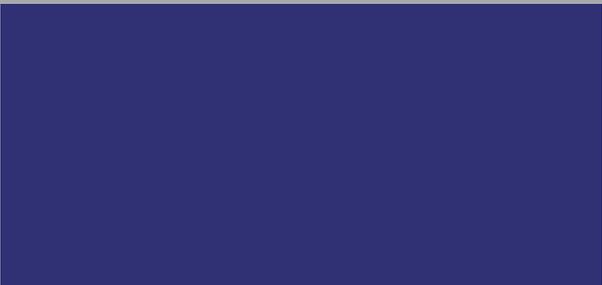


We are a learning community, passionate about providing an International Education, which inspires and encourages learning and intercultural understanding. We facilitate self-discovery and the development of unique interests, gifts and talents, whilst promoting service learning as a force for good in the world.



SAFEGUARDING AND CHILD PROTECTION 2018-2019

STAFF POLICIES



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SAFEGUARDING AND CHILD PROTECTION POLICY KEY CONTACTS WITHIN THE SCHOOL

<p>DESIGNATED SAFEGUARDING LEAD (Whole School) (DSL) Head of School James Kearney</p>
<p>DESIGNATED SENIOR PERSON - Secondary School (DSP) SAFEGUARDING CO-ORDINATOR FOR THE SECONDARY SCHOOL Head of Middle School, Kevin Stone</p>
<p>DESIGNATED SENIOR PERSON - Primary School (DSP) SAFEGUARDING CO-ORDINATOR FOR THE PRIMARY SCHOOL Head of Primary School, Emma Butler</p>
<p>DEPUTY DESIGNATED SENIOR PERSON - Secondary School (DSP) DEPUTY SAFEGUARDING CO-ORDINATOR FOR THE SECONDARY SCHOOL Michael Cronin</p>
<p>DEPUTY DESIGNATED SENIOR PERSON - Primary School (DSP) DEPUTY SAFEGUARDING CO-ORDINATOR FOR THE PRIMARY SCHOOL Chris Cournane</p>

KEY CONTACTS WITHIN THE LOCAL AUTHORITY

<p>MINISTRY OF HEALTH & WELFARE (CONSEJERÍA DE IGUALDAD Y BIENESTAR SOCIAL) is able to provide advice and consultancy. CONTACT NUMBER: 956 780 676 E-MAIL: asuntos--sociales@sanroque.es</p>
<p>REFERRAL TO SOCIAL SERVICES (ASUNTOS SOCIALES) URGENT and <u>IMMEDIATE</u> concerns for the safety and welfare of a child or young person CONTACT NUMBER: 956 780 106 ext. 2842 Or call Guardia civil (Pueblo Nuevo de Guadiaro) on 956 794 304</p>

National helpline for children and also adults to report and seek advice regarding possible child protection issues.

**“Línea de ayuda a la infancia”
116111 or 900 851 818**

**“Childline Gibraltar”
00350 8008**

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SAFEGUARDING AND CHILD PROTECTION POLICY STATEMENT

We are a learning community, passionate about providing an International Education, which inspires and encourages learning and intercultural understanding.

We facilitate self-discovery and the development of unique interests, gifts and talents, whilst promoting service learning as a force for good in the world.

Protection and promotion of the rights of the child is one of the objectives of the European Union. All policies and actions with an impact on children must be designed, implemented and monitored in line with the best interests of the child.

“A society that respects the rights of citizenship for minors is required to meet and work on what may be influencing inequality, disadvantage or social difficulties. It also needs to be involved in obtaining and sharing information, both in terms of the needs of children and adolescents and their families, in all its current forms.”

(Translated from the ‘Compromiso del Observatorio de la Infancia en Andalucía’)

1. PURPOSE OF THE CURRENT POLICY

1.1 An effective whole-school safeguarding and child protection policy is one which provides clear direction to staff and others about expected behaviour when dealing with child protection and student welfare issues. An effective policy also explicitly highlights the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring may be handled sensitively, professionally and in ways which support the needs of the child.

1.2 This Safeguarding and Child Protection Policy has been written to inform staff, parents, volunteers, visitors and directors of Sotogrande International School about the school's responsibilities and expected standards of behaviour in safeguarding children.

