7a. Child Protection Handbook

&

Safeguarding Policy

1.Statutory Policies	**Part 2**
ISI	Part 3: Welfare, Health, and Safety - Safeguarding
Author Led	DSL Headmaster
Date of Review	November 2026
Next Review	October 2027
Comment	Annual Review
Website	Yes

1. Key Contacts

Role	Name	Email
Designated Safeguarding Lead (DSL)	Ms C Sealey	c.sealey@bisc.ma
Deputy DSL - Junior	Ms H Chajid	h.chajid@bisc.ma
Deputy DSL - Prep	Ms E Shilton	e.shilton@bisc.ma
Deputy DSL - Senior	Mr Y Elhasbaoui	y.elhasbaoui@bisc.ma
Local Safeguarding Liaison Officer	Ms S Lahrichi	s.lahrichi@bisc.ma
Safeguarding Board Member	Mr Boubker El Fehdi	b.elfehdi@bisc.ma

🌍 ***INTERNATIONAL CONTEXT (Morocco): BISC operates in Morocco where there is no statutory LADO or equivalent local authority children's services. In the absence of a UK-equivalent LADO, concerns about staff conduct should be escalated to the Headmaster (or Chair of Board if the concern involves the Headmaster). BISC maintains membership of COBIS and will seek guidance from COBIS, the British Embassy Rabat, and Moroccan authorities as appropriate. Contact details for these bodies are held by the DSL and reviewed annually.***

2. Introduction and Context

2.1 Our Responsibilities

British International School Casablanca (BISC) is committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. We have a responsibility to protect children and young people from maltreatment inside or outside the home, including online. The school is committed to acting in the best interests of the child at all times. This policy sets out how BISC will deliver these responsibilities.

2.1.1 This policy must be read in conjunction with Keeping Children Safe in Education 2026 (the statutory guidance, in force from September 2026), Working Together to Safeguard Children (2026), and the EYFS Statutory Framework (where applicable to children aged 0–5 in our Nursery and Reception).

2.1.2 In addition, the advice in the DfE Working Together to Improve School Attendance (July 2026) and the Relationships, Sex and Health Education (RSHE) statutory guidance (Sept 26) must be followed.

2.1.3 These documents are available in the Safeguarding Folder on the BISC shared drive and in Policy Folders in each school.

- Keeping Children Safe in Education 2026 (DfE)
- Working Together to Safeguard Children 2026
- EYFS Statutory Framework for group and school-based providers — effective 1 September 2026
- Working Together to Improve School Attendance (updated July 2026)
- RSHE Statutory Guidance — revised guidance for teaching from 1 September 2026

2.2 Our Principles

Our safeguarding arrangements are underpinned by the following principles:

We believe that our school should provide a child-centred, caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

We recognise the importance of providing an environment within our school that will help children feel safe and respected.

We recognise the importance of enabling children to talk openly about anything that worries them and to feel confident that they will be listened to, kept safe and never made to feel that they are creating a problem by reporting abuse, sexual violence or sexual harassment.

We ensure that pupils are taught about safeguarding, including online safety, through various teaching and learning opportunities as part of providing a broad and balanced curriculum.

We will collaborate with parents to build an understanding of the school's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

Safeguarding arrangements in our school are underpinned by three key principles:

Safeguarding is everyone's responsibility: all staff, Board members and volunteers play their full part in keeping children safe and maintain an attitude of 'it could happen here'.

A child-centred and coordinated approach: a clear understanding of the needs and views of children underpins all decisions.

Early help: help and support are provided to meet the needs of children as soon as problems emerge.

2.3 Scope

In line with the law, this policy defines a child as anyone under the age of 18 years, or any child on roll at BISC. This policy applies to all members of staff including all permanent, temporary and support staff, supply staff, Board members, volunteers, contractors and external service or activity providers.

2.4 Our Policy

There are six main elements to our policy:

- The types of abuse that are covered by the policy and the signs of abuse that staff and volunteers should look out for.
- Roles and responsibilities for safeguarding.

- Expectations of staff and volunteers about safeguarding, and the procedures and processes that should be followed, including the support provided to children.
- How the school will ensure that all staff and volunteers are appropriately trained and checked for their suitability to work within the school.
- How the policy will be managed and its delivery overseen.

Through implementation of this policy, we will ensure that our school provides a safe environment for children to learn and develop. The school will facilitate a whole school approach to safeguarding which means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.

3. Safeguarding Roles and Responsibilities

3.1 All Staff, Volunteers and Board Members

All staff, volunteers and Board members have responsibility to:

- Provide a safe environment in which children can learn.
- Identify children who may need extra help or who are suffering, or are likely to suffer, significant harm.
- Take appropriate action, working with other services as needed.
- Keep themselves updated with the systems within the school which support safeguarding, including knowing the role of the DSL and Safeguarding Team.
- Ensure they receive appropriate child protection training which is regularly updated.

3.2 All School Staff

All school staff are responsible for:

- Knowing who the school's Designated Safeguarding Lead (DSL) and Deputies are.
- Raising any concerns with the DSL or Deputies immediately. Anyone can make a referral. Early identification and timely support is crucial.
- Making a written safeguarding record as soon as possible, and normally on the same working day. Records should be clear, factual, signed/dated and distinguish fact, observation, disclosure and professional judgement.
- Ensuring that their child protection training is up to date.
- Being alert to the signs of abuse, including child-on-child abuse.
- Maintaining an attitude of 'it could happen here.'
- Knowing the school's procedures for dealing with children who go missing from education and reporting any such concerns to the DSL.
- Listening to, and seeking out, the views, wishes and feelings of children and young people.
- Sharing information and working together to provide children with the help they need.
- Reporting concerns or allegations about a member of staff to the Headmaster (or Chair of Board if the concern involves the Headmaster) without delay.

