

The Franco-Qatarien Voltaire high school in Doha

Charter

« Child protection »

School year 2019-2020

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Introduction

The Franco-Qatarien Voltaire high school in Doha trains students to multi-culturally, open, and ready to take their place in an interdependent world. They have a high standards and willingness to provide excellent training, accompany the academic development as staff of students of all nationalities, through French programs and exams, as well as trilingual education: French, Arabic and English.

Choosing the Franco-Qatarien Voltaire high school also means participating in a “living together” which favours the freedom of each person to choose their path, equality of all in the face of access to excellence and training, and the desire to make the high school a place of fraternity between the nationalities represented there, allowing the students of the high school Voltaire to enrich their culture with the culture of others.

Taking into account the welfare of the child is at the heart of Franco-Qatarien Voltaire's policy.

The purpose of this Charter is to enable the school establishment to put in place measures to prevent and protect children against physical and moral abuse of which they could be the victims.

This Charter is added to the establishment's charter, its educational project and / or its internal regulations and does not in any way replace them.

The Charter applies to all employees and volunteers who work at the school.

Each site has a child protection steering group: a coordinator and two Officers.

Officers are chosen for their skills

The main objectives of our Child Protection policy are as follows:

Ensure that we practice recruiting by ensuring the suitability of staff and volunteers to work with children.

Establish a safe environment in which children feel safe in which they are encouraged to speak, in which they are listened to.

Educate children on child protection issues and equip them with the skills to ensure their own safety.

Develop and implement procedures for identifying and reporting suspected or proven cases of ill-treatment.

Support all the suffering students.

Contribute to the well-being of children by ensuring their protection against abuse, in partnership with parents.

Work in close collaboration with other organizations:

- The Qatari Ministry of Education: Supreme Education Council
- The Society for the Protection of Women and Children in Qatar
- The Qatari police forces

I/ Organization and management

For the management of the high school:

- Ensure that the Officers receive the necessary training to fulfill their role.
- Ensure that all staff, including temporary staff and volunteers, know the Officers and their role.
- Make sure that all staff and volunteers understand their responsibilities and are attentive to any suspicious signs relating to the welfare of the child.
- Ensure that parents are informed of the arrangements put in place.
- Establish effective relationships with the competent bodies.
- Keep a “paper” register containing the files of proven cases of mistreatment (with the actions taken), the files of suspected cases, and other reports.
- Ensure that all records are kept secure, separate from the student's academic record.
- Develop and follow any procedure for making allegations against a member of staff or a volunteer.
- Ensure that recruitment practices are safe.

For educational staff

- Transmit knowledge about the risks they may run in everyday life and the different forms of dangers they may face. This transmission takes place in the context of awareness programs and sessions.
- Help students acquire skills to learn how to protect themselves and ask for help. Make them aware of their rights and the child protection system.
- Foster a positive, stable and safe environment and give importance and attention to each child.
- Ensure, when a Student has a file in the "Child protection" register, that the information is transmitted.

II/ Monitoring and evaluation

Our child protection policy is monitored by a steering group. This group meets at least 3 times a year to ensure the effectiveness of the practices put in place for the protection of minors within the establishment.

This monitoring and education is based on cultural developments and local legal requirements.

The Officers and coordinators of the 3 campuses update the content of the charter and make the necessary improvements at the end of each school year. For the Al Waab site by Mr. Larabi, for Salwa site by Mr. Chalbi, for West Bay site by Mrs. Trooster who also acts as coordinator of the system.

III / Visitor reception procedure

A visitor is considered to be any person who is not employed by the school or who is not a student currently enrolled at the Franco-Qatarien Voltaire.

During class time (between 7:00 a.m. and 4:00 p.m.), the visitor must report to the security office and present a piece of identification. Against signature, the guard gives him a "visitor" badge which must remain visible during the time of presence in the establishment. The establishment will establish identification of "visitors" with a specific badge identifiable by its colour.

The times of departure, arrival, surname, first name and identity number are recorded in the security register.

