Sousse International School

Inspiring students through positive education

Safeguarding Policy
2024-2025

Safeguarding 2024-2025

Sousse International School – Primary

Written on:	01/08/2023
Last reviewed on:	09/05/2025
Next review due by:	09/05/2026

Table of Contents

Appendices

1. Introduction

At Sousse International School, the safety and welfare of every pupil is of paramount importance. We are fully committed to creating and maintaining a secure, respectful, and supportive environment in which all children are protected from harm and their rights are upheld. Our safeguarding procedures are established to ensure that all pupils are effectively safeguarded from abuse and neglect and that appropriate support and protection are provided in accordance with Tunisian legislation and internationally recognised safeguarding standards.

Although situated outside the United Kingdom, the school actively aligns its safeguarding framework with the principles set out in the UK Department for Education's statutory guidance *Keeping Children Safe in Education (KCSIE)*. This guidance provides a benchmark for best practice and informs the development of our internal policies, staff training programmes, and procedures for identifying and responding to safeguarding concerns.

All staff have a professional duty to safeguard children and to act immediately on any concern that may arise. They are expected to be familiar with the school's safeguarding and child protection policies, to maintain appropriate professional boundaries, and to take all concerns seriously. Comprehensive safeguarding training is provided on a regular basis to ensure that all staff are confident in their responsibilities and remain up to date with current procedures and expectations.

Sousse International School maintains close working relationships with local authorities and families, and is committed to ensuring that the needs and safety of the child remain central to all decision-making.

Safeguarding is not regarded as a standalone duty but as a fundamental aspect of the school's culture and ethos. It is embedded in all aspects of school life and is the responsibility of every member of staff.

Our safeguarding procedures are established to ensure that all pupils are effectively safeguarded from abuse and neglect and that appropriate support and protection are provided in accordance with Tunisian legislation and internationally recognised safeguarding standards.

2. Roles and Responsibilities

At Sousse International School, the roles and responsibilities outlined in our child protection policy reflect our commitment to ensuring the safety and well-being of all students. All staff members, including teachers, administrative personnel, and volunteers, are responsible for recognizing and promptly reporting any concerns regarding a child's safety or welfare to the designated safeguarding lead (DSL). At Sousse International School, we are committed to creating a safe, supportive, and respectful environment where children's rights are upheld and their safety is prioritized at all times.

The table below outlines contacts of named staff in school, the DSL/DDSL and external authorities linked to child protection and safeguarding. Where a child is in immediate danger or at risk of harm a referral should be made to the School DSL/DDSL and/or the police immediately.

Role:	Name/Details:	Contact:	Location
Designated Safeguarding Lead (Secondary) **DSL**	Mahfoudh Elarem	mahfoudh@sousseinternationalschool.com	Secondary, Rue Essfaya, Jawhara, Sousse, Tunisia
Designated Safeguarding Lead (Primary) **DSL**	Elise Fletcher	primaryhead@sousseinternationalschool.com	Primary, Oued Ghnim, Sahloul, Sousse, Tunisia
Deputy Designated Safeguarding Lead (Secondary) **DDSL**	Niol Haughland	viceprincipal@sousseenglishacademy.com	Secondary, Rue Essfaya, Jawhara, Sousse, Tunisia
Deputy Designated Safeguarding Lead (Primary) **DDSL**	Madeleine Denby	Deputy_head@sousseinternationalschool.com	Primary, Oued Ghnim, Sahloul, Sousse, Tunisia
Police	In an emergency/for non-emergency but possible crime	197	
Civil Protection	In an emergency/for non-emergency but possible crime	198	
Safeguarding Email	To report any safeguarding concerns.	Safeguarding@sousseinternationalschool.com	
Local Child Protection Agency Sousse	Child Protection Agency	73 382 178	Abdou El Kassem, EL Chebbi Strett, Boudkhan Building, 2nd Floor, Sousse
Designated Whistleblower Governor	Hilary Sumsion	Whistleblowing@sousseinternationalschool.com	

2.1 Staff and Visitors

All staff and visitors must:

- Be familiar with this policy and understand their duty to safeguard children.
- Report any concerns about a child's safety to the DSL immediately.
- Attend regular safeguarding training.
- Maintain professional boundaries and model positive behaviour.

3. Principles and Aims

Safeguarding and promoting the welfare of children involves and refers to the following:

At Sousse International School, safeguarding and promoting the welfare of our students is a core priority. We are fully committed to creating a safe, supportive, and inclusive environment where every child can thrive academically, socially, and emotionally. The aims of our safeguarding policy are to:

1. **Protect all students from harm**

   Ensure that all children are protected from abuse, neglect, exploitation, and any form of harm, whether physical, emotional, sexual, or online.

2. **Create a safe and supportive environment**

   Foster a culture where students feel secure, respected, and listened to, and where they know they can speak out if they are worried or upset.

3. **Promote student wellbeing and development**

   Support the physical and emotional wellbeing of students, enabling them to grow and achieve their full potential in a nurturing environment.

4. **Provide clear procedures and guidance**

   Establish and maintain clear procedures for identifying, reporting, and managing safeguarding concerns, ensuring consistency across the school.

5. **Ensure staff are trained and accountable**

   Equip all staff, volunteers, and relevant stakeholders with appropriate safeguarding training and ongoing support to understand their responsibilities and take prompt, appropriate action.

6. **Work collaboratively with families and external agencies**

   Engage openly with parents, carers, and external safeguarding agencies to ensure a coordinated and effective approach to child protection.

7. **Continually monitor and review safeguarding practices**

Regularly evaluate and update our safeguarding policies and procedures to reflect best practices, legal requirements, and the evolving needs of our students.

3. 1 Policy Principles:

- The welfare of the child is fundamental.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.

We aim to:

- Provide all staff with the necessary information to enable them to meet their child protection responsibilities
- Ensure consistent good practice to protect pupils from harm
- To demonstrate the school's commitment regarding child protection to pupils and parents.

The school achieves these aims by:

- Ensuring the recruitment of staff who are suitable and appropriate to work with children.
- Providing a positive school atmosphere where pupils feel safe and secure and are encouraged to talk.
- Valuing and promoting effective relationships with parents and professionals from external agencies.
- Teaching pupils, through a varied curriculum, to identify and manage risks. This includes educating pupils about the safe use of devices and access to the internet.
- Ensuring that all staff, teaching and non-teaching staff, are properly trained, supported and supervised to enable them to identify abuse and welfare concerns and deal with such concerns appropriately and sensitively.
- Creating a culture of openness, trust and transparency in which any concerns about the conduct of staff, visitors and other adults in school can be shared and dealt with in an appropriate and sensitive manner.

4. Safeguarding Procedures and Responsibilities

We have developed a structured procedure which will be followed by all members of the school community in cases of suspected abuse.

4.1 Designated Safeguarding Lead(s)

The name of the Designated Safeguarding Lead (DSL) and Deputies (DDSL) 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. The DSL/DDSL have all undertaken Designated Safeguarding Training to ensure they are up to date

with legislation and Safeguarding Policies and Procedures. The DSL will receive DSL training every two years as required by the Keeping Children Safe in Education (KCSIE) Statutory Guidance for Schools and Colleges.