- Raising concerns about poor or unsafe practice through the school's Whistleblowing Policy.
- Knowing the school's procedures for dealing with child-on-child abuse, including sexual harassment and sexual violence.

3.3 Board Members and School Leadership

Board members and school leadership are responsible for:

- Ensuring there is an effective Child Protection and Safeguarding Policy in place, together with a Staff Code of Conduct, provided to all staff, with mandatory induction covering child protection responsibilities.
- Ensuring that policies and procedures, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
- Ensuring that the school has an appropriate senior member of staff, with appropriate status, authority, funding, resources and support, to take the lead role for safeguarding and child protection (the DSL), and that DSL Level 3 training is updated every two years.
- Ensuring awareness of and compliance with local procedures related to safeguarding.
- Any Safeguarding Case concerning a member of staff will be dealt with following the "Whistleblowing Policy" and related procedures.

Where the DSL needs to seek support/guidance from a member of SLT/The Board, the first point of contact will be with the Headmaster. However the Safeguarding Board member will be informed and involvement requested as appropriate by the DSL/Headmaster.

3.4 The Designated Safeguarding Lead

The DSL must be a member of the Senior Leadership Team and have appropriate status, authority, skills and experience. BISC will ensure that there is robust safeguarding cover whenever the DSL is unavailable, including named deputies and a confidential shared reporting route.

The DSL holds responsibility for:

- Managing referrals from school staff or any others from outside the school.
- Working with external agencies and professionals on matters of safety and safeguarding. In Morocco, there are no statutory children's services equivalent to UK children's social care. The school is a member of COBIS and will seek guidance from COBIS, British Embassy Casablanca, and Moroccan authorities (Parquet des Mineurs) as appropriate on a case-by-case basis.
- Undertaking relevant training and attending update sessions, with knowledge and skills refreshed at least annually.
- Raising awareness of safeguarding and child protection among staff and parents; ensuring child protection information is transferred when pupils move to another school.
- Ensuring that, when a pupil moves to a new school, any information indicating the pupil may pose a risk to themselves or others is shared with the receiving setting's DSL. Where there are significant concerns, a direct DSL-to-DSL conversation should take place as good practice.

- Ensuring the school has a nominated Board member to consult in the event of allegations against the overall Head of School.
- Ensuring all staff receive appropriate and up-to-date training in line with UK guidance.
- Managing security within the school and reviewing it annually.
- Keeping all child protection records up to date and secure, stored separately from the main student file in a locked location.
- Reporting to the Board termly on safeguarding activity.
- Ensuring the curriculum makes best use of PSHE/RSHE opportunities to cover safeguarding issues.
- Ensuring at least one person on any appointment panel has undertaken Safer Recruitment training.
- Ensuring adherence to statutory responsibilities to check staff working with children.
- Ensuring procedures are in place to manage allegations against members of staff, volunteers and other children.
- Creating a culture of listening to children and taking account of their wishes and feelings.
- Making this policy available to parents and carers as appropriate.
- Ensuring staff are competent to carry out their safeguarding responsibilities and feel able to raise concerns.
- Fulfilling duties in line with KCSIE 2026 Annex B and reporting regularly on safeguarding to SLT and the Board.

4. Safeguarding Processes and Procedures

4.1 How to Report Any Concerns

Clear procedures for reporting any concerns are given to all staff and volunteers during induction and reviewed annually at refresher training.

All concerns must be reported immediately to the DSL or a Deputy DSL, followed by a written record as soon as possible and normally on the same working day. A written record must not be delayed because the DSL is unavailable; the school will maintain robust DSL cover arrangements, including an appropriate confidential shared reporting route.

Safeguarding concerns should be shared promptly with the DSL or a Deputy DSL on a need-to-know basis. Staff should not investigate concerns themselves or discuss them unnecessarily with colleagues. If a concern relates to the DSL, it should be reported to the Headmaster; if it relates to the Headmaster, it should be reported to the Chair of the Board. Staff may also use the Whistleblowing Policy where appropriate.

4.2 Taking Action

If a child is in immediate danger or there is an immediate risk of serious harm, BISC will contact the appropriate emergency services in Morocco without delay. Where a safeguarding concern does not require an emergency response, the DSL will determine the appropriate referral, support and escalation

route using available Moroccan safeguarding services and professional advice. UK emergency numbers and UK referral routes are not assumed to apply in Morocco.

If the child has an injury that requires medical attention, the child protection process will not delay the administration of first aid or emergency medical assistance.

4.3 Student Disclosure of Abuse, Child-on-Child Abuse, Neglect or Radicalisation

At BISC we have a clear procedure for reporting concerns. If a student talks to a member of staff about any risks to their safety or wellbeing, the staff member will:

- Allow the student to speak freely without asking investigative questions.
- Let the student know that the information must be passed to the DSL or a Deputy to ensure proper support is provided.
- Tell the student what will happen next.
- Write up details of the conversation as soon as possible using the concern form and pass this to the DSL or a DDSL on the same day — never wait until the following school day.

Information will be shared on a need-to-know basis only. Issues or concerns will not be discussed with colleagues, friends or family. The DSL will be responsible for determining what, if any, information needs to be shared and with whom.

4.4 Suspecting a Student is at Risk of Harm

There will be occasions when staff may suspect that a student may be at risk but have no direct evidence. In these circumstances, staff should try to give the student the opportunity to talk and use the concern form to record these early concerns.

All staff should be aware that children can abuse other children (child-on-child abuse), both inside and outside of school and online. Staff should use the school's Anti-Bullying Policy where necessary. However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures.

