

# ***Whole School Child Protection and Safeguarding Policy***

2020-2021

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# Key Points

**The safety and welfare of our pupils is our number one priority**

Safeguarding and promoting the welfare of children is everyone's responsibility

We operate within a culture of openness and recognise and accept that abuse can happen in any organisation

All low level concerns or doubts should be shared with the DSL or the DDSL

All concerns about a child (including signs of abuse and neglect) must be reported immediately to the Designated Safeguarding Lead (DSL English) or the Deputy Designated Safeguarding Lead (DDSL Spanish)

**Primary & EYFS DSL: Barbara Stenhouse**  
**Secondary DSL: Jacqueline Glazerman**

**Primary & EYFS DDSL: Silvia Sanchis**  
**Secondary DDSL: Cristina Pérez**

In the event that a child is in immediate danger or at risk of harm a referral to the Police and/or the School Inspector should be made immediately. If in doubt about which agency to contact, advice should be sought from Emergencias on **112**.

Allegations or higher level concerns about another staff member or adult in school should be referred to the Headteacher(s) or School Directors

Allegations or higher level concerns about the Headteacher should be referred to the School Directors or the School Inspector

Allegations or higher level concerns about the School Directors should be referred to the Headteacher(s) or School Inspector

# Introduction

Caxton College fully recognises its moral and statutory responsibilities to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

This policy applies to all teaching, non-teaching, support, peripatetic, contract staff, volunteers and any other adults working at the school. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated. For the purpose of this guidance children include everyone under the age of 18.

## Safeguarding Legislation and Guidance

The following UK and Spanish safeguarding legislation and guidance has been considered when drafting this policy:

- Keeping Children Safe in Education 2020
- Working Together to Safeguarding Children 2018
- What to do if you're worried a child is being abused 2015
- The Teacher Standards 2012
- British Schools Overseas: standards for schools
- The Ley 26/2015, de 28 de julio, de modificación del sistema a la infancia y a la adolescencia (Save the Children guidance)
- The Ley 26/2018 de derechos y garantías de la Infancia y la adolescencia (Generalitat Valenciana)
- Código Civil

In child protection matters the school will follow the inter-agency and child protection procedures laid down by the Valencian Generalitat.

This policy is available in English and Spanish and is published to all staff and volunteers and placed on the school website.

# Contact Details

The table below outlines the contact details of named staff in school, the school Inspector and external agencies linked to child protection and safeguarding.

Where a child is in immediate danger or at risk of harm a referral should be made to the School Inspector and/or the police immediately.

<b>School Details</b>	
Primary and EYFS Designated Safeguarding Lead (DSL) Level 3 trained	Barbara Stenhouse <a href="mailto:bstenhouse@caxtoncollege.net">bstenhouse@caxtoncollege.net</a> 96 142 4178 ext. 162
Primary and EYFS Deputy Designated Safeguarding Lead (DDSL) Level 2 trained	Silvia Sanchis <a href="mailto:ssanchis@caxtoncollege.net">ssanchis@caxtoncollege.net</a> 96 142 4178 ext. 167
Secondary Designated Safeguarding Lead (DSL) Level 3 trained	Jacqueline Glazerman <a href="mailto:jglazerman@caxtoncollege.net">jglazerman@caxtoncollege.net</a> 96 142 4174 ext. 230
Secondary Deputy Designated Safeguarding Lead (DDSL) Level 2 trained	Cristina Perez <a href="mailto:cperez@caxtoncollege.net">cperez@caxtoncollege.net</a> 96 142 4174 ext. 188
School Principal	Amparo Gil <a href="mailto:agil@caxtoncollege.net">agil@caxtoncollege.net</a> 96 142 4500 ext. 101
School Vice Principal Level 2 trained	Marta Gil <a href="mailto:mgil@caxtoncollege.net">mgil@caxtoncollege.net</a> 96 142 4500 ext. 102

\*in the unlikely event that the designated safeguard leads are not available, staff should raise concerns with a member of the Senior Leadership Team.