Child protection is the responsibility of all school staff. When an employee notices a person not identified by a visitor badge, it is their duty to approach them and ask them to go through security to be identified.

School employees are required to wear their badges at all times.

An extensive network of security cameras around and within the school acts as a deterrent and helps further investigation of incidents.

IV/ Student reception and Retrieval procedure

Reception

Students are welcomed from 6.30 a.m.

Students in nursery Classrooms must be supervised by a nursery assistant at the home Leisure where space is reserved for them, until the classroom doors open.

After 7:30 am, parents are considered visitors and will no longer be allowed to accompany their child to class. A staff from "school life" will take over for elementary school.

Students in elementary Classrooms are dropped off by parents at the entrance to the hall. Parents are not allowed to enter the basic play area of the lobby. The Students are then supervised by school life staff from 6.30 am to 7.20 am then by teachers from 7.20 am to 7.30 am (class start time).

Any student arriving late, up to 8 am, can be accompanied to school life. A staff will notify the delay, give him a "late" ticket and he can join his class.

Exit

Parents will no longer be considered visitors from 12:20 p.m., so they will have to wear a badge.

For kindergarten:

They can wait in the reception hall. From 12:30 p.m., they will be able to pick up their child at the door of the classroom. The preschool assistant or the teacher is present at the exit of the class for verification.

After 12:45, parents will be able to pick up their child at the level of School Life.

Between 12:45 p.m. and 1:55 p.m., no parent is allowed to stay in the school hall or

gymnasium. They can wait for elementary school to exit in the lobby.

For primary school children:

From 1:50 p.m. to 2:00 p.m., parents can pick up their child at the level of their class. Children enrolled in the supervised study are led by the teacher to the assembly point

After 2:00 p.m., the other children are taken to school

When a child is not picked up by his parent, he is necessarily taken to the library by the teacher who takes care of the library. Late parents pick up their child from the library and sign the attendance register.

V/ supervision of and assistance to students

The establishment organizes the supervision of students and ensures their behavior and the detection of risky situations in order to prevent danger.

During recess, active surveillance by staff ensures that no area is left unattended. Teachers and supervisors agree to take charge of the students. Each child who reports an incident must be listened to by a responsible adult who will write a report form

In kindergarten, students going to the toilets are accompanied by the teacher or preschool assistant. In elementary class, children are not allowed to use the toilet during class time. Exceptionally, the teacher can grant using the toilet to a child.

VI/ Medical procedures

School nurses occupy their posts at the 3 sites (WB, Al Waab, Salwa). The infirmary is open every day of class from 7 a.m. to 4 p.m. depending on service requirements

The nurse keeps a medical register in which all passages and information relating to each student are recorded.

Children who go to the infirmary are accompanied by a friend and carry a ticket issued by the teacher. An "infirmary report" (Annex 9) is drawn up and given to the student or his teacher. It serves as a "return ticket to class" and will be given to parents for information.

Sick child

Children should not come to school if they show signs of fever or severe weakness.

If the student's state of health requires returning home, the nurse will notify the teacher through the report, contact the parents, and inform school life.

The sick student will wait for his parents at the infirmary where they will pick him up and sign an early discharge form at the school life office and at reception.

Parents who are absent from the country and who entrust the custody of their child to a third person must indicate in writing that this person is legally responsible for the child during this period.

No medication will be administered to the child without a medical prescription delivered by the parents personally to the nurse.

For health safety reasons, medications should under no circumstances be given to the child and left in his satchel.

Family employees are not responsible for transmitting medical information. Parents should be contacted directly.

Any absence of more than 3 days must be justified by a medical certificate and the eviction period must be respected.

The student will not be allowed to enter the classroom if the medical certificate is not provided or respected.

Contagious diseases

Parents are required to report any contagious disease in their family to the school infirmary.

After an absence due to a contagious disease, the student cannot return to school without a medical certificate confirming the child's non-contagiousness.

The nurse contacts the contagious diseases department of the Ministry of Health to report the case and follows their recommendations.

