary action will follow separately, if appropriate.

(c) Child on Child Abuse - Sexual Violence, Sexual Harassment, Harmful Sexual Behaviour, Upskirting

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This is likely to adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers.

The school is aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting skirts. Dismissing or tolerating such behaviours risks normalising them;
- understanding that all the above can be driven by wider societal factors beyond the school, such as everyday sexist stereotypes and everyday sexist language;
- understanding intra familial harms and any necessary support for siblings following incidents.

The school is aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way.

Grooming

Grooming may involve communicating with and/or attempting to befriend or establish a relationship or other emotional bond with the child or their parents/carers. Young people are often 'groomed' before they are sexually abused. Initially, they may be led to believe that they are in a safe and normal relationship, so that they do not realise what is happening or think that they have no choice but to be abused. It can be difficult to identify that someone is being groomed until they have been sexually abused, as grooming behaviour can sometimes look like 'normal' caring behaviour, but this is not always the case.

Here are some examples of psychologically manipulative behaviour:

- giving gifts or special attention to a child or young person, or their parent or carer, to make the child or young person feel special and/or beholden to an adult
- sexualising close physical contact, such as inappropriate tickling, wrestling or play-fighting
- openly exposing or pretending to accidentally expose the victim to nudity, sexual material and sexual acts (this is considered child sexual abuse, but can also be a precursor to physical sexual assault)
- controlling a child or young person by threat, force or use of authority, by making the child or young person fearful of reporting undesirable behaviour.

Groomers may use mobile phones, social media and the internet to interact with children in inappropriate ways and often ask the child to keep their relationship a secret. The 'grooming' process can continue for months before the perpetrator arranges a physical meeting.

Sexual Harassment

Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names.
- Sexual "jokes" or taunting; physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos, or drawings of a sexual nature; and

- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - Non-consensual sharing of sexual images and videos;
 - Sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats.

Harmful Sexual Behaviour (HSB):

Is an umbrella term that describes a range of sexual behaviours. HSB is defined as “sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, that may be harmful towards self or others, or be abusive towards another child, young person or adult”.

This definition captures a range of behaviours, both offline and online, such as sexualised, gendered, or sexist name calling, sexual image sharing without consent, unwanted sexual touching, sexual assault and rape. Sexual behaviours are seen across a continuum ranging from normal and appropriate sexual behaviours that are expected from people of a certain developmental age through to sexual behaviours that are inappropriate, problematic, abusive, or violent.

Upskirting

Upskirting typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim. Upskirting is a criminal offence. Attempting to commit an act of upskirting may also be a criminal offence e.g. if actions are taken to do something that is more than merely preparatory to committing the offence such as attempting to take a photograph on a telephone or camera but failing to do so because of lack of storage space or battery.

The school will treat incidences of upskirting as a breach of discipline and also as a safeguarding matter under this School's child protection policy and procedures.

All matters relating to upskirting images and devices which may have been used in connection with an allegation of upskirting will be dealt with in a similar manner to sharing sexual images / sexting.

(d) Honour Based Abuse

Honour-based abuse includes incidents or crimes committed to protect or defend the honour of the family and/or community, including female genital mutilation, forced or suggested marriages, and practices such as breast ironing. Female genital mutilation (FGM) is a form of violence against women and girls and is considered a form of child abuse. It is a serious violation of girls' and women's human rights to life and their right to health.

Female genital mutilation is prohibited and punishable under French law.

All staff must contact the Designated Safeguarding Leader or Deputy Safeguarding Leader with any questions relating to FGM or forced marriage. Under no circumstances should school staff physically examine pupils.

(e) Child Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem; however, staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff members are aware of how these children's experiences can impact on their mental health, behaviour and education. Approximately 1 in 10 children aged under 15 years and 1 in 4 adolescents aged 16 & 17 experience mental health problems.

Signs of mental health problems It is important to recognise that all children and young people are different, and the signs and indicators of mental health difficulties will differ. Some common signs are listed below.

