



2a. Safeguarding and CP Policy

Executive Principal	Head of Education
Karyn Walton	<i>Dr Laura Hillman</i>
August 2025	Oct 2025
	
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Contents

Roles and Training Record Information	3
Introduction & Children's Rights	5
Ethos	6
Roles & Responsibilities	7
Supporting Children	11
Dealing with a Disclosure	12
Digital Safety	13
Radicalisation & FGM	14
Child on Child	15
Children Missing from Education	16
Discussing Concerns	17
Safer Workforce	18
Induction, Training & Development	20
Confidentiality, Consent & Sharing Information	21
Inter-Agencies	22
Policy Review	23
Appendix 1: Procedure	24
Appendix 2: Tunisian Child Protection	26
Appendix 3: Tunisian Agencies	27
Appendix 4: Recording Form	29
Appendix 5: Procedures	30
Appendix 6: Code of Conduct	32
Appendix 7: Induction Sheet	33

Appendix 8: Guidance Volunteers

35

Role:	Name / Details:	Contact:
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Designated Safeguarding Lead (Primary)	Katie Smith	katie.smith@bistunis.info
Deputy Designated Safeguarding Lead (Secondary)	Karyn Walton	karyn.walton@bistunis.info
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School Counsellor	Maria Mattiace	maria.mattiace@bistunis.info
Police	In an emergency For non-emergency but possible crime	197

School Record of Safeguarding Training:

Type of Training:	Date completed:	Next due date:
Whole School Safeguarding Training (Due every three years)	August 2022	August 2025
Senior Designated Safeguarding Lead (DSL) (Due every 2 years)	January 2023	January 2024

Deputy Senior DSL (Due every 2 years)	January 2023	January 2024
Whole School Staff Refresher/updates (Annual)	September 2023	Ongoing through TES Educare
Safer Recruitment Training (Due every 3 years)	September 2023	September 2026
All Teaching Staff Prevent Training	August 2023	August 2024

Introduction

The British International School of Tunis (BIST) recognises that Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children, their families and carers have 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.

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 Policy.
- Behaviour Management Policy.
- Safer Recruitment Policy.
- Bring your own Device Policy. (Secondary)
- Computing Acceptable use Policy. (Primary)
- Health and Safety Policy.
- First Aid and Safety Policies.
- Educational visits including overnight stays.
- Fire Safety Policy.
- Lockdown Policy and other emergency procedures.
- Procedures for maintaining admissions and attendance registers.

Children's Rights to Protection

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 rights 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.

Abuse is defined as a form of maltreatment of a child. We recognise that child abuse takes a variety of forms:

- **Physical abuse** involves the hitting, shaking or other treatment of a child that can cause actual bodily harm.
- **Sexual abuse** involves forcing or enticing a child into sexual activities, whether or not the child is aware of what is happening. This includes non-contact situations, such as showing children pornography.
- **Emotional abuse** is the persistent emotional ill-treatment of children, such as frightening them, or putting them in positions of danger. It is also an abuse to convey to children the feeling that they are worthless or unloved.
- Children are abused also if they are **neglected**. This could involve failure to provide proper food and warmth, but it might also be failure to see to the emotional well-being of the child.

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 another child or children.

Children are capable of abusing other children. Child on child abuse e.g., sexting, can manifest itself in many ways. Such child-on-child abuse will be recognised by the school as **abuse** and will not be tolerated or passed off as “banter” or as “part of growing up.”

Our Ethos

- 2.1 We believe that this school should provide a caring, positive, safe and stimulating environment that promotes the social, physical, spiritual and moral development of the individual child; enabling all children to thrive.
- 2.2 We recognise the importance of providing an environment within our school that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be

listened to. We recognise that both mental and physical health are relevant to safeguarding and the welfare of children

- 2.3 We recognise that all adults within the school, including permanent, supply staff, temporary staff, volunteers and parents, have a full and active part to play in protecting our pupils from harm.
- 2.4 We will work proactively with parents to build a solid understanding of the school's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

Scope

- 3.1 In line with the law, this policy defines a child as anyone under the age of 18 years as well as applies to any student over the age of 18 who is receiving Education at BIST, in the case of SEND it is up to 25 years of age.
- 3.2 This policy applies to all members of staff in our school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

Legal Framework

- 4.1 This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and Tunisian safeguarding procedures:

*Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges,
September 2022*

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf

Roles & Responsibilities

- 5.1 Keeping Children Safe in Education (KCSIE) remained in force throughout the response to coronavirus (COVID-19). Guidance on [keeping children safe in education](#) continues to support the response to a pandemic if needed.
- 5.2 **Designated Safeguarding Leads (DSLs)** with overall designated responsibility for safeguarding are Feriel Harzi and Katie Smith. We have

Deputy Designated Safeguarding Leads (DDSLs), Emna Ben Nasr and Karyn Walton to ensure there is always appropriate cover for this role.

