

SAFEGUARDING POLICY

1. FRAM Schools active commitment to creating a safe school environment for students to thrive academically.

At FRAM School, we are dedicated to safeguarding and promoting the wellbeing of all children and young people under our care, as well as ensuring a safe environment for our staff, parents, and visitors. We believe that every individual in our community should feel secure, valued, and supported. It is our absolute priority to create a nurturing environment where trust, open communication, and safety are foundational.

We recognize that safeguarding is a collective responsibility. If concerns arise regarding a child's safety or welfare, we are committed to working collaboratively with appropriate external agencies, always in partnership with parents and guardians. Our goal is to ensure that children receive timely and appropriate support, and we actively seek to establish positive relationships with professionals who can provide specialist assistance.

Our education program includes dedicated sessions within our Personal, Social, and Health Education (PSHE) curriculum that promote social and emotional development. This is reinforced by our homeroom and advisory teachers, who are trained to support students' mental health and wellbeing. Our counselors are available to provide personalized support for students facing specific challenges and to prepare secondary students for their future transition to college or university.

We operate an open door policy, encouraging students and parents to share concerns freely. We also offer workshops and information sessions on relevant topics such as cyber safety. At FRAM School, safeguarding is at the very core of our ethos and daily practice. We believe that every child, young person, and member of staff has the right to a safe, supportive, and inclusive environment where they can grow, learn, and flourish. Our commitment is to nurture a community built on trust, mutual respect, and care, one where everyone feels valued and protected from harm.

Creating such an environment requires an ongoing effort that involves everyone in our school community. From our dedicated staff to our supportive parents and guardians, safeguarding is a shared responsibility. We work collaboratively, ensuring that policies and practices are embedded



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into every aspect of school life. Our staff are trained regularly to recognize the signs of potential harm or neglect and to respond swiftly and appropriately. They listen carefully to students, fostering an open environment where concerns can be shared confidently and without fear.

At the heart of our safeguarding approach is the understanding that prevention is vital. We prioritize creating a positive school culture through our 'who we are' programs, which emphasize values such as kindness, respect, resilience, and honesty. These principles are woven into our curriculum, particularly within Personal, Social, and Health Education (PSHE) lessons, and supported through assemblies, workshops, and extracurricular activities. Our aim is to equip students with the knowledge and skills they need to make safe choices, understand boundaries, and seek help when needed.

Physical safety is a fundamental aspect of safeguarding. Our staff are trained to use appropriate physical contact solely to support and reassure students, always respecting their dignity and privacy. We maintain clear boundaries and protocols for personal care, ensuring that any assistance provided is necessary, respectful, and carried out in view of others when possible.

Our policies also extend to the safe administration of medication, where necessary, always following prescribed protocols and with parental consent, maintaining confidentiality at all times. We understand that safeguarding also encompasses protecting students from bullying, discrimination, and other forms of peer harm. FRAM School has a zero-tolerance approach toward violence, bullying and all discriminatory behaviors. Our policies promote kindness, empathy, and inclusion. We encourage students to speak up and to challenge harmful behaviors, empowering them through peer mentoring, restorative practices, and open discussions. Concerns are taken seriously and investigated promptly, with dedicated support provided for both victims and those involved in bullying.

Our school takes proactive steps to manage safety beyond our classrooms. Risk assessments are conducted for all activities, trips, and external visitors to ensure everyone's protection. Security measures, including access controls, are in place to monitor the school environment continuously. Visitors and external agencies are vetted thoroughly, and they work under strict safeguarding protocols that prioritize the safety of our community.

Equally important is our commitment to the emotional and mental wellbeing of our students. We recognize that wellbeing is holistic; it involves nurturing their mental health, resilience, and self-esteem. Our counselors and mental health support teams are accessible to students needing

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personal guidance. We also promote mindfulness, positive psychology, and emotional literacy through structured programs designed to support students in managing their feelings and developing healthy relationships.

In our digital age, safeguarding extends into online safety. Our students are educated about responsible internet use, cybersecurity, and the dangers of online grooming or cyberbullying. We monitor screen use carefully and have clear protocols for reporting incidents or concerns related to online activity.

Understanding that each student is unique, we acknowledge and support diverse needs, including those with Special Educational Needs and Disabilities (SEND). Our safeguarding and wellbeing policies are flexible to accommodate individual circumstances, ensuring that no one is left vulnerable or unsupported.

We know safeguarding is an ongoing process, which is why our policies are reviewed annually and adapted as needed. We actively seek feedback from staff, students, and parents to continuously improve our practices. Our aim is always to provide a safe haven where every person feels protected and empowered to reach their full potential.

At FRAM School, safeguarding is more than a set of policies - it's a commitment we uphold through every interaction, curriculum lesson, and decision we make. We aim to foster a community rooted in care, respect, and safeguarding, where everyone feels confident they are in a safe environment, supported at every step of their journey.

2. Introduction and Core Principles

At FRAM School, safeguarding is much more than a policy. It is the foundation of our ethos and the essential framework through which we operate daily. We believe that every individual within our school community has the fundamental right to feel safe, secure, and respected at all times. Safeguarding is at the heart of everything we do, guiding our interactions, decisions, and practices to foster a positive and trusting environment.

Our unwavering commitment is to ensure that all students, staff, and visitors are protected from harm, abuse, neglect, and discrimination. We recognize that safeguarding requires a proactive approach; it's about cultivating a school culture where vigilance, awareness, and mutual respect are

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embedded in everyday life. We aim to create an environment where everyone's voice is heard, concerns are taken seriously, and safety is a shared responsibility.

We understand that safeguarding extends beyond specific incidents; it's about prevention, early intervention, and empowering each individual to contribute to a safe community. By fostering open communication, trust, and understanding, we strive to build a climate where children and adults alike feel confident to speak up about concerns, knowing they will be supported and their voice heard.

Our core principles emphasize early intervention to address issues before they escalate, holistic development that nurtures emotional, social, and physical wellbeing, and ongoing vigilance across all levels of school life. We recognize that safeguarding is dynamic and it required regular review, adaptation, and training to stay ahead of emerging risks and safeguarding challenges.

Above all, safeguarding at FRAM School is rooted in the principles of respect, dignity, and inclusivity. We respect the diversity of our community and are committed to ensuring that every individual, regardless of background or circumstance, is treated with fairness and compassion.

We foster an environment where human rights are upheld, and individuals feel a sense of belonging and safety.

By embedding these principles into our daily routines, policies, and relationships, we aspire to create a school where safety is ingrained in our culture by promoting a positive, supportive, and resilient community where everyone can learn and grow securely.

3. Building a Culture of Prevention and Care

At FRAM School, we believe that safeguarding begins long before issues arise; it starts with shaping a community rooted in values, mutual respect, and shared responsibility. Prevention is the most powerful tool we have, not merely to react to harm but to cultivate an environment where harm becomes unlikely and wellbeing is a collective priority.

Creating such a culture involves deliberately embedding core values into the very fabric of school life. Values like kindness, honesty, respect, resilience, and inclusivity are not just aspirational slogans but living principles that guide our everyday actions. These principles serve as our moral compass, influencing how students and staff interact, resolve conflicts, and support one another.



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Reflecting on our 'Who We Are' program and Character Education curriculum, we see these values come alive in meaningful ways. These initiatives are designed to spark awareness and understanding, helping students recognize the importance of personal boundaries, emotional intelligence, and respect for diversity. They are crafted to foster not just compliance but empathy and ignite curiosity about others' experiences, and nurture a sense of responsibility towards creating a safe community.

Our approach recognizes that knowledge alone isn't enough. Therefore, we use assemblies, interactive workshops, and candid discussions to reinforce these messages regularly. We create spaces where students can practice setting boundaries, express their feelings, and develop confidence in seeking support. This ongoing reinforcement builds emotional literacy - an essential skill that empowers young people to navigate complex social dynamics with resilience and self-awareness.

Importantly, our efforts aim to normalize help-seeking behaviors and understanding that speaking up about concerns is a sign of strength, not weakness. We reinforce that everyone has a role in safeguarding: students, staff, and families. When the community champions open dialogue, it transforms safeguarding from a set of policies into a shared ethos.

Leadership at FRAM School exemplifies these values daily, modeling respectful behavior, active listening, and appreciation for diversity. Such modeling demonstrates to students that safeguarding is not separate from everyday interactions but woven into the way we treat each other. We recognize that creating a safe environment is a continuous process; requiring reflection, adaptation, and unwavering commitment.

Finally, we understand that fostering a preventative culture is about planting seeds, hoping that these seeds grow into lifelong habits of kindness, respect, and resilience. It involves cultivating an environment where everyone feels empowered, heard, and responsible for maintaining a community where safeguarding is a collective, lived experience.

In essence, our goal is to nurture a community that doesn't just prioritize safety as a policy but embodies it in its very culture whilst ensuring that care, awareness, and mutual respect become the norm and safeguard the future wellbeing of all who are part of FRAM School.

4. Roles, Responsibilities, and Leadership

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Creating a safe and nurturing environment at FRAM School is a collective endeavor, one that requires clear roles, dedicated leadership, and a shared sense of responsibility. Safeguarding is woven into the fabric of our community, and every individual, from leadership to students, is an active participant in maintaining our safety standards.

4.1 Leadership as the Pillar of Safeguarding

At the heart of our safeguarding ethos is strong, visible leadership. Our school's leadership team sets the tone by demonstrating unwavering commitment to safeguarding principles through their actions, decisions, and daily interactions. Our headteachers, senior management, and governors champion safeguarding as a priority, ensuring policies are not just documents but embedded in our school culture. They also ensure the robust implementation of our Student Conduct and Disciplinary Policy.

Our Designated Safeguarding Lead (DSL), supported by the Health and Safety Officer (HSO), holds a vital role. They are responsible for maintaining up-to-date safeguarding procedures, overseeing staff training, and acting as the main point of contact for safeguarding concerns. Their leadership involves not only managing complex cases but also fostering a climate of openness where safeguarding concerns are seen as everyone's business, not just the responsibility of a designated few.

4.2 Shared Responsibilities at Every Level

Safeguarding is fundamentally a collective effort. From teachers and support staff to administrative personnel, everyone has a role to play in creating a safe environment. Our staff are trained to recognize early warning signs of abuse, neglect, or exploitation.

They understand that safeguarding goes beyond early intervention; it involves active vigilance, respectful relationships, and prompt, effective responses when concerns are raised. This includes adhering to and implementing the Student Conduct and Behavioral Policy effectively.

