



Child Protection and Safeguarding Policy

Our child protection and safeguarding policy applies to all staff, volunteers, and visitors.

Principles of the policy

Jeanne D'Arc British International School takes seriously its responsibility to protect and safeguard the welfare of the children and young people in its care.

To assist with that the school has appointed a Designated Safeguarding Lead (D.S.L.) and a Deputy Designated Safeguarding Lead (D.D.S.L.) The designated safeguarding persons are:

- Nada El Jahiri - DSL
- Angela Arigoni-Mesfioui DDSL

To assist in recognising these two people their photographs are to be found around the school and also in the visitors' leaflet.

Aims

Jeanne D'Arc British International School recognises that because of their day to day contact with children, school staff are well placed to observe the outward signs of abuse.

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried.
- Include opportunities throughout the curriculum for children to develop the skills they need to recognise, and stay safe from, abuse.

As part of the ethos of the school every member of the staff is committed to:

- Ensuring the school practices safe recruitment in checking the suitability of staff and volunteers to work with children
- Ensuring that all staff and volunteers understand, and adhere to, the school's code of conduct
- Establishing and maintaining a safe school environment, where all children feel secure, can learn and develop, are encouraged to talk and are listened to, where their views are valued and respected
- Supporting pupils who have been abused, and carrying out specific actions in



accordance with the agreed child protection plan including opportunities in the curriculum for children to develop the skills they need to recognise, and stay safe from, abuse

- Ensuring all teaching staff, support staff, and volunteers understand their responsibilities in being alert to the signs and symptoms of abuse
- Know the correct procedure for referring concerns, or reporting allegations against any staff, including the Heads, and receive appropriate training to enable them to carry out these requirements
- Encouraging and supporting parents/carers and working in partnership with them.
- Ensuring that the school building and site are appropriately secure, with a clear record kept of any risk assessments carried out.
- That all of these procedures also apply when pupils are on field trips (this is mentioned in the field trip risk assessment)
- Ensure that other school policies which have a safeguarding element (eg health and safety; anti-bullying; e-safety; behaviour) are all consistent with this policy and with each other and where appropriate make cross-reference to this policy
- This policy does not operate in isolation, it is part of a group of policies all dealing with the safety and welfare of our pupils

Related Policies, Procedures, and Risk Assessments This policy should not be read in isolation but along with other Jeanne D'Arc British International School policies, including:

- Code of conduct for staff and volunteers
- Online safety - E-Safety policy
- Anti-bullying
- Managing complaints and grievances
- Induction, training, supervision and support
- Field Trip Risk Assessment

We recognise that:

- the welfare of the child is paramount
- all children, regardless of age, disability, gender, race, religion or sex have a right to equal protection from all types of harm or abuse
- some children, particularly vulnerable and SEND, pupils, are additionally at risk because of the impact of previous experiences, their level of dependency, communication needs or other issues
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

We will seek to keep children and young people safe by:

- following and being familiar with the Keeping Children Safe in Education 2024 document which is the statutory guidance for schools and colleges on safeguarding children and safer recruitment for both UK schools and British Schools Overseas.
- valuing, listening to and respecting them
- appointing a Designated Safeguarding Lead (D.S.L. and D.D.S.L.) for children and young people
- adopting child protection and safeguarding best practice through our policies, procedures and code of conduct for staff and volunteers
- recruiting staff and volunteers safely, ensuring all necessary checks are made



- recording and storing information professionally and securely
- sharing information about safeguarding and good practice with children, their families, staff and volunteers via leaflets, posters, group work and one-to-one discussions
- using our safeguarding procedures to share concerns and relevant information with agencies (limited access to agencies in Morocco, but there are non-governmental associations) who need to know, and involving children, young people, parents, families and carers appropriately
- using our procedures to manage any allegations against staff and volunteers appropriately creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise
 - ensuring that we have effective complaints and whistleblowing measures in place
 - ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance.

The schools filtering and monitoring system

This is an essential part of keeping the pupils safe at school.

The school has an effective firewall system which is a filtering solution to online safety. It protects users at school, both staff and pupils, from accessing illegal, inappropriate and potentially harmful online content.

This is a filtering solution to the online safety in the school.

Alongside the filtering solution, the technology department in school and the teachers will regularly monitor the pupils' online use.

In classes where the pupils are using their devices the teachers will monitor their screens as they walk around the classroom.

