



SAFEGUARDING POLICY

Geneva, August 2025

A. PURPOSE

The International Schools Partnership (ISP) and Mosaic expect that all staff and volunteers in our schools and any contractors or partner agency staff used by schools, recognise when a student is at risk of, or is actually being harmed and do all they can to reduce further risk or harm.

We recognise that our schools are particularly important in protecting our students; they are in the best position to identify concerns early, provide or identify sources of help for students and help prevent these concerns from escalating. ISP adheres to these basic principles:

- A child's welfare is paramount, and each student has the right to protection from harm and exploitation and to have their welfare safeguarded irrespective of race, religion, ability, gender or culture.
- All students should be safe and feel safe in school.
- Every student is entitled to a rich and broad curriculum that helps to equip them to keep themselves safe.
- Every adult in school must demonstrate commitment to protecting the students with/for whom we work.
- We work in partnership with parents/carers and/or other professionals to ensure the protection of students.
- Our guiding principle throughout is 'the best interests of the students'.
- All students have the same equal rights to protection, but we recognise that we need to do more for some some students will require greater protection because of special educational needs, disability, gender, religion or sexual orientation.

1. Aims and Objectives

Mosaic aims to:

- Provide a safe and happy environment to enable students to thrive and learn.
- Outline the systems and processes we all take to ensure that students remain safe at school.
- Raise awareness in all staff of safeguarding/child protection issues and define their roles and responsibilities in reporting possible cases of abuse.
- Identify students who are suffering, or likely to suffer harm.
- Ensure effective communication between all staff on child protection/safeguarding issues.
- Establish effective procedures for staff/volunteers or third-party individuals to follow who encounter any issues in relation to child protection/safeguarding
- Provide clear, well-communicated policies Be clear with all parties, including students and their parents/carers, regarding our approach to safeguarding and child protection,
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B. SCOPE

The Safeguarding Policy Application Notes will be endorsed by the Main Board, signed by the Group Chief Executive Officer and adopted by all levels of the organisation. The Notes will also be applied to any partner agency with unsupervised access to children and young people and any contractors working on any ISP school site.

C. DEFINITIONS

1. Safeguarding

Safeguarding and promoting the welfare of children refers to the processes of protecting students from harm, preventing the impairment of their health and development, ensuring the improvement of the general health and well-being of all students in our care and enabling every student to have optimal life opportunities to enter adulthood successfully.

2. Child Protection

Child Protection is the core element of safeguarding and is defined as the responsibility to protect children who are suffering or likely to suffer from harm as a result of abuse or neglect.

In Geneva, we work closely with the SPMI on Child Protection.

<https://www.ge.ch/organisation/pole-protection-enfance-jeunesse>

Note:

If preventative measures in relation to safeguarding issues are not appropriate or extensive enough, students identified as being “of concern” may become identified as “at risk of significant harm”.

D. PRINCIPLES

These Policy Application Notes set out the principles and expectations, as well as the procedures and processes, which must be adopted by all ISP schools and the organisation as a whole. The policy also describes the steps to be taken in meeting our commitment to safeguarding students, at both school and organisational level.

UN Convention on the Rights of the Child (1989).

Article 3: which states that the best interests of children must be the primary concern when making decisions about them.

Article 13: which states that children have the right obtain and share information as long as it is not damaging to them or another child.

Article 14: which states that children have the right to think and believe what they want and to practise their religion.

Article 19: which states children have the right to be protected from harm and mistreatment, physically and mentally.

Article 34: which states that Governments should protect children from sexual exploitation and abuse.

Article 35: which states that Governments should take all measures to ensure that children are not abducted, sold or trafficked.

Article 36: which states that children should be protected from any activity that takes advantage of them or could harm their welfare and development.

Article 37: which states that no one may punish children in a cruel or harmful way.

All member states of the UN have signed the 1989 convention, with the exception of the United States of America.

All the UN articles can be found at the following link:

http://www.unicef.org/crc/files/Rights_overview.pdf

E. RESPONSIBILITIES

3. Senior Management

The Senior Management Team recognises having ultimate responsibility to ensure that the organisation and all ISP schools understand and follow the guidance provided by this and all other safeguarding related documents.

