

## **Safeguarding and Child Protection Policy**

Revised: March 2016

### **The overwhelming aims of this safeguarding and child protection policy are:**

- to keep children safe while they are in school and to give them an environment where they feel secure and able to talk to an appropriate adult about issues around their personal safety or the safety of their friends
- to help the school maintain its ethos whereby staff, students and parents feel able to articulate and concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.

### **The purpose of this policy is to ensure that all members of the school community:**

- are aware of their responsibilities in relation to safeguarding and child protection
- know the procedures that should be followed if they have a cause for concern
- know where to go to find additional information regarding safeguarding
- are aware of the key indicators relating to child abuse
- fully support the school's commitment to safeguarding and child protection
- to ensure that all stakeholders are fully informed in order to ensure their own safety and protection

### **The designated member of staff**

The designated member of staff for safeguarding and protection in school is: **the school psychologist, Laura Pagliarani.**

In their absence, these matters will be dealt with by **the Headteacher, Karen Brunt.** Should both of these people be out of the school, responsibility for Safeguarding will pass to **the school nurse, Beatriz Lamas.**

The designated person is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff and volunteers to draw upon.

The school recognises that the designated person need not be a teacher but must have the status and authority within school to carry out the duties of the post.

All members of staff and volunteers must be made aware of who this person is and what their role is.

The designated person will act as a source of advice and coordinate action within the school over child protection cases.

The designated person should act as liaison with other agencies and build good working relationships with these agencies.

They should possess skills in recognising and dealing with child welfare concerns.

Appropriate training and support should be given.

The designated person is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies.

The designated person is not responsible for dealing with allegations made against a member of staff, unless the designated person is the Headteacher.

**To be effective the designated person will:**

Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals by liaising with relevant agencies over suspicions that a child may be suffering harm.

Cascade safeguarding advice and guidance within school.

Where they have concerns that a referral has not been dealt with in accordance with the child protection procedures, report this to the Headteacher who will investigate further.

Ensure each member of staff and volunteers at the school, and regular visitors are aware of and can access readily, this policy.

Liaise with the head teacher to inform him/her of any issues and on-going investigations and ensure there is always cover for the role.

Ensure that this policy is updated and reviewed every three years.

Be able to keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place.

Ensure parents are aware of the child protection policy in order to alert them to the fact that the school may need to make referrals. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child.

Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible but separately from the main file, and addressed to the designated person for child protection.

Where a child leaves and the new school is not known, ensure that the local authority is alerted so that the child's name can be included on the database for missing pupils.

The designated person also has an important role in ensuring all staff and volunteers receive appropriate training. They should:

Attend training in how to identify abuse and know when it is appropriate to refer a case.

Have a working knowledge of how the Comunidad de Madrid operates and the conduct of a child protection case conference and be able to attend and contribute to these when required, to enhance the implementation of the Child Protection Plan. Please refer to appendix 3 of this document for additional links and information. Please also be aware that this information is in Spanish.

Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and governors.

Make themselves (and any deputies) known to all staff and volunteers (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated teacher immediately.

**Procedures for dealing with suspected or confirmed case concerns about child protection including the different elements of child abuse:**

Child abuse may be physical (non-accidental injury); sexual; neglect or emotional.

If a young person discloses to you that they are being abused or if you suspect they may be being abused, inform the psychologist immediately. Concerns expressed by other students or parents should also be passed on to the psychologist. Any notes taken by you should be as close to the exact words of the young person as possible. Sign and date your notes before passing them on to the psychologist. Do not ask the young person questions or try to get them to elaborate on what they have said to you as this could damage any action that might be taken by the police or Social Services at some time in the future.

If a student asks you to keep something confidential, explain that this is not always possible because if they tell you something that you think might make them at risk of harm you need to get help and support for him or her and that you are legally obliged to do this.

Do not contact parents/carers regarding child abuse allegations.