4.1.1 If there is a safeguarding concern as detailed in section 5 then the concern should be immediately reported following the safeguarding process to the Designated Safeguarding Lead (DSL), the Head, who will take appropriate action.

4.1.2 The DSL will also be supported by the Deputy Designated Safeguarding Lead (DDSL), Deputy Head, who should be contacted in the DSL's absence.

4.1.3 Concerns about the conduct of members of staff or students with regard to this policy should be taken to the DSL.

4.1.4 Any concerns about the DSL should be taken directly to the Child Protection Office or to the Designated Whistleblower Governor, who will contact the Local Child Protection Agency.

4.1.5 The DSL (or other party as outlined above) follows the procedure outlined in this document.

4.2 Parents and Carers

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.

4.3 NSPCC/Police

We will use the 'NSPCC When To Call The Police Guide' 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.

4.4   Visitors

On arrival, visitors will be signed in and asked to provide contact details. They will be given a Visitor's lanyard and asked to read the SIS Safeguarding Information Card (*see Appendix 1 - SIS Safeguarding Information Card)* detailing who to contact if they have any concerns. In addition, our Safeguarding Policy and Procedures are clearly detailed in the administration for visitors to see. Visitors are reminded that Safeguarding is everyone's responsibility.

4.5 Governing Body

The Governing Body of Sousse International School is responsible for providing strategic leadership and accountability in all areas of school governance, including safeguarding and child protection. Governors ensure that the school complies with statutory requirements, including the Keeping Children Safe in Education (KCSIE) statutory guidance, and promotes a culture of vigilance and safety for all pupils.

The Named Governors of Sousse International School are:

Maria Ponce Deleon

Anita Peterson

David Frieson

Hilary Sumsion

Key responsibilities include:

- Ensuring there are appropriate policies and procedures in place for safeguarding and child protection.
- Holding school leaders accountable for the effectiveness of safeguarding arrangements.
- Overseeing the implementation and annual review of the school's Safeguarding and Child Protection Policy.
- Ensuring all staff, including governors, receive appropriate safeguarding and child protection training.

4.5.1. Safeguarding Oversight and Responsibilities

The Governing Body has a designated Safeguarding Governor to liaise with the Designated Safeguarding Lead (DSL), ensuring that safeguarding duties are being met effectively.

The Governing Body must also ensure that safer recruitment practices are in place and that all adults working with children in the school have undergone the necessary background checks.

4.5.2 Appointment of a Designated Whistleblower Governor

In accordance with best safeguarding practices and in support of a safe reporting environment, the Governing Body appoints Hilary Sumsion as the Designated Whistleblower Governor. This governor acts as the primary point of contact for concerns that:

- Involve potential misconduct or malpractice within the safeguarding team or leadership.
- Cannot be reported internally due to fear of reprisal or conflict of interest.

Any serious safeguarding concerns that cannot be addressed through internal channels may be reported by the Designated Whistleblower Governor directly to the Child Protection Agency Sousse, ensuring children's safety is never compromised.

4.6 Staff

At our international primary school, all staff have a shared and vital responsibility to safeguard and promote the welfare of every pupil. Safeguarding is not solely the role of the Designated Safeguarding Lead (DSL); it is a collective duty that underpins all aspects of school life.

Staff are expected to:

- Be fully familiar with, and adhere to, the school's safeguarding and child protection policies and procedures.
- Remain alert to signs of abuse, neglect, emotional harm, or any concerns relating to a child's safety or well-being.
- Report any concerns without delay to the DSL or a deputy DSL, in line with the school's reporting protocols.
- Maintain professional boundaries at all times, treating all pupils with dignity, respect, and fairness.
- Participate in regular safeguarding training and updates to ensure their knowledge remains current and in line with statutory guidance such as *Keeping Children Safe in Education*.
- Act in the best interests of the child at all times, including during interactions with parents, visitors, and external agencies.

Any failure to fulfil safeguarding duties is treated with the utmost seriousness and may result in disciplinary action, including referral to external authorities where necessary.

5. Actions Where There Are Concerns About A Child

Safeguarding is everyone's responsibility and all staff regardless of their role should exercise vigilance and be watchful for, and aware of, signs that a child may be in need of help as well as the signs of abuse and neglect. If a staff member has any concerns about a child, s/he should report the concern to the DSL/DDSL. If a staff member has any doubts or questions, they should immediately speak with the DSL/DDSL. The DSL/DDSL will discuss the matter with the members of staff to decide on appropriate action.

5. 1 Recognising Abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone. Abuse may be committed by adult men or women and by other children and young people. There are four categories of abuse which are set out in 6. Types and Signs of Abuse and Neglect.

5.2 Bullying

Bullying between children is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber- bullying and prejudice-based bullying should be reported and will be managed through our Bullying Policy.

5.3 Taking Action

Key points for staff to remember for acting are:

- In an emergency take the action necessary to help the child (including calling 197)
- Report your concern as soon as possible to the DSL/DDSL, definitely by the end of the day.
- Do not start your own investigation.
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.

5.4 If You Are Concerned About A Pupil's Welfare

Early Help

All staff should be aware of the early help process, understand their role in it and be alert to identifying children who may benefit from early help. This includes:

- identifying emerging problems and potential unmet needs.
- liaising with the DSL/DDSL.

Early help means providing support as soon as a problem emerges at any point in a child's life. There will be occasions when staff may suspect that a pupil may be at risk. In these circumstances, staff will try to give the pupil an opportunity to talk and ask if they are OK or if they can help in any way.

In cases of significant or immediate danger, the police should be notified immediately. Immediate protection measures will be taken if a child shows signs of injury, grave negligence or suspicion of sexual abuse by accompanying them to the health centre or hospital.

5.5 If a Pupil Makes a Disclosure to You

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes, they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will, at the appropriate time, let the pupil know that in order to help them, they must pass the information on to the DSL/DDSL.

During their conversations with the pupils, staff will:

- Allow them to speak freely and remain calm. Do not interrupt the child or be afraid of silences
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- **Under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil's parent think about it
- Not automatically offer any physical touch as comfort.
- Avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' may be interpreted by the child to mean that they have done something wrong
- Explain that only the professionals who need to know will be informed, but never promise confidentiality
- Tell the pupil what will happen next. The child may want to accompany you to see the DSL/DDSL.
- Write a statement, giving as much detail as possible; date & time, what was said, how you acted, any names / parties mentioned

5.6 Notifying Parents

In accordance with national procedures, the school will normally seek to discuss any concerns about a pupil with their parents or to inform them that a referral to child services will be made, unless they are deemed to be a risk to the child.

Our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from the Board of Owners and/or the police before parents are contacted.

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.

When talking to children, we will take into account their age, understanding and preferred language, which may not be English. We will also make provision, where necessary, for a SEND child who may need support in communicating. The seriousness and substance of the concerns will dictate how we talk to a child. 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.