2. INTRODUCTION

2.1 Sotogrande International School takes its responsibility to protect and safeguard the welfare of children and young people in its care seriously.

2.2 The school understands that, according to Law 1/1998 of 20 April on the Rights and Child Welfare, any person or entity, especially those by reason or purpose of their profession have learned of the existence of an abusive situation, should make it known to any authority, immediately notify the competent authority, judicial authority or prosecutor.

2.3 Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and optimising children ! life chances.

2.4 We recognise that, because of the day-to-day contact with children, school staff are well placed to protect children and support students in school. The school will therefore:

- a) Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to when they have a worry or a concern.
- b) Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the well-being of a child.
- c) Ensure children know there are adults at school whom they can approach if they are worried.
- d) Ensure that staff, who are in a position of trust and have a duty to protect children from harm, understand the need to maintain professional boundaries.
- e) Ensure adequate safeguarding education is offered to all students

2.5 According to the guidelines produced by the Junta de Andalucía, the school recognises its position within the defined legal process* as limited to the detection, classification of severity and notification of possible maltreatment of children, not investigation.

* <https://www.observatoriodelainfancia.es/oia/esp/descargar.aspx?id=4082&tipo=documento>

3. SCHOOL POLICY

We recognise that for our students, high self-esteem, confidence, supportive friends and clear lines of communication with trusted adults can help prevent abuse. We also recognise our responsibility to protect students through effective safeguarding education. The school will therefore:

- a) Establish and maintain an environment where students feel safe and secure, are encouraged to talk and are listened to.
- b) Ensure that students know that there are adults within the school who they can approach if they are worried or are in difficulty.
- c) Include in the curriculum, activities and opportunities for pastoral education, which prepares students with the skills they need to stay safe from abuse, including cyber abuse, peer-on-peer abuse and exploitation. Further information can be obtained from the relevant Heads of Section.
- d) Ensure that every effort will be made to establish supportive and effective working relationships with parents and colleagues from partner agencies.
- e) Ensure that students and families have access to multilingual, age appropriate information about keeping safe and sources of support.

In doing so, the school actively supports the strategic drivers laid out by the Junta de Andalucia in their <https://www.juntadeandalucia.es/organismos/igualdadypolicassociales/areas/infancia-familias/apoyo-familias/paginas/plan-infancia.html> by

1. Promoting positive parenting by supporting families to meet their responsibilities with regard to the care, education and integral development of their children.
2. Empowering families to increase their quality of life and that of their children, preventing social exclusion and reducing inequalities.
3. Supporting the development of systems that focus on the needs of children, especially those who are most vulnerable, guaranteeing their rights as the main axis of all programs and services
4. Enabling children to grow up in a harmonious family and social environment, without violence.

4. LEGAL FRAMEWORK

In Spain, legislation falls under the Spanish Constitution in its Article 39, which gives importance to the protection of families and children. There are other specific items in Article 20 on the protection of children and youth and Article 27, which recognizes the right to education. Since the Constitution was made, there are specific laws in various areas: protection, education, health, adoption and placement of the child, in terms of protection or television advertising, etc. In Andalusia, the Home Rule when dealing with social, recognizes minors the right to receive from the government of Andalusia protection and comprehensive care necessary for the development of their personality and their welfare, prioritizing their advantage when interpreting and applying the law (Article 18). Also attributed to the Autonomous Community exclusive competence in child protection, as well as the promotion of families and children (Article 61). Law 1/1998 of Andalusia is responsible for the rights and care of children, these rights tie in with the convention: the right to education, health, integration, culture and leisure, to be heard to identity, honour, privacy and reputation, etc. And they are backed by laws regulating compliance and pose specific actions.”
<http://www.juntadeandalucia.es/observatoriodelainfancia/oia/esp/queesmarcojmenor.aspx>

5. ROLES AND RESPONSIBILITIES

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed on page 1 of this document.