The technology department staff will utilise monitoring solutions to regularly check pupils online use.

This monitoring will be logged and if necessary the parents of pupils misusing the internet will be called into school and, depending on the seriousness of the misuse, the pupil's right to use a device in school may be withdrawn.

Supporting Pupils at Risk

We recognise that children who are abused, or witness violence, may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable and SEND pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.



Keeping Records

Any member of staff receiving a disclosure, or noticing possible abuse, must make an accurate record as soon as possible, noting what was said or seen, putting the event into context, and giving the date, time and location. All records must be dated and signed **(See Appendix 3)**.

Where staff have observed injuries to a child, these should be recorded on a body map outline with some indication given about the size of the injury.

This information must include:

- Information about the person who noticed the injuries on the child, when they noted them and what their relationship is to the child in question.
- Details of specific injuries – where they are, what they look like, their colour, shape, size and condition.
- Whether the injury seems to be healing or getting worse.
- Whether the child is showing distress about the injury.
- Information about how the injury was sustained.
- Information about what a child or their parent says about the injury.

Information on a body map, just like with a disclosure report form, should be factual and accurate and the information should be signed and dated by the person who has completed it. **(See Appendix 2)**.

Staff should never take photographs of injuries.

Written records of concern about children must be kept, even where there is no need for a referral.

All records relating to child protection concerns will be kept in a secure place and will remain confidential. They do not form part of the pupil's educational records and must be kept separate from other records.

Written records of concerns about children must be kept alongside any typed records.

A chronology will be kept at the front of individual pupils' files, which is reviewed and updated whenever a new concern is raised or additional relevant information becomes available, noting actions and outcomes.

The quality of child protection records will be monitored by the designated persons.

If a child moves school, copies of child protection documentation must be passed immediately and confidentially to the receiving school, separate from general records, with the original records retained by the school. The Head will also telephone the Head at the new school or college to raise awareness of child protection concerns, and that records are being transferred.

Parents/carers will be made aware of the school's child protection policy via



orientation meetings, newsletters, and the policy is available upon request.

What is Safeguarding?

The Four R's of Safeguarding

Recognise	Recognise what abuse is including: Your role and responsibility in safeguarding or protecting children Definitions, signs and indicators of abuse Relevant guidance
Respond	Respond appropriately to a child by actively listening, being aware of the barriers for the child and the adult, and being open and reassuring.
Report	Report concerns to your manager or Designated Safeguarding Lead (D.S.O or D.D.S.L.)
Record	Record all information as soon as possible and pass it on safely and securely to the person who needs to know. Keep the information secure

N.S.P.C.C. 2018

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.

Safeguarding means:

- Protecting children from abuse or maltreatment
- Preventing harm to children's health or development
- Ensuring children grow up with the provision of safe and effective care
- Taking action to enable all children and young people to have the best outcomes
- Protecting children from child-on-child pressure

Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm.

The Principles of Safeguarding as Defined by Jeanne D'Arc British International School:

- Safeguarding is everyone's responsibility. All staff and anyone who has contact with a child or young person, including volunteers and visitors, should play their full part in keeping children safe
- We will aim to protect children using national, local and school child protection procedures
- That all staff and anyone who has contact with a child, including volunteers and visitors, have a clear understanding regarding abuse and neglect in all forms. This includes how to identify, respond and report. This also includes knowledge in the process for allegations against professionals. Staff should feel confident that they can report all matters of safeguarding at Jeanne D'Arc



British International School. All information will be dealt with swiftly and securely, following the correct procedures with the safety and wellbeing of the children in mind at all times.

- That we operate a child-centred approach and a clear understanding of the needs, wishes, views and voices of all our children.

What is child abuse?

Child abuse happens when a person, adult or child, harms a child. It can be physical, sexual or emotional, but can also involve a lack of love, care and attention. Neglect can be just as damaging to a child as physical or sexual abuse.

Children may be abused by:

- family members
- friends
- people working or volunteering in organisational or community settings
- people they know
- much less commonly by strangers

Children suffering abuse often experience more than one type of abuse. The abuse usually happens over a period of time, rather than being a single, isolated incident. Increasingly, abuse can happen online.