The Designated Safeguarding Lead will be on our school's leadership team, their role of Designated Safeguarding Lead (and the deputy) will be **explicit in their job description**. This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and Safeguarding matters, to take part in strategic discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. Know the procedures within 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 2 for outline of procedures and contact details).

The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

- 5.3 The **case manager for dealing with allegations** of child protection concerns, made against school staff members is the Executive Principal. The case manager for dealing with allegations against the principal is Ms Meriem Milad. **The procedure for managing allegations is detailed in the Whistleblowing Policy.**
- 5.4 The Executive Principal will ensure that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities. All staff and other adults are clear about procedures where they are concerned about the safety of a child, including if children go [missing from education](#).
- 5.5 The **governing body** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice.
- 5.6 **All staff members, governors, volunteers and external providers** know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child. They are

aware that behaviours and physical signs are linked to behaviours that put children in danger. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy.) Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

Safeguarding issues can manifest themselves via child-on-child abuse. This may include, but not limited to bullying (including cyber bullying,) gender based violence/sexual harassment, sexual violence and assaults, harmful sexual behaviour and sexting. Staff should recognise that children are capable of abusing their peers.

Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing. DfE guidance states sexual violence, sexual harassment and harmful sexual behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. Advice about tackling and reporting sexual harassment in schools, colleges and educational settings are here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf)

Staff have familiarity with the [Equality Act 2010 and the Public Sector Equality Duty](#) (PSED), the Human Rights Act 1998 and recent reforms to the Act and how they apply to safeguarding.

Our school acknowledges the need to treat everyone equally, with fairness, dignity and respect. Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect. We also have a statutory duty to report and record any of the above incidents on ISAMS

The appropriate safeguarding lead team will be familiar with the full guidance from the UK Council for Internet Safety (UKCIS), Sharing nudes and semi-nudes: advice for education settings working with children and young people

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-a-dvice-for-education-settings-working-with-children-and-young-people>

It is important that schools record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it. These are recorded on the iSAMs Wellbeing Manager.

The guidance covers: it covers what sexual violence and harassment is, schools' and colleges' legal responsibilities, a whole school or college approach to safeguarding and child protection and how to respond to reports of sexual violence and sexual harassment

Children may not feel ready to, or know how to tell someone they are being abused, exploited or neglected, but this shouldn't stop staff from speaking to the DSL and having a '[professional curiosity](#)' and record on ISAMs.

All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with your setting's child protection policies. Victims of harm should be supported by the school's pastoral system, and their wishes and feelings considered and that the law on child-on-child abuse is there to protect them, not criminalise them.

A bespoke helpline for children and young people who've experienced abuse at school, and for worried adults and professionals that need support and guidance. If you are concerned about something, you can contact:

[Regional office of the child protection delegates in Tunisia](#)

- 5.7 There is a Computing Acceptable Usage policy, which covers staff use of mobile phones, cameras and other digital recording devices e.g., iPads. The policy relates to both staff and pupils.

Supporting Children

At BIST, we recognise that our children will only thrive if they feel emotionally and physically safe. In order to ensure this, we offer support through the following:

6.1 Curriculum

At BIST, the content of our curriculum includes social and emotional aspects of learning. Through PSHE, RSE and other curriculum contexts, pupils are encouraged to talk about feelings and deal assertively with pressures, are listened to, and know to whom they can turn to for help and advice. E-safety is also explicitly taught to children of all ages.

6.2 Behaviour Policy

Promoting positive behaviour is at the core of our beliefs (see Behaviour Policy). Whilst we aim to use praise to promote positive behaviour choices amongst all children, we do understand that sometimes negative behaviours do occur. Consequences for such behaviour are clear and well-communicated to the child and we aim to ensure the individual needs and circumstances (such as SEND needs) of the child are taken into account. Despite this, we believe it essential to challenge any form of child-on-child abuse and persistence of this behaviour will be added to the bullying log on iSAMs. Any child who is the target of bullying will receive adequate support as per our behaviour policy.