<b>Authority Contacts</b>	
School Inspector	Juan Carlos Castaño 012
Conselleria d'Educación - Valencia Generalitat (hoja de notificación de posible situación de desprotección desde el ámbito educativo)	<a href="http://www.ceice.gva.es/documents/162793785/165597276/Hoja_notificacion_rellenable.pdf/a5929fb4-c515-4836-83bf-ab211a0e664a">http://www.ceice.gva.es/documents/162793785/165597276/Hoja_notificacion_rellenable.pdf/a5929fb4-c515-4836-83bf-ab211a0e664a</a>
Atención a la Infancia de la Comunitat	116111
Servicios Sociales - Valencia Sección del Menor C/ Amadeo de Saboya 11 Patio A. 46010 Valencia	96 208 24 21 / 22 <a href="mailto:ssmenor@valencia.es">ssmenor@valencia.es</a> <a href="http://www.valencia.es/bienestarsocial">www.valencia.es/bienestarsocial</a> O acudiendo al Centro que corresponda por zona. <a href="#">Centros de servicios sociales por área</a>
Servicios Sociales - Puzol lunes y miércoles de 9 a 14 horas.	96 142 47 01
NSPCC (National Society for the Prevention of Cruelty to Children)	+44 808 800 5000 24/7 helpline

<b>Police</b>	
Emergencia	112
Local Police	092

# Part A: Principles and Aims

Our commitment is to safeguard and promote the welfare, health and safety of our pupils by creating and maintaining an open, safe, caring and supportive atmosphere.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

## **Policy Principles:**

- The welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and staff involved in child protection issues will receive appropriate support

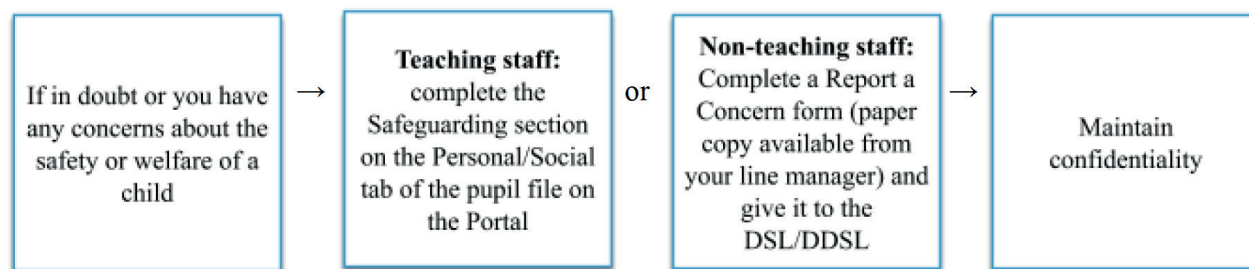
## **We aim to:**

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

## **The school achieves these aims by:**

- Ensuring the recruitment of staff who are suitable and appropriate to work with children and have all the necessary and legal documentation in place before starting.
- Providing excellent pastoral care and providing a positive school atmosphere where pupils feel safe and secure and are encouraged to talk.
- Valuing and promoting effective relationships with parents and professionals from external agencies.
- Teaching pupils, through Personal Development and a varied curriculum, to identify and manage risks. This includes educating pupils, through regular internal and externally provided ICT safety talks, about the safe use of devices and access to the internet.
- Ensuring that children are safeguarded from potentially harmful and inappropriate online material through embedding a whole school approach toward online safety, including the acceptable use of devices and the use of appropriate filters and monitoring systems.
- Ensuring that all staff, teaching and non-teaching staff, are properly trained, supported and supervised to enable them to identify abuse and welfare concerns and deal with such concerns appropriately and sensitively.
- Encourage staff to discuss child protection, safeguarding and welfare concerns confidentially with the DSL and/or the DDSL in order to ensure that they have confidence in their own abilities to identify and appropriately handle welfare concerns and cases of abuse and neglect.
- Creating a culture of openness, trust and transparency in which any concerns about the conduct of staff, visitors and other adults in school can be shared and dealt with in an appropriate and sensitive manner.
- Following the procedures laid down in this Policy.

