



# Safeguarding Policy

2022/2023

*Nourishing the Human Potential*



# Safeguarding Policy

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## Safeguarding at EMC

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|--|---|
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| Who reviewed this Policy?                  | Leila Ouarrak Sfez/ Aicha Sajid   |

### What is Safeguarding?

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.

Safeguarding means:

- Protecting children from abuse or maltreatment
- Preventing harm to children's health or development
- Ensuring children grow up with the provision of safe and effective care
- Taking action to enable all children and young people to have the best outcomes

Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm.



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## EMC Commitment towards Safeguarding

EMC commits to act in the best interest of its pupils and staff members. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where pupils are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that pupils receive effective support, protection and justice.

EMC believes that our responsibility as a school is to keep our pupils, young adults, and adults safe. We take into account each member of our community's sensitivities and needs, and protect them from all types of harm and abuse.

EMC does this by:

- Clearly defining the Roles and Responsibilities of Safeguarding at EMC
- Recruiting staff safely
- Offering staff training on Child Protection and detection of abuse, neglect, and harm of all types
- Establishing a Child Protection Measures and Procedures are in place to both prevent and respond to any harmful or threatening situations, physical and emotional.
- Reviewing EMC's Safeguarding Policy yearly

The Safeguarding policy works alongside these other specific policies to cover all aspects of child protection:

- "Keeping Children Safe in Education" (September 2021)
- Anti –bullying Policy
- E-safety Policy
- Behaviour Policy
- Staff Code of Conduct
- Peer on Peer Abuse Policy
- Recruitment Policy
- SEND Policy
- Health and Safety Policy
- Fire Safety Policy
- First Aid Policy
- Admission Policy
- Attendance Policy
- Risk Assessment Policy
- Supervision Policy

## Roles and Responsibilities of Safeguarding at EMC

The Proprietor/Head of School's Role in Safeguarding is to:

Ensure the safety and welfare of all pupils and staff members, through the following actions:



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- Ensuring anyone employed at EMC is suitable to work with pupils by performing all background checks before recruitment
- Designating a Safeguarding Lead and Deputy, and ensuring they have access to appropriate training.
- Ensuring all staff is aware of procedures and policies, and signs that they have read, understood, and agreed to work within the school's policies and framework
- Ensuring parents/guardians have access to the school's Safeguarding Policy and procedures
- Ensuring all concerns and complaints are appropriately addressed
- Annually reviewing and validating the Safeguarding Policy

## The Designated Safeguarding Lead (DSL)'s Role in Safeguarding is to:

- Refer cases of suspected abuse to the leadership team.
- Support staff who make referrals, offering advice and expertise. Always be available for staff during school hours to discuss any safeguarding concerns.
- Inform the Head of School/Proprietor of any issues or ongoing inquiries.
- Undergo training to gain all knowledge and skills required to carry out their role. This training should be updated every two years.
- Get updated and keep up with any developments.
- Ensure each staff member has access to training and understands the school's safeguarding policies and procedures
- Be able to keep detailed records of concerns
- Ensure that any concern raised about a pupil is done in writing, and placed in the pupil's file. This concern must be followed-up on, and transferred to the pupil's next school should he/she leave EMC.
- Encourage a culture of listening to pupils and considering their emotional state and feelings within the school
- Ensure the school's policies are available to parents/guardians, and are reviewed annually

## The School's Role in Safeguarding is to:

- Ensure all pupils are supervised at all times
- Limit visitors on campuses, and have them sign in and wear a visitor's badge when on school grounds.
- Encourage discussion times during classes, offering useful information to help pupils understand how to stay safe, including online, and the importance of voicing any concerns
- Have staff in the school that can understand and speak the three main languages of the school
- Provide support for vulnerable pupils, touch base with them regularly, offering them the opportunity to speak
- Ensure all staff have access to safeguarding training, and that their training is updated every three years
- Ensure the DSL and DDSL has access to safeguarding training, and that their training is updated every two years
- Ensure that all pupils are always supervised when on school grounds and going-outs. Refer to our [Supervision Policy](#) for further details.
- Ensure the school has a [Health and Safety Policy](#) that is regularly monitored and reviewed.