We also recognize that students themselves are vital to safeguarding. We empower students to understand their rights, voice concerns, and seek support confidently. Our safeguarding policies emphasize that every student, regardless of age or background, has a right to speak up without fear of discrimination or reprisal.

4.3 Training and Continuous Professional Development

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To enable staff to fulfill their safeguarding responsibilities effectively, we invest heavily in continuous professional development. Our safeguarding training is comprehensive, covering new legislation, best practices, and emerging issues such as online safety, child exploitation, mental health awareness, and the specific procedures outlined in our Student Conduct and Disciplinary Policy. All staff, including new recruits and volunteers, undergo mandatory training at induction and receive regular refresher updates.

Training sessions include practical workshops, scenario-based discussions, and case studies, ensuring that staff are not just aware but equipped to respond thoughtfully and appropriately. We foster a culture where safeguarding is a shared professional priority, where questions and concerns are discussed openly, and staff feel confident in their role as protectors.

4.4 Staff Support and Supervision

Recognizing that safeguarding can be emotionally demanding, we provide support structures for staff, including supervision, peer support, and access to counseling. We create opportunities for staff to debrief challenging incidents and reflect on their safeguarding practice.

4.4.1 Organizational Support Measures Include:

4.4.1.1. Supervision and Debriefing:

1. Regular supervision sessions are scheduled for all staff involved in safeguarding, providing a confidential space to discuss concerns, challenges, and emotional reactions related to safeguarding cases.
2. After challenging incidents, staff are encouraged and facilitated to participate in debrief sessions. These are designed to reflect on the incident, share experiences, and identify emotional or professional needs.
3. Supervisors or designated safeguarding leads (DSLs) are trained to recognize signs of stress, burnout, or emotional fatigue among staff and to provide appropriate support or referrals.

4.4.1.2 Peer Support and Collaborative Reflection:

1. Establish peer support networks where staff members can share experiences in a non-judgmental environment.
2. Organize regular team meetings or reflective practice sessions focused on safeguarding cases, ethical dilemmas, and emotional resilience.
3. Promote a culture of openness, where staff feel safe to discuss difficulties and seek advice.

4.4.1.3 Access to Counseling and External Support:

1. Provide access to confidential counseling services for staff experiencing distress, emotional fatigue, or burnout.

2. Develop partnerships with mental health professionals, counselors, or Employee Assistance Programs (EAP) to support staff well-being.
3. Offer resources, workshops, and training on stress management, resilience building, and coping strategies specific to safeguarding roles.

4.4.1.4 Training and Capacity Building:

1. Ensure staff are regularly trained not only in safeguarding procedures but also in emotional resilience, trauma-informed approaches, and self-care.
2. Include modules on recognizing emotional overload, managing personal reactions, and maintaining professional boundaries.

4.4.1.5 Safe Reporting and Confidentiality:

1. Create a safe, supportive environment where staff can report concerns about their own well-being without fear of stigma or reprisal.
2. Maintain confidentiality in all support and supervision activities, aligning with data protection policies.

4.4.1.6 Organizational Culture and Leadership:

1. Foster a school culture where staff well-being and safeguarding are prioritized equally.
2. School leadership visibly endorses and participates in staff support initiatives.
3. Promote work-life balance and ensure reasonable workload management, especially for those handling safeguarding cases.

4.4.1.7 Monitoring and Evaluation:

1. Regularly review staff support procedures to ensure they meet needs.
2. Gather anonymous feedback on support mechanisms and act on suggestions for improvement.
3. Ensure safeguarding leaders and senior staff are trained to recognize signs of stress or burnout among colleagues and intervene early.

4.5 Involving Parents and Guardians

We view safeguarding as a partnership with families. We communicate our safeguarding policies clearly and openly with parents and guardians, encouraging their active involvement. Parental engagement helps reinforce safeguarding messages at home and ensures consistency in child protection practices.

4.5.1 Approaches to Parental Involvement:

4.5.1.1 Clear Communication Procedures:

1. We aim to share our safeguarding policies in order to make them accessible,

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2. We aim for them to be written in clear and understandable language, and are distributed to all parents and guardians at the start of each academic year.
3. We hold information sessions, workshops, or meetings for parents to explain safeguarding procedures, their role in safeguarding, and how they can support their child's safety and well-being.
4. Regular updates, newsletters, and digital communications are used to inform parents about safeguarding issues, changes in policies, and available support services.

4.5.1.2 Encouraging Active Engagement:

1. We invite parents to participate in safeguarding training sessions and workshops, fostering a shared understanding of safeguarding concepts.
2. We create opportunities for parents to ask questions, express concerns, and provide feedback about safeguarding practices and policies.
3. We involve parents in safeguarding meetings, especially when discussing behavior, welfare concerns, or support plans for their children.

4.5.1.3 Building Trust and Open Dialogue:

1. Our staff is committed to establishing a relationship of trust with parents, encouraging open, non-judgmental communication.
2. We maintain confidentiality and sensitivity when discussing safeguarding issues, ensuring parents feel safe and respected.
3. A designated safeguarding lead or pastoral staff are available for parents to discuss concerns and seek guidance.

4.5.1.4 Reinforcing Safeguarding Messages at Home:

1. We provide guidance and resources, including leaflets, online materials, and workshops, to help parents reinforce safeguarding messages at home.
2. We promote conversations about personal safety, online safety, respecting boundaries, and emotional well-being.
3. We encourage parents to maintain open lines of communication with their children and to observe changes in behavior or mood indicative of safeguarding concerns.

4.5.1.5 Collaborative Approach to Child Protection:

1. We view safeguarding as a shared responsibility; parents are informed and encouraged to report concerns about their child's safety or well-being.
2. We work collaboratively with parents to develop support or intervention plans when needed, ensuring consistency and continuity between school and home.
3. When concerns arise, we involve parents early, respecting their insights and experiences to support the child's welfare effectively.

4.5.1.6 Creating an Inclusive Environment:

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1. We actively involve parents from diverse cultural, linguistic, and social backgrounds by providing information in multiple languages and formats.
2. We recognize and respect different family structures and dynamics, ensuring safeguarding practices are inclusive and accessible.

4.5.1.7 Feedback and Continuous Improvement:

1. Our school regularly seeks feedback from parents regarding safeguarding communication and partnership effectiveness.
2. We use this feedback to improve practices and ensure that parental involvement remains meaningful, accessible, and supportive.

4.6 Accountability and Continuous Improvement

Our school is committed to maintaining the highest safeguarding standards through rigorous governance arrangements. We regularly conduct safeguarding audits, self-assessment reviews, and monitor the implementation of policies to ensure effectiveness. External inspections and ongoing data analysis help us identify areas for improvement and confirm compliance with all legal and best practice requirements.

We also prioritize community feedback and stay updated on new laws and societal changes. Policies are reviewed at least annually and revised accordingly to ensure they remain relevant and effective. Continuous professional development, staff training, and transparent reporting underpin our efforts, fostering a culture of accountability that ensures safeguarding is embedded into all aspects of school life. This proactive approach guarantees we continually improve our practices to protect and support every child.

4.7 Our Safeguarding Process: Putting the Child at the Center

At FRAM School, safeguarding is fundamentally about placing the child - each student's safety, wellbeing, and voice - at the heart of every action we take. We understand that issues related to safety and wellbeing can be sensitive and complex, and that addressing them requires compassion, respect, and a holistic approach.

4.7.1. The Role of the Designated Safeguarding Lead (DSL)

While the Head of School Office (HSO) offers immediate, approachable support, the ultimate responsibility for safeguarding lies with the DSL. This highly trained professional manages safeguarding concerns in accordance with school policies and legal obligations, including the Student Conduct and Disciplinary Policy. When a concern arises - whether through disclosure, observation, or

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complaint - the HSO or any staff member will record it promptly and carefully. All documentation, such as observation notes or incident reports, is securely stored to ensure confidentiality and privacy for students and families.

4.7.2 The School Counsellor

Our School Counselor plays a vital role in the child-centered safeguarding process. After a concern is identified, the counselor provides a confidential space for the student to express their feelings and explore their experiences in a safe environment. The counselor assesses the child's emotional and psychological wellbeing, offers support and coping strategies, and collaborates with other professionals if necessary. The counselor ensures that the child's voice is heard and respected throughout the process, helping them feel valued and understood.

His/her role is to listen actively, understand individual concerns, and gently guide students or parents towards appropriate support. This figure ensures that no concern is dismissed or overlooked, creating an environment where children feel valued and safe to speak openly.

4.7.3. The Health and Safety Officer:

Central to our child-centered safeguarding approach is a designated staff member known as the Health and Safety Officer (HSO). The HSO is a familiar, approachable figure available to students and parents throughout the school day and during campus open hours. Whether it's a student feeling worried or a parent seeking advice, the HSO is a friendly, consistent point of contact, someone who creates a sense of security and trust.

4.7.4. The Pastoral Care Coordinator:

Our Pastoral Care Coordinator leads on providing emotional, social, and behavioral support. This staff member works closely with children who have safeguarding concerns, ensuring they receive holistic and compassionate care.

The PCC conducts initial listening sessions, respects the child's feelings, and develops tailored support plans that may involve counseling, peer support groups, or referrals to external agencies. The PCC ensures a seamless, child-focused approach, working with families and external professionals to promote resilience, recovery, and overall wellbeing.

4.7.5 The Class Teacher:

Class teachers are often the first to observe changes in a student's behavior or emotional state and hold a pivotal role in safeguarding. When a concern is identified, the teacher records observations

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and reports it to the DSL or HSO immediately. Teachers foster a nurturing classroom environment where children feel safe to share concerns and know they will be listened to. They support the overall safeguarding process by working collaboratively with counselors, coordinators, and external agencies, ensuring that each child's needs are addressed promptly and compassionately to promote their safety and development.

Our process begins with listening, honoring the child's voice, feelings, and perspective. We approach each concern with sensitivity, ensuring the child feels heard, respected, and supported. Our priority is to understand the issue holistically, considering the child's emotional, social, and physical wellbeing.

This structured, multi-role approach ensures that every child's voice is heard and their wellbeing safeguarded through a coordinated, holistic process. We are committed to supporting our staff and children at every step, fostering an environment of trust, respect, and ongoing care.

Independently of context or situation, the DSL, guided by the principles of safeguarding, conducts a thorough, sensitive assessment. This involves gathering information from the child, parents, and any relevant professionals, always respecting privacy and confidentiality.

We strive to work collaboratively with external agencies, local authorities, or mental health professionals if needed, always aiming for a supportive, holistic solution that prioritizes the child's best interests.

