

Safeguarding Policy

The British International School of Tunis



<i>Date Amended</i>	September 2021	<i>Staff Responsible</i>	All Staff
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Contents

1 Introduction

2 Aims and objectives

3 Staff responsibilities

4 Employment and safer recruitment

5 Procedure to be followed if an adult has concerns about a child

6 Procedure to be followed if a child makes an allegation or disclosure 7

Physical restraint

8 Allegations against staff

9 Staff training

10 Digital Safety

11 Children missing out on Education

12 Child Trafficking

13 Female Genital Mutilation (FGM)

14 Subversive ideologies and Extremism

15 Prevent Strategy

16 Confidentiality

17 Role of the Governors

18 Extended school and off-site arrangements

19 Legislation and guidance

20 Policy consultation and review

Appendices

- i.* Procedure to be followed for a child protection concern (**Appendix 1**)
- ii.* Designated Safeguarding Lead, Designated Safeguarding Officers and Designated Safeguarding Governor (**Appendix 2**)
- iii.* Report of Concern Form and Body Map (**Appendix 3**)
- iv.* Procedure to follow if you suspect, or are told, of abuse (**Appendix 4**)
- v.* Staff Code of Conduct (**Appendix 5**)
- vi.* Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers (**Appendix 6**)
- vii.* Guidance for Volunteers in the Lower School (**Appendix 7**)

1 Introduction

The British International School of Tunis is committed to providing an environment in which children feel secure, their viewpoints are valued, where they are encouraged to talk and are listened to. As far as possible in a Tunisian environment, safer recruitment practices are followed in accordance with the requirements of [Keeping Children Safe in Education](#) DfE (2021); This policy has been developed in accordance with the principles established by the Children Act.

1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2015, 'What to do if you are Worried a Child is Being Abused' 2015.

The British International School of Tunis recognise that Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

1.1 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

Staff Code of Conduct

Anti-Bullying

Behaviour Management Policy

Safer Recruitment Policy

E-safety

Health and Safety including site security

First aid Safety (medical procedures)

Educational visits including overnight stays

Fire Safety Policy

Lockdown Policy and other emergency procedures

Procedures for recording sanctions on students

Procedures for maintaining admissions and attendance registers

1.2 The health, safety and welfare of all our children are of paramount importance to all the adults who work in our school. All children have equal right to protection, regardless of age, gender, race, culture, language, religion, sexual identity or physical or mental abilities. They have the right to grow up unharmed, to have the opportunity to develop fully and to have their basic needs met. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support and protection

1.3 We are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

- **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.
- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault

by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

• **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Other safeguarding issues include:

- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- gangs and youth violence
- gender-based violence/violence against women and girls
- hate
- mental health
- private fostering
- relationship abuse
- sexting
- trafficking

1.4 In our school, we respect all children. The environment within our school is one that encourages all children to do their best. We provide opportunities that enable all children to take and make decisions for themselves.

1.5 We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children make good educational progress.

1.6 We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education. We also recognise that safeguarding against subversive ideologies and extremism is no different to safeguarding against any other vulnerability in today's society.

1.7 Our teaching such as within Personal, Social, Health, Citizenship and Economic Education (PSCHEE), as part of the school curriculum, helps to develop appropriate attitudes in our children, and makes them aware of the impact of their decisions on others. We also teach children how to recognise different risks in different situations and how to behave in response to

them.

1.8 Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. We recognise that additional barriers can exist when recognising abuse and neglect in this group of children.

1.9 We recognise that we are all role models and as such treat all people with respect.

2 Aims and objectives

2.1 Our aims are:

To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children;

To provide a safe environment for children to learn in;

To establish what actions the school can take to ensure that children remain safe, at home as well as at school;

To raise the awareness of all staff to these issues, and to define their roles and responsibilities in reporting possible cases of abuse;

To identify children who are suffering, or likely to suffer, significant harm; To ensure effective communication between all staff on safeguarding issues; To set down the correct procedures for those who encounter any issue of safeguarding.

3 Staff Responsibilities

3.1 It is the responsibility of all staff, including the Principal to:

Attend training;

Follow school procedures (*see Appendix 1*);

Implement the safeguarding policy;

Voice their concern if they feel that a child is vulnerable, or that there are any particular practices that are unsafe.

3.2 At The British International School of Tunis;

the **Designated Safeguarding Lead** is: **Ann Croft (Deputy Headteacher)**

Designated Safeguarding Officers are:

- **Martin Nugent (Principal)**
- **Lynne Ezinwa (Secondary Lead Teacher)**

and the **Designated Safeguarding Governor** is: **Meriem Milad (Managing Director)**

3.3 These designated people hold positions of responsibility in the school and are referred to as DSL, DSO and DSG.

We have Designated Safeguarding Officers (*see Appendix 2*) in the case that the Designated Safeguarding Lead is not available e.g. absent from school. In the absence of the designated person, they will carry out those functions necessary to ensure the ongoing safety and protection of children. Who may contact any of our Safeguarding team at any time in or out of 'office hours'.

3.4 Guidelines for the Designated Safeguarding Lead and Designated Safeguarding Officers The welfare of the child is paramount:

Confidentiality should be respected as far as possible;

Know the procedures Tunisian Law with regard to child protection.(In accordance with Tunisian Law, child protection cases must be reported by the Principal to the The office of Delegate General for the Protection of Children (DGPE) or local police, to the extent required by law and always following prompt ad hoc legal advice. *See Appendix 1* for outline of procedures and contact details.)

Ensure that the school takes action to support any child who may be at risk;

Make sure that all staff, both teaching and non-teaching, are aware of their responsibilities in relation to child protection;

Work closely with relevant authorities, when investigating any allegations of abuse;

All parties involved will handle such investigations in a sensitive manner, remembering all the time that the interests of the child are of paramount importance;

Any deficiencies or weaknesses in safeguarding arrangements will be remedied without delay;

Keep a record of staff attendance at safeguarding training;

Keep a record of Senior Leadership awareness of current statutory legislation (local as well as UK);

Make this policy available to parents.

4 Employment and Safer Recruitment

At The British International School of Tunis we endeavour to ensure that we employ appropriate staff by following the guidance in Keeping Children Safe in Education September 2016 alongside the school's procedures. See '**STAT 10 Safer Recruitment**' Policy for further information.