- Sadness, or a low mood persisting for two weeks or more
- Worries that stop them carrying out day-to-day tasks
- Increase in irritability, recklessness or aggression; sudden outbursts of anger directed at themselves or others
- Not being interested in things they used to enjoy
- Feeling tired and exhausted a lot of the time
- Changes in weight
- Feeling guilty or worthless, talking negatively about themselves
- Feeling empty or unable to feel emotions (numb)
- Poor self-care
- Refusing to go to school and/or decline in academic performance
- Thoughts about suicide or self-harming
- Actually, self-harming, for example, signs of cutting their skin or taking an overdose
- Panic attacks
- Obsessive or compulsive behaviour
- Misuse of drugs or alcohol

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, and speaking to the designated safeguarding lead or a deputy.

(f) Self-Harm and Suicide

Self-harm can be deliberate with the aim of a child just causing themselves an injury, attempted suicide which does not result in end of life or a successful attempt to end life resulting in death. Over the past two decades, rates of non-suicidal self-harm have increased across the population. Self-harm is more common among young people than other age groups, particularly young women. Self-harm has a strong relationship to suicide. While most young people who self-harm will not go on to take their own life, reducing rates of self-harm is important for suicide prevention.

Majority of self-harmers keep it a secret that goes undiscovered, finding it is the only way to express their feelings. Children self-harm for many reasons including: being bullied both at school or online, mental health issues, eating disorders, domestic abuse, any type of child abuse, parental conflict and bereavement. The signs of the distress the child may be under can take many forms and can include:

- Cutting behaviours and self-poisoning, other forms of self-harm, such as burning, scalding, banging, hair pulling; not looking after their needs properly emotionally or physically;
- Direct injury such as scratching, cutting, burning, hitting yourself, swallowing or putting things inside;

- Staying in an abusive relationship, taking risks too easily, eating distress (anorexia and bulimia);
- Addiction for example, to alcohol or drugs and low self-esteem and expressions of hopelessness.

During a disclosure of self-harm, staff should check whether the pupil has ingested anything or has anything on their person that could cause damage or harm. Any concerns from staff members should be referred to the DSL, as an early help assessment may need to be completed to involve services that can help, or in the case of significant harm a referral can be made to Children's Services.

(g) Children Missing or Absent from Education

All children, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

All staff should be aware that children going missing, or being absent from education, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities (this may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage).

Appropriate responses are implemented for children who are absent from education, particularly on repeat occasions.

The "vie scolaire" or the Primary Headteacher will contact the family of any pupil who does not attend school regularly or who has been absent, without the school's permission, for a continuous period of 7 school days or more. If there is no response from the family, the DSL will report the matter to the OPEC.

(h) Children with Special Educational Needs and Disabilities

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Being more prone to peer group isolation than other children.
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

(i) Private Fostering

Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering. There is a mandatory duty on the school to inform the Local Authority of a private fostering arrangement.

(j) Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school. All staff should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

(k) Exploitation- Child Criminal Exploitation (CCE), Child Sexual Exploitation (CSE)

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with exploitation these may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and susceptible adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations, including secondary schools. Children are also increasingly being targeted and recruited online using social media.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys, professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g., through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited as they believe they are in a genuine romantic relationship.

(I) Serious violence

Our staff are aware of the indicators, which may signal that a child is at risk from, or are involved with serious violent crime. These may include increased absence from college, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. If staff suspect that a pupil is at risk of serious violence, this will be reported to the DSL immediately.

(m) Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). We take advice to ensure that our security procedures for our IT infrastructure are effective and should staff have concerns about a pupil's involvement with cybercrime, they will refer this to the DSL.

(n) Online Safety

The use of technology has become a significant factor of many safeguarding issues such as child sexual exploitation, child on child abuse and radicalisation. An effective approach to online safety empowers a school to protect the whole school community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate. The range of incidents classified within online safety is considerable, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate or harmful material: for example, pornography, fake news, racist or radical and extremist views.
- contact: being subjected to harmful online interaction with other users: for example, commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images, or online bullying.
- commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

To ensure that pupils and staff are responsible users and stay safe while using the internet and other communications technologies for educational, personal and recreational use, the school is required to follow French guidance on online safety. School guidance can be found in the School's IT and Digital Charter and the Charter for Education in Digital Culture and Citizenship.

(o) Preventing Radicalisation

Children are susceptible to extremist ideology and radicalisation. Like protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a school's or college's safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

The school has a legal duty to have due regard to the need to prevent people from being drawn into terrorism.