4.8 Confidentiality and Privacy

All records related to safeguarding concerns are stored securely within the DSL's designated area, accessible only to authorized personnel. This strict confidentiality ensures that children and families feel safe and protected, knowing their concerns are treated with respect and sensitivity. We operate within legal frameworks, such as GDPR, to uphold children's privacy rights at every stage.

4.9 Holistic Approaches and Upholding Safeguarding Principles

The DSL's responsibility extends beyond managing individual cases; they are committed to upholding our core safeguarding principles of protection, prevention, proportionality, and partnership. This means:

1. Implementing personalized support plans that address a child's unique needs.
2. Working with external agencies to provide holistic support, whether it's emotional, medical, or social.

3. Ensuring that actions taken are proportional, respectful, and in the best interests of the child.
4. Regularly reviewing the support provided and adjusting as necessary, always aiming to foster resilience, safety, and positive development.

4.10. Policies and Operational Framework

At FRAM School, our safeguarding framework is a carefully constructed network of policies designed to protect every member of our community, from students and staff to visitors and external partners. These policies are not standalone documents; they are interconnected, forming a comprehensive safety net that underpins our daily practices and long-term safeguarding culture.

4.11 A Holistic and Integrated Approach

Our suite of safeguarding policies reflects a holistic approach, addressing every aspect of wellbeing and safety. They are designed to be dynamic, adaptable, and rooted in current legislation as well as best practice standards. Fully aligned with local regulations and statutory guidance, they serve as both preventative tools and reactive procedures, ensuring swift, consistent, and child-centric responses to concerns.

4.11.1 Key Policies in Our Safeguarding Framework

1. **Child Protection Policy:** The cornerstone of our safeguarding framework, this policy sets out the guiding principles and procedures for identifying, reporting, and managing concerns related to abuse or neglect. It details the roles of staff and leadership, providing clear pathways for escalation and external referrals.
2. **Anti-bullying Policy:** Recognizing that bullying and discrimination can seriously impact a child's wellbeing, this policy outlines strategies for creating a supportive, inclusive environment. It emphasizes prevention through education, swift intervention, and fostering a culture of kindness.
3. **Student Conduct and Disciplinary Policy:** This policy comprehensively outlines expected student behavior, details various categories of infractions, and specifies a clear, graduated system of consequences for both first and repeated offenses. Sanctions range from individual observations and conduct grade reductions to temporary/permanent bursary withdrawal, disciplinary transfer, suspension, and expulsion, in full alignment with national educational regulations (e.g., the Student Statute) and the school's ethos. It also defines the roles of various school bodies (e.g., SLT, Professional Council, Administrative Council) in the disciplinary process. Detailed infractions and sanctions are provided in Annex: Detailed Student Conduct and Disciplinary Sanctions.

4. **Health and Safety Policy:** This policy outlines clear procedures for emergencies, including fire drills, medical incidents, and natural disasters, ensuring everyone is prepared to respond calmly and effectively. We promote high standards of hygiene, fostering a healthy atmosphere that prevents illness and supports wellbeing. The school actively monitors safety conditions, investigates all incidents, and implements continuous improvements to prevent risks and protect the physical and emotional health of our school community. This comprehensive approach aims to provide a safe space where everyone can learn and grow with confidence, knowing their wellbeing is committed to and safeguarded at all times.
5. **Physical Contact Policy:** This policy clarifies appropriate boundaries and procedures around physical contact, ensuring that interactions remain respectful, necessary, and transparent, always prioritizing the child's dignity and comfort.
6. **Medical & First Aid Policy:** Focused on the health and safety of students, this policy describes procedures for administering first aid, managing medication, and ensuring medical support in emergencies, always respecting confidentiality and parental involvement.
7. **Online Safety Policy:** With the increasing role of technology in education, this policy provides guidelines for safe internet use, cyberbullying prevention, and digital etiquette, alongside measures to protect students from online harm.
8. **Confidentiality and Data Sharing Protocol:** To uphold trust and legal standards, this protocol details how sensitive safeguarding information is handled; sharing only with relevant, authorized personnel, and in compliance with data protection laws.
9. **Safe Recruitment Policy:** This policy ensures that all staff and volunteers undergo thorough vetting, reference checks, and interviews before employment, maintaining a high standard of safety and professionalism within the school community.
10. **Risk Assessment Procedures:** These procedures outline how the school evaluates safety risks associated with activities, trips, and environments, implementing measures to mitigate potential hazards proactively. These procedures also extend to ensuring the protection of school property and outlining the financial responsibilities for damage or theft, as detailed in the Student Conduct and Disciplinary Policy.

4.12 Regular Review and Continual Improvement

Our policies are living documents - they are reviewed annually or following incidents, legislative changes, or feedback from staff, students, and parents. This continuous review ensures our safeguarding framework remains current, effective, and aligned with evolving best practices.

4.13 Clear Communication for Consistency and Awareness

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To ensure operational effectiveness, these policies are communicated clearly and consistently to every stakeholder. Staff receive regular training and updates, reflecting policy changes and new safeguarding challenges. Students are introduced to relevant safeguarding messages through curriculum and assemblies. Parents and guardians are kept informed via newsletters, meetings, and accessible documentation, fostering a transparent partnership.

4.14 The Power of a Coordinated Framework

When united, these interconnected policies form a resilient, comprehensive safeguarding ecosystem. They provide clarity, accountability, and support for our staff, students, and families, empowering us to respond with confidence, professionalism, and sensitivity to each child's unique needs.

5. Physical Contact and Personal Care

At FRAM School, we recognize that physical contact, when used appropriately and thoughtfully, can be an important part of providing support, reassurance, and care to our students. However, it must always be delivered within a framework of respect, professionalism, and safeguarding to protect the dignity, safety, and emotional wellbeing of every child.

5.1 Training and Awareness

All staff are thoroughly trained to understand when and how physical contact should be used and to appreciate its importance in supporting students' safety and development. Training emphasizes that physical contact should never be for the staff's convenience or as a form of discipline; it is solely to support, comfort, or assist a student in a safe and respectful manner. Staff are also trained to recognize the significance of personal boundaries and to be sensitive to each child's individual needs and cultural background.

5.2 Principles of Appropriate Physical Contact

Physical contact should always be proportionate and justified. It might include guiding a child during a movement activity, offering a comforting touch in an emotional moment, or assisting with physical tasks where necessary, such as helping a student with mobility or personal care routines. Whenever physical contact is necessary, it must be handled in a way that:

- Maintains the child's dignity and respects their personal space.

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- Is appropriate to the age, gender, and individual needs of the child.
- Is conducted openly and transparently, ideally in view of others, to reassure all parties.
- Is a response to a specific need and not used as a form of punishment or for any inappropriate purpose.

5.3 Supporting Personal and Intimate Care

Support with personal or intimate care, such as toileting, changing, administering medication, or medical procedures, is undertaken with the utmost sensitivity and respect. Staff follow clear protocols that are aligned with legal safeguarding standards and best practice guidelines, including a focus on preserving dignity, ensuring privacy, and maintaining confidentiality.

Parental consent is obtained when required, and parents are informed of any care routines that involve physical contact.

5.4. Recognizing and Responding to Discomfort

It is essential that staff remain vigilant to signs of unease, discomfort, or distress from the student during any physical contact or personal care routines. Staff are trained to observe body language, verbal cues, and emotional responses, and to respond immediately and appropriately if a student appears uncomfortable. In such cases, staff will pause and seek consent or reassurance, and where necessary, will involve a senior member of staff or specialized support.

5.5 Safeguarding and Accountability

Our policies uphold that physical contact must be a last resort, used only when necessary and in line with safeguarding principles. Any incident should be recorded appropriately, and staff are encouraged to reflect on their practice regularly. Clear reporting lines are in place for any concerns or incidents, and all records are kept securely and confidentially.

5.6 Cultural Sensitivity and Respect

We acknowledge that cultural differences influence perceptions of physical contact and personal boundaries. Staff are trained to be culturally sensitive and to tailor their approaches accordingly, always prioritizing the child's comfort and understanding.

5.7 Building Trust and Respect

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Our ultimate goal is to foster trust and respect between staff and students. We aim to create an environment where students feel safe to express their boundaries or discomfort without fear or hesitation. Staff are trained to encourage open communication, ensuring that students know their rights and understand that their comfort and safety always come first.

6. Medical and Health Arrangements

At FRAM School, the health, safety, and wellbeing of our students are paramount. Our medical and health arrangements are built upon principles of confidentiality, respect, individual needs, and proactive management. We are committed to creating a supportive environment where every student's medical needs are acknowledged, understood, and managed with sensitivity and professionalism.

6.1 Qualified Support and First Aid

Our school is committed to ensuring the health, safety, and well-being of all students and staff through the availability of qualified support personnel. We employ trained first aiders who are on-site during the entire school day, equipped to respond swiftly and effectively to any medical emergencies. All support staff undergo regular refresher training in first aid, basic life support, and emergency response techniques to ensure immediate and appropriate care is always accessible.

Additionally, we have a dedicated school nurse permanently stationed on the Habermann FRAM Campus, providing expert care and initial medical assessment for students and staff. The school also benefits from the weekly presence of a pediatrician, who offers on-campus consultations and is on call to address urgent health concerns. These resources are designed not only to address injuries but to promote a sense of safety and reassurance among students and staff, fostering a nurturing environment where health concerns are managed professionally and promptly.

6.2 Protocols for Medication Administration

We recognize that many students may require medication during the school day, whether for chronic conditions, allergies, or occasional needs. All medication administered on site follows a detailed protocol:

1. Parental or guardian consent must be obtained in writing before any medication is administered.
2. Medication is stored securely, clearly labeled, and kept in designated areas to prevent misuse or accidental administration.

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3. A record of medication administration is kept meticulously, noting the date, time, dosage, and staff member responsible.
4. Only staff who have received specific training and guidance are authorized to administer medication, following clear procedures that prioritize safety and confidentiality.

6.3 Supporting Students with Ongoing Medical Needs

For students with ongoing medical needs, individualized health care plans are developed collaboratively involving parents, guardians, healthcare professionals, and relevant staff. These plans are tailored to each child's specific requirements and are reviewed regularly to account for any changes in health status or treatment protocols.

Staff are trained to know how to support students with medical needs, whether that involves assisting with medication, managing allergies, or implementing emergency response procedures. This training ensures that staff can respond promptly, calmly, and effectively in any health-related situation, safeguarding the dignity and rights of each student.