4. Principals and Senior Management Teams in Schools

The Principals and Senior Management Team in each school will:

- Ensure that the application notes are implemented across their school and followed by all staff and volunteers.
- Allocate sufficient time and resources to enable the Designated Safeguarding Lead (DSL) and any deputy Designated Safeguarding Lead to carry out their role effectively.
- Ensure that the culture of the school facilitates the raising and sensitive handling of concerns
- Ensure that safeguarding is addressed through the curriculum.
- Ensure the school site is secure.
- Tailor policy for their particular school.
- Ensure that the mapping of local legislation, guidance and support-agencies is completed and added to the school's customised version of this policy.
- Only deploy staff who will have unsupervised contact with children after safe recruitment procedures have been followed.
- Maintain a record of all training undertaken by staff in relation to safeguarding and child protection. This training record must be made available for inspection during any audit and should reflect the timescales for renewal identified in this policy.

5. Designated Safeguarding Lead (or Deputy) in a school

Every school will name a person as the Designated Safeguarding Lead (DSL), to support the Principal on each site. This person/people will: receive appropriate safeguarding training to equip them to undertake their role.

At Mosaic our DSL is Florent Ménétrier , Director of Administration.

The role of the DSL is guided by two principles:

- The welfare of the child is always paramount.
- Confidentiality must be respected as far as is reasonably possible.

Guided by these principles the Designated Safeguarding Lead will:

- Play a key role in ensuring that the school takes action to support any student who may be at risk.
- Together with the Principal, make sure that all staff, both teaching and non-teaching, are aware of their responsibilities in relation to safeguarding and child protection.
- Have appropriate training in addition to the basic training that all staff receive.
- Collate and keep accurate and confidential records of any concerns about children.
- Have a clear understanding of local expectations in relation to safeguarding, who to contact, what agencies exist and how to contact them.
- Ensure that the entire school community knows who the DSL/ DSL Team is in their setting.
- Be familiar with local regulations, procedures and agencies that can offer support for safeguarding matters.

All staff have the responsibility to report to the Designated Safeguarding Lead any concern they have about the safety of any child in their care. The Designated Safeguarding Lead's responsibility is to make decisions about next steps and take appropriate action.

At Mosaic School the DSL is Florent Ménétrier florent.menetrier@ecolemosaic.ch

6. All staff (including partner organisations and contractors having unsupervised contact with children)

All staff will:

- Be familiar with and follow the Application Notes and all other safeguarding related documents e.g. Codes of Conduct, guidance for safe working practice.
- Be subject to safe recruitment processes and checks prior to starting at the school/organisation (unless an action plan/risk assessment is in place to ensure the staff member is supervised until all checks are completed).
- Be alert to signs and indicators of possible abuse.
- Listen to children and take their views and concerns seriously.
- Record and report any concerns to the Designated Safeguarding Lead (DSL) on the schools concern form.
- Follow the procedures outlined in this document when/if concerned about any child.
- Undertake appropriate child protection/safeguarding and safe recruitment training (and refresher training as required by ISP) Safeguarding courses online safeguarding essentials or In house training with DSL.

All staff who have occasional or supervised contact with children (including staff from partner and contracted organisations) will:

- Undergo a safeguarding briefing/induction in relation to their role, understand what is required of them if they have concerns and to whom they should report. (In house training with DSL, or online training)
- Follow the guidance laid down in this document at all times.
- Be provided with guidance on appropriate safe working practice.

F. TRAINING AND SUPPORT

ISP and Mosaic will ensure that:

- All staff, volunteers and partner agencies in schools are provided with appropriate general safeguarding training on joining the organisation, and repeated at least once a year. This training will be available through our platform or in-house training, whichever is appropriate, as well as face-to-face events for which schools should secure a budget each year.
- Relevant documents are made available in english and in french.
- Staff and volunteers are supported and have the necessary skills to recognise and take appropriate action regarding students who are at risk, or potentially at risk.
- The Designated Safeguarding Lead has appropriate, up to date knowledge and can access appropriate additional and specialist training (approved by the Group H&S Director). This training will be refreshed every year.
- All staff and volunteers are subject to a full induction, including an overview of what to do and who to contact if concerned about a student.
- Appropriate staff are trained in safe recruitment. This safe recruitment training must be renewed every five years.
- Training for new starters is complete before any new starter can have unsupervised contact with students.
- Any student who has or is suffering from any form of harm will receive support.