5.1 It is the role of the whole school Designated Safeguarding Lead (DSL) to:

- a) Ensure that all of the child protection procedures are followed within the school, and to make appropriate, timely referrals to the 'Consejería' (Asuntos Sociales de San Roque) in accordance with school procedures (see Appendix 1).
- b) Ensure that all staff, volunteers and temporary staff are aware of and have read the school's child safeguarding protection policy. New staff will be informed as part of the induction process.
- c) Ensure that all staff are kept up to date with child safeguarding protection procedures with regular training.
- d) Ensure all staff employed including temporary staff and volunteers within the school are aware of the school's internal procedures, to advise staff and to offer support to those requiring this.
- e) Ensure that the Head of School is kept fully aware of any concerns.
- f) Develop effective working relationships with other agencies and services.
- g) Decide upon an appropriate level of response to specific concerns.
- h) Ensure that accurate safeguarding records are kept according to policy.
- i) Provide guidance to parents, children and staff about obtaining suitable support.

5.2 If for any reason the whole school DSL is unavailable, the Deputy whole school DSL along with the relevant Head of Section will work in their absence.

5.3 The Board and school Senior Leadership Team are responsible for ensuring that the school follows safe recruitment processes. As part of the school's recruitment, police record checks will be sought for all staff that have substantial and unsupervised access to students.

5.4 The role of the Head of School is to:

- a) ensure that the school has an effective policy
- b) ensure that the Ministry of Health and Welfare (Consejería de Igualdad y Bienestar Social) guidelines are complied with
- c) to support the school community with the implementation of the current policy

5.5 Representatives from local Social Services are available to offer advice, support and training to the school's Designated Safeguarding Leads.

5.6 The role of the school nursing team is to observe, record and report any physical/medical signs of abuse or vulnerability. NB: Within the school, the nursing team is **exclusively** qualified and authorised to assess the physical state of students and to undress and/or photograph any student in order to ascertain the nature and severity of injuries or other indices of abuse.

6. WHEN TO BE CONCERNED

6.1 All staff and volunteers should be aware that the main categories of abuse recognised by the Junta de Andalucía are:

- a) Physical abuse
- b) Emotional abuse (including domestic violence)
- c) Sexual abuse
- d) Neglect
- e) Exploitation (sexual exploitation or child labour)

In addition, the following categories of 'vulnerability' are recognised:

- Munchausen Syndrome by Proxy
- Inducement to delinquency
- Modelo de vida inadecuado (parental/familial behaviours, such as drug abuse/trafficking, auto-destructive behaviours)
- Circumstances which make it impossible to meet parental obligations (incarceration, parental death, severe mental or physical illness)
- Prenatal abuse (e.g. drug consumption during pregnancy)
- Incapacity to manage the behaviour of the child

6.2 All staff and volunteers should be concerned about a child if he/she presents possible indicators of significant harm. This is a list (not exhaustive), of common signs of possible abuse:

- Appearing frightened of the parent/s or other household members
- Acting in a way that is inappropriate to her/his age and development (consideration needs to be taken of different patterns of development and cultural norms).
- Displaying an insufficient sense of personal 'boundaries'.
- Appearing wary of adults
- Regression (losing skills they had before)
- Failure to thrive
- Sudden drop in school performance
- Not wanting to go to the bathroom/remove clothes for PE
- Showing signs of discomfort or pain while sitting, urinating, or passing stools.
- Knowing more than he or she should about sex.
- Being sick or tired most of the time
- Poor personal hygiene/consistently dishevelled appearance
- Suspicious injuries, which may include:
 - Injuries to areas of the body that usually are protected, such as the inside of the legs and arms, the back, the genitals, and the buttocks.
 - Explanations for injuries that are unlikely, inconsistent or bizarre.
 - Signs that the child has been hurt before.
 - The child doesn't receive medical care for his or her injury.

NB: Staff should ensure that **any** injury/alleged injury is communicated to the school nursing team as soon as possible. Under no circumstances should staff members other than the school nurses photograph injuries or undress a child in order to view hidden injuries.

6.3 Any concern should be via Myconcern. See point 11, page 12.

6.4 DEFINITIONS

Harm and abuse: definitions and categories

Abuse: 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 (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical abuse: 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.

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. 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.

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 via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: Neglect is the ongoing failure to meet a child's basic needs and is the most common form of child abuse.

- A child may be left hungry or dirty, without adequate clothing, shelter, supervision, medical or health care.
- A child may be put in danger or not protected from physical or emotional harm.
- They may not get the love, care and attention they need from their parents.