6.3 School Counsellor

We provide access to a school counsellor to support children who may require additional support for their emotional or social wellbeing. Many of these children are on the SEND register or have had some form of adverse childhood experience. In our specific context, this may include children who have been the witness of war in their home countries. Concerns about a child's emotional or social wellbeing are communicated with the school counsellor using the Wellbeing Manager on iSAMs.

Dealing with a Disclosure (made by a child)

7.1 If a child discloses that he or she has been abused in some way, the member of staff or volunteer should consider ways to:

Receive - Listen actively, open body language, accept, non-judgmental. Use TED (tell, explain, describe)

Reassure - 'You've done the right thing by coming to me', re-assure child that you have listened and hear what they are saying; don't promise what can't be delivered

Respond - Tell what you are going to do and do it. Ensure child is ok before leaving

Report - As soon as possible, to the Designated Senior Lead (DSL) in the school / setting

Record - Vital to stick to the facts, no opinions – Think about When? Where? Who? What?

Review – Take responsibility to follow up any referral (via your DSL)

Additionally:

- Inform the Designated Safeguarding Lead without delay and follow the safeguarding process.
- Complete the Safeguarding incident/welfare concern form on ISAMS or sealed paper copy and pass it to the DSL
- Procedure to follow if you suspect, or are told of abuse (**Appendix 3**)

Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

Further information about what to do if you are worried that a child is being abused is available [here](https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2) in advice for practitioners: <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

We are developing a connection with the local Tunisian Child protection organisation to get further information on reporting duties according to local laws and regulations.

Digital Safety & Online Education

8.1 E-safety is an integral part of the curriculum. The use of IT 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 and Designated Safeguarding Lead without delay. The Principal has overall responsibility for internet safety and can request access to all email addresses and passwords if required as part of an investigation.

8.2 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 discuss openly 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

8.3 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.

8.4 The school acknowledges that parents like to take photos and videos of them 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).

8.5 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 ***the Staff Code of Conduct Policy***.

Preventing and Channelling Radicalisation

9.1 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 schools 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 [Revised PREVENT Duty Guidance 2021](#).

9.2 All teaching staff will complete the PREVENT e-training course using [TES Educare](#) and copies of certificates retained by the HR Department.

Female Genital Mutilation (FGM)

Female Genital Mutilation is a practice carried out in some cultures although uncommon in Tunisia. Our school has a 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*).

Child on Child Abuse

Peer-on-peer abuse has been renamed child-on-child abuse to reflect the changes to KCSIE, 2022.

11.1 Child-on-child abuse is defined as “any form of physical, sexual and emotional and financial abuse, and coercive control, exercised between children and within children’s relationships, both intimate and non-intimate” (Abuse between young people: a contextual account (Routledge 2017)).

11.2 All staff should be aware that child-on-child abuse takes many forms.

This is most likely to include, but is not limited to:

- Bullying (including cyberbullying).

- Physical abuse.
- Sexual abuse: see Appendix 1.
- Sexual violence and sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment.
- Up skirting, which typically involves taking a picture under a person's clothing without them knowing to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Sexting.
- Initiation / hazing type violence and rituals.
- Gender-based violence.
- Relationship abuse (including domestic violence) where abuse takes place within
 - existing intimate relationship(s).
- Non-consensual sharing of nude and semi-nude images and videos.

11.3 All child-on-child abuse is unacceptable and will be taken seriously. Staff must be aware that young people may be abused out of school but should not minimise the potential risks of pupil-on-pupil abuse within school too.

11.4 We recognise that child-on-child abuse must be addressed in the terms of the context in which it occurs. Contextual safeguarding recognises an approach which understands the harm and abuse to which young people can be exposed beyond their families.

11.5 **The school operates a contextual approach to safeguarding, this means that:**

- We are also committed to creating a safe culture within school by implementing all the policies and procedures that address child-on-child abuse.
- We are committed to creating healthy relationships and attitudes to gender/sexuality and all forms of difference.
- We will provide training for staff and students on potential bias and stereotyping and commit to an inclusive approach for all members of our community.
- We will commit to identifying potential geographical “hotspots” on the school site which could be risky for students, thus improving the pre-existing school environment for students.
- These “hot spots” can also include certain year groups, friendship clusters etc.