G. FORMS OF ABUSE

There are a significant number of ways that students may be exposed to abuse. Each requires a response. Abuse is defined as any form of maltreatment of a child and can be manifest as direct harm to a child, or by failure to take action to protect a child who is at risk of, or already suffering abuse.

The types of abuse most commonly referred to are:

- Physical abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding or otherwise causing harm to a child.
- Emotional abuse which is the persistent maltreatment of a child.
- Sexual abuse which involves forcing a child to take part in sexual activities, whether or not the child is aware of what is happening. This form of abuse can involve direct contact activities but also non-contact activities over social media or the internet.
- Neglect which is the persistent failure to meet a child's basic physical or psychological needs likely to result in the serious impairment of the child's health and/or development.

7. Self-Harm

Self-harm can take a number of physical and/or emotional forms. There are many reasons why children and young people try to hurt themselves. Once they start, it can become a compulsion. So, whatever the reason, it should be taken seriously.

There are some common themes that may help staff identify concerns including:

- Physical indicators such as cuts, bruises, burns, bald patches (where hair has been pulled out).
- Emotional indicators such as depression, sudden weight loss, drinking or drug-taking, or unusual eating habits and isolation or withdrawal.

If staff suspect that a student is self-harming this must be referred to the Designated Safeguarding Lead who will consider the next steps.

8. Sexting

Sexting is when someone uses electronic and social media the internet to shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.

Sexting may also be referred to by students as trading nudes, dirties or pic for pic.

There are many reasons why a student may want to send a naked or semi-naked picture, video or message to someone else:

- Joining in because they think that 'everyone is doing it'.
- Boosting their self-esteem.
- Flirting with others and testing their sexual identity.
- Exploring their sexual feelings.
- To get attention and connect with new people on social media.
- They may find it difficult to say no if somebody asks them for an explicit image, especially if the person asking is persistent.

Students often do not realise that in creating and sending these images they are potentially committing a criminal act.

H. SPECIFIC SAFEGUARDING ISSUES

1. E safety

The constantly expanding use of electronic media in everyday life create additional risks for children. Risks and dangers of being online include:

- Accessing Inappropriate content.
- Ignoring age restrictions and communicating with unknown adults or other children (making children vulnerable to bullying and grooming).
- Grooming and sexual abuse.
- Sharing personal information.
- Gambling or running up debts.
- Cyber Bullying.

Cyber bullying is an increasingly common form of bullying behaviour and is most often related to social networks and mobile phones.

Mosaic believes the best way to protect students is to teach awareness and understanding of the risks.

At the beginning of the school year, students, parents and teachers also sign a shared agreement on e-safety and the appropriate use of iPads, reinforcing our commitment to a safe and responsible digital environment.

2. Mobile phone and Camera photographic Images. To be reviewed

It is our policy that teachers and visitors should not use personal mobile phones to take pictures of children.

At Mosaic if personal devices are used to capture images of children, these images must be uploaded to the schools' system as soon as possible and immediately deleted from personal devices. These measures should be taken before leaving school premises at the end of a school day. Permission to capture images, videos or audio recordings must be obtained from the Designated Safeguarding Lead or Principal for the school and are only allowed for pedagogical purpose.

At the beginning of school events parents should be reminded of the restrictions on taking photos and videos and that they must not take images of any child other than their own.