# Part B: Actions Where There are Concerns About a Child



Safeguarding is everyone’s responsibility and all staff regardless of their role should exercise vigilance and be watchful for, and aware of, signs that a child may be in need of help as well as the signs of abuse and neglect. If a staff member has any concerns about a child, s/he should report the concern by either completing the Safeguarding section on the Personal/Social tab of the pupil file on the Portal or completing a Report a Concern form and pass it to the DSL/DDSL. If a staff member has any doubts or questions, they should immediately speak with the DSL/DDSL. The DSL/DDSL will discuss the matter with the member of staff decide on appropriate action. This discussion and actions may be recorded as above if found appropriate by the DSL/DDSL.

## Recognising Abuse

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

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

## Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our Anti-Bullying Policy.

## Taking Action

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”.

Key points for staff to remember for acting are:

- In an emergency take the action necessary to help the child (including calling 112)
- Report your concern as soon as possible to the DSL/DDSL, definitely by the end of the day
- Do not start your own investigation



- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- Complete the Safeguarding section in Personal/Social tab of the Pupil File on the portal or complete a **Report a Concern** form and give it directly to the DSL/DDSL
- Seek support for yourself if you are distressed.

## **If You Are Concerned About a Pupil's Welfare**

### **Early Help**

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

- identifying emerging problems and potential unmet needs
- liaising with the DSL/DDSLs
- sharing information with other professionals to support early identification and assessment and in some cases acting as the lead professional in undertaking an assessment of the need for early help.

Early help means providing support as soon as a problem emerges at any point in a child's life. There will be occasions when staff may suspect that a pupil may be at risk. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way. If a member of staff has a concern that a child may be in need of early help then s/he should complete the Safeguarding section in the Personal/Social tab of the pupil file on the portal or complete a Report a Concern form and then discuss early help requirements with the DSL/DDSL.

Effective early help involves the school providing high quality support, in cooperation with or coordinating with other agencies as appropriate, to help address the assessed needs of the child and their family, in order to significantly improve the outcomes for the child. It is hoped that in each case this should improve the welfare of the relevant child. Nevertheless, each case should be kept under constant review, and consideration should be given to contacting the school inspection in case of a referral to children's social care is needed if the child's situation does not appear to be improving.

### **Child in Need, Suffering, or Likely to Suffer, Significant Harm**

If at any time it is considered that the child may be a child in need, has suffered or is at risk of significant harm, or is in immediate danger, it should be reported to the DSL/DDSLs immediately and the Safeguarding section on the Personal/Social tab of the pupil file on the portal or the Report a Concern form completed. In these cases the DSL/DDSL will initially contact the School Inspector before making a referral to the children's social services (by completing the hoja de notificación de posible situación de desprotección desde el ámbito educativo) - in the local area where the child lives. If after speaking with the School Inspector, no referral is made, the school will continue to monitor and record the situation, which may involve the parents or not, depending on the situation. Support and guidance will be given to the pupil to address any risks and prevent issues escalating, if necessary.

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

## If a Pupil Makes a Disclosure to You

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

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will, at the appropriate time, let the pupil know that in order to help them they must pass the information on to the DSL/DDSL. The point at which they tell the pupil this is a matter for professional judgement. Promises of confidentiality should never be given.

During their conversations with the pupils, staff will:

- Allow them to speak freely and remain calm. Do not interrupt the child or be afraid of silences
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- **Under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil’s parent think about it
- Not automatically offer any physical touch as comfort
- Avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ may be interpreted by the child to mean that they have done something wrong
- Tell the pupil what will happen next. The child may want to accompany you to see the DSL/DDSL, otherwise let the child know that someone will come to see them before the end of the day.
- Report verbally to the DSL/DDSL even if the child has promised to do it by themselves
- Complete a **safeguarding comment** in the Personal & Social tab or complete a **Report a Concern** form and hand it to the DSL/DDSL as soon as possible
- Seek support if they feel distressed

## Notifying Parents

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

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

## Reporting Directly to the School Inspector or Police

Staff should follow the reporting procedures outlined in this policy. However, any member of staff may also share information directly with the school inspector or police if:

- The situation is an emergency and the designated safeguarding lead, their deputy, the headteacher(s) and the School Directors are all unavailable
- They are convinced that a direct report is the only way to ensure the pupil's safety
- For any other reason they make a judgement that direct referral is in the best interests of the child.

