

Safeguarding and Child Protection Policy

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Owner: Dukes Education Director of Early Years and

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Policy statement and principles

Dukes Education is committed to the safeguarding of the pupils in our care and this policy applies to all members of the educational community.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. Students are able to talk freely to any member of staff or regular visitor to our school if they have any concerns. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The policy has been approved by Dukes and all members of its school communities are expected to follow the procedures and guidelines detailed below.

Guidance from the DfEs Keeping Children Safe in Education 2020 (KSCIE 2020) and the 'Anteproyecto de Ley Orgánica de Protección Integral a la Infancia y la Adolescencia frente a la Violencia' have been taken into account. This policy is one of a series in the school's integrated safeguarding portfolio.

This policy is available in each school.

It should be read in conjunction in with other policies available in schools such as:

- Keeping Children Safe in Education (DfE)
- Ley Orgánica de protección integral a la infancia y la adolescencia frente a la violencia (LOPVI)
- Health and Safety

- Anti-bullying Policy
- Educational Visits Policy
- Plan de Convivencia
- DfE Safeguarding and remote education during coronavirus (Covid-19)
- Behaviour for Learning Policy
- Safer Recruitment
- Online safety
- Allegation against staff

Our core safeguarding principles are

- Safeguarding is everyone's responsibility and all members of the IEP community have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- Safer children make more successful learners
- Representatives of the whole-school community of pupils, parents, staff and governors will be involved in policy development and review
- Policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review
- Our curriculum we will provide activities, resources and opportunities that will equip our children with the skills they need to stay safe and develop essential life skills

Purpose and aims of the policy

- To make it clear that everybody has a responsibility at all times towards safeguarding and child protection
- To raise awareness so that the school community, alongside professionals, play their part in preventing, identifying and responding to abuse and neglect
- To provide a clear direction to staff and others about expected behaviour when dealing with **child protection** and **welfare** issues

This policy, together with mandatory training, is to ensure that the IEP community is in a better position to identify where there may be safeguarding issues

In all cases related to safeguarding:

- the students welfare must be paramount
- the students interests must come first
- confidentiality must be taken into consideration
- all agencies and designated staff members concerned with the safeguarding and protection of children must work together to protect the interest of the child

The policy is aligned with the principles within the United Nations Convention on the Rights of the Child

Terminology

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

Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

The terms **child** or **children** refer to any student who is enrolled at the school. It is acknowledged that processes and actions bound by law may differ for any student over the age of 18.

The **Designated Safeguarding Lead** is the person appointed to take the lead in Child protection and Safeguarding issues in the school. In Spanish curriculum schools the role is known as Coordinador/a de bienestar y protección. The Director has overall responsibility, however other senior leaders in the school may be trained to deal with Safeguarding issues. A deputy lead will be named for when the Director is not on site.

Key Contact Information

Each school makes available the key contact information for safeguarding.

Role	Name	Contact details incl. those when working remotely:
Designated Safeguarding Lead (DSL)	Sonia Treviño	sonia.treviño@iepgroup.es
Deputy DSL		
Other staff member		
Director		
	Pilar Mesa	Pilar.mesa@iepgroup.es + 34 618 39 41 40

‘Always Pass It On’

Reporting procedures

If a child is in immediate danger or risk of harm:

Tell a member of the designated safeguarding team. If no one is available call the police. Definitions and examples of abuse can be found below in Appendix B

Disclosure of abuse by a child

Whilst this can be an alarming situation to find yourself in, it is important not to let the moment pass – for every child who does finally disclose information, evidence shows that they have usually tried up to 12 times before.

- Be prepared to listen and comfort
- Do not show revulsion or distress, however distasteful the events are
- Stay calm and controlled
- Let the child know at once that it was not his/her fault and keep restating this
- Reassure the child that they were right to tell, even though the abuse may have happened a long time ago. If appropriate recognise how difficult it must have been to come forward
- Reassure the child that they did the ‘right thing’ by telling you
- Explain what you will do next. Make them aware that their disclosure will be reported only to those who need to know and can help. Do not promise confidentiality
- Do not ask leading questions, try to limit your involvement to listening
- Report the incident straight away
- As soon as possible write a first-hand account of what was said and done, even if this means making some notes first before you fill out the standard Dukes Education Safeguarding Concern form found below in Appendix A
- Be aware of your own feelings about abuse as dealing with issues of child abuse can be distressing for the adult to whom the abuse is disclosed or who has concerns. If you are upset let a DSL know

It is important to remember that it is not your responsibility to investigate suspected cases of abuse, only to report them to a Designated lead.