6.4 Confidentiality and Information Sharing

Our health policies prioritize confidentiality and respect for students' privacy. Sensitive health information is stored securely, and access is restricted to those staff members who require it to support the child's health and safety. We strictly adhere to data protection and privacy laws such as GDPR, sharing information only on a 'need-to-know' basis, with parental consent when required, and with appropriate professional discretion.

6.5 Preventative and Supportive Approach

Our health arrangements are not solely reactive; they embody a proactive approach that aims to prevent health issues and promote wellbeing. We embed health education into our curriculum, teaching students about personal hygiene, healthy lifestyles, and managing minor health concerns independently where appropriate.

6.6 Fostering a Supportive Environment

We recognize that health concerns can impact a child's ability to learn and engage fully.

Consequently, we ensure that our approach is inclusive, respectful, and sensitive. Children are supported to participate fully in school life without fear of stigma or discrimination. When necessary,

accommodations are made to support individual health needs, promoting independence and confidence.

6.7 Ongoing Review and Improvement

Our medical and health arrangements are subject to regular review, ensuring they align with current legislation, best practice, and the evolving needs of our students. Feedback from staff, students, and parents contributes to continuous improvement, ensuring our policies remain effective, compassionate, and child-centered.

7. Anti-bullying, Harassment, and Peer Safety

At FRAM School, we are committed to creating a school environment where every student feels safe, respected, and valued. We take a firm stance against bullying, harassment, discrimination, and any form of peer harm because we understand that such behaviors threaten the safety, emotional wellbeing, and dignity of our students. Safeguarding is woven into our anti-bullying ethos, emphasizing prevention, early intervention, and ongoing support.

7.1 Cultivating a Culture of Respect and Inclusivity

We believe that a respectful and inclusive environment is fundamental for safeguarding. Our school promotes a culture that celebrates diversity, differences, and individual uniqueness. We actively challenge stereotypes, prejudice, and discriminatory language or behavior, fostering a climate of acceptance and kindness. Our policies, curriculum, and school values reinforce the importance of empathy and mutual respect, helping students develop positive social relationships.

7.2 Proactive and Whole-School Approach

Our anti-bullying program is embedded across all levels of school life. It includes:

1. Houses assemblies and classroom sessions that educate students about the nature and impact of bullying and harassment. These sessions teach students how to recognize unacceptable behavior and understand the importance of standing up against it.
2. Student workshops and activities that promote digital citizenship, empathy, and peer support. We empower students to challenge unacceptable behavior confidently and compassionately.
3. Peer mentoring schemes where older or trained students support younger students are to be developed, creating a network of support and positive role models.

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4. Curriculum integration where social-emotional learning and conflict resolution skills are actively promoted throughout lessons.

This commitment extends to addressing specific harmful behaviors such as serious insults, yelling, shouting, mocking, slandering, name-calling, physical aggression (shoving, slapping, hair-pulling, arm-twisting, disfigurement, bruising, burns, hitting with fists/palms/feet), throwing objects, pushing against walls or furniture, and controlling other students' money or personal belongings.

Such actions are considered serious infractions and are subject to the disciplinary measures outlined in our Student Conduct and Disciplinary Policy.

We are committed to ensuring that all students and their families are well informed about bullying impact and are actively engaged in contributing to the anti-bullying events organised by the school.

7.3 Encouraging Courageous Bystanding and Reporting

We recognize that bullying and harassment often happen in social contexts where witnesses are key to intervening. We actively encourage students to challenge unacceptable behaviors when safe to do so; whether by speaking out, supporting victims, or seeking help from staff.

To facilitate this, we have clear, accessible channels for reporting concerns - such as trusted SWelfare and Pastoral Care team members, Class Teachers and additional academics personnel, designated safeguarding staff, or accessibility to our anonymous reporting systems.

All reports, whether verbal or written, are taken seriously and handled sensitively and confidentially.

7.4 Investigating and Responding Effectively

All incidents of bullying, harassment, or discrimination are investigated thoroughly by trained staff. Our approach is fair, child-centered, and consistent with our safeguarding principles.

Victims receive ongoing support tailored to their needs, which may involve counseling, mediation, or further pastoral care. Offenders are also supported to understand the impact of their behavior and receive guidance to foster positive change.

The disciplinary actions for such behaviors are detailed in the Anti-bullying and Behavioral Policy.

7.5 Restoring Relationships and Promoting Conflict Resolution

We believe in restorative practices, helping those involved to understand the effects of their actions and restoring trust within the school community.

Conflict resolution skills are actively taught through lessons, workshops, and peer mediation schemes, equipping students with the tools to resolve disputes peacefully and constructively.

We emphasize the importance of reconciliation.

7.6 Celebrating Diversity and Fostering a Positive Community Identity

Our school actively promotes a culture where differences are embraced and celebrated. We structure cultural events, awareness weeks, and curricula that highlight diversity, inclusion, and the importance of kindness.

By doing so, we reduce barriers and stereotypes, creating a safe space where all students can thrive.

7.7 Monitoring, Evaluation, and Continuous Improvement

Regular surveys, feedback mechanisms, and incident reviews help us evaluate the effectiveness of our anti-bullying measures. We use these insights to adapt and improve our strategies continuously, ensuring they remain relevant and effective. Our commitment is to sustain a safe, nurturing environment that upholds our safeguarding principles.

8. Risk Management and External Precautions

At FRAM School, safeguarding extends beyond individual student interactions; it encompasses creating a physically safe environment through comprehensive risk management and well-planned precautions. We recognize that safeguarding is an ongoing process that involves identifying potential hazards, assessing risks, and implementing preventative measures to ensure the safety of everyone on campus, students, staff, visitors, and contractors alike.

8.1 Proactive Risk Assessments

Our approach begins with thorough risk assessments carried out regularly across all areas of school activity. This includes everyday classroom routines, playground and sports activities, field trips, excursions, and special events. Each assessment carefully considers:

1. The nature of the activity or environment
2. The needs of individual students, especially those with additional vulnerabilities or medical needs
3. The environment's physical safety features and potential hazards
4. Supervision levels and personnel required
5. Emergency procedures and evacuation plans

These assessments are dynamic documents, reviewed and updated regularly, and especially after incidents or changes in circumstances and to adapt to evolving safety requirements.

8.2 Trip and Event Management

For trips, outings, and extracurricular activities, we apply a rigorous planning process. Every trip involves detailed risk assessments, travel safety protocols, and staff briefings. Parental consent is obtained in advance, and emergency contact details are verified. On the day, designated staff oversee supervision, adhere to safety plans, and ensure that all protocols are followed meticulously to reduce any potential hazards.

8.3 External Visitors and Contractors

All external visitors, contractors, and service providers are subject to strict vetting processes before gaining access to school premises. This includes background checks, verification of qualifications, and briefing on safeguarding expectations. Once on site, they wear badges, are supervised and monitored in accordance with our policies, ensuring their activities do not compromise safety standards.

8.4 Physical Security Measures

Our campus security is designed to safeguard against unauthorized access and protect our community:

- Secure entry points and access controls ensure that only authorized personnel and registered visitors can enter the school during operational hours.

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- Sign-in and badge systems enable staff to quickly identify visitors and professionals, maintaining a secure environment.
- Emergency systems, such as alarms, evacuation routes, and assembly points, are clearly marked, regularly tested, and reviewed.

8.5 Training and Awareness for Staff

All staff are trained in safeguarding and risk management, with specific focus on identifying hazards and handling emergency situations effectively. Regular drills; such as fire drills, lockdown procedures, and evacuation exercises; ensure that every member of our community knows how to respond swiftly in critical situations.

8.6 Community Engagement and Safeguarding Culture

We recognize that safeguarding is most effective when the entire school community actively participates.

We involve staff, students, parents, and external partners in safeguarding protocols, safety audits, and planning.

Open communication channels allow us to gather feedback, address concerns proactively, and adapt risk management strategies accordingly.

8.7 Continuous Improvement and Review

Our risk management framework is not static. We commit to continuous improvement through regular audits, incident reviews, and stakeholder feedback.

These reviews help us identify potential gaps or emerging risks, allowing us to refine safety procedures and ensure our environment remains secure, resilient, and confident in safeguarding standards.

9. Online Safety and Cybersecurity

In our increasingly digital world, safeguarding students extends beyond the physical environment into the vast and complex realm of the internet, social media, and digital technologies. At FRAM

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School, we are committed to creating a safe digital environment that protects students from online risks while empowering them to become responsible digital citizens.

9.1 Embedding Digital Citizenship and Education

Our online safety strategy begins with education. We integrate digital citizenship lessons into the curriculum, teaching students about responsible internet use, privacy, and respectful online interactions. These lessons include understanding personal boundaries, recognizing digital footprints, and being aware of the permanence and public nature of online content.

Students learn about common online risks such as cyberbullying, grooming, sexting, and exposure to inappropriate content. We help them develop critical thinking skills to evaluate online information and interactions, fostering resilience and confidence in navigating digital spaces safely.

9.2 Empowering Students and Staff through Awareness and Skills

Education is complemented by practical guidance: students are taught how to report concerns, set appropriate privacy settings, and avoid risky situations. Staff also receive regular training on emerging online risks, safeguarding procedures related to digital conduct, and how to respond effectively to online incidents.

Awareness campaigns, posters, assemblies, and dedicated workshops further reinforce safe online practices, emphasizing kindness, respect, and the importance of protecting oneself and others from harm.

9.3 Technological Safeguards and Monitoring

To support our safeguarding efforts practically, we utilize robust technological safeguards, including:

- Secure network infrastructure with firewalls, intrusion detection, and content filtering tools
- User access controls and passwords to prevent unauthorized use
- Monitoring systems to flag inappropriate online activity in real-time
- Antivirus and anti-malware protections across devices and network systems

While technology supports safeguarding, we recognize that it does not replace education and vigilance. We therefore promote responsible digital behavior alongside technological measures.

9.4 Managing Personal Devices and Data

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Our policies outline clear guidelines on the use of personal devices within school, emphasizing that students should only use school-approved platforms and devices for learning and communication. We educate students on the importance of maintaining strong, confidential passwords and not sharing personal information online.

We also prioritize data security at the school level, safeguarding personal information of students, staff, and families from unauthorized access, breaches, or misuse. Our data management policies adhere strictly to GDPR and similar regulations, ensuring that all sensitive information is handled ethically and securely.

9.5 Online Conduct and Digital Misconduct Sanctions

Our commitment to online safety is reinforced by clear disciplinary measures for digital misconduct. This includes online harassment or cyberbullying, unauthorized photography, filming, or recording within school premises, and posting such content online without consent.