- We will be alert to, and monitor, changes in students' behaviour, emotional well-being and attendance on iSAMs

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.

Safeguarding Procedure

- 13.1** We have developed a structured procedure which will be followed by all members of the school community in cases of suspected abuse. **Appendix 1**
- 13.2** The name of the Designated Safeguarding Lead(s) and Deputies will be clearly advertised in the school and on the website, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- 13.3** We will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children by publishing the policy and procedures on our website.
- 13.4** We will use the NSPCC- [When to call the police](#) to help designated safeguarding leads understand when they should consider calling the local police and what to expect when they do. We will use this in conjunction with advice from the [Local authorities responsible for Child protection in Tunisia](#)

Record Keeping

- 14.1** All concerns, discussions and decisions made and the reasons for those decisions **must** be recorded in writing (signed and dated) or on ISAMs. Supporting Families, Enhancing Future model ([SFEF](#)) to be used to capture the child's voice and their daily lived experience.
- 14.2** We will continue to support any pupil leaving the school about whom there have been concerns by ensuring that all appropriate information, including Safeguarding and welfare concerns, is forwarded under confidential cover to the pupil's new school as a matter of priority.
- 14.3** School has at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home in

order to reduce the risk of not making contact with family members where welfare and/or safeguarding concerns are identified. ([Keeping Children Safe in Education 2022](#))

Discussing Concerns with the Family and Child

- 15.1** In general, you should always discuss any concerns the school may have with the child's parents. They need to know that you are worried about their child. However, we will not discuss concerns if we believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.
- 15.2** If the decision not to discuss the concerns with the child's parents or carers is made, this will be recorded in the child's Safeguarding file with a full explanation for the decision and the reason for this decision.
- 15.3** It is important to consider the child's wishes and feelings, as part of planning what action to take in relation to concerns about their welfare. We will discuss this with the child where we consider them to be able to make an informed decision.
- 15.4** When talking to children, we will take account of their age, understanding and preferred language, which may not be English. We will also make provision, where necessary, for a SEND child, where they may need support in communicating.
- 15.5** The seriousness and substance of the concerns will dictate how we talk to a child.
- 15.6** If concerns have arisen as a result of information given by a child, we will reassure the child but will not promise confidentiality and will explain this to them.
- 15.7** Where a referral is made to the School Counsellor, Miss Maria Mattiace, we will seek parental agreement, unless it is considered that this would place the child at increased risk of significant harm.
- 15.8** If a decision is made to refer to the child without the parents' consent, records of this will be kept, containing a full explanation of why the decision was made.

Safer Workforce and Managing Staff/Volunteer Allegations

- 16.1** We will prevent people who pose risks to children from working in our school by ensuring that all individuals working in any capacity at our school have been subjected to safeguarding checks in line with [*Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2022*](#). In addition to obtaining the DBS certificate, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

We will check for any prohibitions on British staff using the Teacher Services' system that may be found here: <https://teacherservices.education.gov.uk/> and COBIS. Prohibition orders are described in the National College for Teaching and Leadership's (NCTL) publication Teacher misconduct: the prohibition of teachers. It can be found here:

<https://www.gov.uk/government/publications/teacher-misconduct-the-prohibition-of-teachers--3>

- 16.2** We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our school. Additionally we set up all third party staff with a TES account to complete safeguarding training before coming in contact with any of our students. The single central record must cover the following people: all staff, including teacher trainees on salaried routes, agency and third-party and supply staff who work at the school. The Single Central Record is available upon request at the HR department.
- 16.3** Every job description and person specification, and job advertisement will have a clear statement about the safeguarding responsibilities of the post holder. The school website will echo this within our 'work for us' section. The school will consider carrying out an online search on shortlisted candidates to help identify any issues that are publicly available online.
- 16.4** We will ensure that at least one member of every interview panel has completed safer recruitment training within the last 5 years.
- 16.5** We have a procedure in place to manage allegations against members of staff, supply staff and volunteers (and to respond to low level concerns) in line with the BIST [*Whistleblowing Policy*](#). All matters will be treated seriously and investigated by the Principal and HR manager.

- 16.6** There is an agreed staff behaviour policy (sometimes called the code of conduct) which is compliant with 'Safer Working Practices', and includes - acceptable use of technologies, staff/pupil relationships, [low level concerns](#) and communications including the use of social media. The staff behaviour policy is located: [Staff Code of Conduct](#)
- 16.7** For agency and third-party supply staff, BIST requests written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, and the date that confirmation was received and whether any enhanced DBS certificate check has been provided in respect of the member of staff. Where necessary, all new employees, and third-party supply staff, will undertake additional online safeguarding training through TES Educare, before coming into contact with students.