There are Four Types of Child Abuse

1 - Physical Abuse

Physical abuse happens when a child is deliberately hurt, causing injuries such as cuts, bruises, burns and broken bones. It can involve hitting, kicking, shaking, throwing, poisoning, burning or suffocating. It's also physical abuse if a parent or carer makes up or causes the symptoms of illness in children. For example, they may give them medicine they don't need, making them unwell. This is known as fabricated or induced illness (FI).

Spotting the signs of physical abuse:

All children have trips, falls and accidents which may cause cuts, bumps and bruises. These injuries tend to affect bony areas of their body such as elbows, knees and shins and are not usually a cause for concern.

Injuries that are more likely to indicate physical abuse include:

Bruising:

- bruises on babies who are not yet crawling or walking
- bruises on the cheeks, ears, palms, arms and feet
- bruises on the back, buttocks, tummy, hips and backs of legs
- multiple bruises in clusters, usually on the upper arms or outer thighs
- bruising which looks like it has been caused by fingers, a hand or an object, like a belt or shoe

Large oval-shaped bite marks:

- Oval shaped with indentation or pattern of teeth marks

Burns or scalds:

- any burns which have a clear shape of an object, for example cigarette burns
- burns to the backs of hands, feet, legs, genitals or buttocks.



Other signs of physical abuse include multiple injuries (such as bruising, fractures) inflicted at different times. Most abused children will have a series of injuries that happen over an extended period of time.

If a child is frequently injured, and if the bruises or injuries are unexplained or the explanation doesn't match the injury, this should be investigated.

It's also concerning if there is a delay in seeking medical help for a child who has been injured.

2. Neglect

What is neglect?

Neglect is persistently failing to meet a child's basic physical and/or psychological needs usually resulting in serious damage to their health and development.

Neglect may involve a parent's or carer's failure to:

- provide adequate food, clothing or shelter
- supervise a child (including leaving them with unsuitable carers) or keep them safe from harm or danger
- make sure the child receives appropriate health and/or dental care
- make sure the child receives a suitable education
- meet the child's basic emotional needs – parents may ignore their children when they are distressed or even when they are happy or excited. This is known as emotional neglect.

Neglect is the most common type of child abuse. It often happens at the same time as other types of abuse.

Spotting the signs of neglect:

Neglect can be difficult to identify. Isolated signs may not mean that a child is suffering neglect, but multiple and persistent signs over time could indicate a serious problem.

Some of these signs include:

- children who appear hungry - they may come to school without lunch, money to pay for lunch, they may even try to steal food
- children who appear dirty or smelly and whose clothes are unwashed or inadequate for the weather conditions
- children that may come with unkempt hair, wear the same clothing more than one day in a row, have plaque buildup on teeth, often have lice, and in general look disheveled.
- children who are left alone or unsupervised
- children who fail to thrive or who have untreated injuries, health or dental problems
- children with poor language, communication or social skills for their stage of development, children who live in an unsuitable home environment, for example the house is very dirty and unsafe, perhaps with evidence of substance misuse or violence
- children who have taken on the role of carer for other family members.



3. Sexual abuse

What is sexual abuse?

Sexual abuse is forcing or enticing a child to take part in sexual activities. It doesn't necessarily involve violence and the child may not be aware that what is happening is abuse. Child sexual abuse can involve contact abuse and/or non-contact abuse.

Contact abuse happens when the abuser makes physical contact with the child.

It includes:

- sexual touching of any part of the body whether the child is wearing clothes or not
- rape or penetration by putting an object or body part inside a child's mouth, vagina or anus forcing or encouraging a child to take part in sexual activity
- making a child take their clothes off, touch someone else's genitals or masturbate.

Non-contact abuse involves non-touching activities. It can happen online or in person and includes:

- encouraging a child to watch or hear sexual acts
- not taking proper measures to prevent a child being exposed to sexual activities by others showing pornography to a child
- making, viewing or distributing child abuse images
- allowing someone else to make, view or distribute child abuse images.

Online sexual abuse includes:

- persuading or forcing a child to send or post sexually explicit images of themselves, this is sometimes referred to as sexting
- persuading or forcing a child to take part in sexual activities via a webcam or smartphone having sexual conversations with a child by text or online
- meeting a child following online sexual grooming with the intent of abusing them.

Abusers may threaten to send sexually explicit images, videos or copies of sexual conversations to the young person's friends and family unless they take part in other sexual activity. Images or videos may continue to be shared long after the abuse has stopped. Abusers will often try to build an emotional connection with a child in order to gain their trust for the purposes of sexual abuse. This is known as grooming.