4.5 Notifying Parents

The school will normally seek to discuss any concerns about a student with their parents. The DSL will contact the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child, exacerbate the problem or compromise the safety of a staff member, advice will first be sought and a decision may be made not to inform parents.

All decisions regarding the involvement of parents will be made based on the best interests of the child and take into consideration the context of the situation and any legal requirements pertaining to the incident.

4.6 Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 (under 18 if disabled) by someone other than a parent, person with parental responsibility or close relative, with the intention that it should last for 28 days or more.

Whilst most privately fostered children are appropriately supported, they are a potentially vulnerable group who should be monitored, particularly when the child has come from another country. School staff should notify the DSL or a Deputy when they become aware of private fostering arrangements.

🌍 ***INTERNATIONAL CONTEXT (Morocco): In Morocco, there is no mandatory registration system for private fostering. The DSL should nonetheless speak with the family to confirm appropriate care is in place and that the school is aware of who holds parental responsibility. Any concerns should be discussed with COBIS or the British Embassy.***

5. Types of Abuse and Safeguarding Issues

5.1 Child Abuse — Definitions

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult, adults, or another child or children.

KCSIE 2026 describes four principal categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect. Staff must also understand exploitation, modern slavery, child-on-child abuse and other safeguarding issues, recognising that harms frequently overlap.

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

All staff must know the indicators of abuse, neglect and exploitation, maintain an attitude of “it could happen here”, exercise professional curiosity and report concerns promptly. Staff should read KCSIE 2026 Part One in full. The condensed Annex A from previous editions has been withdrawn; Annex A in KCSIE 2026 is now the further-information annex.

5.2 Safeguarding Issues

All staff must be alert to safeguarding issues that may place children at risk, including exploitation and modern slavery, missing education, harmful or abusive behaviour, domestic abuse, serious violence, radicalisation, online harms, and the making or sharing of nudes or semi-nudes, including where images are digitally altered or generated using AI. Staff should recognise that safeguarding issues are rarely standalone and may overlap.

Staff must be particularly alert to the following issues described in sections 5.3 to 5.23.

5.3 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator, and/or through violence or the threat of violence.

Some specific forms of CCE include children being forced or manipulated into transporting drugs or money, working in cannabis factories, shoplifting or pickpocketing, or committing vehicle crime or serious violence. Children can become trapped by this type of exploitation, as perpetrators can threaten victims and their families.

Staff must recognise that children involved in CCE are vulnerable and are victims — they may still have been criminally exploited even if the activity appeared consensual. The experience of girls who are criminally exploited can differ significantly from that of boys; both may also be at higher risk of sexual exploitation.

CSE can affect any child who is coerced, manipulated or deceived into sexual activity. Some children may believe they are in a genuine relationship and may not recognise themselves as experiencing abuse. Children involved in CCE or CSE may also be victims of trafficking or modern slavery, and the school will consider those risks when assessing exploitation concerns.

🌍 ***INTERNATIONAL CONTEXT (Morocco): In Morocco, CCE patterns may differ from the UK. Staff should be alert to exploitation linked to tourist areas, street trade, and cross-border trafficking. Local indicators may include children involved in informal labour, begging rings, or drug distribution in the Casablanca area.***

5.4 Serious Violence

All staff should be aware of indicators which may signal children are at risk from, or involved with, serious violent crime, including:

- Increased absence from school.
- A change in friendships or relationships with older individuals or groups.
- A significant decline in performance.
- Signs of self-harm or significant changes in wellbeing.
- Signs of assault or unexplained injuries.
- Unexplained gifts or new possessions (potential indicator of criminal network involvement).
- Carrying or using a weapon, or expressing intent to do so — this must be reported to the DSL immediately.

All staff should be aware that vulnerability to serious violence is shaped by multiple factors and circumstances. These may include disrupted education, frequent absence, previous maltreatment, exploitation, offending, association with criminal networks and other vulnerabilities. No single characteristic should be treated as determinative.

Where there is a risk of imminent harm, an immediate referral to the police should be made. The DSL should consider a de-escalation response to peer conflict where appropriate, alongside any safeguarding action.

5.5 Honour-Based Abuse (HBA)

So-called 'honour-based' abuse encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBA are abuse regardless of the motivation and should be managed and escalated accordingly. If in any doubt, staff should speak to the DSL or a Deputy.

Where staff are concerned that a child might be at risk of HBA, they must contact the DSL as a matter of urgency.

5.6 Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is a form of abuse and gender-based violence involving procedures that intentionally alter or cause injury to female genital organs for non-medical reasons. Any concern that a child may be at risk of FGM, or may have experienced it, must be reported immediately to the DSL or Deputy DSL and managed as a child protection matter. BISC will take appropriate action under its safeguarding procedures and applicable Moroccan law, including seeking specialist advice or contacting the appropriate authorities where necessary.

All staff should speak to the DSL or a Deputy about any concerns related to FGM. Teachers must report cases where they discover or suspect that an act of FGM has been conducted or will be conducted.

🌍 ***INTERNATIONAL CONTEXT (Morocco): There is no mandatory FGM reporting law in Morocco equivalent to the UK's statutory reporting duty for teachers. However, BISC treats any suspected FGM as a child protection matter and the DSL will take appropriate action, including consulting COBIS and/or the British Embassy.***

5.7 Forced Marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. Forced marriage is recognised as a form of domestic/child abuse and a serious abuse of human rights. An arranged marriage, where both parties freely choose to enter the marriage, is not the same as a forced marriage.

Where staff have any reason to suspect that someone is experiencing pressure to marry, they must report this to the DSL through the school's safeguarding process.