5 Procedure to be followed if an adult has concerns about a child (*see Appendix 1*)

5.1 All adults in our school share responsibility for keeping our children safe. We may on occasion report concerns which, on investigation, prove unfounded.

5.2 If teachers suspect that a child in the school may be a victim of abuse, neglect or other safeguarding issues, they should:

Not investigate.

Immediately inform the Designated Safeguarding lead or one of the Designated Safeguarding Officers about their concerns. Staff must not keep to themselves any information about abuse which a child gives them; they are required to pass this information on.

Complete a Recording Form for Safeguarding concerns (*see Appendix 3*).

All Recording Forms for Safeguarding concerns are kept in a confidential folder, locked away, by the Designated Safeguarding Officers.

5.3 At any time during this procedure, if deemed appropriate and if permitted by law, the school can discuss with the child's parents the safeguarding concern, always taking into consideration the best interests of the child.

6 Procedures to follow if you suspect, or are told, of abuse (*see Appendix 4*)

In the event that a child makes an allegation or disclosure of abuse against an adult or another child or young person, it is important that you:

- Do not try to investigate.
- Do not ask leading questions.
- Do not attempt to question or interview them yourself.
- Listen to them and/or closely observe their presentation and behaviour. •
Let them know that you take what they are saying seriously.
- Do not promise to keep what they tell you secret. Let them know that you will need to tell someone else in order to help him or her.
- Inform your Designated Safeguarding Officer immediately.
- Complete the Recording Form for Safeguarding concerns available in the school office. (*see Appendix 3*).

6.1 If a child alleges abuse, the school will consult with its legal advisors prior to contacting the competent public authorities within 24 hours of the disclosure being made. However, this will be immediate in cases where the child is thought to be in immediate danger.

6.2 Where possible, referral to the Local Police and/ or the DGPE should be confirmed in writing as well as the contact details of the person who took the referral.

6.3 If a referral is made, staffs are expected to attend and participate in all case conferences and meetings, if requested to do so.

6.4 The British International School of Tunis recognises the importance of **early help** when identifying concerns. Staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

6.5 We recognised that inside our school, children may be involved in peer-to-peer abuse and that this will be treated as any other safeguarding issue. At a lower level it will be treated under the schools behaviour policy (see rewards and consequences) but if the safeguarding officer believes, that the child is at risk or when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm' they will hold a case conference with the safeguarding team. In the event of disclosures about pupil-on-pupil abuse all children involved, whether perpetrator or victim, are treated as being as 'at risk'. There will always be extended discussions with the safeguarding officers and legal representatives to ensure that all involved are safe within our local Tunisian context.

7 Physical restraint

7.1 There may be times when adults, in the course of their school duties, have to intervene physically in order to restrain children and prevent them from coming to harm. Such intervention will always be the minimum necessary to resolve the situation. The Principal will require the adult(s) involved in any such incident to report the matter to him or her immediately, and he will record it. If this occurs in EYFS the DSL will be informed and parents will be contacted. In other areas of the school it will be address via the Rewards and Consequences system.

8 Allegations against staff

8.1 If an allegation is made against a member of the school staff (or a volunteer helper), it will always be referred to the Principal, or, in the case of the allegation being against the Principal, to the Chair of the Board of Governors without informing the Principal first. The child protection concern procedure will be followed in all cases within one working day (**see appendix 1**).

The member of staff may be suspended from work pending a full investigation. This should be seen as a neutral act and in no way implies that the individual is guilty of any wrong doing. It is acknowledged that this may cause distress and therefore the school will do all it can to balance the interests of any individual with that of the need to keep children safe.

Where possible, any person considered to be unsuitable to work with children will immediately (or at least within one month) be reported to the DGPE and to Interpol's National Central Bureau (NCB). In the case of the United Kingdom referrals must be made to the Disclosure and Barring Service (DBS) and the National College for Teaching and Learning (NCTL). For further guidance on referral procedures please visit

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/501318/DBS

[referral_guidance_completing_the_form_v1_1_Feb_16.pdf](#) and <https://www.gov.uk/government/publications/teacher-misconduct-referral-form>

8.2 Staff at The British International School of Tunis are expected to treat all children with respect. All staff should follow the Staff Code of Conduct (*see Appendix 5*).

8.3 Abuse of Trust

All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach. In addition, staff should understand that under the Sexual Offences Act 2003 and Tunisian Law is particularly strict with anyone engaging in sexual activity who is not married. This means that any sexual activity between a member of the school staff and a child under 19 is be a criminal offence.

8.4 Safeguarding whistle blowing guidance

The rationale of our whistle blowing system is to provide staff with an avenue to raise awareness and concern if they feel that a colleague or manager is engaged in conduct that is causing a negative effect upon the welfare and safety of any children in one of our schools. This guidance is written for all adults working with children in our school. Each staff member must acknowledge their individual responsibility to bring matters of concern to the attention of the Senior Leadership in the school. Although this can be a difficult situation it is particularly important where the welfare of children is concerned. A staff member may recognise that something is wrong but may not feel able to express concerns because of loyalty to colleagues or a fear of harassment or victimisation. We encourage all adults to ensure that children are their priority and should not be unnecessarily at risk.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistle blowing channels may be open to them. Further guidance can be found at <https://www.nspcc.org.uk/fighting-forchildhood/news-opinion/new-whistleblowing-advice-line-professionals/>

Reasons for using the system:

- Every individual has a responsibility to raise concerns about unacceptable practice or behaviour in relation to the safety and welfare of our children, including about poor or unsafe practice and potential failures in the school's safeguarding regime.
- To prevent a problem from becoming more serious.
- To protect or reduce risks to other children in the school.

What stops people from whistle blowing:

- Fear of initiating a situation that can result in a significant investigation.
- Negative effect upon workplace relationships.
- Fear of being wrong.

- Fear of repercussions.
- Fear of not being believed. How to raise a concern:

Concerns should be expressed as soon as possible. The earlier a concern is expressed the sooner action can be taken. Provision for mediation and dispute resolution may be required when necessary.

The concern should express exactly what practice is causing concern and why.

The person raising a concern should approach the Principal immediately and in his absence, the Setting Lead Teacher.