The nurse regularly checks the cleanliness and hygiene of the classrooms and toilets.

Evacuation of the student

In the event of an accident, the parents are contacted for support for their child.

The nurse explains the situation to them and the parents take their child to a doctor or to a hospital.

However, if the child's state of health requires it or if the parents cannot be reached, the Student can be taken care of by an ambulance to a care establishment, without waiting for the parents' consent, upon decision from the school nurse.

Accident report

When a student is injured during class or on duty at school, the establishment fills out an accident report.

The establishment takes out insurance for all its students for both school and extracurricular activities.

In the event of an accident, parents must provide the school as soon as possible with a medical certificate confirming the injuries to the school infirmary.

VII/ Child protection procedures

Child abuse is defined by the 1989 UN Convention on the Rights of the Child as “any form of violence, physical and mental abuse or brutality, neglect and neglect, ill-treatment or abuse ‘Exploitation, including sexual violence’.

All staff members have a duty to ensure the welfare of children and should be alert to any signs of suffering.

School personnel have a duty to report any concerns relating to the welfare of a child.

It may also be necessary to inform the Society for the Protection of Women and Children in Qatar (upon decision of the head of the establishment).

Points of reference on the different types of abuse.

- Physical violence refers to any deliberate use of physical force against a child which constitutes a threat to his or her health, development and / or self-respect. There is a gradation of acts of physical violence. All must be reported.
- Child sexual assault refers to any sexual act committed against a child. Both attempted assault and assault must be reported.
- Neglect occurs when the adult does not meet the basic needs of the child; whether they are physical, emotional, medical or educational.
- Psychological violence must be considered with the same attention as physical violence. Adult behavior can thus take various forms: rejecting the child,

isolating it, ignoring it, terrorizing it, corrupting it or exploiting it.

Annual training will be given by the site nurse on abuse screening.

Actions taken by staff

If a member of staff suspects a case of abuse, they should complete the "Child Protection" report form (Annex 1), indicating all relevant elements and separating facts from impressions. This document is given to the Officers who decide on the follow-up to be given.

The confidentiality work process in the event of abuse:

- A file is opened in a special "Child Protection" register with all the data necessary for monitoring.
- The child is met by the Officer.
- Possible meeting with the nurse: She examines the child, after his agreement, to check for the presence of marks, bruises, redness or bruising, the same applies to cases of suspected physiological abuse. She writes an infirmity report which will be given to the parents.
- The teaching team is listened to.

When the suspicion is unfounded, the report form and the notes taken will be kept in the "Child protection" register.

If the abuse remains at the stage of suspicion, the child will be placed under surveillance during which the referent and school employees will observe the child's behavior more precisely.

If the abuse is proven, the child should benefit from immediate protection. The coordinator notifies the head of the establishment.

Parents are invited to discuss the facts or a suspicion. The coordinator specifies that one of the school's missions is to protect the child and that the principal has a duty to report any abuse to the Society for the Protection of Women and Children.

Qatari authorities are informed

VIII/ Exemplary behavior of staff

Each staff must wear their identification badge throughout their working day. Adults are called upon to behave impeccably.

Respect between everyone, adults and children, is essential. Everyone must remain courteous and polite to their interlocutor.

The staff working in the establishment are in a position of authority over the children. They cannot therefore behave as a “buddy” with them and must under no circumstances find themselves in critical or ambiguous situations.

- Prohibition of any inappropriate manifestation of affection towards a child.
- Avoid all physical and / or familiar contact.
- Prohibition to stay alone in a room with a child.
- Special prohibition on correspondence (mail, Internet) with a child, except strictly related to work.
- It is forbidden to invite a child home as long as he is a student at the establishment.
- Ban on forming links with students via social networks.
- Prohibition on loaning books or DVDs that do not come from the establishment (media library, CDI) to a student without parental consent.

All staff have a duty to report ambiguous or risky behavior or situation. He must also notify the head of the establishment.

Each staff must have a healthy, respectful and unambiguous relationship (no inappropriate gestures, no insults, etc.).

