



British College La Cañada

Whole school

SAFEGUARDING AND
CHILD PROTECTION POLICY

Safeguarding / Child Protection Policy

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1. POLICY STATEMENT

Safeguarding determines the actions that we take to keep children safe and protect them from harm in all aspects of their school life. As a school we are committed to safeguarding and promoting the welfare of all of our pupils.

The actions that we take to prevent harm; to promote wellbeing; to create safe environments; to educate on rights, respect and responsibilities; to respond to specific issues and vulnerabilities all form part of the safeguarding responsibilities of the school. As such, this overarching policy will link to other policies which will provide more information and greater detail.

2. AIMS AND PURPOSE OF THIS POLICY

- To ensure that children are effectively safeguarded from the potential risk of harm at British College La Cañada and that the safety and wellbeing of the children is of the highest priority in all aspects of the school's work.
- To help the school maintain its ethos whereby staff, pupils, parents and carers feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.

To ensure that all members of the school community...

...are aware of their responsibilities in relation to safeguarding and child protection.

...know the procedures that should be followed if they have a cause for concern.

...know where to go to find additional information regarding safeguarding.

...are aware of the key indicators relating to child abuse.

...fully support the school's commitment to safeguarding and child protection.

3. PRINCIPLES

This school recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse concerns when they arise. We believe that every child and young person has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged.

We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extracurricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers) in this school, in whatever capacity, will at all time act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm.

The school seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The school hopes that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.

Children's worries and fears will be taken seriously if they seek help from a member of



staff. However, staff must not promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

In our school, if there are suspicions that a child's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, appropriate action will be taken in accordance with the **Child Protection procedures issued by Valencian law (Plan Previ)**.

Ley Orgánica 8/2021, de 4 de junio, de protección integral a la infancia y la adolescencia frente a la violencia.

As a consequence, we

- Assert that teachers and other members of staff (including volunteers) in the school are an integral part of the child safeguarding process;
- Accept totally that safeguarding children is required and is an appropriate function for all members of staff in the school, and wholly compatible with their primary pedagogic responsibilities.
- Recognise that safeguarding children in this school is a responsibility for all staff, including volunteers.
- Will ensure through training and supervision that all staff and volunteers in the school are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions;
- Will share our concerns with others who need to know, and assist in any referral process;
- Will ensure that all members of staff and volunteers who have a suspicion or concern that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns to the DSL.
- Safeguard the welfare of children whilst in the school, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs, cyber bullying or Internet technologies
- Will ensure that all staff are aware of the Child Protection Procedures established by Valencia and, where appropriate, the Local Authority, and act on any guidance or advice given by them;
- Will ensure through the recruitment and selection of volunteers and paid



employees that all people who work in our school are suitable to work with children,

- Will act swiftly and make appropriate referrals to the Local Authority Designated Officer where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children.

4. SAFEGUARDING LEGISLATION AND GUIDANCE

For 2017 British Standards Overseas

The Prevent Duty: Departmental advice for schools and childcare providers sets out a risk based approach to countering the radicalisation of children and young people.

Statutory Guidance

Working Together to Safeguard Children (2018) covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of Children. It also provides the framework for Local Safeguarding Children Boards (LSCB's) to monitor the effectiveness of local services, including safeguarding arrangements in schools.

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Keeping Children Safe in Education (2023)

This is statutory guidance from the Department for Education ('the Department') issued under Section 175 of the Education Act 2002 (as amended), the Education (Independent School Standards) Regulations 2014, the Non-Maintained Special Schools (England) Regulations 2015 and the Apprenticeships, Skills, Children and Learning Act 2009 (as amended). Schools and colleges in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children. For the purposes of this guidance children includes everyone under the age of 18

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf

Teaching Standards

The Teacher Standards 2012 state that teachers, including head teachers should safeguarding children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.



https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1040274/Teachers_Standards_Dec_2021.pdf

SPANISH LEGISLATION AND LINKS

- 1) Ley Orgánica 1/1996, de 15 de enero, de Protección Jurídica del Menor, de modificación parcial del Código Civil y de la Ley de Enjuiciamiento Civil (BOE nº 15, de 17 de enero) y Ley 26/2015, de 28 de julio, ambas de modificación del sistema de protección de la infancia y la adolescencia**

<https://www.boe.es/buscar/pdf/1996/BOE-A-1996-1069-consolidado.pdf>

La Ley Orgánica 1/1996, de 15 de enero, de Protección Jurídica del Menor, de modificación parcial del Código Civil y de la Ley de Enjuiciamiento Civil, por la Ley Orgánica 8/2015, de 22 de julio, y la Ley 26/2015, de 28 de julio, ambas de modificación del sistema de protección de la infancia y la adolescencia, que introduce como principio rector de la actuación administrativa el amparo de las personas menores de edad contra todas las formas de violencia, incluidas las producidas en su entorno familiar, de género, la trata y el tráfico de seres humanos y la mutilación genital femenina, entre otras. Con acuerdo a la ley, **los poderes públicos tienen la obligación de desarrollar actuaciones de sensibilización, prevención, asistencia y protección frente a cualquier forma de maltrato infantil, así como de establecer aquellos procedimientos necesarios para asegurar la coordinación entre las administraciones públicas competentes** y, en este orden, revisar en profundidad el funcionamiento de las instituciones del sistema de protección a las personas menores de edad y constituir así una protección efectiva ante las situaciones de riesgo y desamparo.

Toda persona o autoridad, y especialmente quienes por su profesión o función detecten una situación de maltrato, de riesgo o de posible desamparo, lo tienen que comunicar a la autoridad o sus agentes más próximos, o a la entidad pública competente en materia de protección sin perjuicio de prestarle el auxilio inmediato que precise (art. 13 de la Ley Orgánica 1/1996, de 15 de enero, de Protección Jurídica del Menor ([BOE n.º 15, de 17 de enero de 1996](#)); art. 92.1 de la Ley 26/2018, de 21 de diciembre, de la Generalitat, de derechos y garantías de la Infancia y la adolescencia ([DOGV n.º 8450 de 24 de diciembre de 2018](#))). De acuerdo con el primero de los artículos citados **también tienen que notificarse las situaciones de desescolarización o absentismo escolar y ponerse en conocimiento del Ministerio Fiscal los hechos que pudieran constituir un delito contra la libertad e indemnidad sexual, de tráfico de seres humanos, o de explotación de personas menores de edad.**

•Artículo 262 de la Ley de Enjuiciamiento Criminal (LECrim) establece: **"Los que por razón de sus cargos, profesiones u oficios tuvieren noticia de algún delito público, estarán obligados a denunciarlo inmediatamente al Ministerio Fiscal, al Tribunal Competente, al Juez de instrucción y, en su defecto, al municipal o al funcionario de policía más próximo al sitio, si se tratare de un delito flagrante"**.

See Appendix (5) for Local Intervention Procedure



- 2) **Decreto 93/2001, de 22 de mayo, del Gobierno Valenciano, por el que se aprueba el Reglamento de Protección Jurídica del Menor en la Comunidad Valenciana (DOGV nº 4008, de 28/05/01).**

https://dogv.gva.es/portal/ficha_disposicion_pc.jsp?sig=2211/2001&L=1

Artículo 10. Deber de colaboración

1. Todas las Administraciones Públicas están obligadas a prestar la colaboración necesaria en la prevención de las situaciones de riesgo y desamparo de menores y en la ejecución de las medidas de protección previstas en la presente norma.
2. Los responsables de los centros y servicios sanitarios y de **los centros escolares, ya sean públicos o privados, tienen la obligación de colaborar con los servicios sociales municipales y con el departamento de la administración autonómica competente en materia de protección de menores**, en la realización de actuaciones destinadas a evitar o resolver las situaciones de riesgo o desamparo de los menores.

Artículo 15. Concepto de situación de riesgo

Se considera situación de riesgo para el menor aquella que, por circunstancias personales, interpersonales o del entorno, ocasiona un perjuicio para el desarrollo y/o bienestar personal o social del mismo, sin que sea necesaria la asunción de la tutela por ministerio de la Ley para adoptar las medidas encaminadas a su corrección.