Specifically, any images or video recordings made within the classroom, school premises, or during school activities, especially if posted online without consent of involved individuals or if they could harm the dignity or reputation of staff or the institution, are considered serious infractions. Such actions, alongside unauthorized access to online lessons or sharing access credentials, will incur disciplinary actions such as conduct grade reductions, temporary device restrictions, and, for severe or repeated incidents, more significant penalties up to suspension or expulsion, as detailed in our Student Conduct and Disciplinary Policy (Section 18 and Annex).

9.6 Creating a Culture of Openness and Reporting

Students and staff are encouraged to speak up if they encounter any online concern or harmful content. We have clear, accessible reporting channels, such as designated safeguarding staff, online reporting forms, or trusted staff members, so that concerns can be responded to promptly. Confidentiality and support services are integral; students are assured that they will be listened to, supported, and taken seriously when reporting online incidents.

9.7 Collaborating with Parents and Guardians

Understanding that safeguarding in the digital age is a shared responsibility, we engage parents and guardians through regular workshops, newsletters, and online safety sessions. These initiatives help families understand the school's online safety policies, learn practical tips to monitor and support

their children's digital activities, and foster consistent safeguarding practices between school and home.

9.8 Review, Evaluation, and Continuous Improvement

Our online safety policy is a living document, regularly reviewed and updated to address new technologies, emerging risks, and feedback from the school community.

We stay informed of the latest online threats and safeguard best practices through participation in professional networks and external safeguarding agencies.

10. Holistic Wellbeing and Mental Health Support

At FRAM School, we recognize that safeguarding extends beyond physical safety; it encompasses emotional, social, and mental wellbeing. We are committed to nurturing resilient, confident, and emotionally healthy students who are equipped to manage life's challenges and reach their full potential. Our approach is holistic, proactive, and child-centered, emphasizing early intervention, supportive environments, and ongoing development.

10.1 Promoting a Culture of Mental and Emotional Wellbeing

Creating a positive school culture where emotional wellbeing is prioritized is fundamental. We promote an environment where students feel safe, valued, and understood. Our approach encourages open conversations about feelings, mental health, and personal challenges, aiming to reduce stigma and foster resilience.

Throughout the curriculum, we incorporate social and emotional learning (SEL), teaching students skills such as self-awareness, emotional regulation, empathy, and conflict resolution. These lessons are embedded in classroom activities, assemblies, and life skills programs, helping students develop the tools they need to navigate social relationships and handle emotional stress constructively.

10.2 Access to Professional Support

Our dedicated counselors and mental health professionals provide accessible, confidential support tailored to individual student needs. Whether a student is experiencing anxiety, depression, grief, or other emotional challenges, we offer timely, child-friendly interventions. Our staff are trained to

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recognize early warning signs, such as withdrawal, changes in behavior, or poor concentration and to respond with sensitivity and professionalism.

We also collaborate with external mental health agencies and services to ensure a comprehensive support network. When necessary, we facilitate referrals for specialist assessments and treatments, always guided by the best interests of the student.

10.3 Creating Safe Spaces for Expression and Reflection

We foster safe spaces within the school where students can express their feelings without fear of judgment. This includes dedicated counseling rooms, peer support groups, and mindfulness sessions. We encourage regular reflection and stress management techniques; such as mindfulness, breathing exercises, and well-being workshops; that help students maintain emotional balance and build resilience.

10.4 Supporting Staff and Families

Recognizing that staff well-being impacts safeguarding effectiveness, we provide wellbeing programs and resources to support our staff's mental health. Regular supervision, peer support, and professional development cultivate a resilient workforce that can model positive coping strategies.

We also actively involve families in promoting emotional wellbeing. Workshops, newsletters, and family support sessions ensure that parents and guardians are equipped with the knowledge to support their children's mental health at home. We foster open communication channels, reassuring families that concerns can be discussed confidentially and addressed holistically.

10.5 Preventative Strategies and Early Intervention

Our focus is on preventing mental health issues from escalating through early detection and intervention. We provide ongoing training for staff to recognize early signs of emotional distress and to respond appropriately, whether through support, accommodations, or external referral.

10.6 Embedding Wellbeing into School Policy

Our holistic approach is reinforced through policies that prioritize wellbeing, such as our Positive Education and Mindfulness policies, that promote kindness, gratitude, and emotional literacy throughout school life.

10.7 Continuous Review and Improvement

We regularly review our wellbeing programs and policies, responding to emerging needs, feedback from students and staff, and new research in adolescent mental health. We stay engaged with external safeguarding bodies and mental health initiatives to ensure our practices remain current, effective, and rooted in evidence.

11. Supporting Diversity and Inclusion

At FRAM School, safeguarding is fundamentally linked to our commitment to creating an inclusive and respectful environment where every individual feels safe, valued, and empowered. We recognize that diversity, whether related to race, ethnicity, religion, culture, gender, sexual orientation, or special educational needs, enriches our community, and safeguarding principles require us to uphold these differences with sensitivity, understanding, and respect.

11.1 Embracing and Celebrating Diversity

We actively promote an environment where differences are celebrated. Our curriculum, school activities, and community events highlight cultural awareness, foster understanding, and challenge stereotypes. These initiatives help students appreciate the richness that diversity brings and cultivate a school culture rooted in equality and respect.

By embedding diversity and inclusion into our policies and daily practices, we reduce the risk of discrimination, bias, and marginalization, all factors that threaten safeguarding. When students feel accepted and understood, they are less vulnerable to emotional harm or bullying, and more confident to seek support when needed.

11.2 Tailoring Support for Individual Needs

Each student at FRAM School is unique, with individual backgrounds, experiences, and needs. Our safeguarding framework ensures that tailored support is available, especially for students with Special Educational Needs and Disabilities (SEND) or those experiencing vulnerabilities related to cultural or religious backgrounds, family circumstances, or social factors.

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Our policies emphasize a person-centered approach, developing personalized support plans in collaboration with families, external agencies, and the students themselves. Staff are trained to recognize and respect the diverse needs of our students, ensuring that all safeguard concerns are addressed fairly and thoughtfully.

11.3 Safeguarding Across Cultures and Contexts

Cultural sensitivity is integral to our safeguarding approach. Staff receive training to understand cultural norms and practices that may impact safeguarding, such as differing communication styles or community-specific issues.

We foster an open environment where students and families feel comfortable discussing their cultural backgrounds, ensuring that safeguarding practices are not based on assumptions but on informed understanding.

11.4 Promoting Equity and Reducing Marginalization

We actively challenge discriminatory language, stereotypes, and prejudice in all forms. Our policies require staff to address bias actively and to promote dialogue that fosters empathy and understanding.

Our anti-discrimination initiatives and inclusion policies aim to reduce vulnerabilities associated with marginalization, helping students build resilience and a positive self-identity.

11.5 Creating a Supportive and Respectful School Environment

Our school strives to be a safe space where every student can express their identity freely, without fear of discrimination or rejection. We promote kindness, respect, and collaboration, believing that safeguarding is strengthened when the entire community upholds these values. We integrate multi-cultural education, anti-bullying strategies, and inclusive practices into our overarching safeguarding framework.

11.6 Engagement with Families and Community

We recognize the importance of involving families and local communities in safeguarding and inclusion efforts. We encourage open dialogue with families, offering workshops, consultation

sessions, and guidance to support understanding of safeguarding practices and reinforce consistent messages about respect and diversity at home and school.

11.7 Continuous Reflection and Development

Supporting diversity and inclusion is an ongoing journey. We regularly evaluate our policies, curriculum, and support mechanisms through staff training, feedback surveys, and community engagement. We stay informed about cultural, social, and legal developments to ensure our safeguarding practices remain relevant and effective.

12. Safeguarding Children at Risk of Specific Harm

At FRAM School, safeguarding is comprehensive and nuanced. We understand that some children face particular risks and vulnerabilities that require specialized attention, vigilance, and proactive strategies. Our commitment is to create a safe environment where all children are protected from harm, whether immediate, ongoing, or emerging, and where their wellbeing and rights are prioritized.

Our safeguarding approach emphasizes awareness, early intervention, and collaboration with external agencies to support children at risk of specific harm, ensuring their safety, dignity, and holistic development.

12.1 Recognizing and Responding to Specific Risks

Our staff are trained to identify signs that a child may be at risk of particular forms of harm, including but not limited to:

1. **Emotional Abuse:** Recognizing physical, behavioral, or emotional signs, and understanding legal and procedural protocols for reporting concerns. We work closely with external agencies and ensure staff are trained, and aware of safeguarding responsibilities related to this.
2. **Radicalization and Extremism:** Staff are trained to understand the signs of radicalization, such as changing behaviors, social isolation, or expressed beliefs that threaten safety. Our Prevent Duty policies ensure that staff know how to spot early warning signs and seek advice from Prevent officers or external safeguarding bodies.

3. **Online Grooming and Sexting:** Recognizing online behaviors that may indicate grooming or exploitation, and providing education to students on respectful online conduct, along with clear reporting procedures.

12.2 Collaborative and Sensitive Intervention

When concerns arise, we act swiftly and sensitively, adhering to our safeguarding procedures. This involves:

1. Sensitive interviews with the child, creating a safe space for disclosure.
2. Careful documentation and secure record-keeping, ensuring confidentiality.
3. Working closely with external agencies, including social services, law enforcement, health professionals, and mental health providers, to coordinate an effective response.

Our primary aim is always to act in the best interests of the child, respecting their dignity and supporting their recovery. We acknowledge that many of these risks are complex, requiring a multi-agency approach to ensure holistic, multidisciplinary support.

12.3 Supporting and Empowering Children

Children at risk of specific harm may experience fear, confusion, or shame. Our staff are trained to provide reassurance, listen without judgment, and empower children to understand their rights. When appropriate, we involve children and their families in safeguarding plans, ensuring their voices are central to the process.

12.4 Preventative Strategies and Education

Prevention is key. We implement targeted education sessions, fostering resilience and equipping children with knowledge of their rights and safety.

We tailor these programs to address specific risks, ensuring children are informed and confident to seek help.

12.5 Continuous Education and Review

We keep staff updated on emerging risks, legal frameworks, and best practices through ongoing training, external safeguarding updates, and participation in safeguarding forums.

Policies and procedures are reviewed annually or following significant events, ensuring our approaches evolve alongside societal and legal changes.

13. Confidentiality, Data Sharing, and Information Management

At FRAM School, safeguarding fundamentally depends on trust. Trust that students, families, and staff can share concerns, disclosures, and sensitive information in an environment of confidentiality, respect, and professionalism. However, safeguarding also requires a careful balance: information must be shared responsibly, appropriately, and in accordance with legal requirements to protect children effectively.