5.7 Confidentiality and Sharing Information

Staff should never guarantee confidentiality to pupils or adults wishing to tell them about something serious, as this may not be in the best interests of the child. They should guarantee that they will not tell anyone who does not have a clear need to know and that they will pass on information only to the people who must be told in order to ensure that the appropriate action is taken.

All staff will understand that child protection issues warrant a high level of confidentiality. Staff should only discuss concerns with the DSL/DDSL. That person will then decide who else needs to have the information, and they will disseminate it on a 'need-to-know' basis.

All electronic and paper information is confidential and only made available to relevant individuals.

The DSL/DDSL will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL/DDSL may share information without consent, and will record the reason for not obtaining consent.

The GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. However, where in doubt, the school will seek legal advice.

5.8 Children Who May Be Particularly Vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that our pupils receive equal protection, we will give special consideration to children who are:

- Living in chaotic and unsupportive home situations
- Living transient lifestyles
- Affected by parental substance misuse, domestic violence or parental mental health needs
- Vulnerable to being bullied or engaging in bullying
- Vulnerable to discrimination and maltreatment based on protected characteristics (e.g. race, ethnicity, religion, disability or sexuality)
- At risk of sexual exploitation, female genital mutilation, forced marriage or being drawn into extremism
- Children with Special Educational Needs and Disabilities

6. Types and signs of abuse and neglect

6.1 Physical Abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

If a child often has injuries, there seems to be a pattern, or the explanation doesn't match the injury, then this should be investigated. Some signs of physical abuse can include:

- injuries to parts of the body where accidents are more unlikely, such as the thighs, abdomen, and back

- respiratory problems from drowning, suffocation or poisoning
- untreated or inadequately treated injuries
- bruising which looks like hand or finger marks
- cigarette burns, human bites, scarring, scalds and burns

6.2 Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent 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 from participating in normal social interaction. It may involve serious bullying (including cyberbullying), causing children to frequently 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.

Signs of emotional abuse tend to be behavioural rather than physical, and the child may:

- behave aggressively or be disruptive, act out, demand attention and require more discipline than other children
- become frightened of certain adults
- become angry or disinterested and/or show little creativity
- become sad, withdrawn or depressed
- have trouble sleeping
- become sexually active at a young age
- exhibit inappropriate sexual knowledge for their age or sexualised behaviour in their play with other children
- refuse to change for PE or participate in physical activities
- develop eating disorders
- self-harm
- refuse to attend school or run away from home
- lack confidence or have low self-esteem
- use drugs or alcohol

6.3 Sexual Abuse

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 online). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Signs of sexual abuse displayed by children may include:

- pregnancy
- sexually transmitted infection
- pain/itching/bleeding/bruising/discharge to the genital area/anus
- urinary infections
- difficulty walking or sitting
- persistent sore throats
- becoming sexually active at a young age
- exhibiting inappropriate sexual knowledge for their age or sexualised behaviour in their play with other children

6.4 Neglect

Neglect is 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.

It may also include neglect or unresponsiveness to a child's basic emotional needs. Signs of possible neglect may include:

- the child seems underweight or is very small for their age
- they are poorly clothed, with inadequate protection from the weather
- they are often absent from school for no apparent reason
- they are regularly left alone, or in charge of younger siblings

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

7. Specific Safeguarding Issues

All staff should have an awareness of safeguarding issues, some of which are listed below.

7.1 Children Missing Education

All staff should be aware that children going missing, particularly repeatedly, can be a potential indicator of abuse and neglect, including sexual abuse or exploitation, child criminal exploitation or mental health problems.

7.2 Child Criminal Exploitation

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs exploiting children to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Some of the following can be indicators of CCE:
- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education, or do not take part in education.

7.3 Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual.

The above CCE indicators can also be indicators of CSE, as can:
- children who have older boyfriends or girlfriends
- children who suffer from sexually transmitted infections or become pregnant.

The school includes the risks of sexual exploitation in the Values curriculum for Years 6, children in lower years review areas, including but not limited to, consent, my body and how to ask for help. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All concerns should be immediately reported to the DSL/DDSL.

7.4 Domestic Abuse

All children can witness and be adversely affected by domestic abuse in the context of their home life, where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

7.5 Mental Health

The school has an important role to play in supporting the mental health and wellbeing of their pupils. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

7.6 Peer-on-Peer Abuse

Children may be harmed by other children. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, all staff recognise that children can abuse their peers and should be clear that all peer-on-peer abuse is unacceptable and will be taken seriously. Safeguarding issues can manifest themselves via peer-on-peer abuse, which can take many forms, including:

- **Physical abuse** such as biting, hitting, kicking or hair pulling
- **Sexually harmful behaviour/sexual abuse** such as inappropriate sexual language, touching, sexual assault or rape
- **Sexting,** including pressuring another person to send sexual imagery or video content
- **Teenage relationship abuse** - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner
- **Upskirting** – The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim.
- **Initiation/hazing** - used to induct newcomers into an organisation, such as a sports team or school groups, by subjecting them to a series of potentially humiliating, embarrassing or abusive trials which promote a bond between them
- **Prejudiced behaviour** - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Different gender issues can be prevalent when dealing with peer-on-peer abuse, for example, girls being sexually touched/assaulted or boys being subject to initiation/hazing-type violence.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. Where allegations of sexual violence or sexual harassment are made, the school will act in accordance with the guidance set out in Keeping Children Safe in Education (2020) and 'Sexual violence and sexual harassment between children in schools and colleges' and use the procedures in line with any other safeguarding concerns detailed in this policy.

7.7 Serious Violence

All staff are made aware of indicators that children are at risk from or are involved with serious violent crime, which include increased absence, a change of friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts could also indicate that children have been approached by or are involved with individuals associated with criminal gangs.

7.8 Sexting

There is no accepted definition of 'sexting', but most professionals agree that it refers to the sending or posting of sexually suggestive images, including nude or semi-nude photographs of a person under 18 years of age, via mobile or over the internet.

All incidents involving youth produced sexual imagery will be responded to as follows:
- The incident will be referred to the DSL/DDSL immediately, who will then hold an initial review meeting with the appropriate staff. If appropriate, there will be subsequent interviews with the children involved.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process, if there is a concern that a child has been harmed or is at risk of harm, a referral will be made to the DSL/DDSL or the police immediately in accordance with this policy.

In some instances, it may be necessary to refer the matter directly to the police. Once a report is made to the police, the report must be recorded, and the police will investigate. This may include seizure of devices and interviews with the young people involved.

7.8.1 Supporting Those Involved

The support required for the pupil who has been harmed will depend on their circumstances and the nature of the abuse. Support could include counselling, mentoring, the support of family and friends and/or support with improving peer relationships or some restorative justice work.

Support may also be required for the pupil who has been doing the harming. We will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours. Once those needs have been met, the consequences for the harm caused or intended will be addressed.

7.9 Preventing Radicalisation and Extremism

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be a part of a school's or college's safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes with or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation from being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately.