5.8 Breast Ironing/Flattening

Breast ironing or flattening is the process during which young pubescent girls' breasts are ironed, massaged, flattened and/or pounded down over a period of time for the breasts to disappear or to delay breast development. It is a form of physical abuse condemned by the United Nations as gender-based

violence. Staff or volunteers worried about the risk of breast ironing should refer through the appropriate channels to the DSL as soon as possible.

5.9 Prevent Duty and Radicalisation

Where staff are concerned that a child may be susceptible to radicalisation into terrorism, they must report the concern to the DSL or Deputy DSL in line with the school's safeguarding procedures. BISC adopts the principles of the Home Office Prevent Duty Guidance for England and Wales (2023) as a safeguarding benchmark, although the statutory Prevent duty under the Counter-Terrorism and Security Act 2015 applies to specified authorities in England and Wales rather than to BISC as a school in Morocco. The DSL will maintain an appropriate local risk assessment, ensure relevant staff training, promote resilience and critical thinking through the curriculum, and use proportionate referral and escalation routes available in Morocco. Where UK Prevent/Channel procedures are relevant to a pupil transferring to or from a UK setting, the DSL will cooperate with the receiving or sending school and share relevant safeguarding information lawfully.

5.10 Child-on-Child Abuse

All staff should be aware that children can abuse other children and that this can happen inside and outside school and online. Child-on-child abuse is a safeguarding issue for both the child harmed and the child displaying harmful behaviour. It is preventable and must never be dismissed as "banter", "part of growing up" or "boys being boys". There is zero tolerance for Child on Child Abuse at BISC. The school will respond proportionately, taking account of age, developmental stage, vulnerability, context and any power imbalance.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up.' All staff must challenge inappropriate behaviours between peers, including:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between peers.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm.
- Sexual violence, such as rape, assault by penetration and sexual assault.
- Sexual harassment such as sexual comments, remarks, jokes and online harassment.
- Causing someone to engage in sexual activity without consent.
- Consensual and non-consensual self-generated intimate images and/or videos, including those generated using AI (e.g. deepfakes).
- Upskirting.
- Initiation/hazing type violence and rituals.

All staff, especially the DSL and Deputies, should consider whether children are at risk of abuse or exploitation in situations outside their families (extra-familial harm), including sexual exploitation, criminal exploitation and serious youth violence.

5.11 Child-on-Child Sexual Violence and Sexual Harassment

This section must be read in conjunction with KCSIE 2026 Part 5. Sexual violence and sexual harassment can happen anywhere. Staff should be aware that it is more likely that girls will be the victims and more likely that it will be perpetrated by boys, though it can occur between any children of any age and sex.

This school has a zero-tolerance approach to sexual violence and sexual harassment. It is never acceptable, will not be tolerated, and will never be passed off as 'banter', 'having a laugh', 'part of growing up' or 'boys being boys.'

We recognise that sexual violence and sexual harassment exists on a continuum, may overlap, and can occur online and face to face. All staff and volunteers will maintain an attitude of 'it could happen here.'

5.12 Responding to Reports of Sexual Violence and Sexual Harassment

We will support and reassure victims that they are being taken seriously and will be supported and kept safe. We will ensure that victims are never given the impression that they are creating a problem or made to feel ashamed.

Abuse occurring online or outside school will not be downplayed and will be treated as seriously as that which occurs on school premises. The school recognises that certain children may face additional barriers to disclosure because of their vulnerability, disability, sex, ethnicity and/or sexual orientation. Where abuse happens online outside of the school, the DSL/DDSLs will support the parents in taking appropriate action – blocking, reporting to appropriate organisations and provide support for the child/children, as required.

5.13 Risk Assessment

Where there has been a report of sexual violence, the DSL or a Deputy will make an immediate written risk and needs assessment, kept under review, and will work with others as required. Action will be taken immediately to protect the victim, alleged perpetrator(s) and other children in the school, without waiting for the outcome of any police investigation.

The risk and needs assessment will consider:

- The victim, especially their protection and support.
- Whether there may have been other victims.
- The alleged perpetrator(s).
- All other children (and, if appropriate, adults and staff) at the school.

5.14 Action Following a Report of Sexual Violence and/or Sexual Harassment

When a report has been received, the DSL or a Deputy will consider:

- The wishes of the victim.
- The nature of the alleged incident(s), including whether a crime may have been committed and/or whether harmful sexual behaviour (HSB) has been displayed.

- The ages and developmental stages of the children involved.
- Any power imbalance between the children.
- Whether the alleged incident is a one-off or a sustained pattern of abuse.
- Any ongoing risks to the victim, other children or staff.
- Other related issues and the wider context, including links to CSE and CCE.

The DSL will consider three options when managing a report: manage the report internally; provide support through available local services; report to the police.

All concerns, discussions, decisions and reasons for decisions will be recorded. Where a report is assessed as being deliberately false or malicious, the school will consider what disciplinary action is appropriate.

5.15 Ongoing Response — Safeguarding and Supporting the Victim

The following principles will shape decisions regarding safeguarding and supporting the victim:

- The needs and wishes of the victim will be paramount.
- The victim will never be made to feel they are the problem or made to feel ashamed.
- Support will be proportionate and tailored on a case-by-case basis.

A holistic approach will be applied, with awareness of physical, mental and sexual health needs.

5.16 Domestic Abuse and Young People

Domestic abuse can encompass psychological, physical, sexual, financial and emotional abuse. All children can witness and be adversely affected by domestic abuse within the family. Exposure can have serious, lasting emotional and psychological impact on children.

The definition of domestic abuse includes young people aged 16 to 17 as potential victims. We encourage students to come forward by raising awareness through RSHE, the wider curriculum, and by modelling healthy relationship behaviour in school.