Further Guidance can be accessed : [Guidance for safer working practice for those working with children and young people in education settings](#)

Induction, Training & Development

- 17.1** All new members of staff, including newly qualified teachers and teaching assistants, will be given induction that includes basic safeguarding training on how to recognise signs of abuse, how to respond to any concerns, e-safety and familiarisation with the safeguarding policy, staff code of conduct, Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges and other related policies. All governors and trustees should receive appropriate safeguarding and child protection (including online) training at induction. There are mechanisms in place, such as safeguarding updates, to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education. Staff should also read, "[Working Together to Safeguard Children](#)." July 2018
- 17.2** The induction will be proportionate to staff members' and governors' roles and responsibilities
- 17.3** All Designated Safeguarding Leads (DSLs) will undergo updated DSL safeguarding training every two years. All Staff undertake Prevent awareness training annually.
- 17.4** All staff members of the school will undergo face to face training (whole-school training) which is regularly updated and at least every three years. *All governors must undergo governor specific awareness training to*

equip governors with the knowledge to provide strategic challenge, so they're assured safeguarding policies/procedures are effective and deliver a robust whole-school approach to safeguarding. This training should be regularly updated. All Staff, and third party supply staff, will undertake additional online safeguarding training through [TES Educare](#) , before coming into contact with students.

- 17.5** Staff members who miss the whole-school training or start during the academic year will be given the same training by DSL, once they return to work .
- 17.6** All governors will receive appropriate safeguarding training annually.
- 17.7** The Designated Safeguarding Lead will provide briefings to the school on any changes to safeguarding legislation and procedures and relevant learning from Safeguarding Practice Reviews (CSPR's).
- 17.8** The school will maintain accurate and up to date records of staff induction and training.

Confidentiality, Consent and Sharing Information

- 18.1** We recognise that all matters relating to Safeguarding are confidential.
- 18.2** The principal or the Designated Safeguarding Lead will disclose any information about a pupil to other members of staff on a need-to-know basis only
- 18.3** All staff members must be aware that they cannot promise a child to keep key information a secret or to themselves which might compromise the child's safety or well-being.
- 18.4** All staff members have a professional responsibility to share information with the DSL in order to safeguard children.
- 18.5** All staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.

- 18.6** We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.
- 18.7** Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. ([KCSIE 2022](#)). See Data Protection Policy for more details.

Inter-Agencies

- 19.1** We will develop and promote effective working relationships with local police, health services and Children's Social Care [Local authorities responsible for Child protection in Tunisia](#). Early help services are severely limited in Tunisia, therefore we will provide early help through our school counsellor and DSLs where necessary.
- 19.2** We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.

Site Security

- 20.1** All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light. The head of security completes a weekly risk assessment of the premises.
- 20.2** We check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