In cases where serious concerns have been raised about physical or sexual abuse the student will be seen as soon as possible. Where appropriate, further background information will be collected by the psychologist or someone appropriate designated by them. It is not appropriate to get young people to remove clothing, medical attention will be sought if appropriate and records of any injuries will be recorded. Any allegation of this seriousness should always be reported to Social Services as soon as possible.

If the Child Protection concerns come to light out of school hours and neither the psychologist or Headteacher are available then a referral should be made to Social Services.

Most cases involve continuing contact with the student on a daily basis at school. The psychologist will designate a teacher well known to the student to maintain this contact/monitor development.

Where Child Abuse cases go to court the person to whom the student first disclosed the abuse and/or the psychologist/Headteacher may be called as witnesses.

### **Responsibilities and immediate action**

All adults working in this school (including visiting staff, volunteers and students on placement) are required to report any concerns that they may have around suspicions of child protection to the school psychologist.

When an individual concern/incident is brought to the notice of the psychologist, he or she will be responsible for deciding upon whether or not this should be reported to the Social Services Department. Where there is any doubt as to the seriousness of this concern, advice will be sought from the Head teacher and Advisory Board.

In circumstances where a child has a suspicious injury, which requires urgent medical attention, the school nurse should be informed immediately. The referral process should not delay the administration of first aid or emergency medical assistance. If a student is thought to be at immediate risk, urgent Emergency Services and/or Police intervention will be requested.

Where it is suspected that a child might be at risk of significant harm, nothing will be said to the child's parent/guardian without the approval of the psychologist after consultation with the Social Services.

### **Recruitment**

All staff recruited by the school will be subject to reference and Criminal Record Bureau checks. This school will only use agencies, which positively vet their staff. Staff coming to the school on a permanent or temporary basis will be made aware of the C.P. policy.

### **Volunteers**

Any parent or other person employed by the school to work in a voluntary capacity with students will be subjected to police checks and vetting procedures. Volunteers will work under the direct supervision of an established staff member and will be subject to the same code of conduct as paid employees of the school. *Volunteers will at no time be given responsibility for the personal care of students or left in sole charge of students.*

### **Staff Code of Conduct**

All staff (paid and voluntary) are expected to adhere to the school code of conduct in respect of their contact with students and their families. Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions, or rewards are allowed outside those detailed in the school's Behaviour Management Policy.

Staff are required to work in a professional manner at all times and should be aware of the inherent dangers in:

- contacting students through private telephones including texting, e-mail, MSN, or social media
- working alone with a child
- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving to and receiving gifts from children and parents
- disclosing personal details inappropriately
- meeting pupils outside school hours or school duties

### **Complaints / Allegations made against staff**

Endaze British International School takes seriously all complaints made against members of staff. Mechanisms are in place for students, parents and staff to share any concern that they may have about the actions of any member of the school staff. All such complaints will be brought immediately to the attention of the Headteacher in order that they may activate the appropriate procedures.

If the complaint concerns alleged abuse by the Headteacher, this should be brought to the attention of the School Advisory Board.

Staff who are formally disciplined for the abuse of students (or who resign before disciplinary action) will be reported to the appropriate Spanish and British authorities.

### **Records**

Brief and accurate written notes will be kept of all incidents or C.P. concerns relating to individual students. Child protection records are not available to students or parents. The psychologist securely keeps C.P. records, separate from educational records. Only the Headteacher and the Deputy Head will be able to access these.

This policy should be read in conjunction with the schools anti-bullying Policy as we know that exposure to bullying can lead young people into self-harm and leave them with long term issues of mental health and a damaged self-image.

The entrance to the school will be supervised. Authorised visitors to the school will be logged into and out of the premises and will be asked to wear their identity badges or be issued with school visitor badges. Unidentified visitors will be challenged by staff or reported to the Senior Management Team or the school office. Emergency Support will be called if there are any concerns about unidentified visitors or intruders.

### **Curriculum**

Endaze British International School knows the importance that curriculum can play in the prevention of abuse and in the preparation of our students for the responsibilities of adult life.