Artículo 16. Situaciones de riesgo

Son situaciones de riesgo las siguientes:

1. La negligencia en la atención física, psíquica o educativa del menor por parte de sus padres, tutores o guardadores, siempre y cuando las omisiones en el cuidado de aquél sean esporádicas y leves.
2. La utilización del abuso físico o emocional, siempre y cuando no se produzcan episodios graves de maltrato y/o no haya un patrón crónico de violencia en la dinámica relacional familiar.
3. Aquellas potencialmente perjudiciales para el desarrollo físico, psíquico y emocional en las que el menor tiene una satisfactoria y adecuada relación con alguno de los miembros de la familia, o bien una edad y un estatus físico, cognitivo, emocional o temperamental que reduce su vulnerabilidad ante las mismas.
4. Aquellas de precariedad, dificultad de afrontamiento de la realidad social, dificultades parentales y relacionales, u otras potencialmente perjudiciales para el menor, en las que se cuenta con el consentimiento y colaboración de los padres, tutores o cuidadores para su superación, pudiéndose abordar las mismas desde los recursos generales disponibles en la comunidad, así como con recursos especializados que se puedan llevar a cabo con la familia sin necesidad de asumir la tutela del menor.



5. Cualquier otra situación que produzca en el menor un perjuicio en su desarrollo físico o psíquico, pero cuya magnitud se considere inferior al derivado para el mismo si se asumiera la tutela por ministerio de la Ley.

Artículo 17. Competencia

1. Corresponde a las entidades locales la competencia para apreciar e intervenir en situaciones de riesgo y para ejecutar las medidas de apoyo familiar adoptadas con el objeto de disminuir o erradicar los factores que las provocan, así como realizar el seguimiento de la evolución del menor en la familia, salvo lo dispuesto en el Título III del presente reglamento para la guarda voluntaria.

2. La competencia de las entidades locales ante situaciones de riesgo se ejercerá por los equipos municipales de servicios sociales o, en su caso, por los servicios integrales de atención a la familia y al menor de ámbito municipal y/o supramunicipal. Estos servicios podrán prestarse directamente por las entidades locales o concertarse con instituciones de integración familiar debidamente autorizadas.

3) Ley 26/2018, de 21 de diciembre, de la Generalitat, de derechos y garantías de la Infancia y la adolescencia.

<https://www.boe.es/buscar/pdf/2019/BOE-A-2019-1986-consolidado.pdf>

Artículo 94. Deber de colaboración.

1. Las personas profesionales, las entidades públicas y privadas y, en general, cualquier persona, deberán facilitar a la entidad pública competente los informes y antecedentes sobre las personas protegidas o sobre sus personas progenitoras, tutoras, guardadoras o acogedoras que esta entidad les requiera por ser necesaria para valorar la situación de desprotección o ejercer la acción protectora. De acuerdo con lo dispuesto en el artículo 22 quater de la Ley orgánica 1/1996, la cesión de estos datos no requerirá del consentimiento de la persona afectada. El tratamiento de los datos de carácter personal contenidos en esta información se ajustará a las disposiciones de dicho precepto.

2. Cualquier persona que tenga responsabilidades personales o profesionales respecto de la persona protegida tendrá la obligación de ejecutar las previsiones del plan al que se refiere el artículo siguiente, que correspondan a su ámbito de actuación.

4) Ley Orgánica 8/2021, de 4 de junio, de protección integral a la infancia y la adolescencia frente a la violencia

<https://www.boe.es/buscar/pdf/2021/BOE-A-2021-9347-consolidado.pdf>

Artículo 30. Principios.

El sistema educativo debe regirse por el respeto mutuo de todos los miembros de la comunidad educativa y debe fomentar una educación accesible, igualitaria, inclusiva y de



calidad que permita el desarrollo pleno de los niños, niñas y adolescentes y su participación en una escuela segura y libre de violencia, en la que se garantice el respeto, la igualdad y la promoción de todos sus derechos fundamentales y libertades públicas, empleando métodos pacíficos de comunicación, negociación y resolución de conflictos.

Los niños, niñas y adolescentes en todas las etapas educativas e independientemente de la titularidad del centro, recibirán, de forma transversal, una educación que incluya su participación, el respeto a los demás, a su dignidad y sus derechos, especialmente de aquellos menores que sufran especial vulnerabilidad por su condición de discapacidad o de algún trastorno del neurodesarrollo, la igualdad de género, la diversidad familiar, la adquisición de habilidades para la elección de estilos de vida saludables, incluyendo educación alimentaria y nutricional, y una educación afectivo sexual, adaptada a su nivel madurativo y, en su caso, discapacidad, orientada al aprendizaje de la prevención y evitación de toda forma de violencia y discriminación, con el fin de ayudarles a reconocerla y reaccionar frente a la misma.

Artículo 31. *De la organización educativa.*

1. Todos los centros educativos elaborarán un plan de convivencia, de conformidad con el artículo 124 de la Ley Orgánica 2/2006, de 3 de mayo, de Educación, entre cuyas actividades se incluirá la adquisición de habilidades, sensibilización y formación de la comunidad educativa, promoción del buen trato y resolución pacífica de conflictos por el personal del centro, el alumnado y la comunidad educativa sobre la resolución pacífica de conflictos.

https://docs.google.com/document/d/1wlvWundr-5j0_AxllayeKJUGPNIHPrx1on1iaxKT20w/edit

2. Asimismo, dicho plan recogerá los códigos de conducta consensuados entre el profesorado que ejerce funciones de tutor/a, los equipos docentes y el alumnado ante situaciones de acoso escolar o ante cualquier otra situación que afecte a la convivencia en el centro educativo, con independencia de si estas se producen en el propio centro educativo o si se producen, o continúan, a través de las tecnologías de la información y de la comunicación.

El Claustro del profesorado y el Consejo Escolar tendrán entre sus competencias el impulso de la adopción y seguimiento de medidas educativas que fomenten el reconocimiento y protección de los derechos de las personas menores de edad ante cualquier forma de violencia.

3. Las administraciones educativas velarán por el cumplimiento y aplicación de los principios recogidos en este capítulo. Asimismo, establecerán las pautas y medidas necesarias para el establecimiento de los centros como entornos seguros y supervisarán que todos los centros, independientemente de su titularidad, apliquen los protocolos preceptivos de actuación en casos de violencia.

Artículo 32. *Supervisión de la contratación de los centros educativos.*



Las administraciones educativas y las personas que ostenten la dirección y titularidad de todos los centros educativos supervisarán la seguridad en la contratación de personal y controlarán la aportación de los certificados obligatorios, como son los recogidos en el capítulo II del título V, tanto del personal docente como del personal auxiliar, contrato de servicio, u otros profesionales que trabajen o colaboren habitualmente en el centro escolar de forma retribuida o no.

Artículo 33. *Formación en materia de derechos, seguridad y responsabilidad digital.*

Las administraciones públicas garantizarán la plena inserción del alumnado en la sociedad digital y el aprendizaje de un uso de los medios digitales que sea seguro y respetuoso con la dignidad humana, los valores constitucionales, los derechos fundamentales y, particularmente con el respeto y la garantía de la intimidad personal y familiar y la protección de datos personales, conforme a lo previsto en el artículo 83 de la Ley Orgánica 3/2018, de 5 de diciembre, de Protección de Datos Personales y garantía de los derechos digitales.

Específicamente, las administraciones públicas promoverán dentro de todas las etapas formativas el uso adecuado de Internet.

Artículo 34. *Protocolos de actuación.*

1. Las administraciones educativas regularán los protocolos de actuación contra el abuso y el maltrato, el acoso escolar, ciberacoso, acoso sexual, violencia de género, violencia doméstica, suicidio y autolesión, así como cualquier otra manifestación de violencia comprendida en el ámbito de aplicación de esta ley. Para la redacción de estos protocolos se contará con la participación de niños, niñas y adolescentes, otras administraciones públicas, instituciones y profesionales de los diferentes sectores implicados en la prevención, detección precoz, protección y reparación de la violencia sobre niños, niñas y adolescentes.