A child who's neglected will often suffer from other abuse as well. Neglect is dangerous and can cause serious, long-term damage - even death.
(source: NSPCC)

7. DEALING WITH A DISCLOSURE

- If a child discloses that s/he has been abused, the member of staff/volunteer should:
- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which might not be possible to keep
- Not promise confidentiality – it might be necessary to seek advice from the Ministry of Health and Welfare (Consejería de Igualdad y Bienestar Social) in San Roque.
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking non-leading questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Report the concern through the [MyConcern](#) on-line system
- If urgent, speak to the relevant DSL in person or a member of the designated team primary/secondary, without delay
- Seek support: dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with a member of the child protection team.

8. PROCEDURES

8.1: Guidelines: All action is taken in line with the following guidance:

a) *Ministry of Health and Welfare (Consejería de Igualdad y Bienestar Social, Junta de Andalucía),*

https://www.juntadeandalucia.es/igualdadybienestarsocial//export/Infancia_Familia/HTML/prevencion/deteccion.html

b) *“Sistema de Información sobre Maltrato Infantil de Andalucía (SIMIA): procedimiento de Actuación”*

http://www.juntadeandalucia.es/observatoriodelainfancia/oia/esp/documentos_ficha.aspx?id=329

c) *“Boletín Informativo no 64: El maltrato infantil en la familia”, Observatorio de la Infancia en Andalucía”*

https://www.observatoriodelainfancia.es/oia/esp/documentos_ficha.aspx?id=3489

PROCEDURES (CONT)

The DSL or DSP will refer cases of suspected abuse or allegations to the 'Consejería' direct by telephone.

The telephone referral to the 'Junta de Andalucía' will be confirmed in writing within 24 hours using the appropriate form: 'Hoja de Detección y Notificación del Maltrato Infantil':

<http://www.juntadeandalucia.es/educacion/webportal/abaco-portlet/content/393f1ce1-4fff-42b0-9c0d-3df8650e74c4>

NB: This form is a copy for reference use only. Any form submitted to the Junta de Andalucía must have a reference code.

The following manual outlines the procedures for the completion of the SIMIA notification form:

https://www.observatoriodelainfancia.es/oia/esp/documentos_ficha.aspx?id=3294

The DSL will be required to classify the type of abuse and its severity, according to the guidelines outlined in the manual.

8.2 Sharing information with parents

The school will always undertake to share our intention to refer a child to Social Services with the parents or carers unless doing so could place the child at greater risk of harm and/or impede a criminal investigation. On these occasions advice will be taken from the Consejería de Igualdad y Bienestar Social, San Roque or the local police in Pueblo Nuevo de Guadiaro (Guardia Civil).

A statement on the school website (www.sis.ac) will inform parents and carers about our school's duties and responsibilities under child protection procedures. Parents can obtain a copy of the school child protection policy on request.

8.3 What is likely to happen next?

Once abuse has been investigated and verified, the local Social Services team will choose between four main pathways or levels of intervention:

- Minimal: maintaining the child in his/her home environment with the minimum change regarding the intervention that was already taking place. This may include increased practical and psychological support for the family.
- Medium: maintaining the child in their environment but introducing some changes in the intervention that imply greater family control.
- Moderate*: separation conditional upon parents making a series of changes in a given timeframe.
- Maximum*: immediate separation

* It is extremely rare for Social Services to take this course of action.

8.4 Allegations involving members of staff:

The safety and wellbeing of the child is paramount and the school will not collude to protect a member of staff or an organisation connected to the school where a child's safety is in question.

Allegations will be dealt with in a way that the rights and well-being of the member of staff are taken into consideration.

Where there is a conflict of interests, the DSL and Senior Leadership Team will decide on a case-by-case basis who will handle the process.

The school acknowledges the additional stress faced by colleagues under such circumstances and will ensure appropriate support is available.

If you have a concern pass this directly to the Head of School.