If you have concerns about a child's welfare

- You might have concerns about a child's well-being, but they have not actually said anything to you. If such a situation arises, you should speak to a Senior Designated lead
- It is important you do not feel afraid about passing on your concerns. The information may be a small piece in a bigger jigsaw and may help to obtain a better understanding of a child's predicament. Any concerns even those seemingly trivial, should be passed on to a Senior Designated lead
- You should put your concerns in writing as well as talking to the Senior Designated lead, completing the Safeguarding Concern form (Appendix A).

Allegations of abuse made against staff

This guidance should be followed where it is alleged that anyone working in the school, including volunteers, has:

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

Schools as employers have a duty of care to their employees. Dukes Education schools should ensure they provide effective support for anyone facing an allegation.

Unless you are witness to an incident which is placing a child at significant risk of harm do not confront the staff member, tell the DSL.

Appendix A: Safeguarding Concern form

School:			
Date of record:			
Date of incident:		Time of incident or disclosure:	

Your name :		Your role:	
Child name:		Year Group / class:	
Details of concern :	<ul style="list-style-type: none"> • <i>use initials for other children / young people involved, unless there is a specific need to name them in full</i> • <i>make it clear if you have raised a concern about a similar issue previously</i> • <i>any notes taken at the time may be attached to this form</i> • <i>what the evidence is that led to the concern</i> • <i>what the child said (if a disclosure has taken place)</i> • <i>what you did or said in response (if a discussion has taken place)</i> 		
Reported to:			
Signed:			

<i>Sections below for use by safeguarding team</i>			
Date and time received by DSL			
Action taken and date :		Advice sought:	Yes / No <i>If yes: date and time from whom and what was advice given</i>
Concern / referral discussed with parent / carer?	Yes / No <i>If yes, date and time</i>	If not, state reasons why. If yes, note discussion with parent / carer	
Referral made:		If not, state reasons why. If yes, record to whom and any action agreed	
Feedback to referring member of staff:	Yes / No <i>If yes: date and time by who</i>		
Response to / action taken with pupil:	Yes / No <i>If yes: date and time by who</i>		
Other notes, information, concerns or any other action required:			
Date:			
Name of DSL:			
Signature of DSL:			

Appendix B Recognising concerns: signs and indicators of abuse

Safeguarding is not just about protecting children from deliberate harm. It refers to the process of protecting children (and adults) to provide safe and effective care. It includes areas such as bullying, racist abuse and harassment, educational visits, intimate care, children missing education and online safety etc. Please refer to further school policies for more information.

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Abuse can often be difficult to recognise as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical

care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

For further information to help spot the signs of abuse visit the NSPCC pages on types of abuse <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse>

Appendix C: Examples of safeguarding issues

- Peer on Peer sexual abuse
- Mental Health
- Gender-based violence
- E-Safety
- Children missing from education
- Protecting children from radicalisation: known as The Prevent Duty in the UK

Peer-on-peer abuse is abuse that happens between children of a similar age or stage of development. It can happen between any number of children and can affect any age group. Children can experience peer-on-peer abuse in a wide range of settings, including school, homes, public spaces or online. Whilst this abuse can happen to any child, the most vulnerable are girls, LGBT and students with SEND.

Examples of this type of abuse are most likely to include, but may not be limited to:

- Bullying (including cyberbullying)
- 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 sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- Online sexual harassment including sexting (also known as youth produced sexual imagery), sexualised online bullying. Sexual comments and messaged on social media. Sexual exploitation by way of coercion threats
- Upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing. Hazing or initiation ceremonies refers to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. Hazing is seen in many different types of social groups, including gangs, sports teams and school groups. The initiation rites can range from relatively benign pranks, to protracted patterns of behaviour that rise to the level of abuse or criminal misconduct. Hazing may include physical or psychological abuse. It may also include nudity or sexual assault. Staff need to be alert to such behaviour and act in line with their child protection and behaviour policies.

Mental Health. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

E-safety (see separate online safety policy)

Gender-based violence is violence directed against a person because of that person's gender or violence that affects persons of a particular gender disproportionately. It can take different form and mostly affects women and girls

Children missing from education All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This should include children who are not attending online lessons in case of remote learning.

Protecting children from radicalisation Schools should have due regard to the need to prevent people from being drawn into terrorism.

If you would like clarification or further information about any of the contents within this policy ask your Designated Safeguarding Lead.