Although there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

It is possible to protect susceptible people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

(p) Protected Characteristics

The protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Schools must not unlawfully discriminate against pupils because of their protected characteristics, must consider how they are supporting pupils with protected characteristics

Children who are lesbian, gay, bi, or trans (LGBTQIA+)

The fact that a child may be LGBTQIA+ is not in itself an inherent risk factor for harm. However, children who are LGBTQIA+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQIA+ (whether they are or not) can be just as susceptible as children who identify as LGBTQIA+. Risks can be compounded where children who are LGBTQIA+ lack a trusted adult with whom they can be open. The School endeavours to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with trusted members of staff as required. LGBTQIA+ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

Like all students with vulnerability factors, LGBTQIA+ students are particularly exposed to the risks of harassment and cyberbullying. They are also frequent victims of homophobic and transphobic comments and violence from pupils and adults in schools. It is the role of the educational team to protect them.

School staff, particularly school health staff, must be able to identify and respond to such behaviour and the suffering it causes. In order to deal more effectively with this type of behaviour, each educational institution can work together to implement preventive measures, provide support for victims and hold perpetrators accountable and punish them.

The French Ministry of Education provides support resources to help identify and respond to homophobic and transphobic violence.

(q) Racism and Safeguarding

Many children who come from Black, Asian and minoritized ethnic communities experience racism, bias, stereotyping or cultural misunderstanding as they grow up. It might happen at an individual, institutional, or societal level and might be displayed consciously or unconsciously. This can result in some children being more likely to come to the attention of child protection services, while other children are less likely to receive effective support.

Appendix 3 - Child protection code of conduct for staff

1. Ethics Guide of the AEFE

[The code of conduct](#) is fully intended to apply to civil servants assigned to the AEFE, whether they work at the head office, in directly managed schools or in schools under agreement. The rights and obligations of contract staff under public law are aligned with those of civil servants. This guide also applies to them. Lastly, staff working under local law in directly managed establishments are invited to respect the main principles of this guide, subject to the compatibility of the rules set out with local law, which takes precedence.

2. LFIB's Internal Work Regulations

Article 20 'Staff obligations' of the LFIB's Internal Work Regulations stipulates that:

In the performance of their duties and during their presence on the LFIB premises, employees must:

- Respect the internal regulations of LFIB and the current Thai laws and regulations.
- Adhere to the Children's Rights Charter, the Code of Ethics as defined by the Teachers' Council of Thailand, and various charters issued by LFIB (computer charter, etc.).
- Follow and comply with all instructions issued by LFIB regarding security, safety, and health.
- Maintain a sense of dignity and professionalism in the execution of their duties, with appropriate language, attire, and conduct, as well as a respectful attitude toward staff and users of the school.
- Strictly adhere to the principles of integrity and probity, refraining from situations of conflict of interest, illegal interest, corruption, influence peddling, and misappropriation of assets.
- Ensure adherence to the principles of neutrality, impartiality, and secularism in the performance of their duties.
- Have a duty of loyalty, reserve, discretion, and obedience to their superiors. The principle of obedience cannot be applied, however, in the case of an order that is manifestly illegal, and it does not impede the right of each employee to withdraw if they can demonstrate a serious and imminent danger to their life and health.
- The duty of reserve applies only to the modalities of expressing opinions and not to their content.

- Ensure the respect of professional secrecy and discretion.
- Refrain from engaging in behaviours of moral or sexual harassment or discriminatory acts toward any person (including based on gender, sexual orientation, disability, origin, real or presumed, on political or religious beliefs).
- Demonstrate a sense of professionalism, teamwork, and commitment.
- Seek to develop their professional skills with the aim of achieving greater effectiveness in their roles.
- Be punctual and diligent.