8. Reporting, Recording and Managing Concerns

All concerns, discussions and decisions made and the reasons for those decisions must be recorded in writing (signed and dated) on our Safeguarding Form, either handwritten and given to the DSL or typed and sent by email to
safeguarding@sousseinternationalschool.com.
(See appendix 2 – Sousse International School Safeguarding Form).

Once a form has been sent to the DSL, an action plan will be made and implemented to ensure the welfare of the child and documented as per the Safeguarding Form. The way in which a Safeguarding Disclosure is handled is dependent on the nature of the disclosure, and therefore, we adhere to the following procedure when a disclosure is made.

Sousse International School Safeguarding Procedure

Safeguarding is Everyone's Responsibility

Concern
Is there an immediate danger/signs of abuse?

YES
Act immediately

NO
Act within 24 hours

Record concern on SIS Safeguarding Form and hand to DSL or email safeguarding@sousseinternationalschool.com

Record concern on SIS Safeguarding Form and hand to DSL or email safeguarding@sousseinternationalschool.com within 24 hours.

DSL/DDSL
To review concern and make an action plan.

DSL/DDSL
To review concern and make an action plan.

Actions:
Monitoring
Further Evidence
Child Protection Office Referral
Police Referral
Request to Interview
DSL to talk to parent/carer

Feedback to class teacher/person who raised concern

Review at teacher meeting every half term

Report to parent/carer

Report to parent/carer

Feedback to class teacher/person who raised concern

Review at teacher meeting every half term

Actions:
Monitoring
Further Evidence
Child Protection Office Referral
Police Referral
Request to Interview
DSL to talk to parent/carer
Wellbeing Sessions
Monitor friendships
School Nurse
Home Visits
Values Sessions
Other

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.

8.1 Emergency Contacts

The 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 there are welfare and/or safeguarding concerns. These are stored in accordance with GDPR.

8.2 How To Deal With a Disclosure

When a student discloses a safeguarding concern, it is essential that the information is recorded accurately, objectively, and promptly. The quality of the initial record can significantly impact any future action taken to protect the child. All staff at Sousse International School have a responsibility to follow the correct procedures.

- React calmly
- Listen carefully and attentively
- Take the child seriously
- Reassure the child that they have taken the right action in talking to you
- Do not promise to keep anything secret
- Ask questions for clarification only. Do not ask leading questions
- Check back with the child that what you have heard is correct
- Do not express any opinions about the alleged abuser
- Ensure that the child understands that you must tell someone who understands this area and who can help
- Make a written record of what the child has told you as soon as possible, in as much detail as possible
- Treat the information confidentially
- Continue to support the child
- Use the Child's own words

Once it is OK to do so, you must inform the DSL.

What to Avoid:

- Never promise confidentiality — always explain that you may need to share the information with someone who can help.
- Do not probe or ask leading questions.
- Do not discuss the disclosure with other staff or students unnecessarily.

8.3 Managing and Maintaining Individual Safeguarding Records

In line with statutory guidance from *Keeping Children Safe in Education (KCSIE)*, our school maintains clear and comprehensive safeguarding records to ensure the safety and wellbeing of all pupils.

Accurate Record-Keeping	All concerns, discussions, decisions, and actions taken regarding a child's safeguarding and welfare are recorded accurately and objectively. Records

	include the date, time, details of the concern, the people involved, and any action taken.
Confidentiality	Safeguarding records are treated as sensitive and confidential. They are stored securely and are only accessible to members of the safeguarding team, including the Designated Safeguarding Lead (DSL) and their deputies, where appropriate.
Timeliness	Records are made as soon as possible after a concern arises, ideally on the same day, and always within 24 hours. Prompt recording ensures that details are fresh and accurate.
Ongoing Monitoring	Safeguarding files are regularly reviewed and updated to reflect new concerns, changes in a child's circumstances, or further action taken. Chronologies are maintained to track patterns and support effective decision-making.
Transfer of Records	When a pupil transfers to another school, their safeguarding record is transferred securely and promptly, in line with current guidance. This is done separately from the main pupil file, and confirmation of receipt is obtained from the receiving school.
Retention of Records	The school retains safeguarding records in accordance with statutory retention periods and data protection legislation in Tunisia. These records are securely destroyed when they are no longer required.
Record Management Oversight	The DSL is responsible for ensuring safeguarding records are maintained, monitored, and reviewed appropriately, and that staff are trained in how to record concerns accurately and responsibly.

8.4 Managing and Recording Low-level Staff Behaviour Concerns

In line with *Keeping Children Safe in Education (KCSIE)*, the school promotes a culture of openness, trust, and transparency. This includes ensuring that all staff understand how to recognise, report, and record low-level concerns about adult behaviour, even where those concerns may not meet the threshold for a formal allegation.

Definition of a Low-Level Concern: A low-level concern is any action by a member of staff (including volunteers, contractors, and supply staff) that may be inconsistent with the school's Code of Conduct, but which does not meet the criteria for referral to the Child Protection Agency. Examples may include:

- Inappropriate language, humour, or personal comments.
  Over-familiar behaviour or unclear boundaries.
  Breaches of professional standards or school policy.
- Breaches of Staff Code Of Conduct

8.4.1 Reporting Procedures

- All low-level concerns must be reported to the Headteacher (or the Chair of Governors if the concern is about the Headteacher) as soon as reasonably possible.
- Concerns are recorded on the SIS Incident Recording Form
- Reports can be made verbally, but must be followed in writing on the SIS Incident Recording form and should include factual details, context, and any witnesses.
- Staff are encouraged to self-refer if they believe their actions may have been inappropriate or misconstrued.

8.4.2 Recording and Confidentiality

- All low-level concerns are recorded in a dedicated confidential incident log, maintained by the Headteacher, Deputy Head and Designated Safeguarding Lead (DSL).
- Records include the date, nature of the concern, details of the individuals involved, and the action taken.
- These records are kept securely and are reviewed regularly to identify patterns or emerging concerns that may require further action.

8.4.3 Proportionate Response

- The response to a low-level concern will be proportionate, supportive, and based on the context and history of the staff member's conduct.

- The Headteacher may provide additional supervision, training, or reflective discussions where appropriate.

- If a pattern of low-level concerns emerges, or if new information comes to light, the school will reassess whether the concern meets the threshold for referral under the school's managing allegations procedures.

8.4.4 Culture of Safeguarding

Maintaining clear and open procedures for recording low-level concerns contributes to a culture where safeguarding is everyone's responsibility and staff feel confident to challenge or report any behaviour that may put pupils at risk.

8.5 Staff Mental Health and Wellbeing

At Sousse International School, we recognise that safeguarding is not limited to protecting children alone; it also involves creating a safe, supportive, and mentally healthy environment for all staff. Promoting and protecting the mental health and wellbeing of staff is vital to ensuring a safe learning environment for pupils and sustaining a culture of vigilance, care, and professionalism.