It is expected that all curriculum areas will consider the opportunities, which exist for addressing personal safety, and other Child Protection related issues particularly in the area of Life Skills where opportunities should be constructed for young people to have well-structured and safe discussions about the issues around Child Protection including issues of Self Harm. Staff need to be sensitive to the dangers of discussing these issues in a classroom environment because of the impact that they may have on students in the room.

### **EBIS procedure for dealing with students who may have special welfare needs:**

If staff have concerns over students over the following issues they must refer the case to the psychologist:

- Non-accidental injury which could be the result of abuse
- Pregnancy
- Self Harm
- Drugs / solvent abuse
- Running away from home
- Appropriate action can then be taken.

### **Photographing children:**

We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes. However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.

We will not allow others (visitors to school e.g. theatre groups or workshop providers) to photograph or film pupils during a school activity without the parent's permission.

We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, or guardians and if we do obtain such permission, we will not identify individual children by name.

The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.

### **Confidentiality and information sharing**

The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for child protection.

### **Physical restraint and contact with students**

Members of staff may have to make physical interventions with children in order for children not to harm one another. Members of staff will only do this in line with school policy.

### **Extra-curricular activities/summer camps**

Should the school administration transfer control of use of school premises to bodies (such as sports clubs, summer camp etc.) to provide out of school hours activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

### **Contracted services**

Where the school administration contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

### **Implementation, monitoring, evaluation and review**

All adults, including volunteers and administration staff, in school will receive a copy of this policy or an appropriate summary and will be asked to sign to say that they have read and agree to follow its procedures. It will be discussed at least annually at staff meetings.

The effectiveness of the policy will be reviewed and evaluated by the school administration in collaboration with the school psychologist annually in light of any specific incidents or changes to local/national guidance.

The Headteacher will report on safeguarding matters through the termly report and safeguarding will be a standing item on the agenda at each school administrative meeting.

**This policy will be made available to download from the school website and paper copies are available on request from the school office.**

**Appendix 1: Definitions and Symptoms of Abuse**

There are four main categories of abuse – physical injury, neglect, sexual abuse and emotional abuse. The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together. Symptoms such as cuts and grazes, may also be accidental and not a sign of abuse.

**Physical Abuse**

Physical abuse may include actual or risk of physical injury to a child or failure to prevent physical injury (or suffering) to a child, including deliberate poisoning, suffocation and fictitious illness by proxy. This includes excessive punishment.

**Symptoms:**

- |   |                 |
|---|-----------------|
| Behaviour changes/wet bed/withdrawal/regression | Finger marks    |
| Frequent unexplained injuries                   | Broken bones    |
| Afraid of physical contact                      | Cuts and grazes |
| Violent behaviour during role play              | Cigarette burns |
| Unwillingness to change clothes                 | Cowering        |
| Aggressive language and use of threats          |                 |
| Bruising in unusual areas                       |                 |
| Changing explanation of injuries                |                 |
| Not wanting to go home with parent or carer     |                 |

**Neglect**

Neglect may include actual or risk of persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation. In addition, it could also be extreme failure to carry out important aspects of care, resulting in the significant impairment of the child’s health or development, including failure to thrive.

**Symptoms:**

- |                                      |                         |
|--------------------------------------|-------------------------|
| Lack of appropriate clothing         | Dirty                   |
| Cold – complaining of                | Body sores              |
| Hunger – complaining of              | Urine smells            |
| Unkempt hair                         | No parental interest    |
| Not wanting to communicate           | Behaviour problems      |
| Attention seeking                    | Lack of respect         |
| Often in trouble – police            | Bullying                |
| Use of bad language                  | Always out at all hours |
| Lack of confidence – low self-esteem | Stealing                |
| Jealousy                             |                         |

**Sexual Abuse**

This may include actual or risk of sexual exploitation of a child or adolescent. The child may be dependent and/or developmentally immature. It also covers the involvement of dependent, immature children and adolescents in activities to which they are unable to give informed consent or that violate the social taboos of family roles.