3. Child protection code of conduct for staff.

All staff will ensure to:

- 1) Follow the LFIB Safeguarding Policy and understand that its aims are in the best interests of staff and pupils. The welfare of our pupils is at the heart of this policy and I will always use my professional judgment in any situation involving our pupils. If in doubt, I will seek advice from the DSL.
- 2) Treat everyone with respect, patience, integrity, courtesy, dignity and consideration.
- 3) Be aware of good practice and take account of the context when I am alone with a pupil.
- 4) Always consider the emotional impact of my words and actions when working with students.
- 5) Maintain appropriate physical boundaries at all times and only have physical contact with pupils in an age-appropriate, public and non-sexual manner.
- 6) To follow the specific guidelines for pupils at risk as set out by the LFIB Safeguarding Team.
- 7) To comply with the reporting obligations imposed by the LFIB Safeguarding Policy to report any suspicion of child abuse.
- 8) Cooperate fully in any investigation concerning the abuse of a pupil.
- 9) Participate in Safeguarding training.

In addition, staff must never:

- 1) Touch or speak to a student in a sexual or inappropriate manner.
- 2) Disclose personal information about sex, drugs or alcohol to a student.
- 3) Be under the influence of alcohol or drugs at any time when I am in charge of pupils.
- 4) Inflict any physical or emotional abuse on a pupil.
- 5) Accept gifts from students or offer gifts to students without their parents or guardians being informed.
- 6) Be 'friends' with a current student on Facebook or any other social network.
- 7) Engage in private communications with pupils via SMS, personal email, Facebook, Twitter or similar forms of electronic or social media.
- 8) Publish images of students on my personal social networks. The LFIB has a Facebook page, and teachers wishing to post photos of events or news items on this page should discuss this with the Communications Officer.
- 9) Meet with students outside of school hours, except for official school activities and after consultation with the Head of School and with written parental consent.

Appendix 4 - Protocols Applied at LFIB

1. Child behaviour management

The [Primary School Rules](#) and the [Secondary School Rules](#) outline the expectations regarding student behavior, as well as the possible sanctions and reparations.

These rules are updated and approved at the first “Conseil d'établissement” of the school year. They are signed by parents and pupils at the beginning of the school year, or during the year for families arriving during the school year.

2. pHARe Program (Preventing Bullying and Acting with Respect)

The pHARe program is a bullying prevention plan aimed at schools, colleges, and high schools, built around 8 pillars:

1. Measure the school climate.
2. Prevent bullying.
3. Create a protective community of professionals and staff for pupils.
4. Intervene effectively in situations of harassment.
5. Involve parents and partners and communicate about the programme.
6. Involve school democracy bodies (CVC, CVL) and the health, citizenship and environment education committee.
7. Monitor the impact of these actions.
8. Provide a platform dedicated to resources

The national protocol for dealing with situations is implemented within LFIB.

It supports staff in dealing with situations of bullying or harassment, from reporting the situation to resolving it, with detailed, traceable follow-up. In particular, the protocol links the method of shared concern, in which the pHARe resource teams are trained.

- [Primary school protocol](#)
- [Secondary school protocol](#)

3. Other charters and regulations applied at LFIB

These documents are available on the LFIB website. At the beginning of the school year, families are invited to review them and accept the terms by signing the information sheet.

- [IT Charter](#)
- [“Foyer” rules](#)
- [School life contract](#)
- [“CDI” rules](#)
- [“BCD” rules](#)

Appendix 5 – Useful External Contacts

- Childline Thailand 1387
- Childline Thailand offers a free, 24-hour phone service in Thai for any child who wants confidential advice (Thai language only)
- Service National d'Accueil Téléphonique de l'Enfance en Danger (<https://www.allo119.gouv.fr>): +33 1 53 06 38 94 from abroad
- Department of Children and Youth, the Ministry of Social Development and Human Security 02-2555850-7
- Thai Police Safeguarding Unit 02-4121196
- French Embassy 02-6575100, 02-6272100
- US Embassy 02-2054000
- Malaysia Embassy 02-6296800
- German Embassy 02-2879000
- Chinese Embassy 02-2450088
- Embassy of the Netherlands 02-3095200
- Embassy of the Philippines 02-2590139