Dichos protocolos deberán ser aplicados en todos los centros educativos, independientemente de su titularidad y evaluarse periódicamente con el fin de valorar su eficacia. Deberán iniciarse cuando el personal docente o educador de los centros educativos, padres o madres del alumnado o cualquier miembro de la comunidad educativa, detecten indicios de violencia o por la mera comunicación de los hechos por parte de los niños, niñas o adolescentes.

2. Entre otros aspectos, los protocolos determinarán las actuaciones a desarrollar, los sistemas de comunicación y la coordinación de los y las profesionales responsables de cada actuación. Dicha coordinación deberá establecerse también con los ámbitos sanitario, de las Fuerzas y Cuerpos de Seguridad del Estado y judicial.

Asimismo, deberán contemplar actuaciones específicas cuando el acoso tenga como motivación la discapacidad, problemas graves del neurodesarrollo, problemas de salud mental, la edad, prejuicios racistas o por lugar de origen, la orientación sexual, la identidad o expresión de género. De igual modo, dichos protocolos deberán contemplar actuaciones específicas cuando el acoso se lleve a cabo a través de las nuevas tecnologías o dispositivos móviles y se haya menoscabado la intimidad, reputación o el derecho a la protección de datos personales de las personas menores de edad.



3. Las personas que ostenten la dirección o titularidad de los centros educativos se responsabilizarán de que la comunidad educativa esté informada de los protocolos de actuación existentes así como de la ejecución y el seguimiento de las actuaciones previstas en los mismos.

4. Se llevarán a cabo actuaciones de difusión de los protocolos elaborados y formación especializada de los profesionales que intervengan, a fin de que cuenten con la formación adecuada para detectar situaciones de esta naturaleza.

Artículo 35. *Coordinador o Coordinadora de bienestar y protección.*

1. Todos los centros educativos donde cursen estudios personas menores de edad, independientemente de su titularidad, deberán tener un Coordinador o Coordinadora de bienestar y protección del alumnado, que actuará bajo la supervisión de la persona que ostente la dirección o titularidad del centro.

2. Las administraciones educativas competentes determinarán los requisitos y funciones que debe desempeñar el Coordinador o Coordinadora de bienestar y protección. Asimismo, determinarán si estas funciones han de ser desempeñadas por personal ya existente en el centro escolar o por nuevo personal.

Las funciones encomendadas al Coordinador o Coordinadora de bienestar y protección deberán ser al menos las siguientes:

a) Promover planes de formación sobre prevención, detección precoz y protección de los niños, niñas y adolescentes, dirigidos tanto al personal que trabaja en los centros como al alumnado. Se priorizarán los planes de formación dirigidos al personal del centro que ejercen de tutores, así como aquellos dirigidos al alumnado destinados a la adquisición por estos de habilidades para detectar y responder a situaciones de violencia.

Asimismo, en coordinación con las Asociaciones de Madres y Padres de Alumnos, deberá promover dicha formación entre los progenitores, y quienes ejerzan funciones de tutela, guarda o acogimiento.

b) Coordinar, de acuerdo con los protocolos que aprueben las administraciones educativas, los casos que requieran de intervención por parte de los servicios sociales competentes, debiendo informar a las autoridades correspondientes, si se valora necesario, y sin perjuicio del deber de comunicación en los casos legalmente previstos.

c) Identificarse ante los alumnos y alumnas, ante el personal del centro educativo y, en general, ante la comunidad educativa, como referente principal para las comunicaciones relacionadas con posibles casos de violencia en el propio centro o en su entorno.

d) Promover medidas que aseguren el máximo bienestar para los niños, niñas y adolescentes, así como la cultura del buen trato a los mismos.

e) Fomentar entre el personal del centro y el alumnado la utilización de métodos alternativos de resolución pacífica de conflictos.



f) Informar al personal del centro sobre los protocolos en materia de prevención y protección de cualquier forma de violencia existentes en su localidad o comunidad autónoma.

g) Fomentar el respeto a los alumnos y alumnas con discapacidad o cualquier otra circunstancia de especial vulnerabilidad o diversidad.

h) Coordinar con la dirección del centro educativo el plan de convivencia al que se refiere el artículo 31.

i) Promover, en aquellas situaciones que supongan un riesgo para la seguridad de las personas menores de edad, la comunicación inmediata por parte del centro educativo a las Fuerzas y Cuerpos de Seguridad del Estado.

j) Promover, en aquellas situaciones que puedan implicar un tratamiento ilícito de datos de carácter personal de las personas menores de edad, la comunicación inmediata por parte del centro educativo a las Agencias de Protección de Datos.

k) Fomentar que en el centro educativo se lleva a cabo una alimentación saludable y nutritiva que permita a los niños, niñas y adolescentes, en especial a los más vulnerables, llevar una dieta equilibrada.

3. El Coordinador o Coordinadora de bienestar y protección actuará, en todo caso, con respeto a lo establecido en la normativa vigente en materia de protección de datos.

5. ROLES AND RESPONSIBILITIES

Key personnel:

The designated safeguarding lead (DSL) for child protection (member of senior management) is

Primary: Carmen Esteban

Contact details: email: gabinete_secondary@bclc.edu.es / c.esteban@bclc.info

The deputy DSL is Paula Martínez SEND Coordinator

Contact details: email: p.martinez@bclc.info

Secondary: Carmen Esteban

Contact details: email: gabinete_secondary@bclc.edu.es / c.esteban@bclc.info

The deputy DSL is Oliver Jennings Secondary Head of Pastoral

Contact details: email: o.jennings@bclc.info

The Head of Primary is Sarah Nowell

Contact details: email: primary@bclc.edu.es / s.nowell@bclc.info

The Head of Secondary is Amie Gibbs

Contact details: email: secondary@bclc.edu.es

All staff have a responsibility for Safeguarding no matter what their role. These are outlined clearly in Part One of Keeping Children Safe in Education 2020.

The DSL will have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. They will ultimately have lead responsibility, which will not be delegated, however deputy leads will be trained to the same level.

DSL responsibilities:



Manage referrals

The designated safeguarding lead is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

Work with others

- Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries and police investigations;
- As required, liaise with the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
- Monitor students that are in the safeguarding register. This can be done directly (by talking to the student) or indirectly (talking to external professionals, family members that are not risk, teachers, etc).

Undertake training

The designated safeguarding lead (and any deputies) will undergo training that is available to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years if possible.

In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff;



- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

- The designated safeguarding lead will ensure the school's child protection policies are known, understood and used appropriately;
- Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- Make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection documentation

Where children leave the school ensure their child protection documentation is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

- During term time the designated safeguarding lead (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person.

The Deputy DSL(s) is appropriately trained and, in the absence of the designated lead, carries out those functions necessary to ensure the ongoing safety and protection of pupils. However the senior DSL holds lead responsibility, in coordination with the Headteacher.



The Head of Primary / Secondary Coordinator:

- Ensures that the child protection policy and code of conduct are implemented and followed by all staff ;
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures; (see appendix 1 – Whistle Blowing procedures).
- ensures that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
- liaises with the Designated Officer where an allegation is made against a member of staff
- ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

6. GOOD PRACTISE GUIDELINES AND STAFF CODE OF CONDUCT

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice which form a code of conduct for all staff. Good practice includes:

- treating all pupils with respect;
- being alert to changes in pupils' behaviour and to signs of abuse and neglect;
- recognising that challenging behaviour may be an indicator of abuse;
- setting a good example by conducting ourselves appropriately, including online.
- involving pupils in decisions that affect them;
- encouraging positive, respectful and safe behaviour among pupils including challenging inappropriate or discriminatory language or behaviour;
- avoiding behaviour or language which could be seen as favouring pupils;
- avoiding any behaviour which could lead to suspicions of anything other than a professional relationship with pupils;
- reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, and appropriate IT/social media use;
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid;
- maintaining appropriate standards of conversation and interaction with and between pupils. Avoiding the use of sexualised or derogatory language, even in joke;
- being clear on professional boundaries and conduct with other staff when pupils present;
- being aware that the personal, family circumstances and lifestyles of some pupils lead to an increased risk of abuse;



- applying the use of reasonable force only as a last resort and in compliance with school procedures;
- dealing with student infatuations in an open and transparent way e.g. informing the correct managers and managing the situation in a way which is sensitive to the feelings of the student;
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or children's social care;
- following the school's rules with regard to communication with pupils and use of social media and online networking;
- avoiding unnecessary time alone with pupils and risk manage any time alone or 1:1 working;
- avoiding sharing excessive personal information with pupils.