13.1 Foundations of Confidentiality in Safeguarding

Our core safeguarding principle is that confidentiality is maintained unless there is a concern that a child is at risk of harm. We understand that staff members may need to share information with designated safeguarding leads or external agencies to ensure a child's safety. We communicate clearly that safeguarding takes precedence over confidentiality in instances where it is necessary to protect the child from harm.

All staff receive training on the importance of confidentiality, understanding when it is appropriate to share information, and how to handle disclosures or concerns appropriately and ethically. We promote a culture where children are encouraged to speak openly, knowing their privacy and dignity are protected and that their safety remains the priority.

13.2 Secure and Responsible Data Management

All safeguarding-related records, including incident reports, observation forms, written reprimands, and other sanction documents (as outlined in our Student Conduct and Disciplinary Policy), along with sensitive personal information, are stored securely in designated, password-protected systems or locked storage areas within the DSL's office or relevant administrative departments. Access is strictly restricted to those who need the information to protect, support, or make safeguarding decisions about the child, and is maintained in class registers and student matriculation records.

Our data management aligns with applicable data protection laws, such as GDPR. We ensure that personal data is collected, stored, and processed responsibly, with clear policies outlining reasons for data collection, retention periods, and procedures for secure disposal when information is no longer required.

13.3 Sharing Information with External Agencies

When concerns about a child's safety are raised, or in cases of severe infractions (such as those leading to disciplinary transfer, suspension, or expulsion), sharing information with external agencies like social services, health authorities, law enforcement, and the Designated General Directorate for Social Assistance and Child Protection (DGASPC) case manager (as per national regulations like Article 17, point c of the Student Statute) is essential. We do this on a 'need-to-know' basis, ensuring that only relevant information that supports safeguarding and decision-making is shared.

Before sharing, we obtain consent wherever appropriate, respecting the child's right to privacy. In urgent or high-risk cases where seeking consent may cause further harm or delay support, we act promptly and inform the child and family afterward, unless doing so would compromise ongoing investigations or safety.

All information sharing complies with legal requirements and local safeguarding protocols. Staff are trained to document and communicate concerns clearly, factually, and objectively.

13.4 Liaising with Parents and Guardians

We recognize the importance of transparency and partnership with families. Where appropriate, we keep parents informed about safeguarding concerns and the information being shared with external agencies. We aim always to work collaboratively, respecting cultural sensitivities and individual circumstances, with the child's wellbeing at the forefront.

13.5 Handling and Responding to Confidentiality Breaches

In the rare event of a confidentiality breach; such as accidental disclosure or unauthorized access; our procedures ensure immediate remedial action, support for those affected, and a review to prevent recurrence. We foster an environment where staff feel confident to raise concerns about confidentiality or safeguarding issues without fear of reprisal.

13.6 Ongoing Training and Policy Review

Safeguarding policies on confidentiality and data sharing are reviewed annually, incorporating updates from legal changes, professional guidance, and feedback from staff and families. All staff

undergo regular training to remain aware of their responsibilities, ethical considerations, and best practices related to safeguarding information.

14. Responding to Concerns and Incidents

At FRAM School, safeguarding is a fundamental responsibility - one that requires us to act swiftly, compassionately, and professionally when concerns or incidents arise. Our priority is always the safety, dignity, and wellbeing of the child, and our response process is rooted in child-centered principles that promote trust and recovery.

14.1 Immediate and Appropriate Action

The moment a concern emerges, staff are trained to respond calmly and confidently. They listen attentively, without judgement or interruption, allowing the child to share their feelings or disclosures at their own pace. Where necessary, staff follow clear protocols to report concerns promptly to the Designated Safeguarding Lead (DSL) or designated responsible personnel in the absence of the DSL.

The response involves:

- Prioritizing the child's safety above all else. If there is an immediate risk of harm, appropriate emergency actions, such as contacting emergency services or arranging immediate protection, are to be taken without delay. This includes situations involving severe physical aggression/violence, possession of weapons, or severe substance abuse.
- Ensuring the child feels supported and reassured, maintaining their dignity and privacy throughout.
- Recording the concern faithfully, using factual, objective language, with date, time, and the child's own words wherever possible. This documentation includes detailed records in the student's academic file, class register, and specific process-verbal registers for sanctions (as detailed in Articles 18-26 of the Student Statute and our Student Conduct and Disciplinary Policy).

14.2 Thorough Investigation and External Collaboration

The DSL evaluates the concern with additional support from external agencies when needed. A child-focused, proportionate approach is adopted, ensuring that all actions are respectful, justified, and aimed at safeguarding the child's best interests. This may involve:

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1. Collecting further information in a careful, sensitive manner in collaboration with the DSL.
2. Consulting with the Commission for preventing and combating violence, the Professional Council, and the Administrative Council for serious incidents, as outlined in our Student Conduct and Disciplinary Policy.
3. In cases of violence, an interview process guided by specific ministerial orders (e.g., OME 6235/2023) is followed.
 - a. This procedural document from the Romanian Ministry of Education establishes the guidelines, responsibilities, and stages for managing cases of violence involving preschoolers, pupils, staff, and suspicion of violence outside school settings. It applies to intra- and extra-school violence, including abuse, neglect, trafficking, and drug use, and emphasizes a multidisciplinary, interinstitutional approach.
 - i. Key points include:
 1. Scope: Managing cases of violence among students, violence committed by staff, violence against staff, and suspicions of violence outside the school (domestic violence, trafficking, drug use).
 2. Definitions: Violence includes physical, verbal, emotional, sexual abuse, neglect, exploitation, cyberbullying, and violence based on gender, race, religion, or sexual orientation.
 3. Management approach: Involves a multidisciplinary team (teachers, social workers, psychologists, law enforcement, etc.), use of case management tools, and collaboration with external authorities (DGASPC, police, anti-drug agencies).
 4. Procedures:
 - a. Prompt reporting (within 5 days of incident).
 - i. Detailed case documentation (annexed forms/templates).
 - ii. Immediate actions, including ensuring safety, medical assistance, legal reporting.
 - iii. Investigation and disciplinary measures.
 - iv. Support and reintegration plans for victims and perpetrators.
 - v. Prevention activities, ongoing monitoring, and evaluation.
 - vi. Confidentiality and non-revictimization measures.
 - b. Special focus:

- i. Managing severe violence (physical, sexual, psychological, cyberbullying) with legal and institutional cooperation.
 - ii. Managing cases of violence outside school, including suspected trafficking or domestic violence.
 - iii. Plans for prevention, monitoring, and continuous evaluation.
 - iv. Multi-level responsibilities for school personnel, health/social services, law enforcement, and specialized agencies.
 - v.
4. For vulnerable children, consultation with a DGASPC case manager may occur (Art. 17 of the Student Statute).

14.3 Application of Disciplinary Measures

When an incident constitutes a breach of expected student conduct, disciplinary measures will be applied in accordance with our Student Conduct and Disciplinary Policy (Section 18 and Annex). This policy outlines a graduated system of sanctions based on the severity and frequency of the infraction, ranging from individual observations and conduct grade reductions to temporary or definitive bursary withdrawal, disciplinary transfer, suspension, pre-expulsion notice, and expulsion. The involvement of various school bodies (WPC, SLT, Ethics Committee, Behavioral Committee, Administration Commission) in proposing, approving, and applying these sanctions is clearly defined.

14.4 Supporting and Tailoring Recovery

The core aim is to support the child's recovery, this involves:

- Developing personalized support plans based on the child's specific needs and circumstances.
- Providing ongoing emotional reassurance and therapeutic support, where appropriate.
- Facilitating referrals to external professionals, such as counselors or specialist agencies, to address specific issues.
- Collaboratively working with the child, their family (with consent), and external agencies to craft realistic, organic recovery pathways.
- Ensuring that disciplinary actions, such as suspension, serve as reflective periods, offering opportunities for the child to reconsider their actions, receive appropriate support, and reintegrate positively into the school community. For students who have been suspended or transferred, specific support is provided for their successful reintegration into the class and learning activities (Art. 22, 25, 26 of the Student Statute).

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Our monitoring process is continuous and developmental. Regular check-ins, observations, and feedback sessions help us understand how the child is progressing. The recovery plan is adaptable, tailored to their individual strengths and vulnerabilities, and aimed at fostering resilience and confidence. We believe that progress should be organic, built on trust, patience, and personalized support, so each child can overcome challenges in their own unique way.

14.5 Restoring Trust and Confidence

Our approach emphasizes restoring the child's sense of safety, trust, and empowerment. We aim to create a nurturing environment that allows children to heal naturally and develop resilience. Every step of the process, from immediate response to ongoing support, is designed to uphold their dignity, foster recovery, and promote positive growth.

14.6 Ongoing Reflection and Improvement

All safeguarding responses, including the application of disciplinary measures, are reviewed regularly. Staff receive ongoing training to handle incidents with professionalism and compassion. Learning from each incident helps us refine our procedures, ensuring our safeguarding practices remain effective, child-centered, and capable of supporting every child's holistic development.

15. Training, Development, and Continuous Improvement

At FRAM School, safeguarding is an evolving commitment that relies on well-informed, skilled, and reflective staff. We recognize that effective safeguarding practices depend on ongoing professional development, consistent review, and a culture of learning and openness. Our goal is to ensure that everyone in our community is equipped with the knowledge, skills, and mindset needed to uphold the highest safeguarding standards and to respond confidently and competently to emerging challenges.

15.1 Regular Training and Awareness

All staff: teachers, support staff, volunteers, SLT, participate in comprehensive safeguarding training upon induction, which covers fundamental principles such as child protection procedures, online safety, anti-bullying, and responding to disclosures. This training also includes legal updates, case studies, scenario-based learning to reinforce practical understanding, and specific training on the

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implementation of our Student Conduct and Disciplinary Policy and the legal framework of the Student Statute.

In addition to initial training, staff receive regular refresher courses and updates throughout the year. These sessions address new risks, legislative changes, and best practices, ensuring safeguarding remains a dynamic and integral part of daily school life.

15.2 Building a Culture of Reflection and Learning

We foster an environment where safeguarding is embedded within our school culture, encouraging continuous reflection on practice. Staff are supported in sharing experiences, challenges, and good practices through team meetings, supervision, and peer support groups.

This openness helps us identify areas for improvement, adapt our approaches, and learn from incidents or near-misses.