8.5.1 Our Commitment

- We are committed to fostering a culture where staff feel valued, supported, and able to speak openly about mental health without stigma or judgment.
- We acknowledge that safeguarding responsibilities, disclosures, and daily stressors can significantly impact staff wellbeing and seek to provide proactive and responsive support.

8.5.2 Support Structures

- Open-Door Policy: Staff are encouraged to speak confidentially with line managers, the DSL, or the Senior Leadership Team about any wellbeing concerns.
- Learning Support Teacher: A member of staff appointed as the Learning Support Teacher is responsible for checking in with staff and staff wellbeing.

8.5.3 Workload and Professional Boundaries

- The school leadership is committed to monitoring workload, promoting work-life balance, and reducing unnecessary administrative burden where possible.
- Staff are encouraged to maintain clear professional boundaries, including reasonable email and communication expectations outside school hours.

8.5.4 Creating a Positive Culture

- The school promotes staff wellbeing through whole-school initiatives such as wellbeing days, staff appreciation events, and access to wellness resources.

- Regular anonymous surveys and staff feedback mechanisms are used to assess staff wellbeing and identify areas for improvement.

8.5.5 Safeguarding and Staff Wellbeing

- Staff who are involved in or affected by safeguarding cases will be offered support, supervision, and debriefing, as appropriate.

- The DSL or SLT will ensure that any staff member impacted by a safeguarding disclosure or concern is given time, space, and support to recover emotionally and mentally.

9. Opportunities to teach Safeguarding

As a school, we will ensure that pupils are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum. This will be specifically covered in the Values classes and curriculum.

9.1. Staff Training

As part of the induction programme, all newly appointed staff will receive safeguarding training which will include:
- This safeguarding policy
- The role of the DSL

At Induction (and annually thereafter) all staff (including non-teaching staff) are trained on:

- What is safeguarding?
- Why do we need safeguarding?
- Children at risk
- Child Protection
- Safeguarding Children Legislation
- Categories of Risk
- Protective Factors
- Recognising Abuse
- Physical Abuse
- Emotional Abuse
- Neglect
- Sexual Abuse
- CSE
- Child Trafficking
- Radicalisation
- FGM
- Child on Child Abuse
- Online Safety
- Domestic Abuse
- PREVENT

- Reporting Concerns
- Disclosures
- How to report
- SIS Safeguarding Policy
- Whistleblowing
- DSL Leads/Safeguarding Team

Staff will receive safeguarding updates via Edupage and meetings throughout the year. In addition, Staff will attend two refresher training sessions in Spring 1 and Summer 1. All records of training can be found on each staff member's Training Matrix.

9.2 DSL Training

In accordance with *Keeping Children Safe in Education (KCSIE)*, the Designated Safeguarding Lead (DSL) and any appointed Deputy Designated Safeguarding Leads (DDSLs) must undergo formal training to fulfil their role effectively.

9.2.1 Core Training

The DSL and DDSLs complete specialist safeguarding training that provides them with the knowledge and skills required to carry out their responsibilities, including managing referrals, understanding thresholds, record-keeping, and working with external agencies.

9.2.2 Refresher Training

This training is updated at least every two years to ensure that the DSL and deputies remain informed of current legislation, statutory guidance, and best practice.

9.2.3 Training Records

The school maintains accurate records of DSL and DDSL training dates to ensure compliance with statutory requirements and timely renewal.

This commitment ensures the safeguarding team remains competent, confident, and well-informed to lead safeguarding and child protection effectively across the school.

9.3 Abuse of Position of Trust

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Staff should note that it is an offence under Tunisian law for a person aged 18 or over and in a position of trust, authority or influence to have a sexual relationship

with a child, even if the relationship is consensual. A position of trust could arise even if the member of staff does not teach the child.

9.3 PREVENT

All teachers must complete a PREVENT Awareness Course and refresher course annually.

Prevent is part of the UK government's counter-terrorism strategy (CONTEST) and aims to safeguard individuals from being drawn into extremism or radicalisation. In the context of schools, it plays a vital role in protecting students from influences that could lead them to adopt extremist views or become involved in terrorism.

Aims of Prevent Training at Sousse International School:

- To help staff understand the risks associated with radicalisation and extremism.
- To equip staff with the knowledge and confidence to identify children who may be vulnerable to extremist ideologies.
- To ensure staff know how to report concerns and take appropriate action to safeguard students.
- To promote fundamental values such as respect, tolerance, democracy, and the rule of law.

10. Other Safeguarding Policies and Procedures
Safer Recruitment

Our school prioritises embedding a culture of safe recruitment as part of our strategy for preventing harm to children and complies with the local authority arrangements by carrying out the required checks (police B3 check/DBS) and verifying the applicant's identity, qualifications, work history, and references. The school's Recruitment Procedure sets out the process in full and can be found in the SIS Safer Recruitment Policy 2024-2025.

Aims of Safer Recruitment:

- To ensure that the safety and welfare of children are at the forefront of recruitment and hiring decisions.
- To ensure all staff and volunteers undergo appropriate checks before they are employed or placed at the school.
- To adhere to relevant legal requirements and best practice guidelines, ensuring a robust recruitment process.

By adhering to these principles, Sousse International School ensures that all staff members, both permanent and temporary, uphold the highest standards of safeguarding and are dedicated to protecting and promoting the welfare of children in our care.

Volunteers and visitors will always be accompanied around the school and never be left unsupervised unless they have undergone the appropriate checks which allow

them to do so. The school checks the identity of all contractors working on the site. It is preferred practice that they only work unsupervised outside of school hours.

10.1 Good Practice Guidelines and Staff Code of Conduct

All staff must behave responsibly and professionally in all dealings with children and specifically with pupils for whom they have a duty of care. All staff must follow the procedures set out in the Staff Code of Conduct.

Good practice includes:

- treating all pupils with respect
- setting a good example by conducting themselves appropriately
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection and safeguarding policy, staff code of conduct and other policies related to safeguarding
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- referring all concerns about a pupil's safety and welfare to the DSL/DDSL, or, if necessary, directly to the police.
- ensuring any transparent panels/windows are not covered
- leaving doors open if in a 1:1 situation with a child

Staff should always avoid behaviour which might be misinterpreted by others, and report in accordance with the whistleblowing policy.

10.2 Whistleblowing Policy

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's Whistleblowing Policy enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

Additionally, where an individual has behaved or may have behaved in a way that indicates they may not be suitable to work with children, this must also be reported. The reason is because of transferable risk. Where a member of staff or volunteer is involved in an incident outside of school/college, which did not involve children, but could have an impact on their suitability to work with children. For example, a member of staff is involved in domestic violence at home. No children were involved, but schools/colleges need to consider what triggered these actions and whether a child in the school could trigger the same reaction, therefore being put at risk.

Staff may also report their concerns directly to the DSL/DDSL or the police/child protection agency if they believe direct reporting is necessary to secure action. If the allegation is about a member of the DSL/DDSL team or they feel the situation has not been handled correctly, the member of staff must report it directly to the Child Protection Agency (Sousse) or the Designated Whistleblower Governor.