Adolescent-to-Parent Violent Abuse (APVA) is a hidden form of domestic abuse. By raising awareness, we can provide better protection to victims and apply an appropriate safeguarding approach.

5.17 Digital Safeguarding (Online Safety)

It is essential that children are safeguarded from potentially harmful and inappropriate online material. Online safety includes risks from content, contact, conduct and commerce, together with misinformation, disinformation, conspiracy theories, cybercrime and emerging AI-related risks. The school will support children to develop the knowledge and resilience to manage these risks safely.

We will ensure online safety is a running and interrelated theme when devising and implementing policies and procedures, reflecting it in the curriculum, staff training, the role of the DSL, and parental engagement. We use independent tools (such as the SWGfL 360 Degree Safe process) to review our digital safeguarding processes.

5.18 Photography and Images

BISC will maintain clear rules governing the use of mobile phones, cameras and other devices capable of taking, storing or sharing images of children. Staff and volunteers must use school-authorised equipment for recording children unless an explicit exception has been approved. Personal devices must not be used to photograph or record children. The EYFS provision will apply these requirements particularly strictly and will ensure that the safeguarding policy and staff induction explain how such devices are used and controlled such as:

- Seek consent from students and parents for photographs to be taken or published.
- Use only the student's first name with an image.
- Ensure students are appropriately dressed.
- Encourage students to tell us if they are worried about any photographs taken of them.

5.19 Filtering and Monitoring

Cyber security and information security are safeguarding matters. BISC will protect children's personal information and child protection records through appropriate access controls, secure systems, password and account management, staff awareness, incident response and regular review. Safeguarding risks arising from data breaches, compromised accounts or unauthorised access will be considered within the school's wider safeguarding risk management arrangements.

5.19.1 Information Security and Access Management

The school will limit children's exposure to risks from the school's IT systems. We have in place appropriate filtering and monitoring systems in line with UK Safer Internet Centre recommendations. We recognise that a 'managed' approach — rather than a fully 'locked down' system — better develops pupils' ability to assess and manage risk.

The school will ensure that filtering and monitoring are reviewed at least once each academic year. The review will be led by the SLT member responsible for filtering and monitoring, with support from the DSL and IT support, and will include checks that filtering is working appropriately on all internet-connected devices in all relevant locations. A record of the review and any actions arising will be retained. Filtering and monitoring will be informed by the school's safeguarding and Prevent risk assessments and will not unreasonably restrict effective teaching and learning.

5.20 Self-Generated Intimate Images and Videos (Including AI-Generated Content)

This section must be read in conjunction with KCSIE 2026 Part Five and the current UK guidance on responding to the making or sharing of nudes and semi-nudes. All incidents involving the sharing of nudes or semi-nudes require a safeguarding response, whether consensual or non-consensual. This includes images that have been digitally altered or generated using AI.

In dealing with cases involving self-generated intimate images, the response will be guided by the principle of proportionality, and the primary concern will always be the welfare and protection of any children involved.

When a child has been affected by the sharing of an intimate image, staff will:

- Recognise that the child may feel anxious and reassure them that they are not alone.
- Listen and offer support — the child needs help and advice, not criticism.
- Not ask leading questions.
- Refer to the DSL or a Deputy for wider safeguarding assessment.

If a child has shared an intimate image, staff will work with the DSL to determine appropriate next steps including contact with parents, reporting to CEOP, and/or contacting the Internet Watch Foundation (IWF). Staff will not retain any copy of a child abuse image.

Staff should not make legal judgements about a child's conduct. The DSL will assess the safeguarding circumstances, follow the school's response procedure and seek appropriate professional or legal advice where necessary. Staff must never copy, save or circulate an image of a child involved in a safeguarding concern.

5.21 Upskirting

Upskirting is where someone takes a picture under a person's clothing without their permission and/or knowledge, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim. Any concerns related to upskirting must be reported to the DSL in line with the reporting process in this policy.

5.22 Children with Special Educational Needs and Disabilities (SEND)

Children and young people with SEND can be more susceptible to safeguarding risks because:

- Staff may overlook indicators of abuse such as behaviour changes, mood, or injury, attributing them to the child's disability without further exploration.
- Pupils with SEND may be prone to peer group isolation and more vulnerable to bullying, coercion and grooming.
- Pupils with SEND may experience increased anxiety which prevents them from speaking out.
- Some pupils with SEND rely on adults for personal care, increasing their vulnerability.
- Pupils with SEND may not be able to recognise that they are being abused.
- Communication difficulties may make it hard for children to tell others what is happening.

All staff must be aware of and extra-vigilant to the possible indicators of abuse and/or neglect for disabled children. The DSL should consult regularly with the Head of Achievement Centre, behaviour lead and attendance lead. SLT should consider what specialist advice, guidance and training may be required.

5.23 Mental Health

All staff should 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.

Potential warning signs that staff should be alert to include:

- Significant changes in behaviour.
- Ongoing difficulty sleeping.
- Withdrawing from social situations.
- Not wanting to do things they previously enjoyed.
- Signs of self-harm, disordered eating or expressions of suicidal ideation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff are, however, well placed to observe children day-to-day and identify those whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one.

BISC has a whole-school approach to mental health and wellbeing. Clear systems and processes are in place for identifying possible mental health problems, including referral pathways and accountability systems. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken following the referral mechanisms in this policy.

Where staff believe a child is in immediate danger due to a mental health crisis, they must inform the DSL and School Nurse immediately.