9 FALSE ALLEGATIONS (INCLUDING FALSE ALLEGATIONS AGAINST STAFF)

Where, following initial consideration, the DSL believes an allegation is without foundation, he/she should:

- a) Consider in consultation with relevant parties, whether the child might have been abused by someone else
- b) If the allegation involves a member of staff, they will be informed at a formal meeting that no further action is to be taken under disciplinary or child protection procedures, (the employee may be accompanied by another member of staff or friend (witness))
- c) Consider whether counselling and/or informal professional advice to the employee is appropriate and the form either might take
- d) Inform the parents of the child/children of the allegation and the outcome
- e) Consider appropriate counselling and support for the child/children and parents particularly where a false/malicious allegation has been made. The need for disciplinary action against the child should be considered at this stage
- f) Prepare a report, to be copied to the employee, recording that the allegation is without foundation with reasons.
- g) Documents relating to an investigation should be retained with a written record of the outcome.
 - Where disciplinary action has been taken against an employee a copy should be retained on the personal and confidential file.
 - Where a student has made an allegation a copy of the record should be kept in a confidential section of the students' records.

10. PROFESSIONAL CONFIDENTIALITY

Confidentiality is an issue that needs to be discussed and fully understood by all those working with children, particularly in the context of safeguarding and child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a student nor should they agree with a student to keep a secret, as where there is a safeguarding child protection concern this must be reported to the DSL/DTeams and may require further investigation by appropriate authorities.

Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Any information shared with a member of staff in this way must be held confidentially.

Staff cannot guarantee confidentiality to a child if they need to pass on information to other professionals to help keep the child or other children safe. It may not always be appropriate for the DSL/DT to feedback to staff who report concerns to them. The DSL/DT will decide which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child ! welfare.

11. RECORD KEEPING AND MONITORING

Well-kept records are essential to good safeguarding child protection practice. SIS is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be shared with other agencies. All records are kept securely within the fully encrypted MyConcern database, which is ISO27001:2013 certified and is hosted in DfE approved, enterprise-level, secure & resilient data centres within the EEA.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate and objective record, using the [MyConcern](#) system as soon as possible noting what was said or seen, putting the event in context, and giving the date, time and location.

Any handwritten records must be dated and signed and will be kept in a confidential file, which is separate to other files, and stored in a secure place by the DSL.

If a student transfers from the school, these files may be copied and forwarded, with or without parental permission, but only *under the agreement or instruction of the 'consejería', to the student's new school marked confidential and for the attention of the receiving school's DSL.

*This does not apply to confidential information shared verbally or electronically between the relevant schools' DSLs.

12. ATTENDANCE AT CHILD PROTECTION CONFERENCES

It is the responsibility of the DSL to ensure that the school is represented or a report is submitted to any child protection conference called for students on the school register or previously known to them. Whoever attends should be fully briefed on any issues or concerns the school has and be prepared to make decisions at the end of the conference.

When a child is placed on the Child Protection Register of the Consejería de Asuntos Sociales (menores protegidos por el sistema), it is the DSL's responsibility to ensure that the child is monitored regarding their school attendance, welfare and presentation, that the appropriate key members of staff are notified and kept up-to-date on all developments. All concerns about the child's welfare should be discussed with relevant parties and recorded.

13. STAFF RESPONSIBILITY

13.1 It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.

Any tasks that are assigned of a member of Staff by the DSL/ DT through Myconcern must be completed and the concern updated.

13.2 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

13.3 With regards to 'whistleblowing', all staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary they should speak to a senior member of staff or the Head of School.

13.4 Only authorised organisations may investigate child abuse allegations (Social Services, the Police). Whilst it is permissible to ask the child(ren) simple, non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements is not recommended unless there are solid reasons for doing so, i.e. to ensure the immediate safety of the child.

13.5 In the event of an allegation being made against a member of staff, the Head of School or another senior member of staff should in the first instance be contacted. Through discussion and consultation, a decision will be made whether to make a referral to the police or the Consejería. Where the allegation is against the Head of School, the DSL and/or relevant Head of Section will take this action.

13.6 If for any reason it is decided that a referral to the police or the consejería is not appropriate, it will be necessary to address matters in accordance with the school's disciplinary procedures in liaison with the Head of School and the DSL.

14. SUPPORTING STUDENTS AT RISK

14.1 Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place.

14.2 This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, their behaviour at school may be challenging and/or they may be withdrawn.

14.3 SIS will undertake appropriate discussion with parents prior to involvement of another agency unless to do so would place the child at further risk of harm.