## Confidentiality and Sharing Information

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

All staff will understand that child protection issues warrant a high level of confidentiality. Staff should only discuss concerns with the DSL, DDSL, members of their SLT and/or the School Directors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

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

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

If any member of staff receives a request from a pupil or parent to see child protection and safeguarding records, they will refer the request to the data protection officer.

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

## Children Who May be Particularly Vulnerable

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

- Living away from home or in temporary accommodation, including Boarding students
- Living in chaotic and unsupportive home situations
- Living transient lifestyles

- Affected by parental substance misuse, domestic violence or parental mental health needs
- Vulnerable to being bullied, or engaging in bullying
- Vulnerable to discrimination and maltreatment based on protected characteristics (e.g. race, ethnicity, religion, disability or sexuality)
- Do not have English or Spanish as a first language
- At risk of sexual exploitation, female genital mutilation, forced marriage or being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive.

## **Children with Special Educational Needs and Disabilities**

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- The potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

# Part C: Types and signs of abuse and neglect

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

## Abuse

Abuse is a form of maltreatment of a child. Someone may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

One of the best ways to help children is by being aware of the signs of possible abuse. All staff should be aware of the signs of abuse and neglect so that they are able to identify children who may be in need of help and protection. These signs can take many forms including physical injuries and behavioural indicators. Although in most cases these signs will manifest themselves in children who are themselves the victims of abuse, it is important to remember that adults can also display significant indicators which suggest the existence of their own abuse. Staff should also be alert to any comments or jokes made by other children in the school.

All staff should be aware that the list below is not exhaustive but includes the common signs of abuse, which if present, may indicate a problem requiring follow up. It is important to recognise that some young people who are being sexually exploited or abused do not exhibit any external signs of this abuse. Sometimes children don't even realise that what's happening is abuse. It is also sometimes difficult to tell the difference between injuries suffered as part of normal childhood activities and those caused by abuse. If a staff member is unsure he/she should discuss the case with the DSL/DDSL. [The National Society for the Prevention of Cruelty to Children \(NSPCC\)](#) includes advice on how to spot signs and patterns of abuse and neglect.

KCSIE (DfE 2020) refers to four categories of abuse which are set out below:

### 1. Physical Abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy but is now more usually referred to as fabricated or induced illness).

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

- injuries to parts of the body where accidents are more unlikely, such as thighs, abdomen, back
- respiratory problems from drowning, suffocation or poisoning
- untreated or inadequately treated injuries
- bruising which looks like hand or finger marks
- cigarette burns, human bites, scarring, scalds and burns

## 2. Emotional Abuse

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

Signs of emotional abuse tend to be behavioural rather than physical and they may:

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

## 3. Sexual Abuse

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

Signs of sexual abuse displayed by children may include:

- pregnancy
- sexually transmitted infection
- pain/itching/bleeding/bruising/discharge to the genital area/anus
- urinary infections/sexually transmitted diseases
- difficulty walking or sitting
- persistent sore throats

## 4. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect 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 care-givers)
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

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

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

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL/DDSL to decide how to proceed.

# Part D: Specific Safeguarding Issues

All staff should have an awareness of safeguarding issues some of which are listed below. Further details can be read in Annex A of Keeping Children Safe in Education 2020. Safeguarding can link to issues such as drug-taking, alcohol abuse, truanting and sexting.

## Children Missing Education

All staff should be aware that children going missing, particularly repeatedly, can be a potential indicator of abuse and neglect, including sexual abuse or exploitation, child criminal exploitation or mental health problems. The DSL will monitor unauthorised absence, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must also be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

## Child Criminal Exploitation

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

Some of the following can be indicators of CCE:

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

All staff are made aware of indicators that children are at risk from or experiencing criminal exploitation. The main indicator is increased absence during which time the child may have been trafficked for the purpose of transporting drugs or money.