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## The Staff's Role in Safeguarding

It is not the role of any staff member to investigate. Their role is to listen, record, and report to the DSL. Staff's responsibilities include:

- Observing pupils and being alert for any signs
- Being role models for the pupils, and acknowledging their individual needs
- Being aware of the school's [Whistle-Blowing Policy](#), informing the DSL immediately when a concern comes up, and filling a [Cause for Concern Form](#) if necessary
- Fostering a safe environment where pupils feel comfortable and secure, are encouraged to speak and are listened to
- Understanding that every effort should be made to avoid being alone with a pupil behind closed doors.
- Understanding that by no means they should communicate their private details (phone number, social media...) to pupils or parents/guardians.
- Understanding their role in protecting the image of the pupils, as defined in the [Mobile Phones and Cameras Policy](#).
- Reporting any pupil's inappropriate physical or verbal contact, either with another pupil or with a staff member.

Staff must refer to the Staff Code of Conduct for a complete description of their safeguarding responsibilities.

## Safe Recruitment

Any possible enhanced checks will be undertaken for all staff members, depending on their previous residencies and their available check agencies.

This includes staff members and volunteers who:

- Are responsible on a daily basis for the care or supervision of pupils.
- Regularly work in the setting at times when pupils are on the premises.

## Volunteers

Any parent or other person/organisation engaged by the school to work in a voluntary capacity with pupils will be subjected to all reasonable vetting procedures and Criminal Records Checks. Volunteers will be subject to the same code of conduct as paid employees of the school. Refer to our [Recruitment Policy](#) for more details about safe recruitment.

## Staff Training

- All staff receive approved external training every three years.
- The DSL and deputy DSL(s) undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up-to-date with any developments relevant to their role.
- All staff members receive safeguarding and child protection updates as required, including the Head.
- All new staff and temporary staff are required to attend an induction session with the Designated Safeguarding Lead within their first week at the setting.
- Volunteers/pupils are familiarised with this Safeguarding Policy.



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## Scientific Observation - a Tool for Understanding

Observation is key to the understanding of the philosophy, and of the pupils themselves.

Scientific observation starts with questioning of what is happening in the pupil's environment. Yet it is of utmost importance that we are mindful about what we are observing and how we observe.

Observation is an art. The art of observation is the cornerstone of our work as educators. It is the tool which enables us to follow the pupil's spontaneous manifestations. Mastering the art of observation requires operating from both a spiritual and scientific mindset. Spiritual in the sense where we accept the pupil for who he is without our perception being clouded by personal preferences, prejudices, or expectations. And scientific by the means of effective gathering of the necessary information without judging, assuming, or labelling, and then making an accurate interpretation that translates into a plan of action that will guide the pupil towards further development. Observation brings life to our work, and hope for the child.

*"Studying the behaviour of these children and their mutual relationships in an atmosphere of freedom, the true secrets of society come to be revealed. These are facts so delicate and refined that a spiritual microscope is needed to discern them, but their interest is immense, for they show us the true nature of man. Therefore, we look on these schools of ours as laboratories of psychological research, though we mean by this, not research as commonly understood, but that these are places especially suited for child observation."*

*(Montessori, Maria, The Absorbent Mind, Montessori-Pierson Publishing Company, 2017, p. 206)*

Refer to EMC's [Scientific Observation Guidelines](#) for further detail.

## Promoting a Culture of Listening

What is Active Listening?

Active Listening involves **paying full attention to what someone has to say**. It means being in a prepared state of mind, cleared of all thoughts, and ready to listen without judgement, prejudice, or offering advice.