Appendix 6 - Acronyms

Acronyms	Description
AEFE	<p>Agency for French Teaching Abroad</p> <p>A public institution under the supervision of the Ministry of Foreign Affairs, created by the law of 6 July 1990, coordinates the French education network abroad with the dual mission of ensuring the continuity of the public education service for French children outside our borders and contributing to the promotion of the French language and culture abroad.</p>
FFE	<p>The French Foundation for Education</p> <p>A not-for-profit organisation which holds the LFIB's education licence, allowing the school to operate as a school in Thailand.</p>
OPEC	<p>The Office of Private Education Commission</p> <p>The Office of the Private Education Commission is an agency affiliated to the Office of the Permanent Secretary of the Thai Ministry of Education. Established in 2011, OPEC monitors the quality of education and conducts internal quality assurance (IQA) by visiting schools once every three years based on the eight standards set by the Ministry of Education.</p>
LFIB	Lycée Français International de Bangkok
SCAC	<p>Department of Cooperation and Cultural Action</p> <p>The Department of Cooperation and Cultural Action, under the authority of the French Ambassador to Thailand, draws up and implements the main thrusts of cooperation policy in the cultural, scientific, educational, linguistic, institutional and technical fields.</p>
COCAC	<p>Cooperation and Cultural Action Counsellor</p> <p>Within French embassies, cooperation and cultural action advisers define and lead cooperation strategy in the fields of culture, education, promotion of the French language, science and technology and sustainable development. They also help to implement policies of solidarity, influence and attractiveness of France abroad.</p>

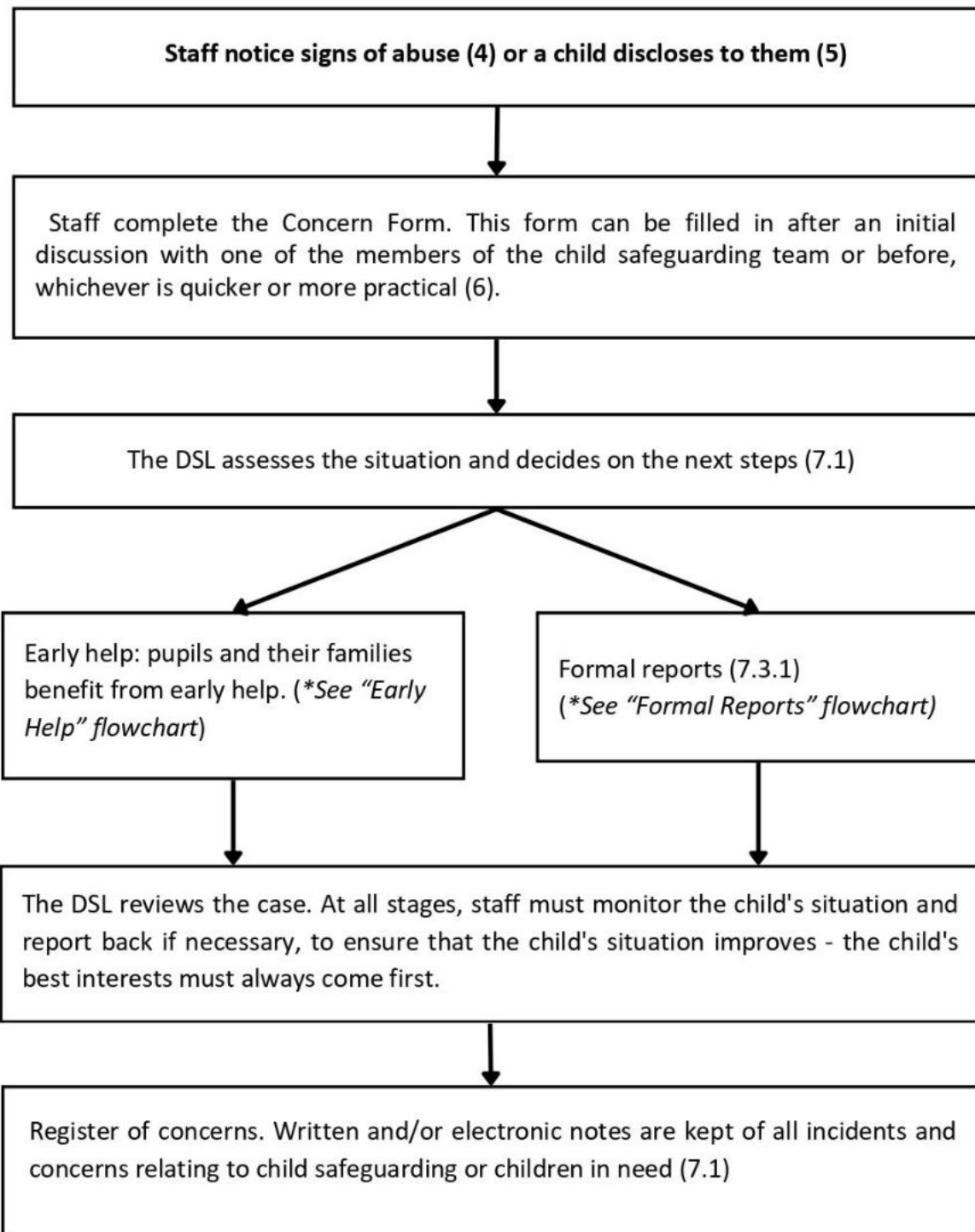
IEN	<p>National Education Inspector</p> <p>The IENs in residence ensure that the educational guidelines of the Ministry of National Education and Youth (MENJ) are implemented, in addition to the more specific guidelines of the AEFÉ. They are therefore particularly attentive to the correct application of primary school curricula in maternelle and elementary schools.</p>