IX / cases of child abuse by a staff member

In the event of a suspicion of mistreatment of a member of staff towards a child, an investigation is opened as soon as possible. The coordinator should determine their veracity by hearing the witnesses and gathering as much evidence as possible.

In the event of proven abuse, the staff member will be immediately suspended from duty.

X/ Recruitment

The head of the establishment or the person in charge of recruitment must judge the applicant in a short time and ensure that he has the skills, qualities and guarantees necessary to work in contact with minors.

Before any promise of employment, even informal, the recruiter obtains the following documents, for a future employee as for a volunteer:

- A copy of identity proof;
- Valid Qatari ID if local recruitment
- The extract from the criminal record;
- A CV with mention of previous experiences and employers;
- A cover letter ;
- The Child Protection Charter read and signed;
- The internal staff regulations read and signed;
- The internal regulations of the establishment read and signed.

Additional checks should, as far as possible, be carried out during or in parallel with the interview:

- Ask the applicant about their experience / motivation. The questions aim in particular to put the applicant in a situation and to check his aptitudes. They can allow the recruiter to detect an incompatibility at work with children.
- Contact previous employers after obtaining the authorization of the applicant

Include in the employment contract a mention of the essential character of exemplarity and moral qualities of the worker in the context of his work with children.

XI/ IT and security

The teaching team shall ensure that the legal framework and the rules protecting the interests of third parties and public order are respected:

- It informs the principal of illegal activities that may be observed in the use of the school's multimedia services.
- It trains students in the use of multimedia services and the related rules.
- It makes students aware of the risks associated with transmitting information on the Web.

- The school is setting up a device for filtering web browsing.

At the start of the year, the students sign the "Charter for the use of school computer tools". (Annex 5)

XII/ School trips

During school trips and in order to preserve the well-being of students, the establishment puts in place clear rules, in particular concerning the supervision of children, information and means of transport.

A memo summarizes the conditions and documents required for an outing. (Annex 6).

A specific charter is signed by each accompanying parent (Annex 7).

XIII/ Students with Special Educational Needs

The director, the cycle coordinators and the teacher are in charge of monitoring the Students with Special Educational Needs.

First, a Personalized Educational Success Program is offered. It is an individualized action plan put in place for each student who encounters difficulties in their schooling. It can also be set up for the student who does not master the skills of the common base.

Intellectually precocious child also benefit from a Personalized Educational Success Program which contributes to their development, their welfare, and learning adapted to their possibilities.

At the end of one or more Personalized Educational Success Program, if the device seems insufficient, the teacher must complete an Students with Special Educational Needs reporting form (Annex 3). From then on, an educational team was assembled. It is a meeting between the director, the parents, the child's teachers, the nurse and any other person involved in the education or in the care of the child (psychologist, speech therapist, etc.)

During this meeting, additional information is requested from parents (psychological assessments, monitoring outside of school, etc.). The school directs the family to recognized specialists but cannot impose examinations or specialists.

A Personalized Support Plan can then be offered for the child.

The Personalized Support Plan is an educational support system aimed at first and second-degree students for whom adjustments and adaptations of an educational nature are necessary, so that they can continue their school career in the best conditions. .

The Personalized Support Plan responds to the needs of students who experience lasting academic difficulties due to one or more learning disabilities.

One of the measures of the Personalized Support Plan may be the intervention of special needs assistant.

The special needs assistant is subject to the approval of the site referent and is employed by the child's family. An agreement is signed.

Students with Special Educational Needs files are entered in the “Students with Special Educational Needs” register in paper and digital format. The Personalized Educational Success Program and Personalized Support Plan are also attached to the child's school record.

XIV/ student behavior

The internal regulations govern the life of the students within the establishment. This regulation includes:

- The rules of life
- Educational measures

These regulations are signed by the parents upon registration and a simplified regulations are presented to the students and are signed at the start of the year.

XV/ Right to the image

The Franco-Qatarien Voltaire is sensitive to the wishes of parents regarding the distribution of photos and videos of their child.