3. Publication of school activities on digital platforms

The use of digital platforms and social media in particular can make children particularly vulnerable to 'grooming'. Mosaic staff members must therefore adhere to the following measures when sharing or promoting school activities:

- Receive prior written consent from a child and their parents/carers before taking and using a child's image
- Give clear explanations about how images will be used
- avoid identifying photographed children by name wherever possible
- never publishing personal information about individual children and disguising any identifying information.
- Ensure that children, their parents and carers understand how images of children will be securely stored and for how long (including how we will control access to the images and their associated information)

- reduce the risk of images being copied and used inappropriately by using correct settings on digital platforms.

Photographs for School Publications and Marketing:

- Photographs of students being used by staff for marketing purposes are only taken on school cameras/devices.
- Images should be saved on a secure server/database and printed copies should only be used within the school for such purposes as displays, records and learning journals. Images to be used for marketing need to be agreed with parents/carers before use.
- Visitors and parents/carers should be asked not to use mobiles devices within the school and/or early years setting, except where permission has been granted to capture images of their own child or children. All parents/carers must give permission for photographs to be used for publicity purposes and to sign a disclaimer if they do not wish their child's image to be used externally.

Failure of staff to adhere to the above safeguarding measures will result in disciplinary action.

4. Allegations Against Staff and Volunteers

Allegations against staff members or volunteers can arise at any time. All such allegations must be taken seriously and handled through a clear safeguarding process.

What is an allegation?

An allegation is not the same as a complaint. It involves concerns that a staff member or volunteer has:

- behaved in a way that has harmed, or may have harmed, a child;
- possibly committed a criminal offence against a child; or
- behaved in a way that indicates they may pose a risk to children.

Procedure When an Allegation Is Made

If an allegation is made, the Principal will lead the initial response unless a criminal offence is suspected, in which case local authorities must be contacted.

In all cases, whether criminal or not, the Principal of Mosaic School and the ISP Group H&S Director must be informed as soon as possible, and within 48 hours.

If the allegation concerns the Principal, the ISP Regional Managing Director and the ISP Group H&S Director must be notified instead.

No internal investigation should begin until consultation with the Group H&S Director has taken place and agreement has been reached on how to proceed.

If further enquiries are required, the staff member may be suspended. Suspension is a neutral act and does not imply guilt. The school will act sensitively while prioritising the safety of children and will follow national and local guidance throughout the process.

Prevention

Staff and volunteers can reduce the likelihood of allegations by following the school's Code of Conduct and Guidance for Safe Working Practice, ensuring clear professional boundaries at all times.

Whistleblowing

At Mosaic all staff and volunteers have a duty to raise concerns about the behaviour or attitude of colleagues when necessary.

Concerns raised in good faith are treated as protected disclosures. Even if the concern proves unfounded, no action will be taken against the whistle-blower.

However, deliberately false or malicious whistleblowing may lead to disciplinary action.

For further guidance, staff should refer to the ISP Whistleblowing Policy Statement, which must be consulted and referenced in any whistleblowing incident.

4. Anti-Bullying

Bullying is a safeguarding matter and if left unresolved can become a more serious child protection issue.

All Mosaic staff receive regular training on bullying, ensuring consistent understanding and response across the school.

Staff at every level will take seriously any concerns raised in relation to the bullying of any student. Action will always be taken to investigate and prevent repeat incidents or behaviours. Bullying may involve either face-to-face interaction or the misuse of social media or technology. Mosaic has a separate Anti-Bullying Policy Statement which must be referred to and fully referenced in relation to the bullying of any student.

6. Children with Special Educational Needs or Disabilities

Children with special educational needs or disabilities may face additional safeguarding challenges. Depending on the nature of their needs, it can be more difficult to identify and recognise signs of abuse. They may also be more vulnerable to behaviours such as bullying, which may not present with obvious outward signs.

Mosaic staff must therefore remain especially vigilant, avoid making assumptions about the cause of any injury or behaviour, and report all concerns without delay.

7. Allegations Made by a Child About Another Child (Peer-on-Peer Abuse)

Children can, at times, cause harm to other children. When an allegation is made that one child has abused another, it must always be taken seriously and treated as a safeguarding concern.

Peer-on-peer abuse can take many forms, including physical aggression, verbal or emotional abuse, sexualised behaviour, bullying, harassment, or online abuse.