During the school year the students will receive age appropriate lessons on how to stay safe online.

These lessons will be taught through the Coram Life 'SCARF' PSHE curriculum. In addition the students from Stage 2 to Stage 12 receive and sign the Acceptable Use Policy. There is a policy for primary age students and another for secondary students. Before being asked to sign the policy the policy itself is used as an online safety class delivered by the form teachers during form time.

No curriculum should remain static therefore we plan to use the UKCIS Education for a Connected World framework to develop a robust curriculum using the eight different



areas of online education.

Spotting the signs of sexual abuse

There may be physical signs that a child has suffered sexual abuse. These include:

- anal or vaginal soreness or itching
- bruising or bleeding near the genital area
- discomfort when walking or sitting down
- an unusual discharge
- sexually transmitted infections (STI)
- pregnancy.

Changes in the child's mood or behaviour may also cause concern. They may want to avoid spending time with specific people. In particular, the child may show sexual behaviour that is inappropriate for their age.

For example:

- they could use sexual language or know things about sex that you wouldn't expect them to
- they may draw or write inappropriate images or words
- a child might become sexually active at a young age
- they might be promiscuous.

Child-on-child abuse

child-on-child abuse includes, but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on and offline bullying
- teenage relationship abuse

Jeanne d'Arc British International school recognises that children are capable of abusing their peers. Abuse will never be tolerated or passed off as banter between students, just having a laugh or joking.

Most cases of pupils hurting other pupils will be dealt with under our school's Behaviour Policy, but this Child Protection and Safeguarding Policy will apply to any allegations that raise safeguarding concerns.

This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

Upskirting

According to the UK Government 'upskirting is a highly intrusive practice, which typically involves someone taking a picture under another person's clothing without their



knowledge, with the intention of viewing their genitals or buttocks (with or without underwear).' (.GOV.UK)

Upskirting was designated a criminal offence in April 2019.

This is also seen as child-on-child abuse and must be viewed seriously in school.

If a pupil makes an allegation of abuse against another pupil:

- The allegation must be recorded and the DSL told, however do not investigate the allegation
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim/s, the child or children against whom the allegation has been made and any others affected) with a named person they can talk to if needed

The school will minimise the risk of child-on-child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Making sure that the curriculum helps to educate pupils about appropriate behaviour and consent taught explicitly in PSHE, which is directed by the form teachers
- Assuring pupils that they can talk to staff confidentially and advertising that by posters around the school
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Complaints against staff

Where a child protection related allegation or cause for concern is made against any member of staff, volunteer or outside agency working within the school, the matter should be reported immediately to the Head. Where a child protection related allegation or cause for concern is made against the Head, the matter should be reported immediately to the Proprietor. Where a child protection related allegation or cause for concern is made against the DSL or DDSL, the person receiving the allegation should immediately inform the Proprietor.

A decision whether or not to suspend a member of staff or volunteer will be taken by the Proprietor or Head following referral. Suspension is not an automatic response and the decision will be taken according to the circumstances of each particular case.

In considering the available options, including redeployment of the member of staff or volunteer, the Head will ensure that their primary concerns are the safety and wellbeing of the pupils, together with the need for a full and fair investigation.

It is extremely important that when an allegation is made, the school makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

If, after investigation, it is considered that the person is unsuitable to work with



children, it then depends on the nationality of the person what happens next.

Moroccan nationals – the police will be informed and the matter then becomes a legal issue. Following informing the police the Ministry of Education will be informed. If the person subsequently requests an attestation de travail from Jeanne d'Arc British International School the request will be refused.

British nationals - the police will be informed and the matter then becomes a legal issue. ACRO (Criminal Records Office) will be informed and the person's details will be registered. This means that if that person then requests an International Child Protection Certificate details of the case will be listed on the ICPC for future potential employers to see.

Other nationalities – the police will be informed and a report sent to the Council of International Schools (<https://www.cois.org/>) and its sister organisation International Task Force on Child Protection (ITFCP) In all cases the person's embassy in Morocco will be informed.

Child sexual exploitation

What is child sexual exploitation?