7. ABUSE OF POSITION OF TRUST

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

8. CHILDREN WHO MAY BE PARTICULARLY VULNERABLE

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. 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.

Some groups such as SEN can be disproportionately impacted by bullying/communication barriers/dismissal of signs and indicators as relating to the disability without further exploration.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- missing education/missing from education
- disabled or have special educational needs
- young carers
- Looked After Children
- privately fostered children
- affected by domestic abuse
- affected by substance misuse/drug use
- affected by mental health issues including self-harm and eating disorders.

- affected by poor parenting
- at risk of Fabricated or Induced Illness
- at risk of gang and youth violence.
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying including cyber, homophobic, racist etc.
- live transient lifestyles
- LGBT (lesbian gay bisexual transgender)
- missing from home or care
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- vulnerable to extremism or radicalisation.
- vulnerable to faith abuse
- involved directly or indirectly in child sexual exploitation CSE or trafficking
- do not have English as a first language
- at risk of Honour Based Violence (HBV) including; female genital mutilation (FGM) and forced marriage.

9. SOME CURRENT ISSUES

Peer on Peer Abuse

Sexting

Bullying

Children with sexually harmful behaviour

Missing Children (could include exploitation and trafficking)

Child Sexual Exploitation CSE

Domestic Abuse

Honour Based Violence HBV – e.g. FGM/Forced Marriage.

Preventing Radicalisation

Parent Mental Health

Private Fostering

Dealing with issues relating to parental responsibility

10. HELPING CHILDREN TO KEEP THEMSELVES SAFE



Children are taught to understand relationships, promote British values and respond to and calculate risk through our personal, social, health and economic (PSHE) Sex and Relationships (SRE) education lessons and in all aspects of school life.

Our approach is designed to help children to think about risks they may encounter and have help to work out how those risks might be overcome and the support available to them. Discussions about relationships and risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety, including sexting and tackling bullying procedures including the legalities and consequences.

The school continually promotes an ethos of respect for children and the emotional health and wellbeing of our students is important to us. Pupils are encouraged to speak to a member of staff in confidence about any worries they may have.

11. COMPLAINTS PROCEDURE

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil, belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the Head of Primary / Secondary Coordinator and Director. An explanation of the complaints procedure is included in the Complaints Policy.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

If you have concerns about a colleague or safeguarding practice

Staff who are concerned about the conduct of a colleague or safeguarding practice within the school are undoubtedly placed in a very difficult situation.

All staff must remember that the welfare of the child is paramount and staff should feel able to report all concerns about a colleague or the safeguarding practice within the school. There is a Whole school's [Whistleblowing Policy](#) which enables staff to raise concerns or allegations 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 Head of Primary / Secondary Coordinator. Complaints about the Head of Primary / Secondary Coordinator should be reported to the Director and or Owner of the school.

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

12. ALLEGATIONS AGAINST MEMBERS OF STAFF

If anyone makes an allegation that any member of staff (including any volunteer) may



have:

- Possibly committed an offence against or related to a child
- Behaved in a way that has harmed or may have harmed a child
- Behaved towards a child in a way which indicates s/he would pose a risk of harm if they worked regularly or directly with children.

Should the school believe that one of the three above criteria has been breached then the Director/Proprietor will refer the member of staff to social services and/or police and will follow their advice as to whether they will pursue the matter or it is for the school's disciplinary procedure.

The head teacher, rather than the designated member of staff, will handle such allegations, unless the allegation is against the head teacher, when the senior management will handle the school's response.

The head teacher (or senior management) will collate basic information about the allegation, and report these without delay to the Management team, who will discuss the concerns and offer advice and guidance on how the situation will be managed and if a strategy meeting will be required.

Suspension of the member of staff against whom an allegation has been made needs careful consideration, and the Management team will be fully consulted in making this decision.

Should there be an incident of aggression in school the form in **Appendix 4** should be completed

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2016)*.

13. INDUCTION AND TRAINING

All new members of staff will receive induction training, which will give them an overview of the organisation and ensure they know its purpose, values, services and structure, as well as how to identify and report abuse, child protection concerns within the appropriate levels of confidentiality.

All new staff at the school (including volunteers) will receive child protection information and a copy of the Safeguarding and Child Protection policy on starting their work at the school.

Staff visiting the school for short periods of time e.g. 1 day supply cover, will receive information in relation to safeguarding children and the procedures they must follow.

The school staff will receive training twice a term handled by the safeguarding team. In this trainings the following topics will be covered: Mental Health, Absenteeism, Eating



disorders, Sexual abuse, Sexual harrasment, Bullying, Online Saftely, etc.

14. RECRUITMENT

In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

We accept that it is our responsibility to ensure that the following checks are satisfactorily completed before a person takes up a position in the school.

Identity checks to establish that applicants are who they claim to be e.g. having sight of an applicant's birth certificate, passport and/or driving licence.

Academic qualifications, to ensure that qualifications are genuine.

Professional and character references prior to offering employment.

Satisfy conditions as to health and physical capacity.

Previous employment history will be examined and any gaps accounted for.

DBS Checks will also be completed along with the Certificado de Registro de delincuentes sexuales.

Right to work in Spain.

Student Teachers

Student teachers will undergo checks commensurate with their work in the school and contact with pupils i.e. if they are in regulated activity or not.

Contractors

Where the management contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider. Employers of contractors are required to complete a form confirming that the required checks have been carried out.

Visitors

Schools do not have the power to ask for DBS checks or see the certificate. The Director will use her professional judgement regarding escorting visitors in the school. All visitors will be asked to wear a badge identifying them as a visitor.

See our [Safer Recruitment Policy](#) for further information

15. SITE SECURITY

Visitors to the school are asked to sign in, if necessary show ID, and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to enter through one entrance and observe the school's safeguarding and health and safety regulations to



ensure children in school are kept safe. The Director will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

16. EXTENDED SCHOOL AND OFF SITE ARRANGEMENTS

Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply and the DSL will be available. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures and clarify whose procedure is to be followed if there are concerns. There will be clear communication channels to ensure the DSL is kept appropriately informed.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will risk assess and check that effective child protection arrangements are in place. We will clarify who's procedures are to be followed, with the DSL kept appropriately informed.

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

17. PHOTOGRAPHING CHILDREN

We understand that parents like to take photos or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes, however due to the data protection law it is prohibited for parents to use digital devices throughout these moments. Parents/carers are advised about this in the information regarding the event, along with reminders posted in the theatre.

However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.

We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parents.

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

We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent.

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



When each pupil is signed up for the school, parental consent to the taking and use of photographs and videos is required.

We will:

- not use pupils full name with an image;
- ensure pupils are appropriately dressed;
- ensure that personal data is not shared;
- store images appropriately, securely and for no longer than necessary;
- only use school equipment, i.e. not personal devices;
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

Staff members are not allowed to use personal devices around the pupils, therefore mobile phones cannot be used to take pictures of pupils or in any classroom context.

18. MOBILE PHONES IN THE EYFS

The use of photography is particularly crucial during The Early Years Foundation Stage as part of recording a child's development. EYFS key themes and commitments:

- 1.3 Keeping safe
- 1.4 Health and well-being
- 2.2 Parents as partners
- 3.3 The learning environment

As a result children are regularly photographed and filmed to provide evidence of their achievements.