Parents authorize, by signing the internal regulations of the establishment, a right to the image for internal distribution: posting within the school, secure class blog, school newspaper.

When signing the internal regulations, parents can, if they wish, give permission for the content to be disseminated publicly: school website, social networks, etc.

ANNEXS

Annex 1 : « Child Protection » report form

Use this form when you have concerns about a student and perceive one or more signs of abuse.

This form must be submitted or sent electronically to the "Child Protection" Officer concerned.

Date	
Name and first name of the declarant	
Name and first name of the student concerned	
Classroom	
Signs noticed	
Impressions of the situation	
Signature	

Annex 2 : « Students with Special Educational Needs » report form

Use this form when the aids provided to a student (differentiation, complementary educational activities, Personalized Educational Success Program) remain insufficient to allow a student to progress normally.

This form must be submitted or sent electronically to the site manager.

Date	
Name and first name of the declarant	
Name and first name of the student concerned	
Classroom	
Aids used	
Current behavioral observation	
Current situation in terms of learning	
Approximate level in French (ex: end of CE1)	
Approximate level in Mathematics	
Signature	

Annex 3 : Mission of Officer « Child protection»

JOB DESCRIPTION for a CHILD PROTECTION OFFICER (BOYS AND GIRLS)

Reporting to: The director of each branch and to the Headmaster of Franco-Qatarien Voltaire.

Responsible for: There are two Child Protection Officers (CPOs) at Franco-Qatarien Voltaire Qatar, one for boys and one for girls. CPOs act as a point of contact for both staff and Students. Having liaised with the Headmaster, they also need to take action when any child protection incidents are reported to them, including providing support to affected members of the school community.

Liaising with: All staff, parent/careers, external agencies and governors. Roles and responsibilities

The CPOs (for whichever gender they are working with) will:

Lead in facilitating the development of safeguarding and child protection policies, training and procedures and guidance for the school.

Monitor and review the implementation of the relevant policies and documentation and procedures to ensure they are adhered to, remain current and fit for purpose.

Promote good practice by encouraging and championing the policies and procedures.

Receive and coordinate referrals and arranging action

Maintain accurate, confidential and up to date documentation on all cases of safeguarding and child protection.

Ensure that students in need are supported appropriately and sensitively.

Where appropriate, provide support and guidance to parents/careers.

Liaise with colleagues to share good practice and plan collaborative activities.

Report to the Headmaster (and possibly governors) with regards to child protection matters.

Keep abreast of developments in the field of child protection, including the requirements for child protection in Qatar.

Assist with the compilation of references for or reports about Students for outside agencies.

Professional specification

An interest in the well-being of children and in safeguarding and child protection matters.

Strong listening skills and the ability to deal with sensitive situations with integrity.

To be able to communicate effectively with parents, Students, colleagues and other interested parties

The confidence and good judgment to manage situations relating to the poor conduct/behaviour of others towards a child.

In addition, the CPOs will have an ability and willingness to:

Accept the authority of line managers.

Act as a good role model in behavior.

Maintain confidentiality and act with discretion.

Work beyond the normal school day when necessary.

This job description, roles and responsibilities are not exhaustive. All members of staff are expected to fulfil any reasonable request made by or on behalf of the Headmaster.

Annex 4 : Recognize Child Abuse

I/ The following signs may be signals of the presence of child abuse or neglect.

a) For the child:

- Show sudden changes in behaviour, in school results.
- Have not received support for physical or medical problems previously brought to the attention of parents.
- Have learning difficulties or difficulty concentrating that cannot be attributed to a specific physical or psychological cause.
- Constantly worried, as if he was expecting something to happen.
- Be conciliatory, passive, or restrained.
- Arrive at school or other activities early, stay late and not want to come home.

b) For the parents:

- Show little interest in the child.
- Deny the existence of problems at school or at home.
- Ask teachers or caregivers to use severe physical discipline if the child behaves badly.
- See the child as deeply bad, uninteresting or a burden.
- Require a level of physical or academic performance that the child cannot achieve.
- Focus primarily on the child for the attention and satisfaction of specific emotional needs.

c) For parent and child:

- Rarely touching or looking at each other.
- Consider their relationship from a negative angle.
- To affirm that they do not have reciprocal love for each other.