- 20.3** The school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

Quality Assurance

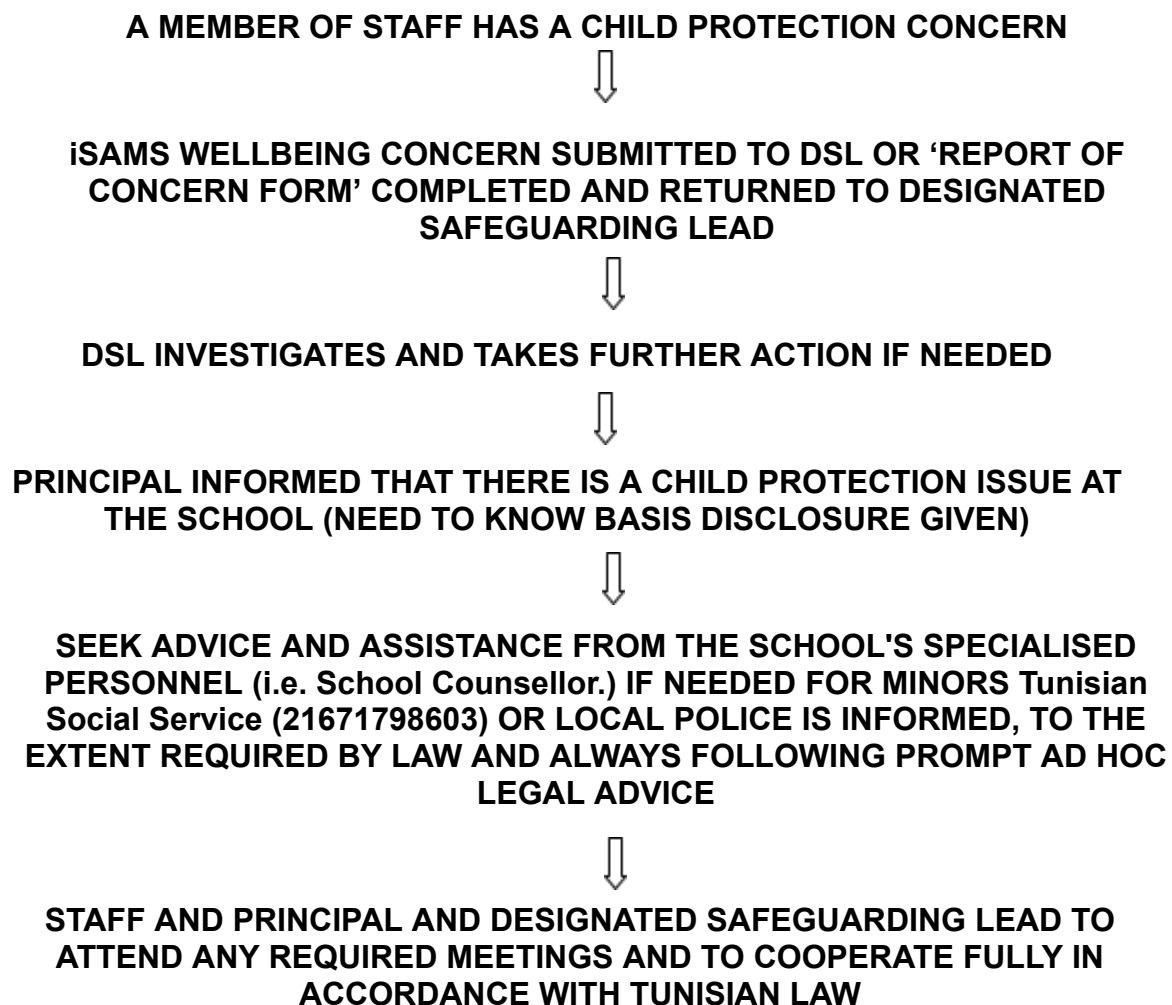
- 21.1** We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures.
- 21.2** The school's senior management and the governing body will ensure that action is taken to remedy any deficiencies and weaknesses identified in child protection arrangements without delay.

Policy Review

- 22.1** This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle
- 22.2** The Designated Safeguarding Lead will ensure that staff members, including volunteers and sessional workers are made aware of any amendments to policies and procedures
- 22.3** Additional updates to the safeguarding policy and appendix will take place as needed.

Appendix 1

Procedure to be followed for a child protection concern



At any time during this procedure the school can SEEK ADVICE AND ASSISTANCE FROM DGPE (21671798603)

<http://observatoire-enfance.tn/FR/Contact>

E-mail: dgpe@delegue-enfance.nat.tn.

AND/OR FROM CHILDREN PROTECTION HOTLINES (e.g., National Child Protection Hotline 1107, National Telephone Line for the Children 1056, Together for the Child hotline 11525, Child's Ombudsman Hotline 8001132000)

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

Appendix 2

TUNISAN CHILD PROTECTION DELEGATION

Green number: 1809 or 1899

DCAF Le Centre pour la gouvernance du secteur de la sécurité, Genève
20^{ème} ANNIVERSAIRE

DPE Département de la Protection de l'Enfance
Ministère de la Femme, de la Famille et de l'Enfance

DUTY TO NOTIFY

How to notify the Child Protection Delegate?