10.3 Allegations Against Staff

When an allegation is made against a member of staff, our set procedures must be followed. Guidance for dealing with allegations against staff can be found in Keeping Children Safe in Education (DfE, 2020).

Allegations concerning staff who no longer work at the school or historical allegations will be reported to the police.

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

Detailed records will be made to include decisions, actions taken and reasons for these. All records will be retained securely.

Whilst we acknowledge such allegations may be false, malicious or misplaced, we also acknowledge they may be founded. It is therefore essential that all allegations are investigated properly and in line with agreed procedures.
Initial Action

- The person who has received an allegation or witnessed an event will immediately inform the DSL/DDSL.
- The Board of Owners will be informed immediately.
- The school will take steps, where necessary, to secure the immediate safety of the children, which may involve the suspension or supervision of the staff member.
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of the children.

The DSL/DDSL may need to clarify any information regarding the allegation:

- consideration will be given throughout to support the needs of the pupils, parents and staff
- all staff are expected to recognise the need for absolute confidentiality in these situations
- The DSL/DDSL will consult with the Board of Owners in order to determine if it is appropriate for the allegation to be dealt with internally by the school or if there needs to be a referral to the school inspector and/or the police for investigation.

- If externally investigated, the school will collaborate with the external agencies involved.

If, after the internal or external investigation has been completed and the allegation is founded then the:

- employment with the school will cease.
- school will report the member of staff to the police.

10.4 Site Security

The site supervisor oversees the coming and going of visitors to the school.

10.5 Extended School and Off-Site Arrangements

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection and safeguarding policy and procedures apply. If other organisations provide services or activities on our site on behalf of our school, we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work-related activities, we will check that effective child protection arrangements are in place.

10.6 Staff/Pupil and Parent Online Relationships

The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils and parents. Staff are not to contact, accept or befriend anyone on their personal social media, teachers are not to share their phone number or give private information to parents. All communication must be through Edupage or the administration. Parents are reminded of this in their parent handbook. Staff found to be in breach of these rules may be subject to disciplinary action or a child protection investigation.

10.7 Supporting Children

The pupils at SIS are taught an extensive values programme in which topics such as keeping safe, consent, and who to talk to are all explored. These sessions are age-dependent and factor in children's needs, backgrounds and experiences. To ensure clarity in who they can talk to, posters are placed around the school detailing who the children can go to when they are in need of help *(see Appendix 3 - Who Can I Talk To?)*.

10.8 Filtering and Monitoring Online Safety

At Sousse International School, we are committed to ensuring that all children use technology and the internet in a safe, responsible, and age-appropriate way. To support this commitment, we have implemented the following measures:

10.8.1 Filtered Internet Access

Each school computer is configured with limited internet access to prevent exposure to inappropriate or harmful content.

10.8.2 Safe Search Engine Use

All student internet searches are conducted through Kiddle, a child-friendly search engine designed to filter out unsafe content.

10.8.3 Monitoring

All computers are actively monitored to ensure responsible use. Staff are able to oversee student activity and intervene if any concerning behaviour is identified.

10.8.4 Curriculum Integration

Online safety is embedded into the school curriculum. Dedicated units are delivered throughout the year to educate students about safe online behaviour, digital responsibility, and how to identify and report risks. Our Teachers follow the IT Curriculum provided by iLearn2Learn. The iLearn2Learn IT curriculum provides a structured, age-appropriate approach to teaching computing skills, including coding, digital literacy, and online safety. It supports progression across year groups and aligns with the national curriculum.

10.8.5 Class Interventions

Teachers provide additional support through class-based interventions when specific concerns arise or when students need extra guidance in their online activity.

10.9 SEND and Safeguarding

We recognise that children with Special Educational Needs and Disabilities (SENd) may face additional safeguarding challenges. These pupils can be more vulnerable to abuse and less able to express concerns due to barriers in communication, cognition, social understanding, or physical needs. Our safeguarding policy is designed to ensure the safety, inclusion, and protection of all students, particularly those with SENd.

10.9.1 Increased Vulnerability

Children with SEND may:

- Struggle to understand or communicate concerns about abuse or neglect.
- Be disproportionately affected by issues such as bullying or peer-on-peer abuse.
- Depend on multiple adults for care, increasing the risk of abusive situations.
- Exhibit behaviour that may mask underlying safeguarding issues.

Staff are trained to be vigilant in identifying possible signs of abuse in SEND pupils and to avoid making assumptions based on a child's disability.

10.9.2 Individualised Safeguarding Approach

- Each child with SEND will have their needs considered within their Pupil Passports.
- Staff will work closely with the Learning Support Teacher and DSL to ensure safeguarding measures are tailored and accessible.
- Communication needs will be specifically addressed to ensure all children can express concerns in a way that works for them (e.g. through visual aids, communication devices, or trusted adults).

10.9.3 Staff Training

- All staff receive training on SENd and Neurodiversity.
- Training includes recognising non-verbal signs of abuse, understanding communication barriers, and how to respond sensitively and effectively.

10.9.4 Multi-Agency Collaboration

- The school will work collaboratively with parents, carers, therapists, and external agencies to ensure a coordinated approach to safeguarding SEND pupils.
- The Designated Safeguarding Lead (DSL) and Learning Support Teacher will meet regularly to discuss concerns and review the effectiveness of safeguarding provision for pupils with additional needs.

10.9.5 Promoting Empowerment and Inclusion

- The school fosters a culture where children with SENd are supported to understand their rights, feel safe, and are included in safeguarding education through differentiated, age-appropriate materials.
- Wherever possible, SENd pupils are included in discussions around their own safety and care plans.

10.10 Safeguarding During Transitions and New Arrivals

We recognise that transitions—whether between schools, year groups, or different educational systems—can be particularly vulnerable times for students. Special attention is given to ensuring that all children, especially new arrivals, are supported during these times to maintain their safety and wellbeing.

10.10.1 Initial Safeguarding Checks

When a new pupil arrives, the school ensures that appropriate safeguarding checks are carried out, including confirming previous safeguarding records and that all records and details are correct.

10.10.2 Induction Process

New pupils are provided with an induction program to help them feel safe and welcome. This includes introducing them to key staff, explaining how they can report concerns, and fostering relationships with peers.

10.10.3 Ongoing Monitoring:

Transitioning pupils will be monitored closely for any signs of distress or vulnerability, with early intervention strategies put in place if needed.

10.10.4 Communication with Parents

Parents of new arrivals are encouraged to share relevant information regarding their child's welfare and safeguarding needs.

10.11 Child Voice and Participation

We believe that children have the right to be heard and involved in decisions that affect their safety and wellbeing. We are committed to fostering an environment where all pupils feel safe, respected, and empowered to express their views.

10.11.1 Accessible Reporting

Pupils are regularly reminded of how to report concerns and are encouraged to speak to trusted adults. Child-friendly safeguarding materials are displayed throughout the school.

10.11.2 Safeguarding Education

Safeguarding topics are integrated into the Values curriculum in age-appropriate lessons and material, helping children understand their rights and how to seek help both in school and the wider community.