The DSL will maintain a documented assessment of the risk of children being drawn into terrorism or extremist activity, including online risks. The assessment will be reviewed at least annually and when significant changes occur. Relevant staff and Board members will receive appropriate Prevent awareness training, with additional training for those responsible for safeguarding and referrals. BISC will use the current Home Office Prevent Duty Guidance (England and Wales, 2023), DfE Prevent safeguarding advice and relevant training resources as benchmarks. As BISC is located in Morocco, any referral will follow the appropriate local safeguarding, police or other authority route rather than assuming that a UK local-authority or Channel process exists.

For children in Nursery and Reception, this policy is implemented alongside Section 3 of the EYFS Statutory Framework for group and school-based providers, effective 1 September 2026. The EYFS requirements are embedded through this policy and include:

- a designated safeguarding lead;
- clear procedures for safeguarding concerns and allegations;
- whistleblowing; appropriate use of mobile phones, cameras and other image-sharing devices;
- safer recruitment and suitability checks;
- safeguarding training and support;
- staff supervision;
- paediatric first aid arrangements;
- key-person arrangements;
- safe staffing and supervision;
- safer eating;
- suitable premises;

- appropriate arrangements for children's privacy and intimate care;
- risk assessment;
- regard to guidance on children's screen use; and secure record keeping and information sharing.

BISC will also ensure that the EYFS-specific requirements relating to banned dog breeds are reflected in premises controls. The safer-sleep provisions are not ordinarily applicable because BISC's provision starts at age 3; if provision for younger children is introduced, the relevant safer-sleep requirements will be implemented.

5.24 Young Carers

Young carers may have additional safeguarding and wellbeing needs. Staff should be alert to signs that caring responsibilities are affecting attendance, learning, health, relationships or wellbeing. Concerns should be shared with the DSL, who will consider appropriate pastoral support, early help and external support available in Morocco.

5.25 Children with Medical Conditions

A list of children with medical conditions (including allergies) will be compiled by the School Nurse, in liaison with information received from The Admissions Team on an ongoing basis. This information will be shared with school staff as soon as an update is made.

Children with medical conditions may have additional safeguarding needs, particularly where their condition affects communication, attendance, independence or access to education. The school will ensure that relevant medical information is managed confidentially, that staff understand their responsibilities, and that safeguarding concerns are not overlooked because they appear to arise from a medical condition. Medical information will only be shared with identified staff on a "need to know basis".

5.26 Prevent Risk Assessment and Training

BISC will provide a safe, respectful and inclusive environment for all pupils. Staff must respond to safeguarding concerns based on the individual child's circumstances and welfare, including risks of bullying, harassment, abuse, exploitation or family/community pressures. The school will follow its safeguarding, behaviour and pastoral procedures and will act in accordance with applicable Moroccan law and the school's equality and inclusion arrangements.

6. Recruitment of Staff and Volunteers

The school will ensure that safer recruitment practices follow KCSIE 2026 as a benchmark and applicable Moroccan requirements. At least one person involved in the recruitment process will have appropriate safer-recruitment training, and recruitment decisions will be documented.

From 1 September 2026, BISC will apply the updated KCSIE benchmark for regulated activity, including the removal of the previous supervision exemption for relevant volunteer activity. Volunteers who are in regulated activity will be subject to the appropriate level of checking, and any volunteer not yet checked

will not be left unsupervised with children. BISC will adapt the checking route to the Moroccan context and retain a written risk assessment where a UK check is unavailable.

We will check the identity of candidates, follow up references with referees, and scrutinise applications for gaps in employment. Safeguarding considerations will be at the centre of each stage of the recruitment process. Every job description and person specification will include a clear statement about the safeguarding responsibilities of the post holder.

The Disclosure and Barring Service (DBS) provides a UK criminal-record checking route where the role and applicant are eligible. BISC will use DBS checks where available and appropriate, alongside robust identity, qualification, reference, employment-history and overseas criminal-record checks. BISC will not treat the absence of a DBS certificate as evidence that a person is suitable; the overall safer-recruitment assessment must be risk-based and documented.

Any offer of appointment to a successful candidate will be conditional on satisfactory completion of the school's pre-employment checks. For applicants who have lived or worked abroad, BISC will obtain appropriate overseas criminal-record or good-conduct checks wherever reasonably possible, including checks for each relevant country, and will document any limitations or alternative due diligence undertaken.

The school will keep a Single Central Record in accordance with KCSIE 2026 requirements. The DSL will review the SCR format against the KCSIE 2026 example template and update as required.

🌍 ***INTERNATIONAL CONTEXT (Morocco): BISC should ensure that overseas checks — including certificates of good conduct from relevant authorities in countries where candidates have lived or worked — are obtained wherever possible for staff recruited outside the UK, in accordance with KCSIE 2026 guidance on overseas checks.***

7. Dealing with Allegations Against Staff and Volunteers

We will prevent people who pose risks to children from working in our school by ensuring all individuals working in any capacity have been subjected to safeguarding checks in line with KCSIE 2026.

At BISC, concerns about the conduct of adults in the school should be reported without delay to the Headmaster (or to the Chair of the Board if the concern involves the Headmaster). The Headmaster will promptly assess whether the concern may meet the KCSIE harm threshold, whether it should be managed as a low-level concern, and whether referral to Moroccan authorities or other appropriate professional bodies is required. BISC will apply the principles of KCSIE Part Four while adapting referral routes to the Moroccan context.

🌍 ***INTERNATIONAL CONTEXT (Morocco): In Morocco, there is no statutory LADO equivalent. Where an allegation would ordinarily be referred to a UK LADO, BISC will: (a) apply the same threshold considerations internally, (b) consult COBIS for guidance, and (c) consider whether Moroccan legal authorities need to be informed. The school will document all decisions and rationale carefully.***

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently, and to be kept informed of its progress. Suspension is not automatic but may be considered where this is deemed necessary to protect children. The school will ensure effective support for anyone facing an allegation and will maintain confidentiality obligations.