Child sexual exploitation (CSE) is a type of sexual abuse. Young people in exploitative situations and relationships receive things such as gifts, money, drugs, alcohol, status or affection in exchange for taking part in sexual activities. Young people may be tricked into believing they're in a loving, consensual relationship. They often trust their abuser and don't understand that they're being abused. They may depend on their abuser or be too scared to tell anyone what's happening. They might be invited to parties and given drugs and alcohol before being sexually exploited. They can also be groomed and exploited online. Some children and young people are trafficked for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs (Berelowitz et al, 2013). Child sexual exploitation can involve violent, humiliating and degrading sexual assaults and involve multiple perpetrators.

Spotting the signs of child sexual exploitation

Sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour. Young people who are being sexually exploited may:

- go missing from home, care or education
- be involved in abusive relationships, appearing intimidated and fearful of certain people or situations
- having inappropriate conversations on the telephone or online
- hang out with groups of older people, or anti-social groups, or with other vulnerable and SEND and SEND and SEND peers get involved in gangs, gang fights, gang membership
- have older boyfriends or girlfriends
- spend time at places of concern, such as hotels or known brothels, not know where they are, because they have been moved around the country
- be involved in petty crime such as shoplifting
- have access to drugs and alcohol
- have new things such as clothes and mobile phones which they can't or won't explain
- have unexplained physical injuries.



Harmful sexual behaviour

What is harmful sexual behaviour?

Children and young people who develop harmful sexual behaviour (HSB) harm themselves and others. HSB can include:

- using sexually explicit words and phrases
- inappropriate touching
- using sexual violence or threats
- full penetrative sex with other children or adults.

Sexual behaviour between children is also considered harmful if one of the children is much older – particularly if there is more than 2 years' difference in age or if one of the children is pre-pubescent and the other isn't.

However, a younger child can abuse an older child, particularly if they have power over them – for example, if the older child is disabled.

Spotting the signs of harmful sexual behaviour

It's normal for children to show signs of sexual behaviour at each stage in their development. Children also develop at different rates and some may be slightly more or less advanced than other children in their age group. Behaviours which might be concerning depend on the child's age and the situation.

4. Emotional abuse

What is emotional abuse?

Emotional abuse is persistent and, over time, it severely damages a child's emotional health and development. It involves:

- humiliating, putting down or constantly criticising a child
 - shouting at or threatening a child or calling them names
 - mocking a child or making them perform degrading acts
 - constantly blaming or scapegoating a child for things which are not their fault
 - trying to control a child's life and not recognising their individuality
 - not allowing them to have friends or develop socially
 - pushing a child too hard or not recognising their limitations
 - manipulating a child
-
- exposing a child to distressing events or interactions such as drug taking, heavy drinking or domestic abuse
 - persistently ignoring them
 - being cold and emotionally unavailable during interactions with a child
 - never saying anything kind, positive or encouraging to a child and failing to praise their achievements and successes.

Spotting the signs of emotional abuse:

There aren't usually any obvious physical signs of emotional abuse but you may spot signs in a child's actions or emotions. It's important to remember that some children are naturally quiet and self-contained whilst others are more open and affectionate. Mood swings and challenging behaviour are also a normal part of growing up for teenagers and children going through puberty. Be alert to behaviours which appear to be out of character for the individual child or are particularly unusual for their stage of development.



Babies and pre-school children who are being emotionally abused may:

- be overly-affectionate towards strangers or people they haven't known for very long
- not appear to have a close relationship with their parent, for example when being taken to or collected from nursery
- lack confidence or become wary or anxious
- be unable to play
- be aggressive or nasty towards other children and animals.

Older children may:

- use language, act in a way or know about things that you wouldn't expect for their age
- struggle to control strong emotions or have extreme outbursts
- seem isolated from their parents
- lack social skills or have few, if any, friends
- fear making mistakes
- fear their parent being approached regarding their behaviour
- Self-harm.

Roles and Responsibilities for Safeguarding at Jeanne D'Arc British International School

Owner and leadership team roles and responsibilities

- To thoroughly vet all people who will be working with the pupils at Jeanne D'Arc British International School
- Ensuring every member of staff provides up to date police background checks either from their country of origin if foreign hire, or Morocco if local hire
- Designating a safeguarding lead and a deputy
- Maintaining and providing a safe register for concerns and complaints
- Help decide the action to be taken where there are concerns about a child's safety or welfare
- Training of those working with children or in services affecting the safety and welfare of children
- Recruitment and supervision of persons who work with children
- Investigation of allegations concerning persons working with children

The annual review of safeguarding procedures at Jeanne d'Arc International school is the responsibility of the Proprietor with the assistance of the Head. It will take place annually at the end of each academic year.