A member of staff expressing a concern is expected to be acting in good faith and explain the reasons for the concern. However, it is not expected that the staff member will always have hard evidence or be certain that his or her concerns are well grounded.

The next steps:

The staff member specified in any whistle blowing procedure should, as soon as practicably possible and unless this would jeopardise the effectiveness of the investigation, be given information about the nature and progress of any enquiries.

The employer has a responsibility to protect the staff member from any harassment or victimisation, including keeping the whistle blower staff member's identity confidential, unless otherwise required by law.

No action will be taken against the whistle blower if the concern proves to be unfounded and was raised in good faith.

The school informs the staff about the whistle-blowing system and provides guidance on its use.

You may to inform outside agencies if you feel that your concern has not been listened to. Here are the following contacts that can advise you.

- Tunisian Children's Services - DGPE (21671798603) - <http://www.delegue-enfance.nat.tn> • Independent Schools Inspectorate (ISI) - <http://www.isi.net/contact>
- Ofsted (Office for Standards in Education, Children's Services and Skills) - enquiries@ofsted.gov.uk

9 Staff training

9.1 All adults, including ancillary staff, in the school receive regular training to raise their awareness of abuse, neglect and safeguarding, and to improve their knowledge of the safeguarding procedures that have been agreed locally. All our staff are required to read Part 1 and annex A of Keeping Children Safe In Education and sign Appendix 6 of this document, which is kept on file. The maximum period of time before refresher training must take place is two years.

9.2 New staff (and provision for temporary staff and volunteers) induction training that includes:

- the school's child protection policy, including information about the identity and role of the DSL(s);
- the staff code of conduct/behaviour policy including the whistleblowing procedure and the acceptable use of technologies policy, if separate (see above for more about the staff code); and
- copies of the above documents should be provided to all 'staff' during induction.

9.3 All staff must be trained regularly in:

- the basic principles of child protection.
- recognising and responding to signs of abuse and neglect,
- lines of reporting within school,
- on-line safety a
- anti-radicalisation strategies, where appropriate.

9.4 The DSL and additional designated safeguarding staff trained at a higher level at least every two years to:

- remain up to date with best practice advice, any local protocols and equip them to be a source of advice for colleagues.
- local child protection procedures in the host country, if any
- supporting children in need or at risk
- identifying abuse
- identifying children at risk of radicalisation, based on an understanding of the potential risk in the local area and host country, and reporting
- record keeping
- promoting a culture of listening to children
- handling allegations (where external support is not readily accessible) • safer recruitment
- safer working practices

9.5 The two-yearly training for DSLs and regular formal training for staff should be supplemented with informal updates, for example, e-bulletins and staff meetings.

9.6 All staff must follow the Code of Conduct, **see Appendix 5**, to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil).

9.7 All regular visitors and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is. **(See Appendix 6).**

9.8 Our governing body representative will also undertake appropriate training to ensure the

governors are able to carry out their duty to safeguard all of the children at our school.

10 Digital safety

E-safety is an integral part of the curriculum. The use of ICT equipment and systems are well monitored and appropriate actions are taken where issues are identified. We are committed to ensuring that our school is a safe digital learning community through the curriculum, professional development, auditing of systems, working with parents and developing detailed e policies. The school has an e-safety policy. Children are encouraged to use the internet at all times in a safe way. Parents are asked to give permission for their children to use the internet on entry to the school. Parents, pupils and staff must sign an Acceptable Use form to ensure that they understand the risks and sanctions relating to misuse of systems in and beyond the school. Staff who know of misuse by a teacher, staff member, volunteer or child must report it to the Principal without delay. The Principal has overall responsibility for internet safety and will have access to all email addresses and passwords.

The school will ensure that:

- Software is in place to safely manage access and identify any person accessing inappropriate sites or information.
- Students are encouraged to openly discuss their use of technology and anything that makes them feel uncomfortable. If this results in child protection concerns, the Designated Safeguarding Lead should be informed immediately.
- Students are encouraged not to give out their personal details, phone numbers, school or home addresses, or passwords.
- Students adhere to the school policy on mobile phones.
- Training is provided to pupils, staff and volunteers on e-safety matters where necessary.
- All IT equipment in the school has suitable software to maximise the online protection of children.

Staff and children are expected to engage in the safe and responsible use of social media. However, any member of staff who has or is alerted to any child protection concerns related to the use of the internet or social media should follow the lines of communication set out in this policy.

The school acknowledges that parents like to take photos and videos of their children in performances, sports events and other presentations. This is a normal part of family life, and we will not discourage parents from celebrating their children's successes. However, if this raises Health and Safety issues (e.g., the use of a flash could distract a child and cause an accident) we will take appropriate steps (e.g., we will inform parents that flash photography is not permitted).

The school follows a policy of seeking parents' written permission before using a pupil's photograph or video in the school's materials, brochures, websites, advertisements or press releases. The school cannot, however, be held accountable for any photos or videos taken by parents or members of the public at school functions and/ or within school premises. Please also refer to **Appendix 5**.

11 Children Missing from Education

Schools also have safeguarding duties under section 175 of the Education Act 2002 in respect of their pupils, and as part of this should investigate any unexplained absences. We contact families on the first day of absence if a child does not arrive in school without reason.

12 Child Trafficking

It is everyone's responsibility to be vigilant regarding children leaving and joining our school. Contact will be made with previous schools to ensure appropriate information sharing. When pupils leave our school we make every effort to make contact with the receiving schools in order to make sure this chain of information remains unbroken. DGPE may be contacted if you have serious concerns.

Tunisian Children's Services - DGPE (21671798603) - <http://www.delegue-enfance.nat.tn>

13 Female Genital Mutilation (FGM)

Female Genital Mutilation is a practice carried out in some cultures. Our school has duty of care to all the children. If we are concerned that an extended holiday may be used for this practice we will ask for a meeting with parents. If it is still a concern we will make a referral as per our procedures (*see Appendix 1*).