14.4 The school will also ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

14.5 This school will endeavour to support students through:

- a) The curriculum to encourage self-esteem and self-motivation.
- b) The school ethos which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued.
- c) The implementation of the school's behaviour management policy.
- d) A consistent approach agreed by all staff, which will endeavour to ensure the student knows that some behaviour is unacceptable but s/he is valued.
- e) Regular liaison with other professionals and agencies that support the student and their families.
- f) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.

SUPPORTING STUDENTS (CONT)

g) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.

h) Recognition that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and / or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.

i) Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

14.6 This policy should be considered alongside other related policies in school, including the Positive Behaviour Management Policy, the Pastoral Care Policy, Boarding House Handbook, SIS Substance Abuse Policy and the IT Acceptable Use Policy.

15. TRAINING AND SUPPORT

The DSL and Deputy DSL and all other staff who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at three yearly intervals. The school will ensure that the DSL also undertakes training that is provided by the:

a) *‘Asociación Andaluza para la Defensa de la Infancia y la Prevención del Maltrato Infantil (ADIMA)’*⁵

b) “Observatorio de la Infancia en Andalucía”, Junta de Andalucía

Refresher training at three yearly intervals should keep knowledge and skills up to date. Temporary staff and volunteers who work with children in the school will be made aware of the school’s arrangements for child protection and their responsibilities.

Support will be available for staff from the Head of School and the DSL in the first instance, and from members of the Senior Leadership Team where there are concerns or queries about child protection.

All staff should have access to advice and guidance on the boundaries of appropriate behaviour and conduct.

16. USE OF THE SCHOOL PREMISES BY OTHER ORGANISATIONS

Where services or activities are provided separately by another body, using the school premises, the school will ensure that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

17. SAFE RECRUITMENT OF STAFF

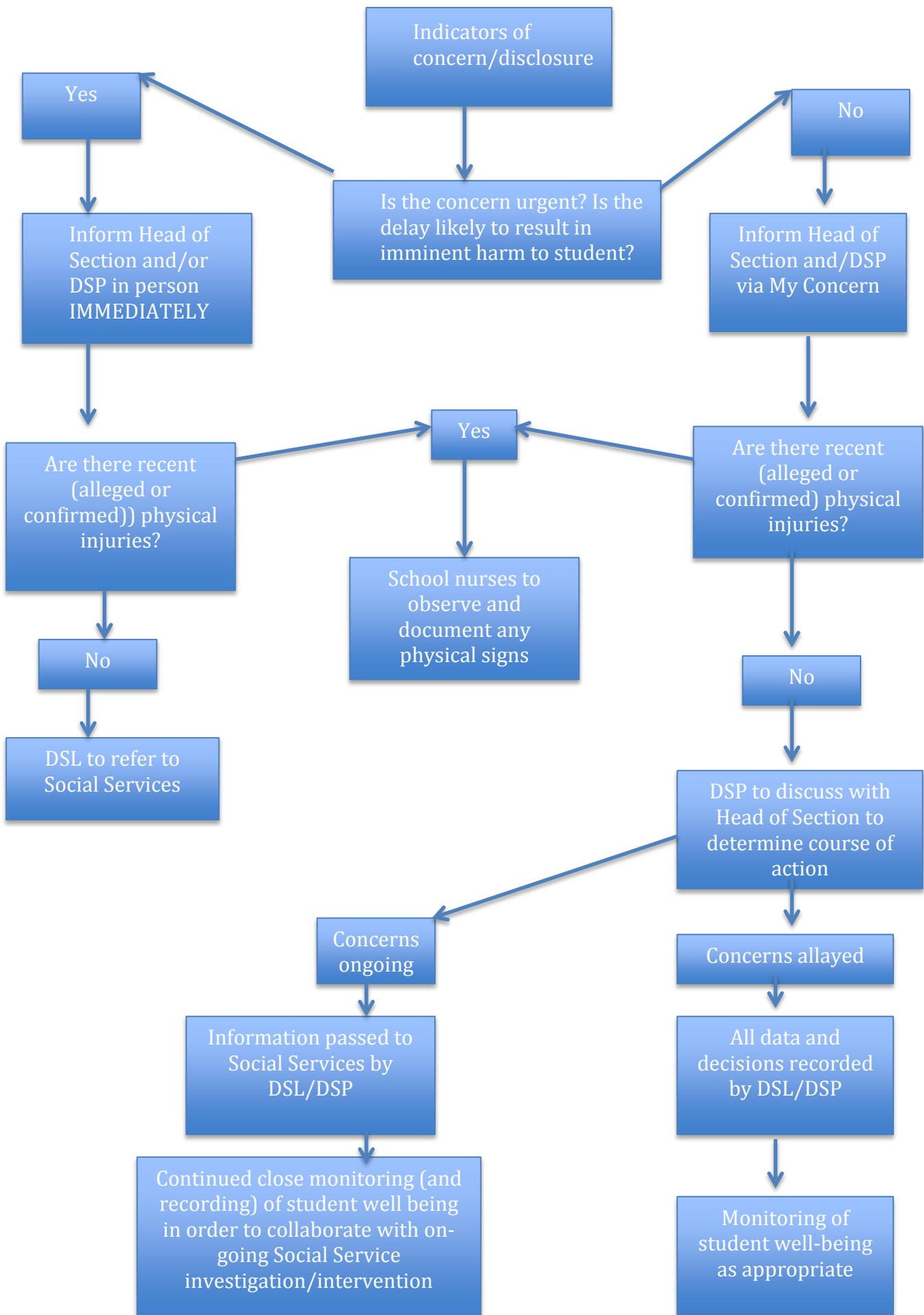
Sotogrande International School is committed to the safe recruitment of staff. To ensure all staff have been vetted the following processes are in place.