- The Head and DSL will prepare the safeguarding annual report for the Proprietor to review the effectiveness of child protection and safeguarding arrangements and, in turn, to influence the annual review of the policy at Jeanne d'Arc British International school.
- This will enable the Proprietor to monitor and to identify areas for improvement.
- This review will include the audit of cause for concern files and records made by the DSL.
- The Proprietor and Head will assess the effectiveness of both the DSL and DDSL.
- The views of pupils, parents/carers and staff members will be sought on child



protection and safeguarding arrangements through surveys or questionnaires.

- The SCR register should be carefully checked along with the school's safer recruiting system

The annual review report of child protection and safeguarding will contain:

- The report and evidence of both the training and continuing safeguarding training of existing and new staff
- A check of the current status of the safeguarding level three training of the DSL and DDSL which remains current for two years
- The effectiveness of the school's firewall along with the dates it was checked
- The number, if any, of safeguarding allegations made against staff
- The number of reported bullying incidents
- The number of reported online incidents
- The attendance statistics for the academic year
- The number of exclusions, both permanent and fixed term, for the academic year
- The number of allegations made against staff and their nature
- The number of students with special educational needs
- This report will be dated and signed by all present. It becomes part of the child protection and safeguarding legislation of the school

Designated Safeguarding Lead and Deputy (D.S.L. OR D.D.S.L.) These responsibilities should be explicit within the role-holders job description. This person should have the appropriate status and authority within the school to carry out the duties of the post.

They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and to support other staff to do so – and to contribute to the assessment of children.

Designated Safeguarding Lead Responsibilities:

Manage referrals:

- Refer cases of suspected abuse to the leadership team
- Support staff who make referrals
- Refer cases where a crime may have been committed to the Police as required.

Work with others:

- Liaise with the Head to inform them of issues, especially on-going enquiries
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies (limited access to agencies in Morocco, but there are non-governmental associations). Act as a source of support, advice and expertise for staff.

Undertake training:

- The Designated Safeguarding Lead and deputy should undergo training to



provide them with the knowledge and skills required to carry out the role. This training should be updated every two years.

- The designated safeguarding lead should undertake Prevent awareness training.
- In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
 - Understand the assessment process for providing early help and intervention
 - Have a working knowledge of how to conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
 - Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff
 - Be alert to the specific needs of children in need, those with special educational needs and young carers
 - Be able to keep detailed, accurate, secure written records of concerns and referrals
 - Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raise awareness

- The designated safeguarding lead should ensure the school's policies are known, understood and used appropriately;
- Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made, and also the role of the school in this
- Make sure staff are aware of training opportunities and the latest policies on safeguarding.

Child protection file

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

Availability

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



via phone and/or Skype or other such medium is acceptable.

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

How the school plays a role in safeguarding:

- Ensuring pupils are received and dismissed in a safe manner
- Ensuring pupils are supervised at lunch times and breaks
- Ensuring pupils are supervised as they move around school and between lessons
- Have a signing in systems for visitors
- Teach pupils how to keep themselves safe through lessons and assemblies
- Encourage circle times or other class based discussion activities
- Display useful information
- Have staff in school who the pupils can talk to in all three languages, Arabic, French, and English
- Have peer or teacher mentor groups
- Provide support for vulnerable and SEND and SENDand SEND pupils

Roles and responsibilities of all staff working with children at Jeanne D'Arc British International School

Important - It is not the role of any member of staff to investigate. Their role is simply to listen, record and report.

Teachers and support staff are responsible for:

- Being alert to the signs and symptoms of abuse and their responsibility for the immediate referral of any concerns to the designated safeguarding lead responsible for child protection.
- Providing information for use in any ensuing meetings
- Receiving and applying any recommendations resulting from any meetings
- Supporting pupils who wish to make a disclosure
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Implementing the school's Health and Safety policies in order to maintain a safe and secure setting.
- Ensuring that children know that there are adults in the school whom they can approach if they are distressed or worried.
- Promoting anti-discriminatory and anti-oppressive practice in line with school policy by providing positive role models, promoting diversity and by acknowledging and respecting the individual needs of the child.
- Being aware of the school's whistle blowing policy and are encouraged to raise any concerns relating to practice in school in line with the policy

Important information for all staff in contact with pupils:

- Every effort should be made to minimise the time when members of staff are left alone with a child. If it is necessary for a member of staff to be alone with a child then the door of the room should be kept open and another member of staff should be informed.