Active Listening is promoted as follows:

- Individually, or in small or large groups
- In the environments, office, or any designated safe space
- Giving opportunities to voice one's opinions and ideas
- Being available
- Making sure everyone knows who they can talk to

Tools for Active Listening:

- Making eye contact
- Nodding
- Rephrasing to validate what you have understood, avoiding any interpretation or suggestions unless specifically requested
- Offering another time to listen if you are not available or in the right state of mind



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It is critical that whoever needs to speak feels that his/her voice is important and thoughts, feelings, and struggles are cared for.

### Implementation of Active Listening in the Environments

- Informing pupils that the school's priority is to ensure their safety and welfare
- Involving pupils in Socratic discussions and debates
- Empowering pupils in establishing the rules covering various aspects of community life
- Informing pupils about who they can talk to, and who the DSL and DDSL are
- Offering anonymous boxes in each environment, where the pupils can leave a message they would not be comfortable voicing directly
- Training the pupils on recognizing danger such as bullying, cyber-bullying, abuse, etc., and that this can happen at school, as well as outside of school, online, or anywhere

### Mental Health

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

Staff are well placed to observe pupils 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. However, only trained professionals should attempt to make a diagnosis of a mental health problem.

Where pupils have suffered abuse and neglect or other 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 pupils' experiences can impact on their mental health, behaviour and education.

### Preventing Radicalisation

Radicalisation refers to the process by which a person comes to support extremist ideologies.

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other pupils' services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into extremist ideologies ("The Prevent Duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect pupils from extremist and violent views in the same ways that they help to safeguard pupils from drugs, gang violence or alcohol.

### Pupils missing from education

All staff should be aware that pupils going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect. Early intervention is necessary to identify the existence of any underlying safeguarding risk. Staff should be aware of the setting's unauthorised absence and pupils missing from education procedures.

Refer to our [Attendance Policy](#) for further detail.



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### Fabricated or Induced Illness (FII)

FII in pupils is a difficult and complex subject but schools and nurseries can play a key role in recognising concerns that may relate to this rare form of child abuse. Fabricated/Induced Illness occurs when a child is presented for medical attention with signs or symptoms which have been fabricated or induced by the child's carer. FII is a spectrum of disorders rather than a single entity. At one end less extreme behaviours include a genuine belief that the child is ill. At the other end the behaviour of parents/guardians includes them deliberately inducing symptoms by harming their child, falsifying test results and observational charts. Most of these symptoms will not be visible within the nursery/school setting but it is sensible to be aware of signs in case a child or another family member raises these issues.

The signs of FII can be ambiguous and may be attributed to other problems in the child's family that the school may be aware of.

### Peer on peer abuse

Pupils can abuse other pupils. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to bullying (including cyberbullying): sexual violence and sexual harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

Refer to [Peer on Peer Abuse Policy](#), which describes the school's arrangements for dealing with allegations of peer-to-peer abuse, and how victims and perpetrators will be supported.

### Pupils with SEND

The setting recognises that pupils with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of pupils.

Staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however it should never be assumed that a pupil's indicators relate only to their disability
- Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

### Recognizing Child Abuse

#### Definition of Abuse

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Pupils may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Pupils may be abused by an adult or adults or by another child or pupils.





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### Types of Child Abuse

- Physical Abuse
  - Hitting, poisoning, tying, suffocating, burning, etc.
- Sexual Abuse
  - Inappropriate touching, penetrating, exhibiting sexuality or sexual parts in any form, etc.
- Emotional Abuse
  - Humiliation, threatening, constant blaming or scapegoating, manipulation, persistent ignoring, exposure to inappropriate content or activity (use of violence, drugs, etc.)
- Neglect
  - Failing to provide food, clothing, shelter, and care
  - Failing to provide love and security

### Who can Abuse?

- Children
- Family members
- Adults

### Where can Abuse Happen?

- At home
- At school
- At the park
- At extracurricular activities
- At someone's house
- Online
- Anywhere and everywhere

### Recognizing the Signs of Abuse

#### • Physical Abuse

All children happen to fall and stumble, and therefore may display bruises, cuts, and bumps – particularly on their elbows, knees, and shins. These are not usually a cause for concern.