CPAIEN	<p>Pedagogical Advisor to the IEN.</p> <p>The person recruited as a CPAIEN is expected to work throughout the IEN's geographical area of responsibility, at three levels:</p> <ul style="list-style-type: none"> • with maternelle and elementary schools teachers, to support them in their day-to-day work and to respond to any requests for help or advice ; • with schools, within the framework of the educational guidelines of the MENJ and the AEFÉ, in particular those relating to multilingualism, to assist teaching teams (in particular by helping them to manage their time effectively and to optimise the organisation and operation of teaching cycles), to help draw up, implement and monitor the school project as part of the school project, to support the implementation of new activities and to assist teams in carrying out these activities; • at zone level, to carry out training activities as part of the ongoing training plan for staff (primary and secondary) or to carry out a specific mission defined in close consultation with the inspector in residence.
EF1D / EF2D	<p>Teacher Trainer Primary schools / Teacher Trainer Secondary schools</p> <p>EF1Ds and EF2Ds carry out part-time teaching duties and are placed under the authority of the head teacher and the school headmaster.</p> <p>In addition, under the joint authority of the IEN in residence, they are responsible for a master trainer role, which includes the following tasks:</p> <ul style="list-style-type: none"> • welcoming teachers - particularly non-tenured teachers - from the school or other local schools to their classrooms; • consulting visits to the classes of the teachers concerned; • setting up annual training plans for these staff (analysing needs/designing, leading and evaluating training initiatives for primary and cross-grade levels); • helping to implement the educational guidelines of the MENJ and the AEFÉ, in particular those relating to multilingualism; • monitoring the school's educational projects in close collaboration with the head teacher; • where necessary, supervising and taking part in training courses outside the school where you are based, as part of the ongoing training plan for staff in the home area.