An online reporting system for recording child observations is used at the school (Tapestry) which includes film and photographs

Photographs of children taken throughout the school day must be taken with school cameras / iPads only.

Photographs are regularly taken by staff during indoor and outdoor play and may be displayed on walls

Photographs (as part of Tapestry observations) are printed out at school and kept in children's work books.

Any visitors are always accompanied by a member of staff when on site and are advised that they are not permitted to take images of any pupils.

Audiences for school performances/events are also advised of the Data Protection Act and that they are not permitted to take images throughout the performance, signage around the school indicates this as well.



19. PHYSICAL CONTACT AND RESTRAINT

Members of staff may have to make physical interventions with children.

All Nursery children will have a siesta. Children are actively encouraged to go to sleep in a calm, nurturing way by their teachers and assistants and are woken up through their name being called and a gentle touch on the back if necessary. Staff should be mindful about the way the children are woken up and should not use unnecessary force.

Members of staff must be careful about how they comfort a distressed pupil or use physical action to warn a pupil of danger or prevent an accident; generally they should not put an arm around a pupil to comfort him/her, unless they are confident that the action will not be misinterpreted.

Staff should be aware that pupils can misinterpret well-meant actions. Generally physical contact with pupils should be avoided unless it is necessary to prevent harm or injury to them or to others. Pupils should be shown the correct ways of doing things, such as playing on the patio, in order to keep them safe.

All staff are encouraged to use de-escalation techniques and creative alternative strategies that are specific to the child. Restraint will only be used as a last resort and all incidents of this are reviewed, recorded and monitored. Reasonable force will be used in accordance with government guidance.

20. INTIMATE CARE

If a child requires regular intimate care on site this is likely to be written into a care plan which staff will adhere to. If an accident occurs and a child needs assistance with intimate care this will be risk managed to afford dignity to the child as well as security to the staff member. Staff will behave in an open and transparent way by informing another member of staff and having the child's consent to help. Parents will be informed and incidents recorded.

21. ONLINE SAFETY

Our pupils increasingly use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive communications, to enticing children to engage in sexually harmful conversations, webcam photography, encouraging radicalisation or face-to-face meetings. Links to **e-safety can be found in the schools Computing and Anti-Bullying Policies** these explain how we aim to keep pupils safe in school which includes reasonable filters and monitoring. Cyberbullying and sexting by pupils, via texts and emails, will be treated as seriously as any other type of bullying and in the absence of a child protection concern will be managed through our anti-bullying and confiscation procedures.

Chatrooms and some social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in



school. Some pupils will undoubtedly be 'chatting' outside school and are informed of the risks of this through PSHE/SRE. Parents are encouraged to consider measures to keep their children safe when using social media.

Social media

With the current speed of on-line change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:

- unwanted contact
- grooming
- online bullying including sexting
- digital footprint

The school will therefore seek to provide information and awareness to both pupils and their parents through:

- Acceptable use agreements for children, teachers, parents/carers
- Curriculum activities involving raising awareness around staying safe online
- Information included in letters, newsletters, web site and extra net
- Parents evenings / sessions
- High profile events / campaigns e.g. Safer Internet Day
- Building awareness around information that is held on relevant web sites and or publications

Cyberbullying

Central to our School's anti-bullying policy is the principle that '*bullying is always unacceptable*' and that '*all pupils have a right not to be bullied*'.

We recognise that we must take note of bullying perpetrated outside school which spills over into the school and so we will respond to any cyber-bullying we become aware of carried out by pupils when they are away from the site.

Cyber-bullying is defined as "an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself."

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums



Cyber-bullying may be at a level where it is criminal in character.

It is unlawful to disseminate defamatory information in any media including internet sites.

Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.

The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

If we become aware of any incidents of cyberbullying, we will need to consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate or are required to do so.

Sexting

'Sexting' often refers to the sharing of naked or 'nude' pictures or video through mobile phones and the internet. It also includes underwear shots, sexual poses and explicit text messaging.

While sexting often takes place in a consensual relationship between two young people, the use of Sexted images in revenge following a relationship breakdown is becoming more commonplace. Sexting can also be used as a form of sexual exploitation and take place between strangers.

As the average age of first smartphone or camera enabled tablet is 6 years old, sexting is an issue that requires awareness raising across all ages.

The school will use age appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents are aware that they can come to the school for advice.

Gaming

Online gaming is an activity that the majority of children and many adults get involved in. The school will raise awareness:

- By talking to parents and carers about the games their children play and help them identify whether they are appropriate.
- By supporting parents in identifying the most effective way of safeguarding their children by using parental controls and child safety mode.
- By talking to parents about setting boundaries and time limits when games are played.
- By highlighting relevant resources.



Grooming

Online grooming is the process by which one person with an inappropriate sexual interest in children will approach a child online, with the intention of developing a relationship with that child, to be able to meet them in person and intentionally cause harm.

The school will build awareness amongst children and parents about ensuring that the child:

- Only has friends online that they know in real life
- Is aware that if they communicate with somebody that they have met online, that relationship should stay online

That parents should:

- Recognise the signs of grooming
- Have regular conversations with their children about online activity and how to stay safe online

The school will raise awareness by:

- Running sessions for parents
- Include awareness around grooming as part of their curriculum
- Identifying with parents and children how they can be safeguarded against grooming

Acceptable IT use for staff, pupils will be enforced and parents are also informed of expectations.

22. Safeguarding and remote education during coronavirus (COVID-19)

There is a separate Safeguarding and Remote Education during coronavirus (COVID-19) policy.

23. FIRST AID

There is a separate First Aid Policy

24. MISSING CHILD PROCEDURE

If, in the event of a member of staff not being able to account for a child's whereabouts, the following actions will be taken:



PROCEDURE FOR IF A CHILD LEAVES THE SETTING UNACCOMPANIED:

Stage One - Search systematically

- All available staff to immediately check toilets, shared areas, rooms and playground to ensure the child is not hiding or locked in anywhere.
- One member of staff to immediately inform the welcome desk, tutor and the Headteacher or member of staff in charge and check whether the child has been signed out for an external appointment or has an internal appointment with a visiting professional. (School Nurse/Speech Therapist etc) The online register will need checking by office staff as soon as a missing child has been reported.
- One member of staff to gather class and call the register to confirm that one named child is missing.
 - Staff will ensure that all other pupils are kept safe and closely supervised throughout the incident should it be during the school day. Calm should be kept in the event of a child reported missing at the end of the school day.

Stage Two

- After stage one is completed without resolution (no more than 10 minutes), school office staff will contact the police and parents/carers with parental responsibility. At this point, school will support the police who will now lead the response to this incident. The Headteacher will liaise with emergency services and parents/carers.
- Staff will call registers in all classes to confirm the presence of other pupils, if the event is during the school day.

Stage Three

- The Headteacher should communicate the incident to the appropriate Local Authorities.

A written record of the incident and any action taken should be made as soon after the incident as practicable and placed in the pupil's confidential record. All staff should input any relevant information; including conversations with parents, carers, child minders, police, the Local Authority and any other person they feel has contributed to the collection of evidence.

- The Senior Management Team should conduct an internal investigation to establish how the situation occurred, how effective was the response and whether action could be taken to ensure it does not happen again. This information should also be collected in writing.

We will ensure that:



- We make regular checks to ensure that if an incident of this sort does happen, we have all the necessary phone numbers at hand – correct, up to date and kept together.
- If the Headteacher is not on the premises, she/he will be informed as soon as possible via the school office team, Head of Primary / KS3 Coordinator or senior staff member in charge.
- We will provide the following information:
 - What happened? What systems are in place for preventing such occurrences?
 - What we did, at what time and in what order.
 - Who we informed and when.
 - We will cooperate fully in any investigation.
 - Recording We will start to build a record as soon as is possible in the incident log, this will include:
 - The last definite sighting of the child.
 - Any unusual behaviour of the missing child or other children.
 - How many children were on the premises?
 - How many adults were on the premises and who?
 - What steps have been taken and when, by whom.

