EVEREST SCHOOL

EV-S.0724

CHILD PROTECTION

HANDBOOK AND SAFEGUARDING

Policy

December 2025

EVEREST
SCHOOL

Everest Safeguarding and child protection policy

December 2025

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Introduction

Child Abuse and Neglect: A Global Concern

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

Everest Schools in Tangier fully supports the United Nations Convention on the Rights of the Child, ratified by Morocco, and is actively committed to ensuring a safe and caring environment for every child in its care.

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

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

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

The school is also committed to conducting thorough investigations into all suspected cases of abuse, following a rigorous process that prioritizes the safety and well-being of the child.

As part of its continuous improvement efforts, Everest Schools collaborates with specialists and welcomes partnerships with local and international organizations specializing in child protection. In addition, the school organizes initiatives to raise awareness among families about these issues, including meetings and educational resources to help them better prevent and detect risky situations.

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

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

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

Roles and responsibilities

- **School Roles and Responsibilities**

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

The school contributes to:

a. Identify, report and assess children in need, especially those at significant risk or who have previously experienced abuse.

b. Provide support to children in need and their families.

- **Role of all staff**

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

a. Promote the well-being of children.

b. Protecting children from abuse.

c. Prevent dangerous situations.

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

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

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

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

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

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

I. General Strategies

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

Everest International School has implemented strategies to address safeguarding issues, including: All children are encouraged to take on responsibilities and roles to ensure their own safety as well as the safety of others.

II.1 Recognition and categories of abuse

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

Definition of terms

What is child abuse?

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

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

1. **Physical abuse**

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

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

Physical abuse can manifest itself as:

a. Bruises and marks.
b. Bite marks.

c. Broken bones or fractures (or broken teeth).

d. Burns and scalds.

e. Cuts and lacerations.

f. In some cases, death.

2. **Emotional abuse**

Emotional abuse refers to any attitude or behaviour that is detrimental to a child's emotional and mental health or social development. This often involves continued rejection or persecution by someone responsible for the child's care.

This includes:

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

3. **Negligence**

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

Physical neglect includes:

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

5. **Sexual abuse**

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

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

- Encourage children to watch pornography or interact sexually online.

Perpetrators of sexual abuse can be:

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

Signs of sexual abuse can include:

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

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

• Long-term impact of child abuse not mitigated

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

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

Long-term impact of child abuse:

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

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

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

• Signs of abusers (students):

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

• Signs of abusers (adults):

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

II.3. Addressing concerns

• Guidelines for Responding to a Child's Disclosure

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

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

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

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

• Procedures for reporting and acting

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

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

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

Parent notification

• Conference with the students involved.

• Meeting with parents

• Meeting with other people relevant to the case

• Legal action and prosecution by the authorities

• Suspension or termination of employment (if a school employee)

Retention of records

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

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

Retention of records

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

II.4. Photographs and Images

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

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

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

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

II.5. E-Security

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

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

Where extended school activities are offered and managed by the school, our own child protection policy and safety procedures apply. If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment procedures. When our children participate in off-site activities, we will verify that effective child protection arrangements are in place.

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

II.7. Management of allegations against other students

Procedures are in place to ensure that:

- Students at Everest Schools in Tangier are being protected and supported after an allegation that they may have been abused by another child or young person involved with the school.
- There is a fair, consistent and robust response to any such allegation so that the risk posed by the perpetrator is effectively managed.
- Facilitate an appropriate level of investigation into allegations against the perpetrator.
- Ensure that Everest Schools continues to fulfil their responsibilities to students involved in such investigations and in need of support.
- Ensure that allegations that are unfounded or malicious are dealt with appropriately.

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

II.8. Fire and containment procedures

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

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

II.9. Safety Procedure for Visitors

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

II.10. Code of conduct

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

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

a. Prevention Policy

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

The school aims to build students' resilience to radicalization by promoting Everest Schools' core values. It is important to emphasize that the duty of "prevention" is not intended to prevent students from debating controversial issues. Rather, the school provides a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to challenge extremist arguments.

b. Precautions for staff

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

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

c. Staff behaviour

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

- **Physics**

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

- **Emotional**

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

- **Sexuality**

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

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

d. Concerns about staff

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

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

e. Procedure for handling allegations against staff

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

f. Supervision and support

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

g. Training Opportunities

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

II.11. MISSING CHILDREN – UNEXPLAINED ABSENCE

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

II.12. VUNERABLE CHILDREN

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

II.13. NEW STAFF AND INDUCTION PROCESS

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

II.14. FOLLOW-UP AND REVIEW

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

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

Appendix A: Incident/Disclosure Report Form

Incident/Disclosure Report Form

1. General Information• Name of Child or Youth:• Age/Date of Birth:• Class or Group:• Date of Incident/Disclosure:• Time of Incident/Disclosure:• Location of Incident/Disclosure:
2. Information about the person reporting the incident• Name:• Position:• Relationship with the child (if applicable):• Date and time of the report:
3. Details of Incident or Disclosure• Type of Incident (check what applies):
   ♣ ☐ Physical ♣ ☐ Abuse Emotional
   ♣ ☐ Abuse Neglect ♣ ☐ Exploitation Sexual
   ♣ ☐ ♣ ☐ Abuse Other (specify):

• Description of the incident or facts disclosed (use the child's exact words if possible):.....
.....
.....
.....

4. Immediate actions taken• Have concerns been discussed with the child?o ☐ Yes ☐ Nono If yes, summarize the discussions:
   .....
   .....
   .....
   .....

• Has immediate care or support been provided to the child?o ☐ Yes ☐ Nono If yes, please specify:
.....
.....
.....
.....

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

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

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

Instructions for Form Users:

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

APPENDIX B: Staff Code of Conduct

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

1. Objectives of the Code of Conduct• To maintain a safe, respectful and inclusive school environment for students, staff and the community.• To protect children and young people by ensuring that staff engage in appropriate behaviours that are free from abuse, neglect or exploitation.• To build trust between staff, students and their families by promoting open and respectful communication.
2. Expected BehavioursStaff must:• Act with integrity, respect, and impartiality towards students, colleagues, parents, and institutional partners.• Be committed to promoting the physical and emotional well-being of students.• Respect the confidentiality of personal and professional information, except as required by law or work.• Demonstrate exemplary behavior that positively reflects the values of the institution.• Follow policies and school procedures, including those related to safety, health, and child protection.
3. Student RelationsStaff must:• Maintain professional and appropriate relationships with students at all times.• Avoid any behaviour or physical contact that may be perceived as inappropriate.• Never initiate or maintain personal or intimate relationships with a student.• Encourage and respect students' rights, opinions, and diversity without discrimination.
4. Use of resources and social networks• Use the institution's resources responsibly and exclusively for professional purposes.• Comply with the rules regarding the use of phones, computers and other communication technologies in the performance of their duties.• Refrain from inappropriate behaviour on social networks, including unprofessional interactions with students or their families.
5. Appearance and Presentation• Wear appropriate, clean clothing that meets the institution's professional standards.• Represent the school professionally at events or activities outside the institution.
6. Violations of the Code of ConductAny violation of the Code of Conduct may result in:• An internal investigation and assessment of the facts.• Disciplinary action, including warnings, suspension or dismissal.• Notification to the relevant authorities in the event of serious violations, including child protection violations.
7. Recognition and commitmentEach staff member must:• Read and fully understand the Code of Conduct.• Sign a document affirming their commitment to these rules.

Full name:Signature :D ate:

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