1. A clear statement of safeguarding on the employment page on our website.
2. A clear set of 2 questions in all interviews, 1 have you been involved in any disciplinary issues throughout your time as a teacher, 2 have there been any issues raised about your ability / suitability to work with children?. All employment gaps will be investigated verbally at interview.
3. All references require referees to answer the above 2 questions in written format
4. One reference collected must be from the current Head of school
5. When collecting references the school will make 1 formal phone call and speak to one referee over the phone to ensure people are who they say they are.
6. All staff must complete a CRB, or similar police check before arriving at school. Where possible a police clearance from each country of work will be requested.

18. POLICY REVIEW

- a) The Head of School and the DSPs are responsible for the annual review of this policy

APPENDIX A: Procedure Flowchart



Appendix 2: USEFUL SOURCES

My Concern User Guide: [LINK](#)

My Concern Reporting Log-in: <https://myconcern.education/Account/Login?ReturnUrl=%2fProfile%2fActive>

Junta de Andalucía, Consejería de Igualdad y Bienestar Social : Observatorio de la Infancia en Andalucía

<http://www.juntadeandalucia.es/observatoriodelainfancia/oia/esp/quees.aspx>

https://www.juntadeandalucia.es/igualdadybienestarsocial//export/Infancia_Familia/HTML/prevencion/deteccion.html

Ilustre Ayuntamiento de San Roque, Asunto sociales

<http://www.sanroque.es/departamentos/asuntos-sociales>

<http://www.sanroque.es/content/servico-de-informaci-n-valoraci-n-y-orientaci-n>

<http://www.sanroque.es/content/programa-de-atenci-n-familias-y-menores>

Sistema de Información sobre el maltrato infantil en Andalucía

http://www.observatoriodelainfancia.es/oia/esp/documentos_ficha.aspx?id=3294

Modelo de Hoja de Detección y Notificación del Maltrato Infantil

https://www.observatoriodelainfancia.es/oia/esp/documentos_ficha.aspx?id=3577

https://www.observatoriodelainfancia.es/oia/esp/documentos_ficha.aspx?id=2868

Utilización del Sistema de Información sobre el maltrato infantil en Andalucía (S.I.M.I.A) – Sector educación

<https://ws058.juntadeandalucia.es/simia/publica/indexInformacion.jsp>

Asociación Andaluza para la Defensa de la Infancia y la prevención del Maltrato Infantil

<http://adima.com.es/>

Fundación Ayuda a Niños y Adolescentes en Riesgo

<https://www.anar.org/>

The Declaration of the Rights of the Child in 1959

<https://www.unicef.org/crc/>

NSPCC

<http://www.nspcc.org.uk/>