Trips and Visits

When classes go out on trips, the following procedures are in place.

- Thorough risk assessments and adequate staff/pupil ratios
- A Trips/Visits form is completed by the teacher giving clear information regarding which students are off site, which members of staff are with them, any medical or special needs which need to be taken into account and the mobile phone number of the member of staff taking the trip.

If a child goes missing on a school trip:

- The Trip leader must ensure the safety of the remaining pupils.
- The trip leader/organiser, in discussion with other teaching staff will be responsible for making decisions relating to the trip.
- One or more adults should immediately start searching for the missing student.
- Regular head counting of pupils should take place, particularly before leaving the venue. Pupils should be readily identifiable, usually by wearing their uniform.
- The school must be informed if a student is missing and cannot be found.
- If the student has not been found within 10 minutes, the police must be called by dialling 112 and then parents should be informed.
- If hospitalisation is required TWO staff minimum (1 must be a teacher) must go in the ambulance.



- School devices only will be used to take photographs. Teacher will check which pupils have permissions.

Dealing with people's reactions

We accept that the child's parents will be frightened, distressed and angry. If the setting shares all policies with parents/carers, the situation will be easier for all because there will be an understanding of working within a framework of mutual trust and understanding. We accept that in such circumstances powerful emotions are involved and people's behaviour can be unpredictable. Those who may seem quite calm about the incident at the time can later become angry, threaten legal action or approach the local press.

We will be clear about the circumstances surrounding the incident and will respond sympathetically to questions without implications or admission of responsibility.

Responses could include

- How sorry you are that the incident has happened.
- That a full investigation is in hand.

Dealing with the media

Distressed parents may contact the local press, or reporters may hear about the incident if the police are involved. It is sensible for one person, usually the Headteacher to be the one who speaks for the setting. All adults will be asked to refer all enquiries to the agreed spokesperson. The spokesperson for the setting is: Rosario Palau Headteacher or Sarah Nowell or Amie Gibbs in the absence of the Headteacher.

When the child is found

We recognise that during the time a child is missing, however briefly, all involved, parents and others suffer great fear, guilt and distress. It is not always easy to control all these emotions when the child is found. We will accept that it is important to remember:

- That the child also might have been afraid and distressed and might now be in need of comfort.
- Remain calm, reassure the child and acknowledge it is not the child's fault.
- Ensure the child is not hurt.
- That the incident provides a good opportunity to talk to all the children to ensure that they understand that they must not leave the premises, and why.



After the Incident

- We will review our current procedure.
- We will evaluate processes and make necessary adjustments to ensure future effectiveness.

25. CHILD PROTECTION PROCEDURES

Categories and Definitions

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, or leaving knives or matches within reach of an unattended toddler.

Abuse may be committed by adult men or women and by other children and young people.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical

Physical abuse 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).

Emotional

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.

Sexual

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

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of child's health or development. Neglect may occur during pregnancy, for example, 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 adequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Mental Health and Well Being

This is now explicitly included in the definition of safeguarding, which says that safeguarding includes "preventing impairment of children's mental and physical health or development".

Mental health needs can be an indicator that a child has suffered abuse, and can put them at risk of abuse. Traumatic events can also have a lasting impact on a child's mental health, behaviour and education.

Only trained professionals can diagnose mental health problems. But, as school staff, we are well-placed to spot signs that a child may be experiencing a mental health problem or may be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, follow school procedures for reporting.

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their learners. 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.

School staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to thoughts of self-harm or suicide. These warning signs should **always** be taken seriously and staff observing any of these warning signs should seek further advice from the DSL.

BCLC will commit to undertake the following:

Early identification of vulnerability to mental health problems by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis.



Staff will follow a safeguarding process in terms of reporting concerns so the DSL and deputy DSLs can assess whether there are any other vulnerabilities that can be identified.

The psychology department is available at school and pupils and staff can be referred to them for any help and or guidance.

Staff will ensure the immediate health and safety of a learner who is displaying acute mental health distress. This may require support from emergency services via 112 if the learner is at risk of immediate harm.

DSLs/Deputies will consider whether a case can be managed internally, through early help, or should involve other agencies.

The setting will communicate and work with parents to ensure that interventions are in the best interests of the child.

DSLs will liaise with staff to ensure reasonable adjustments are made and develop ways to support achieving positive educational outcomes.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem – DSLs and the senior leadership team should be able to access specialist advice through targeted services.

Contextual safeguarding approach to mental health

BCLC will ensure that preventative measures in terms of providing safeguarding on the curriculum will provide opportunities for learners to identify when they may need help, and also to develop resilience.

The setting will take a 'whole school approach' to:

- deliver high quality teaching around mental health and wellbeing, the PSHE scheme of work in Primary and the Health and Wellbeing in Secondary cover various units such as: Thinking Positive: Think happy, feel happy , Let It Out, Thought and feelings, with all pupils being encouraged to speak out.
- having a culture that promotes mental health and wellbeing
- having an environment that promotes mental health and wellbeing
- making sure pupils and staff are aware of and able to access a range of mental health services
- supporting staff wellbeing
- being committed to pupil and parent participation

Mental Health indicators

School staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the DSL who will also highlight this to the Special Educational Needs Co-ordinator (SENCO). A Records of Concern should be completed and the safeguarding policy will be followed.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental



- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Role of the Educational Psychologist

Should a record of concern be completed regarding a mental health issue, it will be evaluated by the DSL or ADSL who will decide whether it can be dealt with internally by tutors and teachers or whether there needs to be further intervention/referral to either school psychologists or external agencies and an EHCP (Early Health Care Plan) may well be developed.

The psychologist will also follow up the student by having sessions with them and also by being in contact with their family and external professionals.

School also has a separate ["Suicide and Self-harming Policy"](#)

Child on Child Abuse

All staff should recognise that children are capable of abusing their peers. Issues of learners hurting other learners have traditionally been dealt with under processes outlined in settings' behaviour policies. It is important that peer on peer harm should be considered as a safeguarding issue, including online abuse.

This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; causing someone to engage in sexual activity without consent; sexting; abuse in intimate relationships between children; upskirting which typically involves taking a picture under a person's clothing without their permission and initiation/hazing type violence and rituals.

At BCLC, Incidents are taken seriously, there is a zero-tolerance approach to child on child violence. These will never be tolerated or passed off as 'banter', just having a laugh' or 'part of growing up'. Banter and teasing can and should be acknowledged and recognised as bullying behaviour and may require proportionate intervention. It is



understood that peer on peer harm may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics. Also that peer on peer abuse can affect mental health. It is important that incidents of harm are treated under safeguarding policy and process and records will be kept on the child's safeguarding/child protection file.

BCLC is committed to undertaking the following:

- Early identification of vulnerability to child on child violence by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis.
- Securing the immediate safety of learners involved in an incident and sourcing support for other young people affected. If a disclosure is made – staff will listen carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
- Those who experience abuse will never be given the impression that they are creating a problem by reporting, nor will those who experience abuse ever be made to feel ashamed for making a report.
- The child's wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the wider peer cohort. The need to not promise confidentiality should be considered as it is very likely that information will need to be shared with others.
- When an incident of sexual violence and sexual harassment occurs, reference to Part 5 of Keeping Children Safe In Education 2022 and guidance Sexual violence and sexual harassment between children in schools and colleges 2022 should be made in relation to taking protective action. These incidents must be reported immediately to the DSL/ Deputy DSL who will undertake further assessment of what action should be taken proportionate to the factors that have been identified.
- If the incident constitutes a criminal offence, the setting will liaise with the police.

Contextual safeguarding approach to child on child violence:

BCLC will minimise the risk of peer on peer abuse by taking a contextual approach to safeguarding by increasing safety in the contexts of which harm can occur – this can include the school environment itself, peer groups and the neighbourhood. Following any incidents of peer on peer harm, the DSL/Deputies will review and consider whether any practice or environmental changes can be made in relation to any lessons learned. This can include making changes to staffing and supervision, making changes to the physical environment and considering the utilisation and delivery of safeguarding topics on the curriculum.