14 Subversive Ideologies and Extremism

As part of our safeguarding ethos we encourage pupils to respect the fundamental values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different backgrounds, faiths and beliefs. While respecting the law, the Tunisian constitution and the human rights in general, including among others the freedom of expression, we also ensure that extreme partisan views are not promoted in the teaching of any subject in the school and where controversial issues are brought to the attention of the pupils, in the context of courses or otherwise, reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils. At our school we are committed to contributing to community cohesion and reducing the likelihood that our children may fall prey to anti democratic, subversive or extreme ideologies. To support this process the staff in our school report any concerns they have about our children in this respect to the Designated Safeguarding Lead. For further details please refer to [The Prevent duty: Departmental advice for schools and childcare providers'](#), DfE (2015) guidance in the main office.

15 Prevent Strategy

We also use the PREVENT strategy if necessary. From 1 July 2015 all UK schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to the statutory guidance. Paragraphs 57-76 of the guidance are concerned specifically with schools and childcare providers. For further details please refer to [The Prevent duty: Departmental advice for schools and childcare providers'](#), DfE

(2015) guidance in the main office.

16 Confidentiality

16.1 We regard all information relating to individual child protection issues as confidential, and we treat it accordingly. We pass information on to appropriate persons only.

16.2 The safeguarding files we keep on children may not be made available to children's parents, if doing so may place the child at risk.

16.3 Information from third parties will not be disclosed without their prior consent, unless otherwise required by law.

16.4 Access to these files may be withheld in certain prescribed cases where there are instances of actual or alleged abuse.

16.5 Working notes are not subject to disclosure, but will be summarised and then kept on file.

16.6 These guidelines are in line with the safeguards on disclosure of information according to Tunisian Law.

17 Role of the Governors

17.1 The Board of Governors will have a Designated Safeguarding Governor to liaise with Safeguarding Officers regarding policy and procedure on safeguarding (*see Appendix 2*).

17.2 The Designated Safeguarding Governor will be responsible for informing the Safeguarding Officers of any changes in Tunisian Law. This meeting will include a review of any related paperwork.

17.3 The Designated Safeguarding Governor and Safeguarding Officers will meet at least once a term to undertake a review of the safeguarding procedures and the effectiveness of which this policy is being discharged.

17.4 Designated Governor and Safeguarding Officers will update the governing body annually on safeguarding policy and training. These meetings are minuted. The Governors will undertake to review annually the school's safeguarding policy and procedures and the efficiency with which the related duties have been discharged.

18 Extended school and off-site arrangements

Extended school activities provided and managed by organisations other than the school will be checked to ensure that appropriate procedures are in place including safer recruitment procedures. We will check that effective safeguarding arrangements are in place when our children attend off-site activities.

19 Legislation and Guidance

- i. This policy complies with UK and Tunisian law requirements and guidance, including: 'Working Together', DfE (2015)
- ii. ['Keeping Children Safe in Education'](#), DfE (2021)
- iii. ['What to do if you're worried a child is being abused'](#), DfE (March 2015) iv. ['Information Sharing: Advice for practitioners'](#), DfE (March 2015)
- v. 'The Prevent duty: Departmental advice for schools and childcare providers', DfE (2015)
- vi. Guidance, Support and reporting for the safety of children in Tunisia <http://www.delegue-enfance.nat.tn/fr/index.php?p=dgpe>

20 Policy Consultation & Review

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all staff are provided with Part One and Annex A of the statutory guidance 'Keeping Children Safe in Education', DfE (2016).

It is due for review on 01/09/22

Principal's Name: Thomas Garside

Date:01/09/22

NB This Safeguarding Policy has been updated to incorporate key updates to statutory guidance for schools in England – Keeping Children Safe in Education (2016)

Appendix 1

Procedure to be followed for a child protection/safeguarding concern

A MEMBER OF STAFF HAS A SAFEGUARDING CONCERN - DESIGNATED SAFEGUARDING OFFICER INFORMED

'REPORT OF CONCERN FORM' COMPLETED AND RETURNED TO DESIGNATED SAFEGUARDING OFFICER – CONFIDENTIAL SAFEGUARDING DASHBOARD AND PRINCIPAL INFORMED

DESIGNATED GOVERNOR INFORMED THAT THERE IS A SAFEGUARDING ISSUE AT THE SCHOOL (NO FURTHER DISCLOSURE GIVEN)

SEEK ADVICE AND ASSISTANCE FROM THE SCHOOL'S SPECIALISED PERSONNEL (i.e. psychologists etc.) IF NEEDED DGPE FOR MINORS (21671798603) OR LOCAL POLICE (190) IS INFORMED, TO THE EXTENT REQUIRED BY LAW AND ALWAYS FOLLOWING PROMPT AD HOC LEGAL ADVICE

STAFF AND PRINCIPAL AND DESIGNATED SAFEGUARDING LEAD TO ATTEND ANY REQUIRED MEETINGS AND TO COOPERATE FULLY IN ACCORDANCE WITH TUNISIAN LAW

At any time during this procedure the school can SEEK ADVICE AND ASSISTANCE FROM DGPE (21671798603)- <http://www.delegue-enfance.nat.tn/>

At any time during this procedure, if deemed appropriate and if permitted by law, the school can discuss with the child's parents the safeguarding concern, always taking into consideration the best interests of the child.

Role of the designated safeguarding lead

Governing bodies, proprietors and management committees should appoint an appropriate **senior member** of staff, from the school or college **leadership team**, to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. This should be explicit in the role-holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to

support other staff to do so – and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required; • support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required; • support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- liaise with the principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and • liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments; • have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals; • understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Appendix 2

List of Safeguarding Officers, Designated Safeguarding and Designated Safeguarding Governor.

Designated Safeguarding Lead

Assistant Principal: Ms Allyson England

Email: allyson.england@bistunis.com

Designated Safeguarding Governor

To be generally contacted only if the safeguarding issue is regarding a member of the senior team e.g. the Principal or if you have serious concerns that the issue that has been reported has not been dealt with effectively.

Governor: Meriem Milad

Email: meriem.milad@bistunis.com

Appendix 3

REPORT OF CONCERN FORM and Body Map

Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to a Designated Safeguarding Officer/Lead if they have a safeguarding concern about a child in our school.

Full name of child:	Date of Birth:	Class:	Your name and position in school:
Nature of concern/disclosure			
Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.			
Was there an injury? Yes / No Did you see it? Yes / No			
Describe the injury:			
Have you filled in a body plan to show where the injury is and its approximate size? Yes /.No			
Was anyone else with you? Who?			
Has this happened before? Yes / No Did you report the previous incident? Yes / No			
Who are you passing this information to?			
Your signature:			
Name:			
Date			

Hand this form to the designated person before you go home. If the designated person is unavailable, hand it to their deputy, the Principal or your line manager. (You may contact the listed officers out of term time and out of school hours if required).