**Symptoms:**

- |  |                   |
|--|-------------------|
| Inappropriate behaviour – language                                     | Withdrawn         |
| Change of behaviour  | Role play         |
| Rejecting physical contact or demanding attention                      | Rocking           |
| Physical evidence – marks, bruising                                    | Knowledge         |
| Pain going to toilet, strong urine                                     | Stained underwear |
| Bruising/marks in genital area   |                   |
| Drawing – inappropriate knowledge                                      |                   |
| Relationships with other adults or children for example, being forward |                   |

**Emotional Abuse**

This may include actual or risk of severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill- treatment or rejection. It is important to remember that all abuse involves some emotional ill- treatment.

**Symptoms:**

- |  |                          |
|--|--------------------------|
| Crying   | Rocking                  |
| Withdrawn  | Not wanting to socialise |
| Cringing   | Bad behaviour            |
| Aggression   | Behaviour changes        |
| Bribery by parent                                    | Self infliction          |
| Lack of confidence                                   | Attention seeking        |
| Isolation from peers – unable to communicate         | Clingy                   |
| Afraid of authoritative figures                      |                          |
| Treating others as you have been treated             |                          |
| Picking up points through conversation with children |                          |

**Appendix 2: Record of concern**

Child's Name :			Date:
Child's DOB :			
Male/Female :	Ethnic Origin :	Disability Y/N :	Religion :
Date and time of concern :			
Your account of the concern : (what was said, observed, reported and by whom)			
Additional information : (your opinion, context of concern/disclosure)			
Your response : (what did you do/say following the concern)			
Your name :		Your signature :	
Your position in school :		Date and time of this recording :	
Action and response of DP/Headteacher			
Feedback given to member of staff reporting concern:		Information shared with any other staff? If so, what information was shared and what was the rationale for this?	

**Checklist for DP (to be printed on back of record of concern form)**

- ✓ Child clearly identified?
- ✓ Name, designation and signature of the person completing the record populated?
- ✓ Date and time of any incidents or when a concern was observed?
- ✓ Date and time of written record?
- ✓ Distinguish between fact, opinion and hearsay
- ✓ Concern described in sufficient detail, i.e. no further clarification necessary?
- ✓ Child’s own words used? (Swear words, insults, or intimate vocabulary should be written down verbatim.)
- ✓ Record free of jargon?
- ✓ Written in a professional manner without stereotyping or discrimination?
- ✓ The record includes an attached completed body map (if relevant) appendix 3 of the Safeguarding and child safety policy.

Audit date:		Audited completed by:	
Action needed	Timescale	Name and position of person responsible	Date action completed

<b>RED</b>	Indicates that information from the checklist is lacking and deficiencies need to be addressed as a matter of urgency
<b>AMBER</b>	Indicates that key information is included but recording could be further improved
<b>GREEN</b>	Indicates that the recording meets the above required standards

*If you intend to give a copy of the above action plan to the member of staff, please ensure they are not given page 1 , i.e. the actual record of concern form which contains confidential details.*

### Appendix 3

[http://www.madrid.org/cs/Satellite?c=CM\\_InfPractica\\_FA&cid=1142531117867&language=es&pagename=ComunidadMadrid%2FEstructura](http://www.madrid.org/cs/Satellite?c=CM_InfPractica_FA&cid=1142531117867&language=es&pagename=ComunidadMadrid%2FEstructura)

<http://www.madrid.org/cs/Satellite?blobcol=urldata&blobheader=application%2Fpdf&blobheadername1=Content-Disposition&blobheadervalue1=filename%3DHojasDeteccion.pdf&blobkey=id&blobtable=MungoBlobs&blobwhere=1352833884890&ssbinary=true>

<http://www.madrid.org/ICMdownload/KMSV.pdf>

(LEY DE GARANTÍAS DE LOS DERECHOS DE LA INFANCIA Y LA ADOLESCENCIA DE LA COMUNIDAD DE MADRID. Ley 6/1995, de 28 de marzo, de Garantías de los Derechos de la Infancia y la Adolescencia de la Comunidad de Madrid)