County lines exploitation can affect any child under the age of 18 years. It can still be exploitation even if the activity appears consensual, can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence. County lines exploitation can be perpetrated by individuals or groups, males or females, and young people or adults and is typified by some form of power imbalance such as age, gender, cognitive ability, physical strength, status, and access to economic or other resources.

## Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends
- children who suffer from sexually transmitted infections or become pregnant.

The school includes the risks of sexual exploitation in the Personal Development curriculum and during specialist talks about Sex Education. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

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

## Domestic Abuse

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. It can seriously harm children and witnessing domestic abuse is child abuse. It's important to remember domestic abuse:

can happen inside and outside the home  
can happen over the phone, on the internet and on social networking sites  
can happen in any relationship and can continue even after the relationship has ended  
both men and women can be abused or abusers.

The abuse can encompass but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. More advice can be found at <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/>

## **Honour-Based Abuse** (Female Genital Mutilation and Forced Marriage)

'Honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBA are abuse and must be reported to the police.

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In Spain, the practice is a criminal offence (Ley Orgánica 1/2014 BOE Nº 63). The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period.

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In Spain the practice is a criminal offence under the Ley Orgánica 1/2015

Children may be married at a very young age, and well below the age of consent in Spain. School should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not being allowed to return to Spain.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether to accept the arrangement remains with the prospective spouses.

## **Mental Health**

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

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education. If staff have a mental

health concern about a child that is also a safeguarding concern, immediate action should be taken, following this policy and speaking to the designated safeguarding lead or a deputy.

The department has published advice and guidance on [Preventing and Tackling Bullying](#), and [Mental Health and Behaviour in Schools](#). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance [Promoting children and young people's emotional health and wellbeing](#). Its resources include social media, forming positive relationships, smoking and alcohol. See [Rise Above](#) for links to all materials and lesson plans.

## Peer on Peer Abuse

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

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

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

At our school, we take the following steps to minimise or prevent the risk of peer on peer abuse.

- An open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them.
- Assemblies are used to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying.
- PSHE/Personal Development classes are used to reinforce the message through stories, role play, current affairs and other suitable activities.

- Staff will endeavour always to create surroundings where everyone feels confident and at ease in school.
- We will ensure that the school is well supervised, especially in areas where children might be vulnerable.

Should an allegation of abuse be made against another pupil all children involved (whether perpetrator or victim) will be treated as being 'at risk'. Where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, the allegation will be referred to the Inspector. The DDSL will then work with children's social care to decide on next steps, which may include contacting the police. Where appropriate, the matter will be dealt with under the school's Behaviour Policy with the use of relevant disciplinary sanctions.

As with other concerns of abuse, the school will normally seek to discuss concerns about a pupil with parents. Our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from the School Directors, the school inspector and/or the police before parents are contacted.

## Sexual Violence and Sexual Harassment

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

## Serious Violence

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

## Sexting (Youth produced sexual imagery)

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

All incidents involving youth produced sexual imagery will be responded to as follows:

- The incident will be referred to the DSL/DDSL immediately who will then hold an initial review meeting with appropriate staff. If appropriate, there will be subsequent interviews

with the children involved.

- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process, if there is a concern a child has been harmed or is at risk of harm a referral will be made to the school inspector and/or the police immediately in accordance with this policy.

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

## Supporting Those Involved

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

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

## Preventing Radicalisation and Extremism

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

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

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff

should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, reporting to the DSL.

School staff are signposted to the [e-Learning training on Prevent](#), to help to identify signs of radicalisation and extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture, and the school promotes fundamental British Values as part of the Personal Development curriculum and the wider curriculum. Where concerns are raised regarding possible involvement in radicalisation or extremism, these will be reported as any other Child Protection concern would be reported. In an emergency, reports can be made via the [Stop Radicalismo website](#).

## Online Safety

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate material. The use of technology has become a significant component of many safeguarding issues, such as child sexual exploitation, radicalisation and sexual predation. We have ensured that appropriate filters and monitoring systems are in place to manage the content available to pupils, who can contact our pupils and the personal conduct of our pupils online. The school takes a proactive approach to teaching children about being a safe online citizen. As well as explicit teaching opportunities, staff use incidental opportunities to promote safe messages and teach about online risks. Please refer to the Whole School [Technology Policy and Teaching Online Safety in Schools \(2019\)](#) for further information.