Injuries that fall under the physical abuse category may include:

- Bruising which looks like it has been caused by fingers, a hand, a belt, a shoe, or any object
- Bruises on the back, buttocks, tummy, hips, back of legs, upper arms, outer thighs, cheeks, ears, palms, arms, and feet.
- Bruises in clusters
- Any burns which have clear shapes of an object, such as cigarettes.
- Bite marks
- Fractures that happen frequently

If a pupil has told a story that does not match the injury, or hesitates to give an explanation, the matter should be investigated, and the [Cause for \(Pupil\) Concern Form](#) filled and submitted to the Administrative Team.



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### • **Sexual Abuse**

There may be physical signs that the child has suffered sexual abuse, including:

- Anal or vaginal soreness or itching
- Bleeding near genital area
- Soreness while walking or sitting
- Sexually transmitted infections
- Pregnancy
- Change in the child's mood, or unwillingness to spend time with specific people
- Show sexual behaviour that is inappropriate for their age

### • **Emotional Abuse**

Pupils and young adults have different personalities and go through developmental changes that may affect their behaviour. We must be alert for behaviours which appear to be out of character for the individual, and particularly unusual for their stage of development.

#### **Preschool children**

- Be aggressive or mean towards other children or animals
- Lack of confidence, overly anxious
- Unable to play
- Appear uncomfortable, or distant, from parent when being picked up from or taken to school
- Appear overly affectionate with strangers

#### **Elementary/Adolescents**

- Speak or act in a way that is not appropriate for their age
- Have a hard time controlling emotions, have extreme outbursts
- Lack social skills, have few friends
- Fear making mistakes
- Fear that their parent is approached regarding their behaviour
- Seem isolated from their parents/guardians
- Engage in self-harm

#### **Signs of Neglect**

- Pupils who appear hungry on a regular basis, or tend to steal food from school
- Pupils who appear smelly or dirty, and whose clothes are unwashed or inadequate for weather conditions
- Pupils who are left alone, unsupervised
- Pupils who are untreated for injuries, health issues, etc.
- Pupils with poor language or communication skills

### **Child Protection Measures and Procedures**

UNICEF defines child protection as preventing and responding to violence, exploitation and abuse against children. This includes commercial exploitation, trafficking, child labour and harmful traditional practices such as female genital mutilation.



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Child protection forms a part of safeguarding and promoting welfare. Effective child protection processes are an essential part of the wider work to safeguard and promote welfare; they also reduce the need for action to protect children from harm.

If staff have a concern about a pupil that is also a safeguarding concern, immediate action should be taken as follows:

- Identification
- Recording
- Reporting to DSL
  - In the case where the DSL is unavailable, the matter must be addressed to the DDSL responsible for the corresponding campus.
  - Should that DDSL not be available, any other DDSL can be contacted.
  - The Head of School/Proprietor can also be contacted should the corresponding DDSL not be available.
- Next steps are to be determined by the DSL

## Recording Suspicions of Abuse and Disclosures

Well-kept records are essential to good Safeguarding Practice. Our setting is clear about the need to record any concerns held about a child or pupils within our setting, the status of such records and when those records should be passed over to other agencies.

Any records regarding safeguarding and child protection are kept securely in the Designated Safeguarding Lead's office.

Staff should make an objective and detailed record of any observation or disclosure (using the [Cause of Concern Form](#)), supported by the DSL.

This record should include:

- Pupil's name
- Date of birth
- Date and time of the observation or the disclosure
- Exact key words spoken by the pupil (as much as possible)
- Using body map exact position and type of any injuries or marks seen (physical injury)
- Exact observation of any incident including any concern that was reported, with date and time
- Any discussion held with parent(s) where deemed appropriate.