7.1 Low-Level Concerns

All low-level concerns must be reported through the school's designated route and recorded with sufficient detail to enable patterns to be identified. The Headmaster, or another designated senior leader where appropriate, will review concerns and decide whether they can be managed under the low-level concerns process, require escalation under the allegations procedure, or require referral to another authority. Records will be kept securely and handled in accordance with applicable data-protection requirements.

BISC will maintain an open and transparent culture in which all concerns about adults working in or on behalf of the school are shared responsibly, recorded and addressed promptly. A low-level concern is any concern, however small, that an adult may have acted inconsistently with the Staff Code of Conduct but which does not meet the harm threshold. The term does not mean the concern is insignificant. Examples may include inappropriate over-familiarity, favouritism, inappropriate communications, taking images contrary to school policy, or unnecessary one-to-one contact in secluded settings.

8. Managing Situations and Exit Arrangements

For the following issues: resignation and settlement agreements, record keeping, references, timescales, oversight and monitoring, suspension, following a criminal investigation or prosecution, on conclusion of a case, and in respect of malicious or unsubstantiated allegations — the school will ensure compliance with guidance and regulations contained in the appropriate sections of KCSIE 2026.

9. Attendance

Lack of, or erratic attendance or persistent absence is a safeguarding issue and must act as a warning sign of a range of concerns including neglect, sexual abuse, CSE, CCE, peer-on-peer abuse and significant mental health concerns.

Additional indicators requiring early help consideration now include children who are:

- Repeatedly removed from the classroom.
- On a part-time timetable.
- Persistently absent or showing erratic attendance patterns.

The school has a separate Attendance Policy which includes first-day absence procedures, absence follow-up, attendance monitoring and responses to persistent absence. Attendance concerns will be considered alongside other safeguarding indicators, including frequent missing education, repeated removal from the classroom, multiple suspensions, part-time timetables and risks of exploitation. EYFS attendance and absence procedures will also follow the specific requirements of the 2026 EYFS

framework, including prompt follow-up of prolonged or unexplained absence and consideration of vulnerability and home circumstances.

10. Training for All Staff

There is an annual programme of training for all staff, shared at the beginning of the academic year or on induction.

Every year, all existing staff (including the Headmaster, teachers, admin, support staff, volunteers and agency workers) undertake a safeguarding refresher including current KCSIE 2026 and school updates. All staff must read KCSIE 2026 Part 1 in full. References to Annex A in previous guidance have been superseded — Part 1 is the required reading for all staff.

All new staff and volunteers will receive induction covering: recognising signs of abuse; how to respond to concerns; online safety; the safeguarding and child protection policy; the staff code of conduct; the Whistleblowing Policy; and KCSIE 2026 Part 1.

The DSL and Deputies will complete safeguarding training appropriate to their roles and responsibilities. Training will be refreshed at least annually, with formal renewal in accordance with the relevant training standard and local arrangements. EYFS safeguarding training requirements will also be met for practitioners working with children aged 3–5, including the two-year renewal expectation in the 2026 EYFS framework.

The school will maintain accurate records of all staff induction and training.

11. Establishing a Safe Environment

We recognise that because of their day-to-day contact with students, school staff are well placed to observe outward signs of abuse. We establish a safe environment where students feel secure, are encouraged to talk, and are listened to.

Students are provided with opportunities to develop their knowledge and understanding of safeguarding issues through: PSHE/RSHE lessons, ICT/e-safety lessons, assemblies, and themed days/weeks linked to global, national and local initiatives.

At BISC, preventative education forms part of a whole-school safeguarding approach. We promote a culture of zero tolerance for sexism, racism, misogyny and misandry, homophobia, biphobia, sexual violence and harassment, derogatory behaviour, bullying and other forms of physical violence and conflict.

Our planned, age- and developmentally appropriate RSHE/PSHE programme and wider curriculum develop respectful relationships, boundaries, consent, kindness, digital resilience, critical thinking and help-seeking. Provision is adapted to the needs and vulnerabilities of individual pupils, including pupils with SEND.

12. Confidentiality and Information Sharing

12.1 Storage and Handling of Records

Child protection information will be stored and managed in accordance with applicable Moroccan data-protection requirements and the school's Data Protection Policy, with the Data Protection Act 2018, UK GDPR and Data (Use and Access) Act 2025 used as UK benchmarks where relevant. Data protection law must not be used as a reason to avoid lawful and proportionate information sharing for safeguarding purposes.

Paper concern forms and other written information will be stored in a locked facility accessed only by the DSL and Deputies. Electronic information will be password protected and only made available to relevant individuals. Sensitive information will not be stored on portable devices unless these are password protected and kept in locked storage.

Child protection information will be stored separately from the student's school file, which will be tagged to indicate that separate information is held. If records are to be sent to a new school, they will be sent separately, in confidence.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act. Requests from students or parents to see such records should be referred to the DSL.

12.2 Information Sharing on Pupil Transfer

When a pupil transfers to another school or college, the DSL (or Deputy) will ensure that child protection information is transferred promptly, securely and separately from the main pupil file where appropriate. Relevant information should include concerns about risk to the pupil or others, serious violence, harmful behaviour, exploitation or other safeguarding matters. Where there are significant concerns, the DSL should make direct contact with the receiving DSL to support continuity of safeguarding.

12.3 Confidentiality

Staff should only discuss concerns with the DSL and Deputies regarding a child, or with the Headmaster if the concern relates to a member of staff, or with the Chair of the Board if the concern relates to the Headmaster. That person will then decide who else needs to have the information and will disseminate it on a need-to-know basis. All staff will understand that child protection issues warrant a high level of confidentiality.