- If a child makes inappropriate physical or verbal contact with a member of staff or another child the incident must be reported to the senior designated person and must be recorded on a school's cause for concern record.
- Members of staff will never carry out a personal task for a child that the child can do for themselves. If such contact is essential, a member of staff will assist the child as required in line with the school's intimate care policy. Only provide personal or intimate care in an emergency, unless this is a recognised part of your job
- Unless a child has a specific need staff should not accompany children into the toilet.
- All members of staff will be mindful of how they approach children both physically and verbally. All contact should be appropriate to the child's age and emotional understanding and unnecessary or potentially inappropriate contact will be avoided.
- Members of staff are aware that their actions, however well intentioned, may be misconstrued and therefore they must ensure that they consider, and are aware of, the implications of their actions at all times.
 - Staff should never give out personal details and avoid all social networking

New teachers and support staff are familiarised with this Safeguarding policy as part of their induction.

Training

Appropriate training of staff will be given when they begin working at the school and from then training will be given annually.

The designated safeguarding lead should attend training every two years

This policy was written in September 2024 and reviewed in January 2025.
It will be reviewed again in July 2026

Appendix 1

Reporting Procedure for Disclosures

A pupil discloses to a member of staff

This disclosure may be about themselves or another pupil. It could also be a concern about a member of staff.



The member of staff should listen carefully to the pupil.
If the pupil asks for their disclosure to be confidential the member of staff must explain that they must share the information with the designated lead, but assure the pupil that they are not in any trouble.



As soon as possible that member of staff **MUST** complete a cause for concern form and give it to the designated safeguarding lead or the deputy.



Reporting Procedure for suspected abuse

If a member of staff suspects a pupil is exposed to any kind of abuse they **MUST** complete a cause for concern form immediately and give it to the designated safeguarding lead or deputy.



Reporting Procedure for suspected physical abuse

If a member of staff suspects a pupil is being subjected to physical abuse they **MUST** complete a cause for concern form plus complete the body outline forms. The site of any visible injuries should be noted on the body outline.

STAFF MUST NEVER TAKE A PHOTOGRAPH OF VISIBLE INJURIES

The form and completed body outline should be given to the designated safeguarding lead or deputy.



Appendix 2



Cause for concern form - French

Nom de l'élève	
Date de naissance	
Classe	

L'élève a-t-il un handicap ou des besoins spéciaux?

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Quelles sont vos préoccupations à propos de l'étudiant?

Veillez fournir une description de tout incident ou observation, y compris les dates et heures.

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Qu'avez-vous observé et quand?

Incluez tout ce que vous avez personnellement vu. Soyez clair et donnez votre opinion.

Qu'est-ce qu'on vous a dit et quand?

Incluez tout ce que l'enfant ou une autre personne vous a dit. Si possible, utilisez des mots exacts et indiquez clairement qui a dit quoi.

Qu'avez-vous entendu et quand?

Incluez toute information que vous avez entendue d'un tiers concernant le problème.



Quelles actions avez-vous entreprises en réponse à cette préoccupation?

Avez-vous contacté quelqu'un d'autre en relation avec le problème? Si le / les parent (s) ou le / les responsable (s) n'a pas été contacté (e), veuillez expliquer pourquoi.

Si l'enfant a une blessure physique, avez-vous consulté un médecin? L'enfant a-t-il reçu des soins médicaux en rapport avec la blessure?

Date & heure	
Votre nom	
Votre poste ou titre d'emploi	
Votre signature	



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Donnez maintenant cet enregistrement à la DSL ou à son adjoint.

Date et heure de réception par le DSL	
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Appendix 2 continued



Cause for concern form

This form **must** be completed as soon as is possible after a student has disclosed any problems

Student's name	
Date of birth	
Class	

Does the student have a disability or special needs?



What are your concerns about the student?

Please provide a description of any incident or observations including dates and times

What have you observed and when?

Include anything you have personally witnessed. Be clear about what is fact and what is your opinion.

What have you been told and when?

Include everything the child or another person has told you. Use exact words if possible. Be clear about who has said what.



What have you heard and when?

Include any information you have heard from a third party relating to the concern.

What action have you taken in response to this concern?

Have you contacted anyone else in relation to the concern?