# Part E: Roles and Responsibilities

The School Directors have an overarching role in ensuring that policies, procedures and training in their school are effective and comply with the law at all times.

The school has a DSL and DDSL in Primary and Secondary who have equal responsibility for safeguarding and child protection. The DSLs are English native although do understand and speak Spanish. The DDSLs are Spanish native although do understand and speak English. Staff and pupils can speak with either the DSL or the DDSL depending on language needs.

The DSL and the DDSL liaise with the School Directors, on Safeguarding issues before referring any cases of suspected abuse to the School Inspector and/or the police, if there is an immediate threat to the child.

## The Designated Safeguarding Leads (DSL):

The Designated Safeguarding Lead (DSL) is a member of the Primary and Secondary SLT and takes responsibility for safeguarding and child protection (including online safety) in the school. The DSLs have the Level 3 Safeguarding training, a specific job description and therefore the status and authority within the school to carry out the duties of the post. The school also has named Deputy Designated Safeguarding Lead, ensuring there is always an appropriately trained and designated person in the school at all times. The responsibilities of the DSL/DDSL include:

- ensuring the child protection and safeguarding policies are known, understood and used appropriately by staff, reviewed annually and publically available
- advising and supporting staff on child protection and safeguarding matters
- encouraging a culture of listening to children
- taking part in strategy discussions and inter-agency meetings
- manage safeguarding referrals to children's social services, the police or other agencies
- ensuring all staff receive regular safeguarding training whether it be internal or online
- transferring the child protection file to a child's new school
- undergoing training and receiving regular updates to maintain the knowledge and skills required to carry out the role, including Prevent awareness training

The DSL/DDSL liaise with the School Directors on safeguarding issues. DSL/DDSL training is completed every two years to ensure they are up to date with best practice advice and equip them to be a source of advice for colleagues.

## Opportunities to teach Safeguarding

As a school, we will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum.

This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) which will be compulsory from September 2020. Further details regarding these subjects can be found in 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'. This will be delayed until September 2021, due to extended school closures.



## Staff Training

As part of the induction programme, all newly appointed staff will receive safeguarding training which will include:

- the Child Protection and Safeguarding Policy
- KCSIE (2020) Part 1 and Annex A
- the School Code of Conduct
- the role of the DSL/DDSL
- the Whistleblowing Policy

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

- identifying the signs of abuse
- knowing what to do to raise concerns
- knowing how to make a referral
- recognising the need for early help

Staff will also re-read [Part 1 Keeping Children Safe in Education](#) each time it is updated and are expected to sign to note that they have read and understood the content of Part 1. Staff will also receive safeguarding and child protection updates via email and meetings throughout the year.

The Primary SLT and Secondary Heads of Years have completed the NSPCC training course: Child protection in schools (2.0) which will be updated every two years.

## Support for and Supervision of Staff

All staff should feel comfortable and confident approaching the DSL, DDSL, School Directors or any other member of the senior leadership teams about safeguarding and/or pastoral concerns, including in relation to unsafe practice (see Whistleblowing section below). If a staff member would like additional support and/or training in order to fulfill their safeguarding responsibilities, including in identifying and/or handling a concern they should speak to the DSL/DDSL who will work with the member of staff to ensure that they are adequately supported.

## Abuse of Position of Trust

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



## **Proprietorial Oversight**

The Board of Directors are the proprietors responsible for the school. Marta Gil, the Vice Principal is safeguarding level 2 trained and has an oversight of all safeguarding matters at Caxton College.

The Principal and Vice Principal meet with the Headteacher(s) and DSL/DDSL to audit safeguarding procedures and practice. This policy is updated annually.