For office use only:

Action taken by DSL:

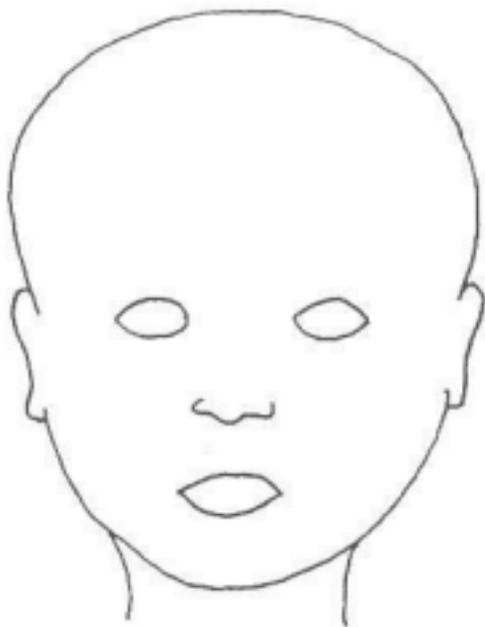
Parents informed? Yes / No (If No, state reason) Feedback given to...?

Body Charts

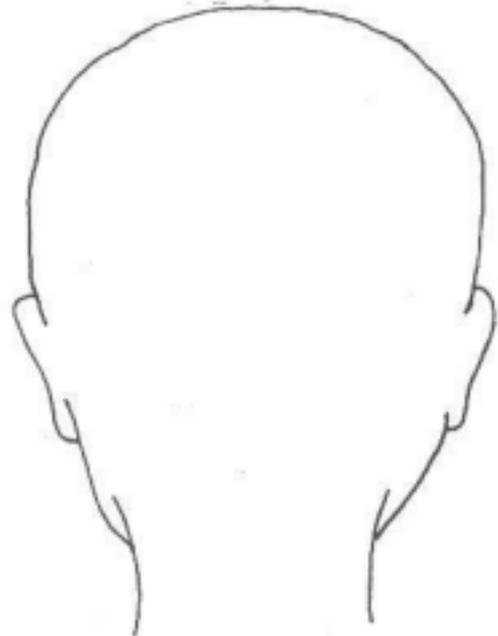
Body Chart 1

Full Name:..... Date of Birth:/...../.....

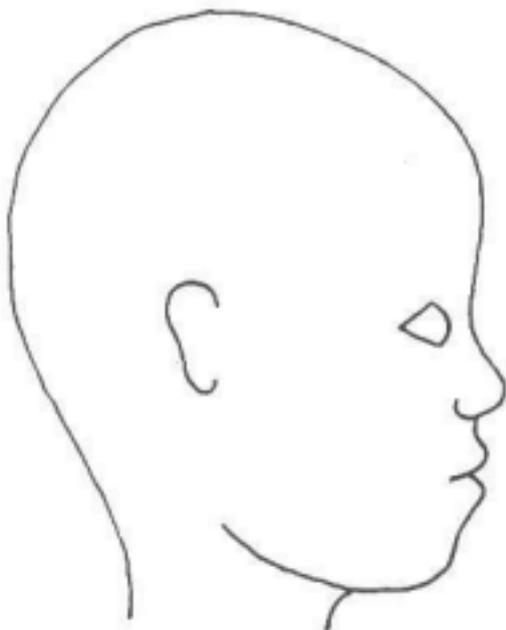
Date: :/...../.....



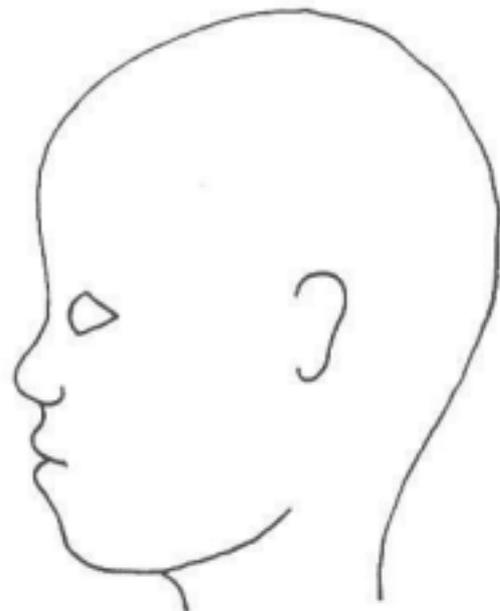
FRONT



BACK



RIGHT

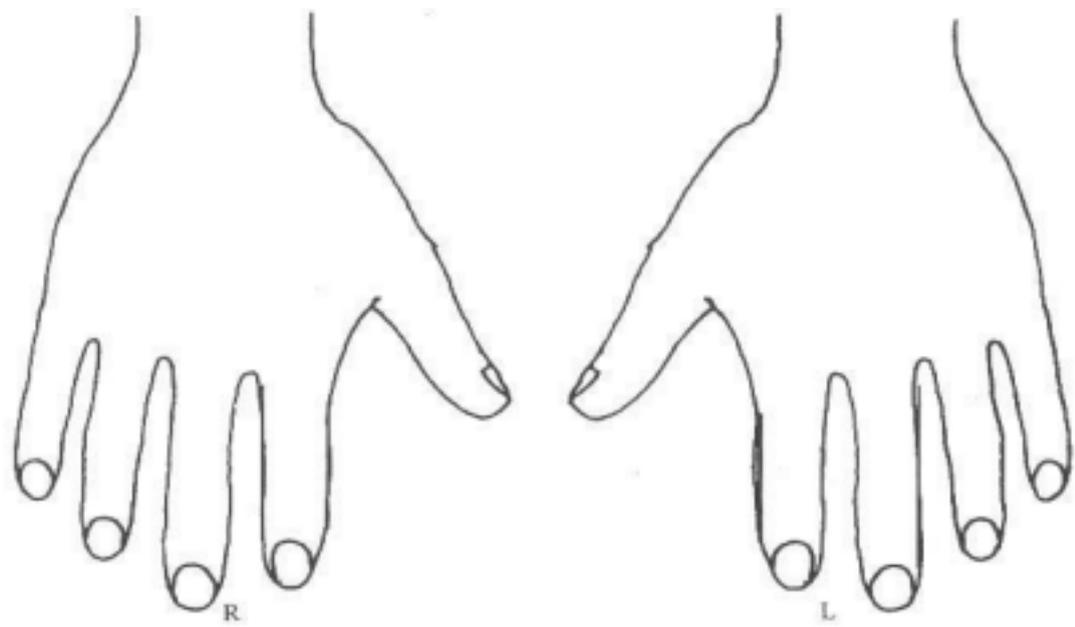


LEFT

Body Chart 2

Full Name:..... Date of Birth:

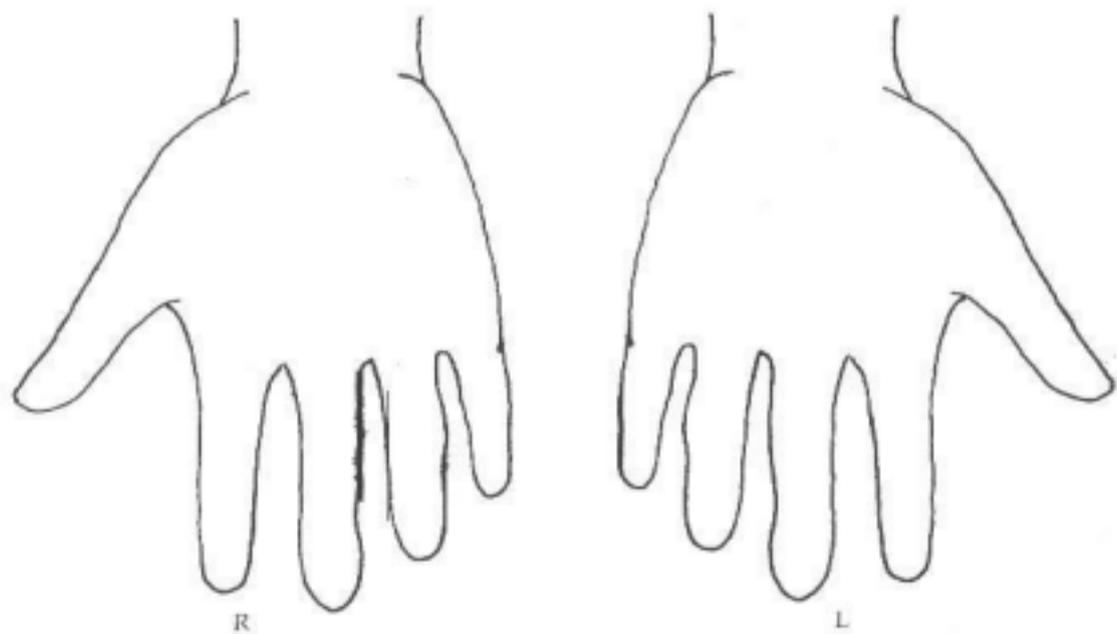
...../...../..... Date: :/...../.....



R

L

BACK



R

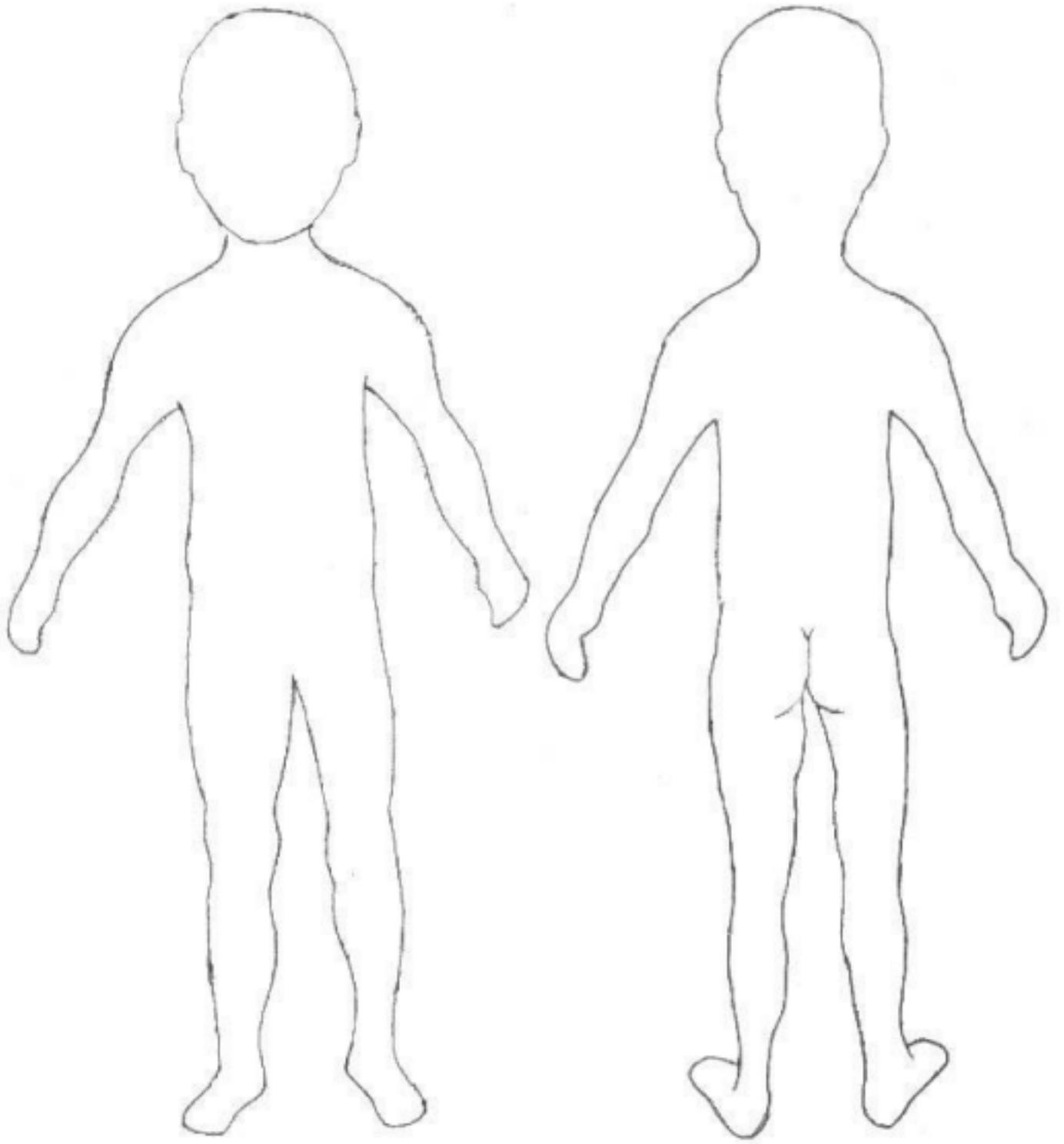
L

PALM

Body Chart 3

Full Name:..... Date of Birth:/...../..... Date: :

...../...../.....