Either go directly to the Child Protection office or contact them by phone

Call this freephone number
1899 or 1809

Or a written correspondence

DCAF Geneva Centre for Security Sector Governance
TRUST FUND FOR NORTH AFRICA

La contribution du DCAF à cette campagne est permise par le fonds d'affectation pour l'Afrique du Nord (TFNA)

Appendix3

Direct contact number for the Ministry of Women, Family and Childhood:
Soumaya 52150908

Addresses of the regional offices for child protection delegates:

Regional office of the child protection delegate in Tunis Address: 44, Av. Kheireddine Pacha -1073- Tunis Phone/fax: 71 90 51 56	Regional office of the child protection delegate in Ariana Address: N° 07 Av. Habib Bourguiba -1828-Ariana Phone/fax: 70 73 06 64	Regional office of the child protection delegate in Manouba Address: 32, rue des Orangers -2010-Manouba Phone/fax: 71 60 35 68	Regional office of the child protection delegate in Ben Arous Address: 30 rue, Aziz Tej La Nouvelle Medina -2063-Ben Arous Phone/fax: 71 31 37 12
Regional office of the child protection delegate in Bizerte Address: rue 13 Août 1956 Imm. Mchirgui -7000-Bizerte Phone/fax: 72 42 24 55	Regional office of the child protection delegate in Zaghuan Address: Cité Montazah (près du collège) -1100-Zaghuan Phone/fax: 72 68 11 08	Regional office of the child protection delegate in Nabeul Address: 115, Av. Habib Thameur -8000-Nabeul Phone/fax: 72 22 42 48	Regional office of the child protection delegate in Siliana Address: Av. De L'Environnement Imm. Omar Kharroubi 3ème Etage -6100-Siliana Phone/fax: 78 87 28 40
Regional office of the child protection delegate in Beja Address: rue Taher Haddad -9000-Beja Phone: 78 45 26 11 Fax: 78 45 13 30	Regional office of the child protection delegate in Jendouba Address: 5, rue Hammamet -8100-Jendouba Phone/fax: 78 60 72 88	Regional office of the child protection delegate in Kef Address: Imm. Abdelhamid Mejri, rue de la Station -7100-Kef Phone/fax: 78 22 33 32	Regional office of the child protection delegate in Mahdia Address: rue de Seville près de La Poste -5100-Mahdia Phone/fax: 73 69 30 12
Regional office of the child protection delegate in Sousse Address: rue Abou Kacem Chebbi Imm. Bou Dokhane -4003-Sousse Phone/fax: 73 38 21 78	Regional office of the child protection delegate in Monastir Address: Imm. Ghomrassi près de la Gare -5000-Monastir Phone/fax: 73 46 40 07	Regional office of the child protection delegate in Kairouan Address: Imm. Mestiri Mansoura -3100-Kairouan Phone/fax: 77 23 75 00	Regional office of the child protection delegate in Kasserine Cité Olympique -1230-Kasserine Phone/fax: 77 47 02 81

Regional office of the child protection delegate in Sfax Address: Av. 14 Janvier rue Ahmed Aloulou Res. Ridha -3000-Sfax Phone/fax: 74 40 21 66	Regional office of the child protection delegate in Sidi Bouzid Address: Imm. El Qadri rue Suez -9100- Sidi Bouzid Phone/fax: 76 62 24 50	Regional office of the child protection delegate in Mednine Address: Rte Djerba Km1 -4100-Mednine Phone/fax: 75 64 75 23	Regional office of the child protection delegate in Gabes Address: Av. Mohamed Ali -6000-Gabes Phone/fax: 75 27 58 52
Regional office of the child protection delegate in Tataouine Address: rue Habib Ghandour -3200-Tataouine Phone/fax: 75 85 26 35	Regional office of the child protection delegate in Gafsa Address: Imm. Khalfallah Cité Ennour -2100-Gafsa Phone/fax: 76 22 75 44	Regional office of the child protection delegate in Tozeur Address: N°156 Av. Farhat Hached -2200-Tozeur Phone/fax: 76 47 70 13	Regional office of the child protection delegate in Kébili Address: rue d’Ethiopie près Délégation de l’Enseignement -4200-Kébili Phone/fax: 75 49 32 60

Appendix 4

[BIST Recording Form](#)

Appendix 5

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 Designated Safeguarding Lead (DSL) or Deputy (DDSL) (unless they are themselves accused or suspected of abusing) - don't tell other adults or young people what you have been told.
6. Discuss with the DSL 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 DSL will inform the Principal (unless the accusation is against the Principal) 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 6

Staff Code of Conduct

Appendix 7

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 Leads (DSL) or one of the Deputy Designated Safeguarding Leads.

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. 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):

Katie Smith, Primary

Email: katie.smith@bistunis.info

Feriel Harzi, Secondary

Email: feriel.harzi@bist.com.tn

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

Appendix 8

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.**

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.
- In EYFS staff phones/devices are locked in a cupboard.

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.