10.11.3 Inclusive Practice

We ensure that all children, including those with SEND or language barriers, are supported to participate and have their voices heard.

11. Monitoring and Reviewing Safeguarding Practices

At Sousse International School, we recognise the importance of regularly monitoring and reviewing our safeguarding practices to ensure they remain effective, up-to-date, and responsive to the needs of our students and the wider school community.

By consistently monitoring and reviewing our safeguarding practices, Sousse International School ensures that child protection remains at the heart of everything we do.

11.1 Regular Policy Review

The safeguarding policy will be formally reviewed on an annual basis, or sooner if there are changes in legislation, guidance, or emerging safeguarding concerns. Updates will be approved by school leadership and shared with all staff.

11.2 Ongoing Evaluation of Procedures

Safeguarding procedures and reporting mechanisms will be continuously evaluated to ensure they are being implemented correctly and are accessible to staff, students, and parents.

11.3 Auditing and Record Keeping

Sousse International School maintains safeguarding records in line with the expectations of *Keeping Children Safe in Education (KCSIE)*, ensuring that all documentation is accurate, secure, and appropriately managed. All safeguarding records, including disclosures, concerns, actions taken, and outcomes, are recorded chronologically and include the date, time, names of those involved, decisions made, and rationale. These records are stored securely, with paper files kept in a locked cabinet in a restricted-access office, and digital records protected by encrypted systems and accessible only to the DSL and authorised safeguarding personnel.

When a child transfers to another school, their safeguarding record is transferred separately from the main pupil file and sent securely, with confirmation of receipt requested from the receiving school. The school also adheres to local data protection regulations and retention schedules, ensuring records are kept for the appropriate period and securely destroyed when no longer required.

Safeguarding records, including incident reports and referrals, will be routinely audited to ensure consistency, accuracy, and timeliness. These audits help identify trends and areas for improvement.

11.4 Staff Feedback and Reflection

Staff will be encouraged to reflect on safeguarding practices and provide feedback through regular meetings, training sessions, and anonymous surveys. This input is essential in shaping our approach and fostering a culture of accountability.

11.5 Student and Parent Involvement

The views of students and parents regarding safety and wellbeing in school will be sought periodically to inform improvements and strengthen the safeguarding culture.

11.6 Training Review

The effectiveness of safeguarding training will be assessed regularly to ensure all staff remain confident and competent in recognising and responding to safeguarding concerns.

All staff, including administration, will receive yearly training during our new academic year training induction. With a further two refreshers held during the year (spring and summer terms).

PREVENT training will be completed yearly, and all staff must obtain a PREVENT certificate.

11.7 Leadership Oversight

The Designated Safeguarding Lead (DSL) will provide regular safeguarding updates to the school leadership team and governing body, ensuring a high level of accountability and continuous development.

The DSL will receive DSL training every two years as required by the Keeping Children Safe in Education (KCSIE) Statutory Guidance for Schools and Colleges.

12. Policy Accessibility

We are committed to ensuring that our safeguarding policy is accessible, understandable, and inclusive for all members of the school community, regardless of language, age, or educational background.

12.1 Non-English Speaking Families

- Interpreters or bilingual staff are offered during safeguarding-related meetings to ensure clear communication and understanding.
- While formal translated documents are not currently available, the Designated Safeguarding Lead (DSL) or Administration Team are available to verbally explain key safeguarding policies to parents in a language they understand, wherever possible.
- Regular communication with parents includes culturally sensitive language and visuals to support comprehension.

12.2 Younger Pupils

- Safeguarding principles are communicated to younger pupils in developmentally appropriate ways, using stories, visuals, role play, and discussions.
- Staff are trained to engage children in conversations about safety using age-appropriate language and approaches.

- Child-friendly safeguarding posters and resources are displayed throughout the school to remind pupils who they can speak to if they feel unsafe.

13. Related SIS Policies and Documentation

SIS strives to ensure all those who work, visit or attend SIS are fully supported. Therefore, it is important that we signpost related policies and documentation that ensure a child's welfare.

13.1 Related SIS Policies

- Staff handbook and contract
- Behaviour Policy
- Complaints Policy
- Bullying Policy
- Health and Safety Policy
- Child Protection

13.2 Related Documentation

- Children's Act 1989;
- Human Rights Act 1998
- Sexual Offences Act 2003
- Safeguarding Vulnerable Groups Act 2006
- Care Act 2014; and Working Together to Safeguard Children 2015.
- Data Protection Act 2018
- The Counter-Terrorism and Security Act 2015
- Prevent duty guidance: for higher education institutions in England and Wales
- Keeping Children Safe in Education (KCSIE): Statutory guidance for schools and colleges. (Department for Education, September 2024)

14. Monitoring and Review

This policy is reviewed annually by the Designated Safeguarding Lead and school leadership. It may also be updated sooner in response to changes in legislation or best practice.

Policy Written by	Job Role:	Date Written:
Madeleine Denby	Deputy Head	01/08/2023

Date of Review:	Next Review:
09/08/2023	09/08/2024

08/08/2024	08/08/2024
04/01/2025	04/01/2026
24/04/2025	24/04/2026
09/05/2025	**09/05/2026**

Policy Signed off by:	Job Role:	Date:
Mahfoudh Elarem	Director	09/05/2025

Appendix 1- *SIS Safeguarding Information Card*

Appendix 2 – Safeguarding Recording Form

Sousse International School
Safeguarding Record Form
2024-2025

Name:		Date:	
Year Group:		Teacher:	
Name of witnesses:		Place of incident/dis closure occurred:	
Name of individual completing form:		Time of incident/ disclosure occurred:	

Observations/Concerns about the child: (such as what has happened to make you concerned, who was involved, were there any witnesses, whether you have any immediate concerns about the persons safety, whether any action has already been taken to keep the person safe such as have the police been called, medical assistance requested etc, is there anyone else who could be at risk due to your current concerns)

Record of exactly what the young person/vulnerable adult said and what you said: (remember do not lead the young person/vulnerable – record the actual details. If needed please record additional details on a separate sheet if necessary.