Appendix 4

Procedures to follow if you suspect, or are told, of abuse

Adults looking after children or young people in schools should be aware of the risks of abuse (by adults or other young people) and take steps to reduce those risks.

Adults in charge of children or young people should know what to do if they suspect that someone is being physically or sexually abused, or if someone tells them that this is happening. The following key points give a guide on what to do and not to do:

1. Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse.
2. If you can, write brief notes of what they are telling you while they are speaking (these may help later if you have to remember exactly what was said) - and keep your original notes, however rough and even if you wrote on the back of something else (it's what you wrote at the time that may be important later - not a tidier and improved version you wrote up afterwards!). If you don't have the means to write at the time, make notes of what was said as soon as possible afterwards.
3. Do not give a guarantee that you will keep what is said confidential or secret - if you are told about abuse you have a responsibility to tell the right people to get something done about it (see below). If asked, explain that if you are going to be told something very important that needs to be sorted out, you will need to tell the people who can sort it out, but that you will only tell people who absolutely have to know.
4. Don't ask leading questions that might give your own ideas of what might have happened (e.g. "did s/he do x to you?") - just ask "what do you want to tell me?" or "is there anything else you want to say?"
5. Immediately tell the Safeguarding Officer (unless they are themselves accused or suspected of abusing, in which situation tell the Principal without informing the DSO first) - don't tell other adults or young people what you have been told.
6. Discuss with the Safeguarding Officer whether any steps need to be taken to protect the person who has told you about the abuse (this may need to be discussed with the person who told you).
7. Never attempt to carry out an investigation of suspected or alleged abuse by interviewing people, etc. – in Tunisia the Delegate General for the Protection of Children and the police will do this - you could cause more damage and spoil possible criminal proceedings.
8. As soon as possible, the Safeguarding Officer will inform the Principal (unless the accusation is against the Principal, in which situation inform the Chair of the Governing Body without informing the Principal first) who should refer the matter to the Delegate General for the Protection of Children (helped by your notes), to the extent required by law and always following prompt ad hoc legal advice.
9. Never think abuse is impossible in your school or group, or that an accusation against someone you know well and trust is bound to be wrong.
10. Children and young people often tell other young people, rather than staff or other adults, about abuse - make sure that your senior young people, such as members of the School Senate, know the points on this sheet as well as the responsible adults.

Appendix 5

Staff Code of Conduct

The British International School of Tunis is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Staff must abide by the school's Safeguarding Policy and this Code of Conduct at all times.

All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

All staff and volunteers (including non-teaching staff) undergo an Enhanced disclosure check with the Criminal Records Bureau or equivalent Police Check prior to commencing employment. Until this disclosure is received, no unsupervised access to children will take place and we will do a risk assessment to ensure our children are safe.

General

Staff should be punctual and classes should never be left unattended, except in an emergency to seek help.

Over-familiarity with children and students should be avoided.

Staff should set high personal standards of dress and appearance, which should always be appropriate.

Staff should adhere to the school's policy on use of the internet and email at all times.

Photographs of pupils and children taken at school events should not be posted onto publicly accessible websites by members of staff without following the guidelines in the ICT policy.

All adults who work with or on behalf of our school do not hit, push, slap or humiliate children with their words or actions. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself.

Lone working with children

If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

Students on their own

A member of staff on his/her own should never be with a student on their own in a flat or house.

A member of staff on their own should not be with a student in a room on their own unless there is a window to the corridor or to a public place, others enter the room often or it is a public room (e.g. classroom) or they have told another member of staff that they need a private conversation

there.

For the purpose of pastoral care the following are designated public rooms:

- Principal's Office
- Vice Principal's Office

Members of staff should avoid being in cars, on expedition or in any other situation away from the school campus when they are on their own with a student on his/her own. The only exception to this is where another member of staff has been informed about it (e.g. visit to hospital).

Groups of students

A member of staff on his/her own should not be in a flat or house with a group of students.

Staff should not feel that lavatories, changing rooms and showers are unvisitable, but they should avoid being there with an individual student and they should exercise caution and sensitivity in these areas particularly.

Photographs

The School operates the following policy on its website regarding the use of photographs, to ensure the privacy and safety of pupils at the school:

1. Where pupils are named, only their first names are given;
2. Where a pupil is named, no photograph of that pupil is displayed;
3. Where a photograph is used electronically, which shows a pupil, no name is displayed.

By observing these points, the school ensures that visitors to the website cannot link images of pupils to names of pupils. When choosing photographs for the website, the school is mindful of the way pupils may appear in them, and will not include images which are in any way inappropriate, such as close-up portrait shots of individual pupils.

The school follows a policy of seeking parents' written permission before using a pupil's photograph or video in the school's materials, brochures, websites, advertisements or press releases.

Early Years Foundation Stage - Mobile Phone and Cameras

Personal Mobile Phones

- It is recognised that personal mobile phones have the potential to be used inappropriately and therefore staff, pupil and visitor mobile phones are not to be used in the EYFS department/building/playground at any time when children are present. Staff mobile phones should be turned off and kept out of sight.
- If any member of staff is seen to be accessing their telephone at any time when EYFS children are present this will be reported to the Setting Lead Teacher
- Visitors to the EYES setting will not be permitted to use their mobile phones and they must remain switched off and out of sight. They are strictly prohibited from taking photos/videos, taking or making calls or using the device's other features. If necessary, they can be given a quiet space where they can use their phone out of the EYES setting and where no children are present.