Under no circumstances should such allegations be dismissed as “children being children” or viewed merely as experimentation. Every concern must be assessed appropriately.

At Mosaic, we make a clear distinction between **conflict** and **bullying**, as each requires a different response and level of intervention.

8. Physical Intervention / Restraint

Although rare, there may be situations where staff must physically intervene to restrain a student in order to prevent harm. Any physical intervention must be reasonable, proportionate, and limited to the minimum force necessary to manage the situation safely.

Guidance from the UK government on the use of reasonable force in schools can be referred to as best practice:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
(Schools may add any relevant local guidance where applicable.)

The Principal and the DSL must be informed as soon as possible after any such incident. The staff member involved must complete a full written report describing the incident in detail. Any witnesses should be identified and included in the report.

Following the incident, a senior member of staff should speak with the student to allow them to explain what happened from their perspective. Notes of this conversation should be kept, and the student should be checked for any injuries.

Parents or carers must always be informed when physical intervention has been necessary.

9. Safe Recruitment and Selection

Mosaic is committed to doing everything possible to ensure that all individuals working with children in our school and across the organisation are suitable and safe to do so. To meet this responsibility, all potential staff who may work in an unsupervised capacity with children or young people are recruited using safe recruitment procedures (see ISP and Mosaic Recruitment Policy Statement, Background Checks Policy Statement, and related guidance).

Safe recruitment includes a thorough review of each applicant’s suitability through:

- detailed application forms and structured interviews;
- verification of identity and qualifications;
- obtaining and checking appropriate references;
- criminal background checks from all countries in which the applicant has lived or worked in the last 10 years;
- and any other relevant safeguarding or regulatory checks required locally.

At least one member of every interview panel whether at the school or organisational level must have completed Safer Recruitment Training.

All schools must maintain a central record of all recruitment checks carried out on every candidate.

Where information is disclosed during the criminal records checking process including cautions, convictions, or soft information a risk assessment must be completed before any appointment is confirmed.

This risk assessment must be signed off by:

- the Principal,
- the Group Health & Safety Director,
- the Regional HR Manager, and
- the Regional Director for Schools.

No appointment may proceed until this approval is obtained.

I. PROCEDURES

1. When an Adult Is Concerned About a Student

If staff suspect that a student may be a victim of abuse, or is at risk of abuse or any other form of harm, they must not investigate the matter themselves. Instead, they should inform the Designated Safeguarding Lead (DSL) as soon as possible.

Staff are required to report any concerns they may have about a student being abused, at risk of abuse, or engaging in behaviour that may place them at risk. It is always better to share a concern even if it later proves unfounded than to withhold information that might help protect a student from harm.

In many cases, a student may not make a direct disclosure. Staff may instead notice a physical, emotional, or behavioural indicator. In such situations, staff should still complete a Record of Concern Form and use a Body Map (if relevant), and submit these to the DSL.

If a student makes a direct disclosure, staff must follow the guidelines outlined under “Dealing with Disclosure” below.

2. DISCLOSURE, REPORTING AND FURTHER ACTION

General principles:

Note: If a child asks to speak in confidence about a problem, no member of staff should ever promise confidentiality when the information disclosed may relate to abuse of that child or another child. Staff should always explain this before beginning the conversation.

The following guidance is based on five key practices for all staff.

Receive

Whenever possible, stop and listen to a child who wishes to speak in confidence. Children often choose unexpected or inconvenient moments, but it is important to make time for them, even if you need to say: “I cannot stop now, but please come to my office at...”. During any disclosure, try to listen attentively, allow silences, and avoid showing shock or disbelief. Whenever possible, two adults should be present when listening to a child. Disclosures may be brief and unexpected, so it is important to remain attentive and respond appropriately.

Reassure

Try to stay calm, non-judgemental and empathetic. Never make promises you cannot keep. Give

reassurance where possible and explain clearly what you will do next. Let the child know that they have done the right thing by speaking to you.

React

Respond only as far as necessary to obtain essential information. Avoid leading questions. Use open questions such as "Is there anything else you want to tell me?". Try not to criticise the alleged perpetrator, as this may be someone the child still cares about.