13. Management of the Policy

The Board will oversee this policy, ensure its implementation, and review its content annually. The DSL will report on safeguarding activity and progress within the school to the Board termly.

This policy has been reviewed against the published KCSIE 2026, the EYFS Statutory Framework for group and school-based providers effective 1 September 2026, Working Together to Safeguard Children 2026, Working Together to Improve School Attendance as updated July 2026, the revised RSHE guidance effective 1 September 2026, and the current Prevent Duty Guidance for England and Wales (2023). The

DSL is responsible for monitoring further statutory or regulatory changes and updating this policy when required.

Reference documents used for this review

• Keeping Children Safe in Education 2026 — effective 1 September 2026.

• EYFS Statutory Framework for group and school-based providers — effective 1 September 2026.

• Working Together to Safeguard Children 2026.

• Working Together to Improve School Attendance — updated July 2026.

• Relationships Education, Relationships and Sex Education (RSE) and Health Education — revised guidance for teaching from 1 September 2026.

• Prevent Duty Guidance: England and Wales (2023), and DfE safeguarding advice on the Prevent duty.

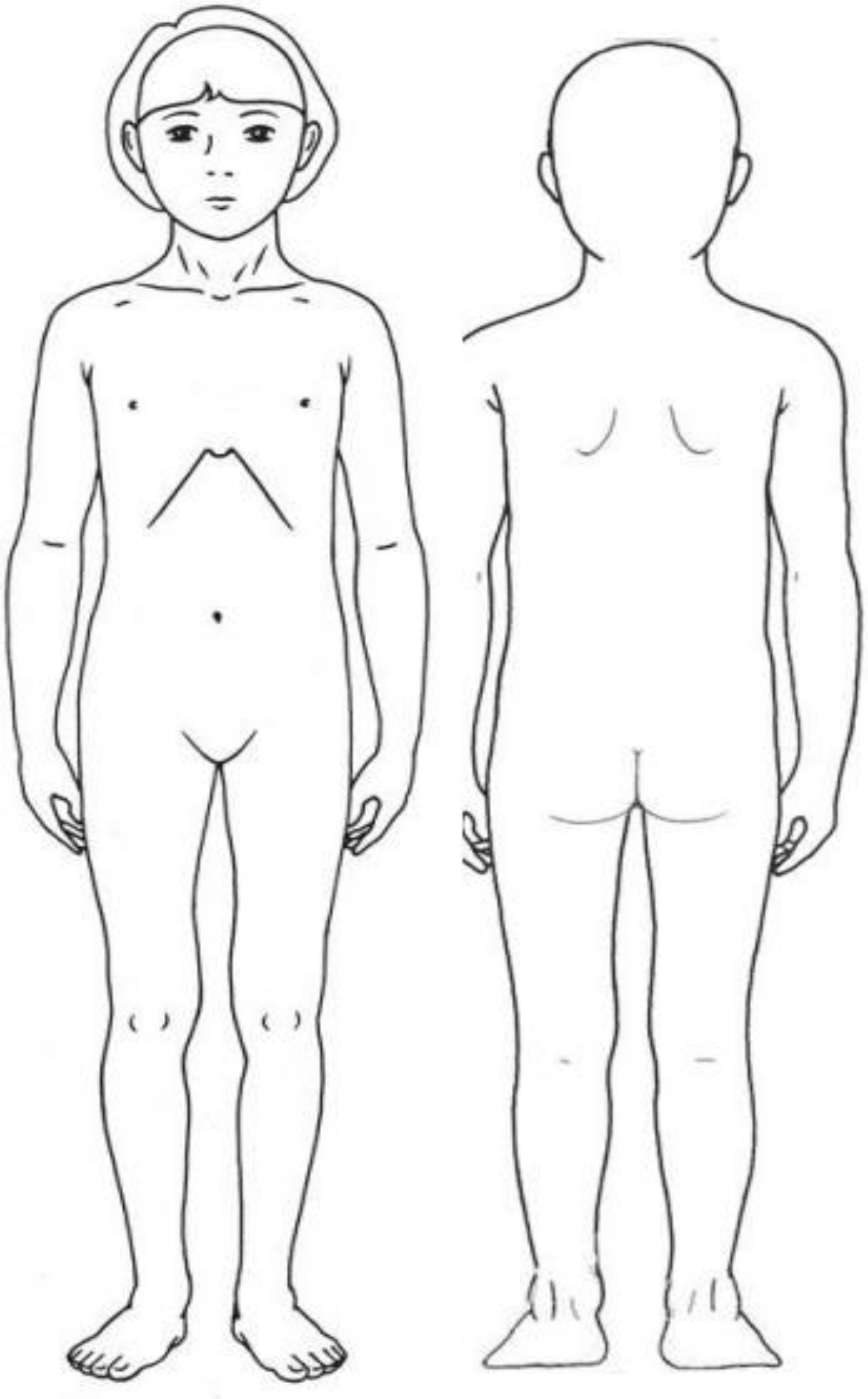
• Relevant Moroccan safeguarding, child-protection, emergency and data-protection requirements, as applicable.

Appendix 1

Child Protection Record – Report of a Concern

Name of referrer:		**Role of referrer:**	
Student Name:			Male of Female:
Date of birth:		**Year Group / class:**	
Details of concern: **Include:** Time and place of incident The actual words said (as accurately as you recall) Was anyone else present? What action did you take? Attach a body map if relevant.			
Reported to:		**Role of person reported to:**	
Signed:			
Date:			

Appendix 2 – Body Map





RIGHT LEFT