16. Partnership with Parents, Guardians, and External Agencies

At FRAM School, safeguarding is a shared responsibility that extends beyond the classroom walls. We recognize that the most effective safeguarding environment is built on open, honest, and collaborative relationships with parents, guardians, and external professionals. These partnerships are vital in creating a holistic safety net that promotes children's wellbeing and promotes a culture of trust and transparency.

16.1 Building Trust and Open Communication

We are committed to maintaining open lines of communication with families. From the moment a child joins our school, we actively involve parents and guardians in safeguarding practices through orientations, regular updates, and accessible information sharing. We encourage parents to share concerns or insights about their child's wellbeing and advocate for transparency around safeguarding policies and procedures. This includes informing parents/guardians in writing about their child's infractions, disciplinary procedures, and proposed sanctions (Art. 17 of the Student Statute).

Our school provides multiple channels for ongoing dialogue, including parent meetings, newsletters, webinars, and safeguarding workshops. We believe that when families are well-informed and involved, children feel more secure and supported both at home and school.

16.2 Working Collaboratively for the Child's Best Interests

We view safeguarding as a partnership, aligned in the aim of protecting children and promoting their development. When concerns arise, we work collaboratively with families, respecting their insights and cultural backgrounds, to develop tailored support strategies that serve the child's best interests. We ensure that families are kept informed about the steps being taken, as appropriate, and consult them in decisions related to safeguarding and wellbeing, always prioritizing the child's safety and dignity. This includes receiving written notifications of sanctions, bursary withdrawals, suspensions, or expulsions, with a clear confirmation of receipt (Art. 19, 20, 22, 23, 26 of the Student Statute).

16.3 Engaging External Agencies

External agencies, such as social services, health professionals, mental health providers, law enforcement, and specialist safeguarding teams, play a very important role in supporting vulnerable children and reinforcing our safeguarding framework. We establish strong, professional relationships with these organizations and adhere to statutory procedures when referring concerns.

When external intervention is necessary, we act swiftly, ensuring that processes are child-focused, timely, and proportionate. We facilitate multi-agency meetings, attend case conferences, and share relevant information while respecting confidentiality and legal guidelines, always aiming for a coordinated, holistic approach. For serious incidents, especially those involving violence, corruption, or discrimination, we collaborate with the "Commission for preventing and combating violence, corruption, and discrimination in the school environment" (Art. 21, 22, 23, 25, 26 of the Student Statute), as well as local police authorities (e.g., for theft, substance abuse, severe aggression, or false emergency calls).

16.4 Training and Raising Awareness

We extend safeguarding awareness beyond staff and students to include parents and the wider community. Through workshops, information sessions, and resource sharing, we empower families to recognize safeguarding issues, understand their role in protecting children, and navigate online safety, mental health, and other relevant areas effectively. This proactive engagement helps create a consistent safeguarding message and strengthens the protective environment both in and out of school.

16.5 Continuous Feedback and Improvement

Our partnership approach is dynamic, driven by ongoing feedback. We actively seek input from parents, students, and external partners to evaluate our safeguarding practices, policies, and communication methods. This feedback informs our continuous improvement, ensuring that our safeguarding strategies remain effective, relevant, and responsive to community needs.

16.6 Commitment to Transparency and Respect

Throughout our safeguarding work, we uphold principles of transparency, respect, and cultural sensitivity. We operate with a child-centered ethos, respecting family diversity, and ensuring that all safeguarding concerns are handled with confidentiality, sensitivity, and professionalism.

17. Monitoring, Review, and Continuous Improvement

At FRAM School, safeguarding is a dynamic and ongoing commitment. We understand that maintaining a safe and nurturing environment requires constant vigilance, reflection, and adaptation. Our approach to safeguarding excellence is rooted in rigorous monitoring, regular review, and a culture of continuous improvement, ensuring that policies, practices, and practices evolve in response to emerging challenges, new knowledge, and feedback from our community.

17.1 Systematic Monitoring and Evaluation

We employ a range of monitoring tools and evaluation methods to assess the effectiveness of our safeguarding procedures, including the implementation of our Student Conduct and Disciplinary Policy. This includes regular audits, self-assessment frameworks, case reviews of all incidents and sanctions, and staff feedback sessions. These evaluations help us identify strengths, gaps, and areas for development, allowing us to refine our strategies and ensure adherence to legal requirements and best practices.

17.2 Incident and Concern Review

All safeguarding incidents, concerns, and disclosures are reviewed meticulously. This process involves analyzing how concerns were identified, responded to, and managed, including the application and outcome of disciplinary measures. Learning from these reviews enables us to strengthen our response mechanisms, improve staff training, and prevent similar issues in the future.

17.2.1 Overview and Workflow

All safeguarding incidents, concerns, and disclosures are initially reported through designated channels, including incident reports from class teachers, TAs, specialist staff, messages via KP, or email to welfare@framschool.com. Upon receipt, one of four designated staff members in the Welfare and Pastoral Care (WPC) department takes responsibility for the case, ensuring a prompt and thorough review.

17.2.2 Documentation and Data Management

All details of the incident are recorded in formal reports stored securely on the FRAM Drive, within a restricted-access section exclusively accessible to WPC staff. Additionally, a summarized version of each case is logged in the WPC registry. This layered data management ensures:

- Strict control over sensitive information
- Confidentiality of the child's identity and personal details
- Centralized oversight by the DSL (Designated Safeguarding Lead)

17.2.3 Confidentiality and Data Access

The MyConcern platform is to be integrated into our safeguarding framework to track concerns systematically. Access to incident records is tiered:

- The DSL has exclusive, full access to all documents and detailed case records, ensuring centralized oversight.
- Other school staff, external agencies, or committees access only relevant, anonymized or summarized information, in line with strict confidentiality policies.
- When cases require review or discussion by ethics or behavioral committees, the DSL is responsible for maintaining confidentiality, sharing only necessary information on a need-to-know basis, prioritizing the child's privacy and safety.

17.2.14 Criteria for Categorizing Risks and Behaviors

Cases are classified based on the severity and complexity of behaviors and concerns, following the school's behavioral scaling:

- Minor concerns: e.g., low-level verbal disagreements, minor behavioral incidents, or concerns that show early warning signs.
- Medium concerns: e.g., persistent bullying, emotional distress, minor physical actions, or issues requiring counseling or monitoring.
- Serious concerns: e.g., physical injury, repeated abusive behavior, significant emotional trauma, or suspicions of sexual misconduct.

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- Emergency situations: e.g., physical violence, imminent risk to life or safety, substance abuse, trafficking, or cases requiring immediate intervention.

17.2.15 Intervals of Intervention

Intervention and review periods are tiered based on the severity of the concern:

- Minor (24-96 hours): Immediate acknowledgment, initial assessment, basic support, and monitoring.
- Medium (24-72 hours): In-depth assessment, involve external agencies if needed, and implement support plans.
- Serious (24-48 hours): Rapid response involving safeguarding team, external agencies, and urgent intervention measures.
- Emergency (within 24 hours): Immediate action - precise response to imminent risks, safeguarding children from harm, medical or law enforcement involvement.

17.3 Staff Reflection and Professional Development

At FRAM School, we cultivate a culture of continuous reflection and professional growth among staff, emphasizing the importance of safeguarding as a shared responsibility. Regular safeguarding meetings, tailored professional development sessions, and supervision support staff in maintaining high standards of safeguarding awareness, responsiveness, and ethical practice. We actively encourage staff to share experiences, ask questions, and develop their skills, ensuring they stay informed about best practices, legal requirements, and effective intervention strategies, including a thorough understanding of the Student Conduct and Disciplinary Policy.

To foster ongoing well-being and resilience, the DSL and WPC team have established two dedicated weekly intervals for the entire FRAM staff body. During these sessions, a variety of activities - including feedback discussions, wellbeing exercises, restorative practices, and educational workshops - are facilitated. These structured intervals provide opportunities for staff to reflect on challenging situations, share concerns, and develop skills to navigate personal and professional challenges effectively. Such initiatives promote not only safeguarding competence but also mental health, team cohesion, and a positive school environment, ultimately ensuring staff are well-equipped and motivated to uphold the safety and wellbeing of all children in our care.

17.4 Community Feedback and Engagement

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Our safeguarding policies and practices are continually shaped by active feedback from students, parents, staff, and external partners. We regularly seek input through surveys, focus groups, and informal discussions to ensure our procedures remain relevant, accessible, and sensitive to the needs of our community.

Recognizing the importance of parent involvement, we plan to implement a biannual questionnaire specifically designed to gather parents' perspectives, experiences, and suggestions regarding our safeguarding measures, communication, and overall school environment. This will enable us to assess community confidence, identify areas for improvement, and ensure our safeguarding practices are responsive and aligned with the expectations of families we serve.

Through ongoing engagement and listening, we aim to foster a transparent, collaborative relationship with our community, ensuring everyone's voice contributes to maintaining a safe, inclusive, and supportive school environment. Regular feedback not only enhances trust but also ensures continuous refinement of our safeguarding approach, reflecting evolving societal standards and the diverse needs of our school community.

17.5 Staying Current with Legislation and Best Practice

We keep abreast of legal updates, emerging safeguarding issues, and industry standards through membership in safeguarding networks, attendance at conferences, and collaboration with external agencies. This ensures our policies are aligned with current legislation (including the Student Statute and specific ministerial orders) and reflect innovative practices within the safeguarding field.

17.6 Review of Policies and Procedures

Safeguarding policies are reviewed at least annually or following significant incidents, legislative changes, or community feedback. This review process involves a cross-section of staff, governors, and external advisors to confirm that our safeguarding framework remains effective, comprehensive, and child-centered. We review our policies once every 12 months if no relevant legislative changes occur.

17.7 Embedding a Culture of Continuous Improvement

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Our ultimate goal is to embed a safeguarding culture that values learning, openness, and shared responsibility. By fostering an environment where challenges are seen as opportunities for growth, we ensure that safeguarding remains a living, breathing aspect of our school ethos, always striving to improve and adapt in the best interests of our children.

18. Extract from Student Conduct and Disciplinary Policy

At FRAM School, fostering a positive and safe learning environment is paramount. This Student Conduct and Disciplinary Policy outlines the expectations for student behavior and the procedures for addressing misconduct. It is aligned with the school's overarching Safeguarding Policy and national education regulations, including the Student Statute (*Statutul Elevului*), to ensure fairness, transparency, and a child-centered approach.