Record

Make brief notes during the conversation if possible. If not, write them down as soon after as you can and always within 24 hours. Record exactly what the child said, not your interpretation. Include the time, date and place. Use the Record of Concern form where available.

Report

Whenever a child makes a disclosure, or if you have any concerns for any reason, you must follow the procedures outlined in this document. A full written or typed account of the concern, ideally using the Record of Concern form, should be given to the Designated Safeguarding Lead as soon as possible. Include a completed body map where relevant.

Where a child alleges abuse, the Designated Safeguarding Lead must be informed as soon as possible. The Designated Safeguarding Lead will collect all available information, including notes taken by staff who witnessed any relevant behaviour. The Designated Safeguarding Lead will then consider the information and consult where necessary. It is their role to decide what action should be taken next and whether the matter should be referred further within the local legal framework. All information and decisions must be documented and stored confidentially.

5. Local Safeguarding Agencies/Advice

At Mosaic regarding Child protection, we work closely with the SPMI.
<https://www.ge.ch/organisation/pole-protection-enfance-jeunesse>

6. **Record Keeping and Confidentiality.**

All records of child protection concerns, disclosures or allegations are treated as sensitive information. They are stored securely and separately from the child's general school records. Information is shared only with those who need to know it in order to safeguard the child or to fulfil their professional duties. It is not shared more widely than necessary.

All child protection records are stored in a secure location, either in a locked filing system or in an authorised secure electronic system. Access is limited to the Designated Safeguarding Lead, their deputy, and other senior staff where appropriate.

All disclosures made by a child are recorded clearly, dated, and filed without later amendment.

All child protection records are kept separate from the general school file. The general file is marked to indicate that a child protection file exists, for example with a red star or a similar symbol. Staff who may consult a student file are made aware of the meaning of this symbol and instructed to contact the Designated Safeguarding Lead if they see it.

A child protection file is created for a student as soon as the school becomes aware of any safeguarding concern about that child. This may occur when a member of staff raises a concern about the child's welfare, when information is passed on from a previous school, or when another agency alerts the school to a safeguarding matter.

Staff are expected to make a written account of any concern regarding a child's welfare or wellbeing using the school's pro forma. This record is given to the Designated Safeguarding Lead as soon as possible. Even concerns that appear minor may later prove important, so staff should provide as much detail as possible. Some concerns may require no further action beyond discussion with the Designated Safeguarding Lead, while others may lead to involvement with external agencies. If a concern does not relate to a specific incident, staff should explain clearly what is causing their unease.

If any information is removed from a file for any reason, a dated note is placed in the file indicating who removed it, why, and when.

The record pro forma includes the following:

- the child's details including name, date of birth, address and family information
- the date and time of the event or concern
- a description of the concern
- the action taken and by whom, including name and role

In the case of disclosure, remember the record you make should include:

- As full an account as possible of what the child said (in their own words).
- An account of the questions put to the child.
- Time and place of disclosure.
- Who was present at the time of the disclosure.
- The demeanour of the child, where the child was taken and where returned to at the end of the disclosure.

7. Confidentiality

Mosaic regards all information relating to safeguarding and child protection as strictly confidential and treats it accordingly. Such information is shared only with appropriate individuals, and only at the discretion of the Principal or the Designated Safeguarding Lead, based on a clear need-to-know.

All records relating to child protection should be secured appropriately.

I. AUDITING, REPORTING, REVIEW AND SIGN OFF.

Safeguarding practices in schools are audited during visits by the ISP Head of Safeguarding. They are also reviewed as part of the annual safety audit and during visits from ISP Group Health and Safety.

The application notes are reviewed regularly, and at least once a year, by the Head of Safeguarding, Group Health and Safety, Regional Managing Directors and Principals.

The application notes are owned by all ISP schools and must be available to students, parents and carers upon request. A copy will also be accessible on the ISP website and on the Mosaic website.

Principal
Jean-François Lopez

Designated Safeguarding Leader
Florent Ménétrier

Date: December 2025

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