# Part F: Other Safeguarding Policies and Procedures

## Safer Recruitment

Our school prioritises embedding a culture of safe recruitment as part of our strategy for preventing harm to children and complies with the requirements of BSO criteria and Keeping Children Safe in Education (DfE 2020) and the local authority arrangements by carrying out the required checks (Disclosure and Barring Certificates and prohibition from teaching and/or management checks) and verifying the applicant's identity, qualifications, work history, detailed references and interview information. The school's Whole School Staff Recruitment Policy set out the process in full and can be found on the school webpage and/or in the policy folder. All teaching staff have the DBS certificate in place before taking up the post. The school maintains a Single Central Record of recruitment checks undertaken.

Trainee teachers will be checked either by the school (Private or Public Universities) or by the training provider (Instituto de Educación Secundaria), from whom written confirmation will be obtained confirming their suitability to work with children.

Volunteers and visitors will always be accompanied around the school and never be left unsupervised unless they have undergone the appropriate checks which allows them to do so.

The school checks the identity of all contractors working on site and requests the Spanish Police Check where required. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

## Good Practice Guidelines and Staff Code of Conduct

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

Good practice includes:

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

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

## Whistleblowing

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

All concerns of poor practice or possible child abuse by colleagues should be reported to the headteacher(s) or directly with the School Directors, unless their concern relates to the Headteacher in which case they should report their concern to the School Directors. If the complaint is about the School Directors this should be reported to the Headteacher(s) or the School Inspector.

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

Staff may also report their concerns directly to the school inspector or the police if they believe direct reporting is necessary to secure action.

## Allegations Against Staff (including supply staff)

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

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

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

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

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

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

## Initial Action

- The person who has received an allegation or witnessed an event will immediately inform the Headteacher(s).
- The School Directors will be informed immediately.
- In the event that an allegation is made against one of the Headteachers or the DSL/ DDSL the matter will be reported to the School Directors. In case of allegations made against the School Directors, the Headteacher or School Inspector should be informed.
- The school will take steps, where necessary, to secure the immediate safety of the children, which may involve the suspension or supervision of the staff member.
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of the children.

The Headteacher may need to clarify any information regarding the allegation

- consideration will be given throughout to support the needs of the pupils, parents and staff
- all staff are expected to recognise the need for absolute confidentiality in these situations
- the Head will consult with the School Directors in order to determine if it is appropriate for the allegation to be dealt with internally by the school or if there needs to be a referral to the school inspector and/or the police for investigation.
- If externally investigated, the school will collaborate with the external agencies involved.

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

- employment with the school will be ceased.
- school will report the member of staff to the UK's Disclosure and Barring Service (DBS) and to the Spanish equivalent and/or make a referral to the Teaching Regulation Agency in the UK (TRA)

## Site Security

Visitors to the school are asked to sign in and are given a sticker, which confirms their permission to be on site. If anyone is seen in school without an ID badge or sticker they should be asked to go to the nearest office to sign in. The School Directors will exercise professional judgement in determining whether any visitors should be escorted or supervised while on site.

## Extended School and Off-site Arrangements

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

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

## Staff/Pupil and Parent Online Relationships

The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils and parents. Details are found in the Whole School Technology Policy. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation.

## Children Staying with Host Families during a Foreign Exchange

The school may arrange for pupils to stay with a host family during a foreign exchange trip or sports tour. Some overseas pupils may reside with host families during school terms and we will work with the host school to check that such arrangements are safe and suitable.

It is not possible for schools to obtain criminal record information from the DBS about adults abroad. Where pupils stay with families abroad, we will agree with partner schools a shared understanding of the arrangements in place. Staff will use their professional judgement to satisfy themselves that the arrangements are appropriate to safeguard the pupils, which will include ensuring pupils understand who to contact should an emergency occur, or a situation arise which makes them feel uncomfortable. We will also make parents aware of these arrangements.

## Related Safeguarding Policies

- Whole School Staff Code of Conduct
- Behaviour Policy
- Whole School Complaints Policy
- Anti-Bullying Policy
- Whole School Health and Safety Policy
- Whole School Whistleblowing Policy
- SEN Policy
- Whole School Missing Children Policy
- Whole School Safer Recruitment Policy
- Whole School Technology Policy
- Whole School GDPR and Data Protection