18.1 Purpose

This policy aims to:

1. Clearly define expected standards of behavior for all students.
2. Provide a clear, graduated system of consequences for various types of infractions, ensuring consistency and proportionality.
3. Promote a culture of personal responsibility, respect, and mutual understanding.
4. Ensure that all disciplinary actions support student wellbeing, encourage positive behavioral change, and facilitate reintegration.
5. Clarify the roles and responsibilities of students, staff, parents, and relevant school bodies in the disciplinary process.
6. Core Principles

18.2 All disciplinary actions at FRAM School are guided by the following principles:

1. **Child-Centered Approach:** The safety, wellbeing, and best interests of the child are always the primary consideration.
2. **Fairness and Transparency:** Procedures are clear, consistent, and applied impartially, with opportunities for students and parents to understand and appeal decisions.
3. **Graduated Response:** Sanctions are proportionate to the severity and frequency of the infraction, escalating as needed.
4. **Prevention and Education:** Emphasis is placed on teaching positive behaviors, understanding consequences, and preventing recurrence.

5. **Restorative Practices:** Where appropriate, disciplinary processes aim to repair harm, restore relationships, and promote learning from mistakes.
6. **Collaboration:** Parents, staff, and, where necessary, external agencies are involved to ensure comprehensive support.

This policy applies to all students of FRAM School during school hours, on school premises, during school-organized activities (e.g., trips, events), and during online interactions related to school. Infractions occurring outside school context but impacting the school community may also be addressed as per national legislation.

18.3 General Disciplinary Process

1. **Identification of Concern:** Any staff member observing or being informed of an infraction will record the incident factually and promptly.
2. **Initial Response & Dialogue:** For minor incidents, an individual observation, discussion, and counseling will be undertaken by the teacher or Class teacher.. Parents will be informed as appropriate.
3. **Escalation & Investigation:** For more serious or repeated infractions, the DSL, in collaboration with the Class Teacher / Teacher Assistant, will investigate further. This may involve discussions with the student, parents, and other relevant parties.
4. **Proposal of Sanction:** The proposed sanction is determined based on the nature, severity, and frequency of the infraction, consulting the detailed guidelines in the Annex. This proposal may come from the Class teacher, Head of Academics, Head of Welfare and Pastoral Care, Wellbeing Counsellor, School Nurse, School Doctor, DSL or relevant staff.
5. **Approval of Sanction:** Sanctions are approved by the appropriate school body (DSL, SLT) as specified in the Annex and national regulations.
6. **Communication & Documentation:** The sanction and its rationale are communicated clearly to the student and parents/guardians, typically in writing. All actions are meticulously documented in the student's file, class register, and other official records.
7. **Support & Reintegration:** Following any sanction, appropriate support is provided to the student to address underlying issues, promote positive behavior, and facilitate their successful reintegration into the school community.

18.4 Types of Sanctions

Sanctions at FRAM School are aligned with national regulations (e.g., Art. 16, 21-26 of the Student Statute) and include, but are not limited to:

1. Individual Observation
2. Written Reprimand
3. Reduction of Conduct Grade
4. Temporary or Definitive Bursary Withdrawal
5. Disciplinary Transfer to a Parallel Class
6. Temporary Suspension from School Activities
7. Pre-expulsion Notice
8. Expulsion :
 - a. With the right to re-apply for admission in the next school year
 - b. Permanent expulsion (for post-secondary education).

19. Extract of the Suspension Policy

Implementing a clear safeguarding response and suspension policy is fundamentally in the best interest of the child. These measures serve multiple vital purposes:

1. **Ensuring Safety and Well-Being:** The primary goal is to protect every child from harm, whether physical, emotional, or psychological. By responding swiftly and appropriately to concerns, staff create a safe environment where children feel secure and supported.
2. **Supporting Emotional and Psychological Recovery:** When a safeguarding concern arises, or when a child's behavior requires intervention, these policies are designed to provide reassurance and stability. They help children feel valued and understood, which is critical for their emotional health.
3. **Promoting Fairness and Transparency:** The structured approach to suspension and discipline ensures that children are treated fairly and consistently. Transparent processes help children understand boundaries and expectations, supporting their sense of justice and trust in the school.
4. **Preventing Escalation:** Early and proportionate responses prevent issues from escalating into more serious situations. Situations are managed promptly to de-escalate risks and encourage positive behavior.
5. **Fostering Responsibility and Accountability:** The policies encourage children to understand the consequences of their actions within a supportive framework. This helps develop their sense of accountability, resilience, and social responsibility.
6. **Reinforcing a Culture of Respect and Care:** By prioritizing dignity, privacy, and support during disciplinary measures, the policies promote a caring school community that values every child's welfare and rights.

7. **Enabling Reintegration and Rehabilitation:** When suspensions are used, they serve as reflective periods rather than purely punitive measures. They provide opportunities for the child to reconsider their actions, receive appropriate support, and reintegrate positively into the school community.

19.1 Dictionary of Definitions

Term	Definition	Purpose
Incident	An event where a behavior or occurrence deviates from expected conduct, potentially affecting safety, well-being, or school climate.	Clarifies that not all incidents are accidents and may require review.
Accident	An unintentional event resulting in harm or potential harm, without intention to cause injury or damage.	To distinguish from deliberate acts; focus on safety improvements.
Behavior	Overt actions or reactions of students that affect safety, respect, or compliance with school rules.	Used to identify whether an action is considered safe or unsafe.

Minor Misbehavior	Small-scale actions that disrupt learning or social harmony but do not pose significant safety risks, such as calling out, minor teasing, or slight rule-breaking.	To identify behaviors that can be addressed through guidance and positive reinforcement.
Moderate Misbehavior	Repeated or more disruptive actions, such as physical contact without injury, persistent defiance, or bullying that impacts others' well-being.	To indicate intervention points that may involve restrictions, warnings, or support strategies.
Severe Misbehavior	Actions involving serious physical or emotional harm, repeated violations of safety protocols, or behaviors with ongoing negative impact.	To delineate cases requiring immediate and serious disciplinary responses, including suspensions.

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Restorative Practice	An approach focusing on repairing harm caused by misconduct through dialogue, apology, and understanding, rather than punishment alone.	To promote accountability and emotional learning.
Suspension	The temporary removal of a student from normal school activities due to serious or repeated misconduct, intended for reflection, safety, or behavioral correction.	To manage risks and encourage behavioral change while safeguarding the learning environment.
Exclusion	More extended or permanent removal from school, used for serious or ongoing safety concerns, after due process.	To protect the school community during critical situations.

19.2 Detailed Behavioral Intervention measures

19.2.1 Detailed Behavioral Table Early Years

Age Group	Type of Behavior / Incident	Examples	Restrictions / Actions	Duration	Notes
Early Years (Nursery & Reception)	Minor Disruptions	Calling out, wandering, minor arguing	Verbal warnings; redirection	N/A	Focus on calming and guidance.
	Minor Unsafe Behavior	Running into unsafe areas, minor bumps	Supervised activities, close monitoring	N/A	Immediate safety measures.
	Repeated Minor Incidents	Wandering off repeatedly, minor rule-breaking	Additional supervision, gentle timeout	N/A	Supportive guidance, reinforce boundaries.

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	Moderate Unsafe Behavior	Throwing toys, pushing, minor physical conflicts	Temporary restriction from play, supervised time-out	Half-day	Emphasis on safety and behavior education.
	Physical Aggression (e.g., hitting, biting)	Hitting during play	Supervised time-out, restricted access	Full-day in extreme cases	Focus on emotional regulation.
	Serious Unsafe Incident (e.g., injury)	Biting, significant injury	Immediate safety review, parent contact	Full-day or longer if needed	Follow-up support required.

19.2.2 Behavioral Table for Years 1-3

Type of Behavior / Incident	Examples	Restrictions / Actions	Duration	Notes
Minor Misbehavior	Disruption during lessons, calling out, minor rule-breaking	Verbal warnings; behavior charts; gentle redirection; restrictions to recess access.	restrictions to recess access.	Focus on teaching expectations and positive reinforcement.
Persistent Disruption	Continual talking, refusal to follow instructions, minor defiance	Restricted access to certain activities or clubs; timeout	restrictions to recess access, study room, no Houses or clubs	Emphasis on reflection and understanding consequences.

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Bullying / Repeated Unkind Behaviour	Name-calling, excluding peers, minor teasing	Parental involvement, behavioral support plans, restricted participation	Half day	Focus on empathy-building and restorative practices.
Physical Conflict	Pushing, minor fights, physical roughhousing	Supervised time-out, restricted participation in free play	Half day- 1 day	Conflict resolution support provided.
Repeated Physical Aggression	Multiple incidents of hitting or pushing	Extended exclusion from activities, behavioral intervention	Up to 3 days	Ongoing behavioral support and review.
Serious Incident (e.g., fight, injury)	Fight resulting in injury, serious breach of safety	Immediate suspension, safety measures enacted	3 days or more	May involve external agencies or further review.

19.2.3 Behavioral Table for Years 4-5

Type of Behavior / Incident	Examples	Restrictions / Actions	Duration	Notes
Minor Misbehavior	Disrespectful language, disruptive behavior, minor rule-breaking	Verbal correction, behavior contract, gentle redirection	N/A	Focus on reinforcing expectations and positive behavior.
Moderate Misbehavior	Bullying, damage to property, repeated defiance	Restricted participation in clubs or house activities, supervised time-out	Half-day to 1 day	Emphasis on restorative justice and addressing cause.

Repeated Bullying or Unsafe Actions	Persistent verbal or physical bullying	Extended exclusion from activities, mandatory counseling/support	1-3 days	Support for emotional and social development.
Severe Incident (e.g., fight, physical assault, serious breach of safety)	Fight, serious bullying, verbal abuse causing distress	Long-term suspension, external agencies involved if necessary	3 days or more	Ensuring safety and accountability, potentially leading to further review or sanctions.

19.3 Explanation of intervention action and Application Timeline

1. Warning/Warm-up Stage: Verbal warnings, individual counseling, and behavior guidance.
2. Record and Observation: Final warnings, written observations, or behavior contracts after repeated minor offenses.
3. Suspension: For persistent misconduct, serious threats, violence, or illegal activities. Duration depends on severity but generally up to 15 days/year.
4. Expulsion or Legal Action: For criminal behavior, illegal substances, dangerous weapons, or severe violence. Such measures are taken following legal procedures and school policies.

19.4: Procedures and Support

1. Notification: Parents are involved early and regularly, especially in repeated or serious incidents.
2. Records: All sanctions are documented in student files, with a clear record of violations and actions taken.
3. Legal & Disciplinary Process: Severe cases are reported to authorities, with formal hearings and documentation.
4. Reintegration: After suspensions, students undergo counseling, behavioral support, and formal reintegration meetings, emphasizing future positive conduct.



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