What role does gender play?



Children of all gender identities can both perpetrate and be the victim of child on child abuse, but this often manifests itself differently. Girls seem to be at greater risk of sexual assault and/or exploitation, whereas boys seem to be at greater risk of physical gang-related violence and serious youth violence.

Online safety

In BCLC we considered it essential that children are safeguarded from potentially harmful and inappropriate online behaviour. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- 1) Content: Being exposed to illegal, inappropriate or harmful content such as pornography, fake news, racism, self harm, radicalisation, etc.
- 2) Contact: Being subjected to harmful online interaction with other users, for example: peer to peer pressure, grooming, etc.
- 3) Conduct: Online behaviour that increases the likelihood of harm, such as consensual or non consensual nudes and semi nudes and/or pronography, online bullying...
- 4) Commerce: Risk such as online gambling, inappropriate advertising, phishing and or financial scams.

In order to prevent online child on child abuse, in British College La Cañada, we cover topics during PSHE and Health and Wellbeing about cyberbullying, sexting, digital footprint, etc. Also talks are handled by La Fundacion ANAR, an association that is in charge of safeguarding children in Spain and also the police.

When does behaviour become abusive? (Threshold)

It can be difficult to distinguish between abusive behaviour, which should be dealt with in accordance with the procedure set out below, and behaviour which does not constitute abuse, such as low level bullying (where the school's Anti-Bullying Policy should be followed) or age appropriate sexual experimentation.

Among the factors which may indicate that behaviour is abusive include:

- a) where it is repeated over time and/or where the perpetrator intended to cause serious harm:
- b) where there is an element of coercion or pre planning and
- c) where there is an imbalance of power, for example, as a result of age, size, social status or wealth.
- d) where the behaviour focuses on a specific person with the intention of converting him or her into a victim and/or to cause a serious harm.; and/or
- e) the state of defenselessness of the victim.

This list is not exhaustive and staff should always use their professional judgment and discuss any concerns with the DSL.

How can I identify victims of child on child abuse?



Identifying peer on peer abuse can be achieved by being alert to children's well-being and to general signs of abuse. Signs that a child may be suffering from peer on peer abuse overlap with those relating to other types of abuse – see indicators of abuse, earlier in this document.

Signs can include:

- a) failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard you would ordinarily expect.
- b) physical injuries.
- c) having difficulties with mental health and/or emotional wellbeing.
- d) becoming withdrawn, shy, experiencing headaches, stomach aches, anxiety, panic attacks, suffering from nightmares or lack of sleep or sleeping too much.
- e) drugs and/or alcohol use.
- f) changes in appearance and/or starting to act in a way that is not appropriate for the child's age.

This list is not exhaustive and the presence of one or more of these signs does not necessarily indicate abuse.

Are some children particularly vulnerable to abusing or being abused by their peers?

Any child can be affected by peer on peer abuse and staff should be alert to signs of such abuse amongst all children. Research suggests that:

- a) peer on peer abuse is more prevalent amongst children aged 10 and older, although it also affects younger children, including by way of harmful sexual behaviour.
- b) children who are particularly vulnerable to abuse or to abusing others include those who have (i) witnessed or experienced abuse or violence themselves; (ii) suffered from the loss of a close family member or friend; or (iii) experienced considerable disruption in their lives.
- c) Children who identify as LGBT+ are particularly vulnerable to both abuse and peer on peer abuse.
- d) Children with SEN/D or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Communication barriers or/and cognitive understanding could make it difficult for them to reporting this situations or even to understand the difference between fact and fiction in online content.

How prevalent is peer on peer abuse?

By way of reference, recent research suggests that peer on peer abuse is one of the most common forms of abuse affecting children in the UK. For example, more than four in ten teenage schoolgirls aged between 13 and 17 in England have experienced sexual coercion (Barter et al 2015). Two thirds of contact sexual abuse experienced by children aged 17 or under was perpetrated by someone who was also aged 17 or under (Radford et al 2011) and over a third of young boys in England admitted to watching porn and having negative attitudes towards women (University of Bristol and University of Central Lancashire, 2015).



What should I do if I suspect either that a child may be being abused, or that a child may be abusing others?

If a member of staff thinks for whatever reason that a child may be at risk of abuse from another child or young person, or that a child may be abusing others, the member of staff should report their concern to the DSL without delay in accordance with this policy. The member of staff should communicate the concern to the DSL or Deputies and also write down the concern in myconcern. If a child is in immediate danger, or at risk of harm, a referral to Authorities should be made immediately.

How will the DSL respond to concerns of peer on peer abuse?

The DSL will discuss the behaviour with the member of staff and will, where necessary, take any immediate steps to ensure the safety of the victim(s) or any other child. Where the DSL considers or suspects that the behaviour might constitute abuse, Authorities will be contacted immediately and, in any event, within 24 hours of the DSL becoming aware of it. The DSL will discuss the incident with Social Services and agree on a course of action, which may include:

- (a) taking any steps to ensure the safety and wellbeing of any children affected;
- (b) further investigation;

(c) referral to other agencies such as the police and the Prosecution Services (where a crime may have been committed), a specialist harmful sexual behaviour team.

Any response should be decided in conjunction with Social Services and other relevant agencies and should:

- investigate the incident and the wider context and assess and mitigate the risk posed by the perpetrator(s) to the victim(s) and to other children;
- consider that the abuse may indicate wider safeguarding concerns for any of the children involved
- treat all children (whether perpetrator or victim) as being at risk - while the perpetrator may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves;
- take into account the complexity of peer on peer abuse and of children's experiences and consider the interplay between power, choice and consent. While children may appear to be making choices, if those choices are limited, they are not consenting
- take appropriate action in respect of the perpetrator – any action should address the abuse, the causes of it, attitudes underlying it and the support that may be needed if the perpetrator is at risk. Factors to consider include: the risk the perpetrator(s) poses and will continue to pose to other children, their own unmet needs, the severity of the abuse and the causes of it. Disciplinary action may be appropriate, including (a) to ensure that the perpetrator takes responsibility for and realises the seriousness of his or her behaviour; (b) to demonstrate to the perpetrator and others that abuse can never be tolerated; and (c) to ensure the safety and wellbeing of the victim and other children in the school. Permanent exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the victim(s) and other children in the school



- provide on-going support to victim(s) including by (a) ensuring their immediate safety; (b) responding promptly and appropriately to the abuse; (c) assessing and addressing any unmet needs; (d) following the procedures set out in this Safeguarding Policy (including where the child is in need of early help or statutory intervention); (e) monitoring the child's wellbeing closely and ensuring that s/he receives on-going support from all relevant staff members within the school; (f) engaging with the child's parents and any external agencies to ensure that the child's needs are met in the long-term
- consider the lessons that can be learnt from the abuse and put in place measures to reduce the risk of such abuse recurring. This may include, for example: gender and equalities work, work around school safety, security and supervision, awareness raising for staff, students and parents about a particular form of abuse, training for staff on handling certain types of incidents or abuse.

How does the school raise awareness of, and reduce the risk, of peer on peer abuse?

Staff are trained on the nature, prevalence and effect of peer on peer abuse, and how to prevent, identify and respond to it. The school actively seeks to prevent all forms of peer on peer abuse by educating students and staff, challenging the attitudes that underlie such abuse, encouraging a culture of tolerance and respect amongst all members of the school community, and responding to all cases of peer on peer abuse and any cases of bullying (no matter how trivial) promptly and appropriately.

Children are educated about the nature and prevalence of peer on peer abuse via PSHE, they are told what to do if they witness or are victims of such abuse, the effect that it can have on the victims and the possible reasons for it, including vulnerability of the perpetrator. They are regularly informed about the school's approach to such issues, including its zero tolerance policy towards all forms of bullying and peer on peer abuse.

Also, at BCLC we consider extra pastoral support and attention for these children by being in constant contact with the Secondary SENCO and by designing seating plans for them and analysing sociograms carefully.