- Photos of children can only be stored on the secure areas of the BIST network. • The School will ensure that the direct telephone lines of the School are known to immediate family and those who may need to contact the School.
- During group outings, nominated staff will have access to the EYES nominated mobile phone, which is to be used for emergency purposes only. Parents are reminded not to use their mobile phones on School trips.
 - Cameras and videos
- Members of staff, pupils and visitors must not bring their own camera or video recorder into the EYFS setting.
- No cameras/ipads are allowed in the EYFS except those that are the property of the School. • Photographs or recordings of the children are only taken if there is written consent on an individual consent form.
- Only School cameras and School audio visual equipment should be used to take photographs and film of pupils.

Website, emails and electronic correspondence

STAFF INTERNET GUIDANCE

The following must be noted and carefully observed. Failure to do so will result in disciplinary proceedings and possible dismissal, with referral to the DBS (Disclosure and Barring services) or the police.

- a) All staff must keep themselves and the School safe, and maintain the School's good reputation at all times. They must be aware how their use of the internet could put them at risk and should follow the same e-safety guidelines that we give the children.
- b) Internally, the use of the internet at school is always monitored. Staff must not use networking websites when using a school computer. School facilities are intended for professional school use only.
- c) Staff must take care that the computers that they use in school have appropriate security settings. Pupils must not be at risk of seeing inappropriate images on the screen, even if they come into the classroom outside of lesson times. School computers must only be used for teaching and School administrative purposes.
- d) Staff must not make inappropriate contact with pupils, either current or ex-pupils by electronic methods.

Social Networking:

However high you set your own privacy settings you are potentially vulnerable when you correspond with others who have not set their own security to the same level. Matters of concern are: •

Inappropriate pictures of staff

- Sending inappropriate images over the internet
- Sending inappropriately worded text or email messages relating to the school • Pupils having access to private details of staff, thus rendering staff vulnerable to abuse

When using social networking groups such as 'Facebook', staff must ensure that:

- All settings give maximum privacy
- Personal details are kept to a minimum and the words The British International School of Tunis are not anywhere on your profile
- No photographs are on your profile / site that could be embarrassing if seen by colleagues, pupils or parents or could identify the School

- Any abuse is reported.

Any member of staff who is listed as a 'friend' to a current or previous pupil will be asked to attend a disciplinary meeting. It must be understood that this is to protect the reputation of members of staff and of the school.

E-mail

- It is clear in the Staff Procedures Handbook that any correspondence with parents must first be cleared by the Principal. This must include email or other internet correspondence.
- When using email to correspond with colleagues the same level of courtesy and consideration should be shown as at any other times. Emails should be kept short, informal and should not contain inappropriate humour.

Inappropriate Relationships and Infatuations

Particular attention is drawn to the provisions of the Sexual Offences Act 2003, which provides that it is an offence for a person aged 18 or over (e.g. teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. A situation where a person is in a position of trust could arise where the child is in full-time education and the person looks after children under 18 in the same establishment as the child, even if s/he does not teach the child.

A member of staff who becomes aware that a pupil might be infatuated with them or a colleague should discuss this at the earliest opportunity with the DSL so that appropriate action can be taken. In this way, steps can be taken to avoid hurt and distress for all concerned.

Appendix 6

Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with one of our Designated Safeguarding Lead (DSL) or one of the Designated Safeguarding Officers.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. If required you may also contact the DSL or a DSO out of school hours, outside of term time or at weekends. A copy of the form to complete is attached to this and others can be obtained from the office or from the main office. Please ensure you complete all sections as described.

The people you should talk to in school are:

Designated Safeguarding Lead (DSL):
Assistant Headteacher : Allyson England
Email: ann.croft@bistunis.com

Secondary Principal
Principal: Thomas Garside
Email: thomas.garside@bistunis.com

Designated Safeguarding Governor

To be generally contacted only if the safeguarding issue is regarding a member of the senior team e.g. the Principal or if you have serious concerns that the issue that has been reported has not been dealt with effectively.

Governor: Meriem Milad
Email: meriem.milad@bistunis.com

At The British International School of Tunis we strive to safeguard and promote the welfare of all of our children.

Appendix 7

Guidance for Volunteers in the School

Thank you for volunteering to help in The British International School of Tunis. We do appreciate your help in school enabling us to provide many opportunities for our pupils which they would not otherwise experience.

The following **guidelines**, in line with our comprehensive safeguarding policies and procedures are given to ensure the safety and security of all our pupils. **Please can you read and abide by them in all your visits to school and with the school.**

Allyson England is the Designated Safeguarding Lead

Responsibilities:

The teacher in charge is responsible for the safety and well-being of all pupils.

If there is an accident, incident, medical or other emergency, let the teacher in charge know immediately. The teacher in charge is responsible for deciding the actions to be taken.

The teacher in charge leads the rules, routines and expectations for the day. Please support the teacher by encouraging the children to follow the teacher's instructions.

If a child is not behaving in an appropriate way, please refer them to the teacher immediately. It is the class teacher's responsibility to ensure that children behave

appropriately.

Parents should not accompany children to the bathroom. This is the teacher's responsibility.

Your Behaviour:

- Please lead by example.
- Please give all children in your group equal time and attention.
- Please do not take photographs of the children.
- Please encourage the children to be independent - we expect children to try everything themselves before we help them.
- Please do not lift, carry or move a child in any way.
- Please ensure that the children under your supervision are fully supervised at all times following guidance from the teacher.
- Please do not take or make calls on your mobile phone while supervising children.

Confidentiality:

It is very important that all parent volunteers work to a policy of confidentiality. Please do not share confidential information with friends or family.

If a child does or tells you something that causes you concern, please tell the class teacher as soon as possible in an appropriate setting so that others cannot overhear. Please do not question the child or pursue your concerns with the child, but refer your concerns to the class teacher or Principal immediately.

If you have any queries, problems, comments arising from your visit, please direct these in the first instance to the class teacher, or if you would rather, the Principal. Please do not share them with your family or friends.

Please do not discuss the character, abilities, progress or behaviour of any pupils you have been working with outside of school.

At The British International School of Tunis we strive to safeguard and promote the welfare of all of our children.