II/ Forms of Abuse

Some of the following signs are often associated with particular forms of abuse and neglect: physical abuse, mental abuse or sexual abuse. However, it should be noted that very often these forms of abuse overlap and cannot be isolated from each other. A child who has suffered physical abuse, for example, also often has psychological trauma, and a sexually abused child may also be the victim of neglect.

III/ Signs of physical abuse:

a) For the child:

- Have unexplained burns, bites, bruises, bone fractures or a black eye.
- Have injuries that are sometimes old or other signs of injury visible after an absence from school.
- Appear scared and protest or cry when it is time to go home.
- Fold in on itself when adults approach it.
- Report abuse by a parent or other adult.

b) For the parent or another adult in charge of the child:

- Give contradictory explanations, not convincing or no explanation for the lesions of the child.
- Describe the child as a "monster" or in other very negative terms.
- Use hard physical discipline with the child.
- Have a history of child abuse.

IV/ Signs of neglect:

a) For the child:

- Be frequently absent from school.
- Beg or steal food.
- Lack of required medical or dental care, vaccines or glasses.
- Be constantly dirty or have a bad body odor.
- Lack of appropriate clothing depending on the climate.
- Assert that there is no one home to take care of him.
-

b) The parent or another adult in charge of the child:

- Seem indifferent to the child.
- Appear apathetic or depressed.
- Behave in an irrational or bizarre manner.
- Have an abusive consumption of alcohol or other drugs.

V/ Signs of Sexual Abuse

a) For the child:

- Have difficulty walking or sitting.
- Suddenly refusing to change for the PE course or to participate in physical activities.
- Report nightmares or night sweats.
- Show a sudden change in appetite.
- Demonstrate unusual sexual knowledge or behavior.
- Run away from home.
- Report sexual abuse committed by a parent another adult.

b) By the parent or another adult in charge of the child:

- Be overprotective towards the child or severely limit the contact of the child with other children, especially of the opposite sex.
- Be secret and isolated.
- Be jealous or exercise control over family members.

VI/ Signs of Psychic Abuse

a) For the child:

- Show extreme behaviour, such as exaggerated docility or protesting behavior, extreme passivity or aggressive behavior.
- Appearing adult in an inappropriate way (playing adult with other children, for example) or too childish (shaking or hitting the head frequently, for example).
- Have a delay in their physical or mental development.
- Have made suicide attempts.
- Report a lack of attachment to their parents.

b) For the parent or another adult in charge of the child:

- Constantly blame, belittle or reprimand the child.
- Not be concerned with the child and refuse to offer him help to solve his problems.
- Openly rejecting the child.

Annex 5 : Student charter for the use of the school's IT tools

Between the Franco-Qatarien Voltaire and the student designated below,

Introduction

Computer tools are made available to you by the school. You must know the rules for using it. When the computer is connected to the Internet, you also need to know what the rules for Viewing information and the rules for communication.

All of these rules constitute a charter that you must read, understand and agree to abide by by signing it.

Rights and obligations

In the use of the computer and its peripherals

At school, I use computer equipment with the consent of my teacher, and following his instructions.

I do not change the configuration of the computer and I respect the organization of the files.

I do not access other people's documents without permission.

In the use of internet

- At school, I use internet access for schoolwork, with permission from my teacher.
- I know what I find on the internet is not always true or up to date.
- If I discover shocking content on the internet, I immediately tell the adult supervising me.
- I cannot freely dispose of all the elements that I find on the internet. When I want to use them, I make sure to respect the copyright.
- I ask my teacher's permission to publish texts, images or sounds. If I have access to them, I do not modify existing publications without their author's consent.
- I do not share personal information in emails, forums, chats, blogs and forms without my teacher's consent. I do not reveal my passwords.
- I know that information about my navigation is kept and can be consulted.
- Use of electronic mail.
- Sign emails with their name.
- To be polite.
- Be respectful.
- Respect the privacy of others.
- Respond to messages.
- Use the school address for school work only.