If the parent/s or carer/s have not been contacted, please explain why.

If the child has a physical injury, have you sought medical advice? Has the child received any medical attention in relation to the injury?



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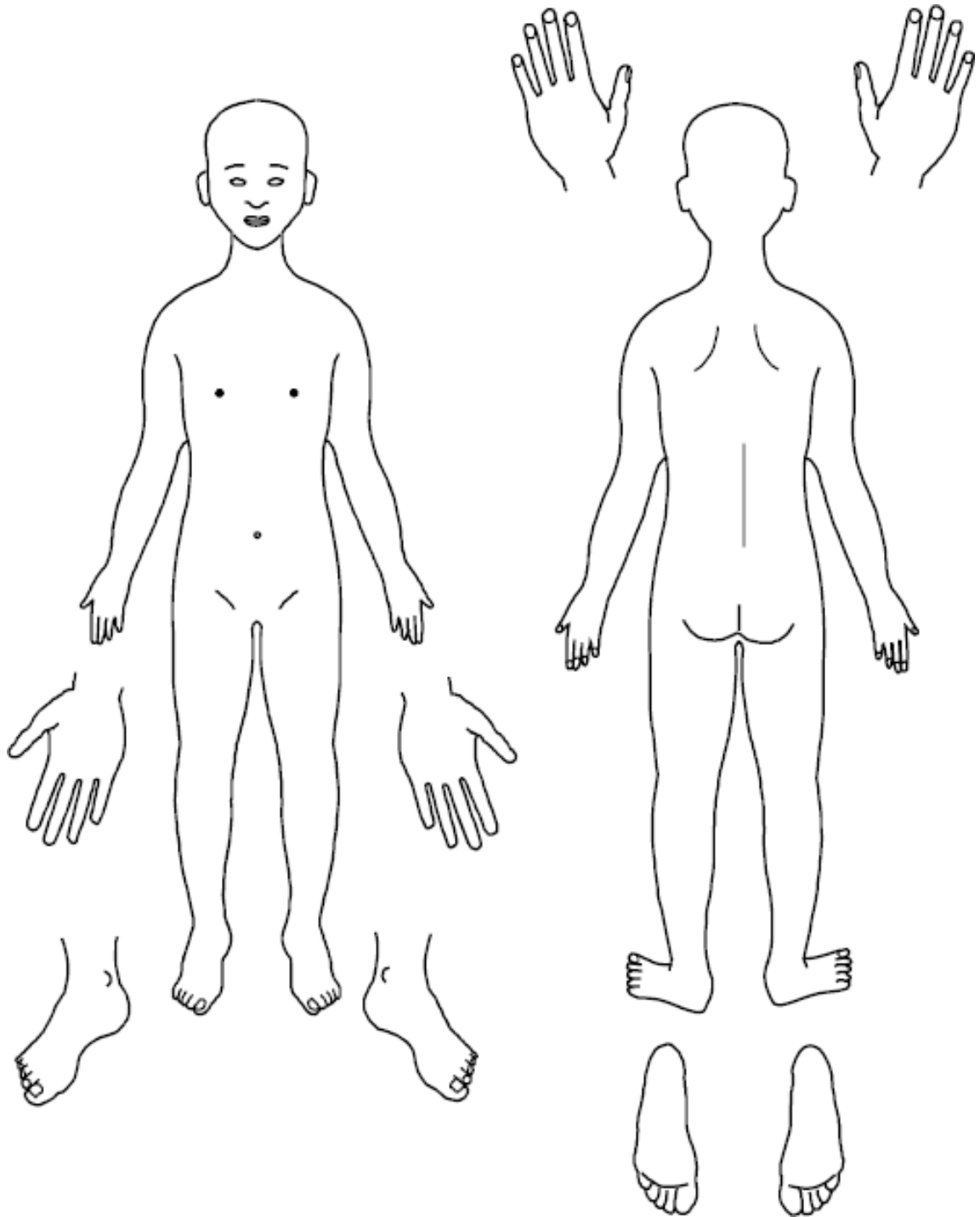
Date and time of this record	
Your name (please print)	
Your position or job title	
Your signature	

Now give this record to the DSL or deputy.

Date and time received by the DSL	
--	--



JEANNE D'ARC
BRITISH
INTERNATIONAL SCHOOL





Name of student:

Date of birth:



Name of person completing this form: _____