Record of exactly what the young person/vulnerable adult said and what you said: *(remember do not lead the young person/vulnerable – record the actual details. If needed please record additional details on separate sheet if necessary.*

Actions Taken:

Did the child/vulnerable adult report injury?	**YES / NO**
Details of injury and first aid given:	
Name of first aider:	

Body Map Form
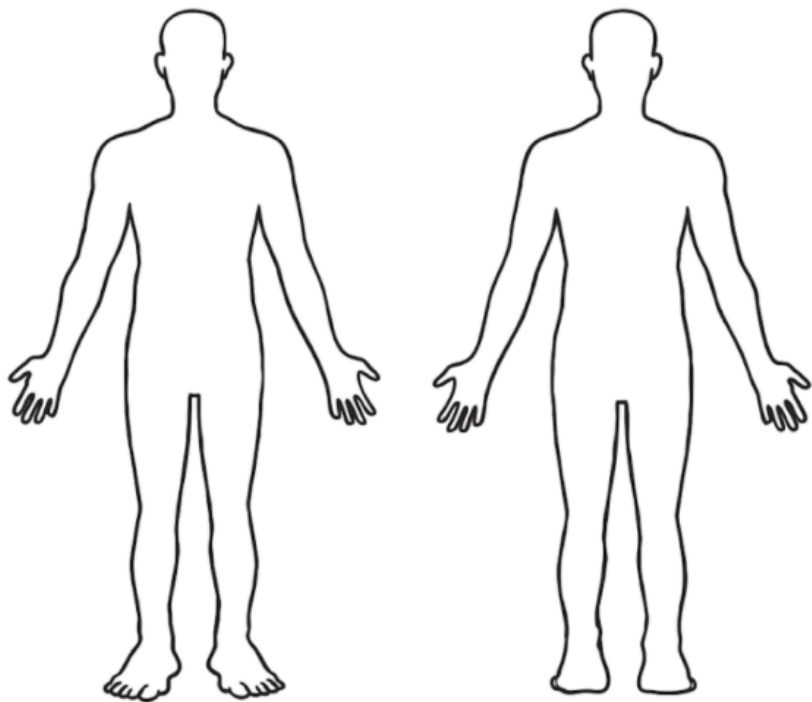
Name of individual completing form:	
Signed by the person completing form:	
Date:	

For admin use only:

Form read by:	Date:
Have the parents/carers been contacted? *The parents/carers should only be informed unless to do so could place the young person/vulnerable adult at risk of further harm.*	

Record Number:

Form entered onto shared drive by:	Date:
Any further actions:	
External agencies contacted? **Police: Yes/ No** *if yes, please include details.* **Child Protection Officer: Yes/No** *if yes, please include details.* **Other:** *please state details*	

For school board only:

Form read by:	Date:
Signed by person reading form:	

Appendix 3 - SIS Incident Recording Form

Record Number:

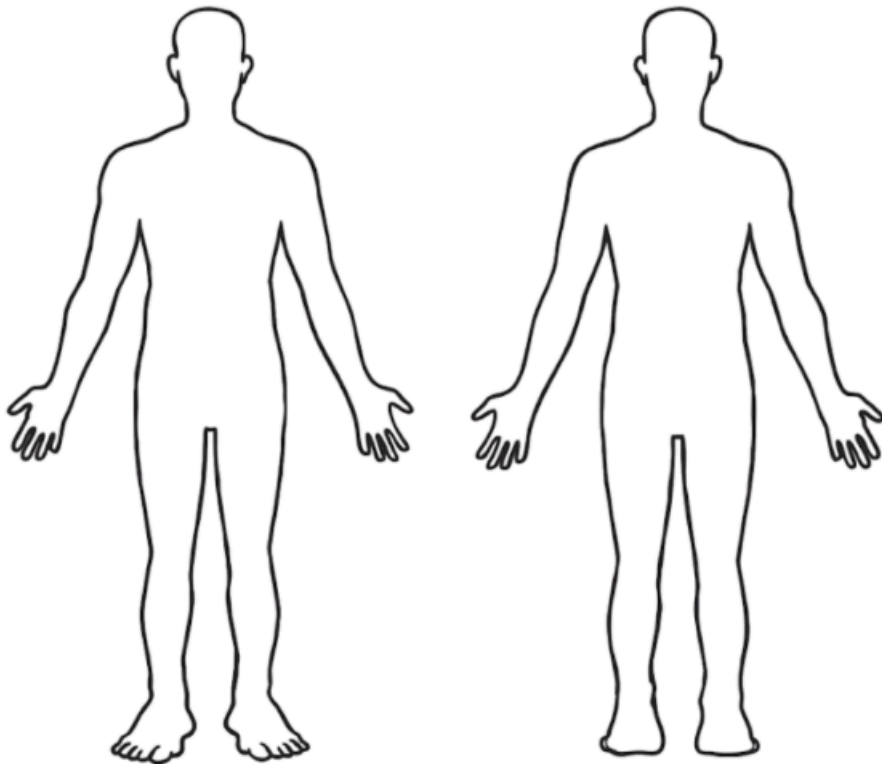**Sousse International School Incident Recording Form
2024-2025**

Name:		**Date:**	
Year Group:		**Teacher:**	
Name of witnesses:		**Place incident occurred:**	
Name of individual completing form:		**Time of incident:**	

Description of incident/near miss:

Did the incident cause injury?	YES / NO
Details of injury and first aid given:	
Name of first aider:	

Body Map Form

Parents Contacted?:	
Signed by the person completing form:	
Date:	

For admin use only:

Form read by:	Date:
Form entered onto shared drive by:	Date:
Any further actions:	

Safeguarding Notice

EVERYONE'S RESPONSIBILITY

Sousse International School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share this commitment.

If you are worried about the safety or wellbeing of a child please speak to a member of the Safeguarding Team:

Primary

Ms Elise
Designated
Safeguarding Lead
(DSL)

Ms Madeleine
Deputy Designated
Safeguarding Lead
(DDSL)

Secondary

Mr Mahfoudh
Designated
Safeguarding Lead
(DSL)

Mr Niol
Deputy Designated
Safeguarding Lead
(DDSL)

Safeguarding Notice

For all staff, pupils and visitors.

Safeguarding our pupils in the building

All visitors to the school will be issued with a visitors lanyard and will also be issued with a safeguarding information card.

Please report to reception if you do not have a lanyard or have misplaced the one given to you on arrival.

This is to protect both you and our pupils.

Be vigilant.

If you believe a person is on site and not authorised to be so, contact a member of staff immediately.

Sousse International School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share this commitment.

If you are worried about the safety or wellbeing of a child please speak to a memeber of the Safeguarding Team.

| Ms Elise | Mr Mahfoudh | Ms Madeleine | Mr Niol |
| DSL | DSL | DDSL | DDSL |

Remember: Safeguarding children is everyone's responsibility.

Safeguarding Team

If you are worried about the safety or wellbeing of a child
please speak to a member of the Safeguarding Team:

Primary

Secondary

Ms Elise
Designated
Safeguarding Lead
(DSL)

Ms Madeleine
Deputy Designated
Safeguarding Lead
(DDSL)

Mr Mahfoudh
Designated
Safeguarding Lead
(DSL)

Mr Niol
Deputy Designated
Safeguarding Lead
(DDSL)

EVERYONE'S RESPONSIBILITY

Safeguarding Notice

ADVICE FOR WHEN A DISCLOSURE IS MADE TO YOU:

Just be you.

Record their words in their language.

Avoid asking leading questions.

Don't feel you need to fill a silence.

Follow code of conduct.

When did you last read staff code of conduct?

Support yourself

MAKING A REPORT

1. Think accuracy of notes. e.g put name down, not 'he /she'

2. Any level of concern, please report ▶▶▶▶▶ It can always be de-escalated if needed.

3. Include in report what action you did or what you think should happen. e.g email tutor with concern.

Every Child Matters

Think! "It could happen here"
"All members of staff have same responsibility"
"Encourage a culture of listening to children"