- Try to respect the spelling rules.
- On the internet, I can communicate with many people. I don't write to anyone for no reason. I do not say hurtful or shocking words.
- I ask my teacher for permission to open the attached documents in an email.
- I am not opening messages from an unknown sender.

Name and first name of the student:

.....

Signature :

Parents' signature:

Name:

Signature :

Annex 6 : School trips without overnight stays

Dear colleagues,

Each school trip requires preparation and organization made upstream in order to meet all educational and safety criteria.

The school trip sheet without overnight stay must be completed and validated by the management two weeks before the planned trip in order to carry out the administrative formalities in connection with the ministry and to reserve the means of transport.

For stays with overnight stays, the teachers concerned must complete the school trip file with overnight stays for the zone national education inspector, 8 weeks before the start of the stay.

In accordance with the prerogatives of the Qatari Ministry of Education, an exit authorization request will have to be completed by the parents of the students concerned for each outing.

It is the responsibility of the class teachers to plan the number of accompanying persons required for the outing or stay.

In the event of financial participation by parents, payment will be made directly to the site manager. The full amount must be paid two weeks before the scheduled date of the outing.

When traveling by bus, the teacher responsible for the class is asked to check that the seat belts are in good working order and that the students are using them correctly.

In addition, the teacher will have taken note of the route to be taken in order to be able to assist the driver if necessary.

For safety, the teacher will have taken the first aid kit from the site nurse.

Each teacher must have an up-to-date list of allergies and students' medical recommendations as well as the telephone numbers of parents in their class.

Annex 7 : Charter for accompanying persons on school trips

The voluntary involvement of parents in the service of the Franco-Qatarien Voltaire is important for the life of the school, in particular during school trips.

We thank you for your participation and your help in the smooth running of the outings.

The accompanying person's mission:

As outings take place within the school framework, the guide is under the teacher's authority and must comply with all of his instructions.

The accompanying mission begins from the start until the return to school, when the teacher indicates that the outing is over. The guide must have an active presence and be fully available to the students.

The guide identifies the children for whom he is responsible and makes sure that the children have also identified him.

He regularly checks that the group is complete and stays with him at all times.

If the child of an accompanying person is in the group for which he is responsible, he must have an equal attitude towards all children.

The accompanying person must have correct language and dress appropriate for the school trip.

Through his vigilance, his seriousness, his availability and his sense of responsibility, he ensures the safety of each child and thus allows them to make the most of the interest of the outing.

In the event of a security or discipline problem, he immediately warns the teacher. He refrains from using his phone (except in an emergency). Children should not be photographed without the permission of the teacher.

At mealtime, the guide checks that each child has a meal, that he eats correctly and in peace.

Signature of accompanying parent:

Annex 8 : Monitoring during breaks

**To Primary school teachers
To Language teachers
To Teaching assistants
To school life**

The teacher's responsibility is engaged during supervision time. Any breach is considered professional misconduct.

In the event of an accident, the supervisor is required to complete the specific report.

A report is made in the form of a letter reporting the incident or any serious problem that occurred during break.

In the absence of staff, colleagues should organize themselves so that each supervisory position is filled.

Each teacher on a school trip must organize the replacement of his supervision.

Some monitoring rules:

- Breaks monitoring must be effective, vigilant and continuous.
- No child is allowed to go or stay alone in class.
- The table of services must be respected.
- Students must be accompanied to the hall.
- Access to the toilets must be regulated by colleagues on duty.
- The use of cell phones is prohibited.
- The surveillance is done standing.

Annex 9 : Care provided by the nurse

Care provided by the nurse

Student's _____ *name*

Classroom

Teacher's _____ name –

Date _____ of _____ examination

: _____

Examination _____ time

Symptoms _____

Care provided

Student returned to Classroom

Student sent home

Consult the doctor if your child's condition deteriorates.

Signature of nurse