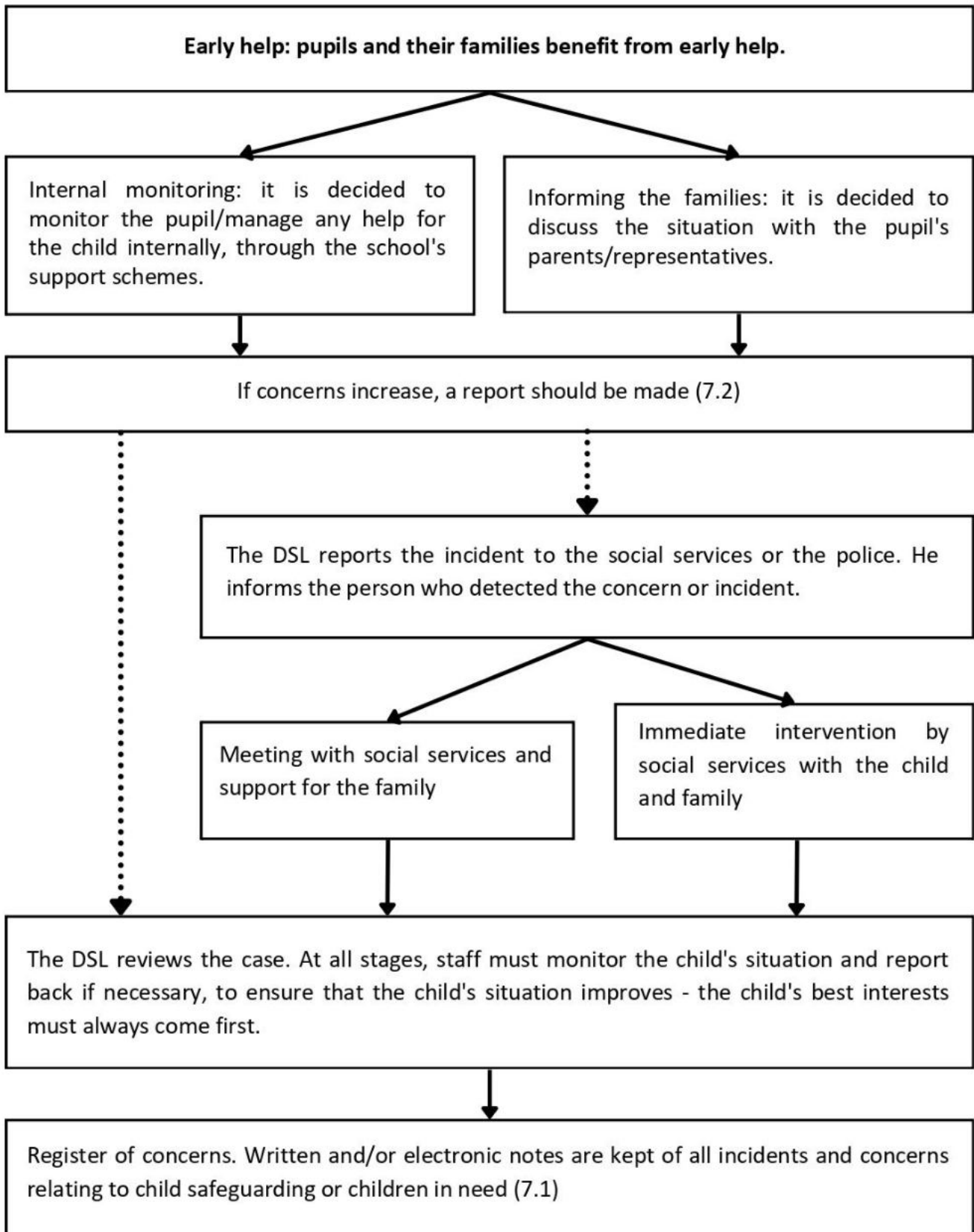
DSL	<p>Designated Safeguarding Lead</p> <p>A member of the senior management team with lead responsibility for child protection across the school.</p>
CPE	<p>The Senior Education Advisor</p> <p>The CPE works in secondary schools. He/She is responsible for the smooth running of school life and helps to ensure that pupils have the best possible learning conditions.</p>
RRH	Human Resources Manager
PPMS	<p>The specific safety plan</p> <p>The PPMS is a safety plan introduced in French schools in 2002. Its aim is to prepare teaching teams, staff and children in schools to deal with a crisis situation, until the emergency services arrive or the situation returns to normal.</p> <p>The PPMS covers the following risks:</p> <ul style="list-style-type: none"> • Industrial risks (accident on an industrial site or linked to a vehicle transporting hazardous materials) ; • Nuclear risks; • Climatic risks (storms, floods, forest fires, etc.); • Dam failures; • Attacks and intrusions.
CESCE	<p>Health, Citizenship and Environment Education Committee</p> <p>The Health, Citizenship and Environment Education Committee is the committee that implements the school's education and prevention policy in these three areas.</p>
SEN	<p>Pupils with special educational needs</p> <p>Generally speaking, pupils with special educational needs can be considered to be all those who require specific attention from the teacher or adult to overcome obstacles to learning.</p>