These records should be signed by the person reporting this and the DSL, dated and kept in a confidential file.

If a pupil starts to talk to an adult about potential abuse it is important not to promise the pupil complete confidentiality. This promise cannot be kept. It is vital that the pupil is allowed to talk openly and disclosure is not forced or words put into the pupil's mouth, for example:

- Use open questions such as "what happened?", "where did it happen?", "who did that?"
- Avoid leading questions such as: "Did this person do that to you?"

As soon as possible after the disclosure, details must be logged accurately.



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### Guidelines for Designated Safeguarding Leads

- Any identified incident is immediately reported to the DSL.
- The DSL will make the decision of the plan of action.
- Wherever possible, parents/guardians are informed, unless to do so may place a pupil at risk of significant harm, impede any police investigation and/or place a member of staff or others at risk.
- One possible action is to request the help of a child therapist to perform observations of the pupil and help with the assessment of the situation.
- The child may be referred to external child services such as:
  - Touche pas a mon Enfant  
<https://www.assoHELP.org/asso-37-association-touche-pas-a-mon-enfant>
  - Internet Watch Foundation  
[report.iwf.org/uk/ma](http://report.iwf.org/uk/ma)
  - Espace Maroc Cyber Confiance  
[www.cyberconfiance.ma](http://www.cyberconfiance.ma)
- The case could be referred to the police

All information and actions taken, including the reasons for any decisions made, should be fully documented.

If at any point, there is a risk of immediate serious harm to a pupil, depending on the situation, a plan of action for a possible referral will be made immediately.

### Informing Parents/guardians

Parents/guardians are normally the first point of contact. If a suspicion of abuse is recorded, parents/guardians are informed at the same time as the report is made, except where the parent or family member is the likely abuser or where the pupil may be endangered by this disclosure. In this case, suitable action will be taken.

### Early Help

Early help means providing support as soon as a problem emerges, at any point in a pupil's life. Any pupil may benefit from early help but in particular, staff will be alert to the potential need for early help for a pupil who:

- Is disabled or has special educational needs
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking or exploitation
- Is at risk of being radicalised or exploited
- Is in a family circumstance presenting challenges for a pupil, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs and/or alcohol themselves
- Has returned home to their family from care
- Is a privately fostered child



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## Pupils with SEND

When reporting concerns or making referrals for pupils with SEND, the following factors will always be taken into consideration:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the child's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability
- Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the pupil's family and therapists where appropriate, to ensure that the pupil's needs is effectively met.

## Confidentiality

All staff understands that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence. Staff should only discuss concerns with the designated persons. That person will then decide who else needs to have the information and they will disseminate it on a "need-to-know" basis.

## Allegations against adults working or volunteering with pupils

If an allegation is made against a member of staff, pupil or volunteer we will follow the procedures below:

- The allegation should be reported immediately to the head of school/proprietor.
- Should the allegation be made against the head of school/proprietor, the matter should be reported immediately to the DSL.
- The head of school and the DSL will proceed with a full investigation about the situation, and take appropriate action.
- Appropriate action will be taken, including, when appropriate, referring anyone not suitable to work with children to relevant authorities.
  - Staff members from the UK will be referred to the DBS/NCTL

## Contextual Safeguarding

Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and the DDSL, will always consider the context of incidents – this is known as contextual safeguarding.

Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.

## Monitoring and Review of Safeguarding Policy

This policy is reviewed annually by the **Proprietor/Head of School**, who has full responsibility in Safeguarding, the **Designated Safeguarding Lead** and **Deputy Safeguarding Leads**. The policy and its implementation are reviewed based on the previous year's experience and learnings.



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Any changes made to this policy and practice will be communicated to all members of staff.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy.

The next scheduled review date for this policy is July 2023.