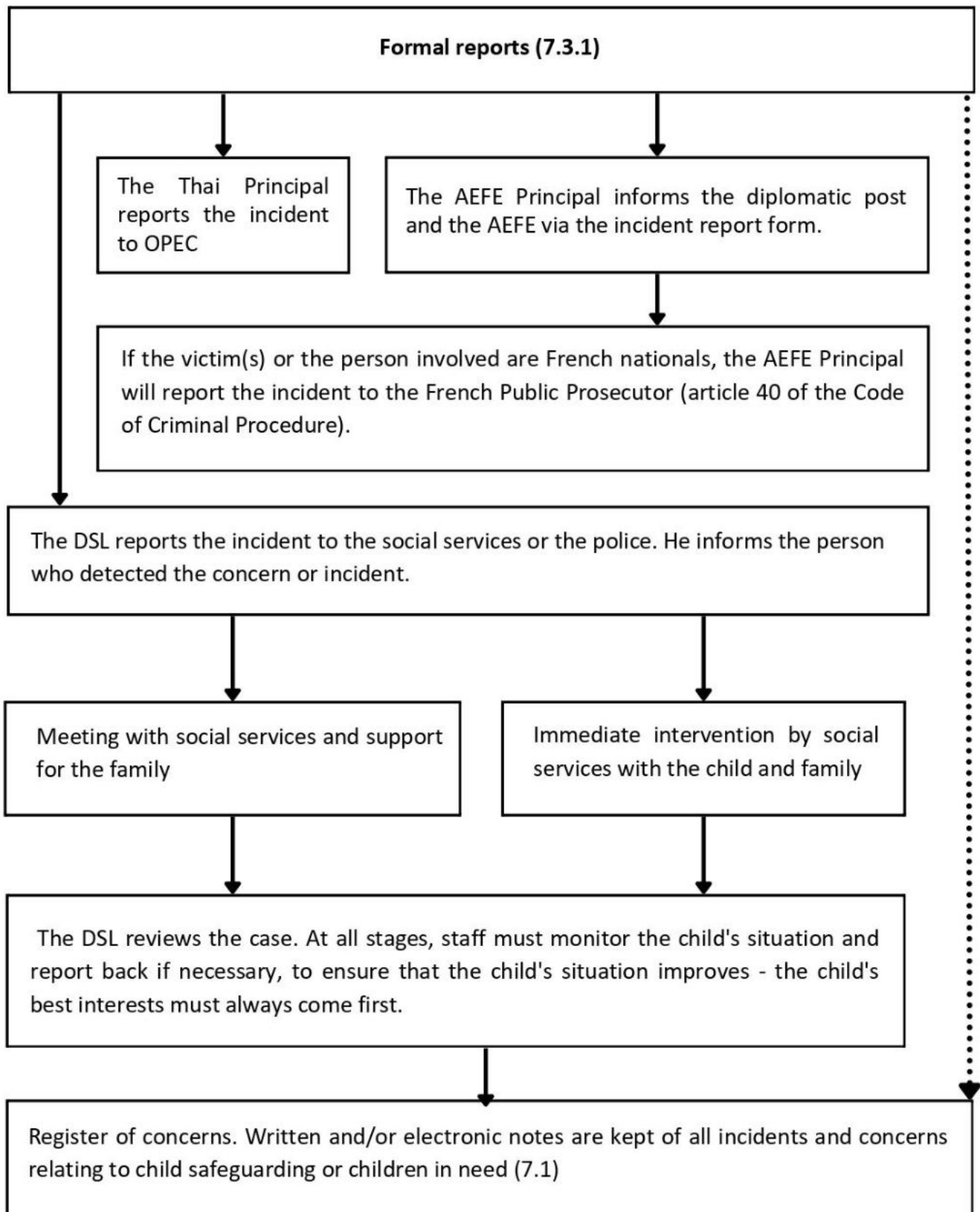
ELEAS	<p>Eleas has been chosen to provide support for all staff working in Directly Managed Establishments and establishments under agreement. Eleas is an independent consultancy firm accredited as an Occupational Risk Prevention Practitioner (IPRP), offering psychological support as well as remote or on-site assistance. Each employee can benefit from three interviews per year if required.</p>
LGBTQIA+	<p>Lesbian, Gay, Bisexual, Trans(or transgender), Queer, Intersex, Asexual.</p> <p>A term used to describe a community of people who identify as lesbian, gay, bisexual, transgender or other protected sexual or gender identities.</p>

Appendix 7 – Reporting Procedure

This flowchart explains the procedure for reporting a concern.
The numbers in brackets are references to the sections of the policy.







Appendix 8 - Body map

If relevant, indicate on the drawing below the parts of the body affected.

You must not expect or ask a pupil to either undress or show areas of their body for evidence which cannot be unseen under normal clothing.