Please see the school Managing Sexual Violence and Sexual Harrassment between Children Policy.

Position of Trust

The age of consent for sexual activity is 18 years old if you are in a position of trust over that child. Sexual Offences Act 2003.

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); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty.

However children may have no physical signs or they may be harder to see (e.g. bruising on black skin) therefore staff need to also be alert to behavioural indicators of abuse.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

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 to decide how to proceed.

Impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some, full recovery is



beyond their reach, and research shows that abuse can have an impact on the brain and its development. The rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties

It is very important that staff report and record their concerns – they do not need 'absolute proof' that the child is at risk.

26.TAKING ACTION

It is the responsibility of staff to report and record their concerns as soon as possible.

We actively encourage a 'never do nothing' attitude if staff have a concern about a child and promote discussion with DSL if in any doubt.

It is not their responsibility to investigate or decide whether a child has been abused.

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 taking action are:

- If an emergency take the action necessary to help the child, for example, call 112
- **REPORT your concern to the DSL as soon as possible and certainly by the end of the day**
- **Report the concern in myconcern and immediately pass onto to the DSL**
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue unnecessarily with colleagues, friends or family.
- seek support for yourself if you are distressed.

If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, and they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, **staff will give the pupil the opportunity to talk.** The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should record these early concerns in myconcern where the DSL and Deputies will be immediately informed. If the pupil does begin to reveal that they are being harmed, staff should follow the disclosure advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL.



27. EARLY INTERVENTION

If the concern is low level and does not require other agency involvement the DSL will initiate early intervention to;

- Engage with the parents/carers as soon as possible (unless the situation is so serious that would put the student at increased risk.) We then can evidence quick action was taken and the length of time of involvement.
- We will invite the parents/carers into school for a meeting to demonstrate professional concerns and discuss a supportive working partnership for the best interests of the student (e.g. breakfast club, additional in school support)
- At this meeting we will discuss the plan of next action should the situation not improve.
- We will record all contacts with the family, dates and times, including phonecalls/letters in myconcern.
- We will then monitor the student closely - behaviour/concerns/interaction with peers and parents/academic progress etc. This will demonstrate the frequency of concerns and help to build patterns.

Identification.

Whatever member of staff who has knowledge of or suspects a child protection issue needs to make it known to the DSL.

Immediate Action

After this communication, the DSL will meet with the teacher of the affected pupil in order to collect information, analyse it and evaluate the intervention necessary.

Notification.

The DSL will complete the notification form that appears la Orden 1/2010, from 3 de mayo, from the Department for Education and Social Welfare. **(Appendix 3).**

The DSL may seek advice from school staff or educational psychology services staff who have specific functions of educational counselling.

Communicating the situation

The DSL will send the original of the notification form to the municipal social services in the area where the child lives; they shall file a copy in the student's file and forward a copy to the general direction for the protection of minors, of the Department of Social Welfare.

The school management will communicate it to the Central Register and the local Education Inspector.



If the situation gets worse or it goes above the school capacity for action, they must inform the local Education Inspector, who will seek advice from or the intervention of the UAI in the corresponding area. The local Education Inspector will decide upon the need for and the type of intervention.

Communication to the family will be done once all the relevant agencies have been informed and this will be done by the management.

Emergency Procedure

In the case of child who presents physical injuries, serious negligence or sexual abuse, a member of the management team or member of the teaching staff who have been instructed, will accompany them to the health centre or emergency department of the nearest hospital.

The management will communicate the emergency situation to the local police, the Department of Social welfare and the Department for Children.

In order to communicate this they will use:

The Notification form that appears in la Orden 1/2010, from 3 de mayo, from the Department for Education and Social Welfare. **(Appendix 3)**

To communicate it to the judicial authorities and the prosecution, the model found in Annex VII of the Order 62/2014 of July 28 will be used.

The school management will communicate it to the Central Register and the Education Inspector who will seek advice from or the intervention of the UAI in the corresponding area. The local Education Inspector will decide upon the need for and the type of intervention.

It is the responsibility of staff to report concerns, not to decide whether it is child abuse or not.

28. GENDER VIOLENCE

It is understood that gender violence is a manifestation of discrimination, the inequality and power relations of men over women. This violence includes any act of gender-based violence that results in, or that is likely to result in, injury or suffering physical, sexual or psychological health of women. The threats, the pressure on them to force their will or conduct arbitrary deprivation of liberty, whether occurring in public life and private, are violent behaviours by gender.

Types of gender violence

Physical violence: any act of strength against a women's body that results in or runs the risk of producing physical injury or hurt. These acts of physical violence against a woman



could be carried out by men who have or have had a romantic relationship, or men in their family, social or work environment.

Psychological violence: this is considered to be all types of behaviour that produces the demoralisation or suffering in a woman through threats, humiliations or vexations, requirement of obedience or submission, coercion, insults, isolation, blame or through limits to their freedom.

Economic violence: this consists of the limitation or unlawful restriction of resources for the woman's physical or psychological well-being and those of her children or the discrimination of the availability of shared resources in the living environment of a couple.

Sexual violence and abuse: whatever sexual act that is forced upon or not consented to by the women is an act of sexual violence.

Protocol to follow in the case of gender violence:

Identification

Communication - whatever member of the educational community that has knowledge of or suspects any case of gender violence will notify the school management.

Gathering information - after this communication, the management team will meet with the teacher of the pupil affected in order to compile, analyze and evaluate the intervention to take.

Action - in those seriously dangerous situations 112 will be called and the injured person will be taken to hospital. The school management may ask for help from outside agencies. If they consider it necessary they could establish contact with the SEAFI, health centres, the department for mental health of infants and youths. USMIJ, the closed hospitals or shelters.

Disciplinary measures - In the event of the aggressor being a pupil of the school, a disciplinary case will be opened and it will be considered a serious breaking of the coexistence plan.

Communicating the situation

The school management will inform the coexistence commission of the situation and the intervention made.

In the case that the incident could be seen as a crime or a penal case, the school management will communicate it to the Judicial Ministry. In order to do that they will use annex 7 of order 62/2014 from 28 July. This communication will be directed to the corresponding judicial department:



If the aggressor or the victim is under age, it will be directed to the Department of Children;

If the aggressor or aggressors are of age and the victim under age, then it will be directed to the Department of Gender Violence.

If the aggressor or aggressors and the victim are of age, then it will be directed to the Department of Gender Violence.

The school management will communicate it to the Central Register and the local Education Inspector who will seek advice from or the intervention of the UAI in the corresponding area. The local Education Inspector will decide upon the need for and the type of intervention.

Communication to families and legal representatives of those involved.

School management will inform the families of those involved in the violent act and of the measures and actions adopted.

Depending on the severity of the case, the school management will communicate to the family of the victim the need to press charges.

In those cases of recurring incidents and cases where the school asks for direct implication from parents or carers of the pupils and they are rejected, the management, should they consider the behaviour could cause serious damage to the educational process of the child, will inform the relevant public agencies as a case of misprotection and the local Education Inspector.

Monitoring of the case by the attention and intervention units and the School inspection team.

The inspection and attention and intervention units of the local area will collaborate with the school management in the monitoring of the cases in which they have intervened.

29. IF A PUPIL DISCLOSES TO A MEMBER OF STAFF

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.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the pupil know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.



During their conversations with the pupils it is best practice for staff to:

- allow pupils to speak freely
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences, and allow space and time for pupils to continue, staff will recognise the barriers the pupil may have had to overcome to disclose.
- clarifying or repeating back to check what they have heard if needed but will not lead the discussion in any way and will not ask direct or leading questions – such as.. whether it happens to siblings too, or what does the pupil’s mother think about it.
- use questions such as Tell me.....? Is there anything else?
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Remember professional boundaries and not share personal experiences such as ‘that happened to me’
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next. The pupil may agree to go with you to see the Designated Safeguarding Lead. Otherwise let them know that you will be consulting them.
- write up their conversation as soon as possible on the record of concern form and hand it to the designated lead
- seek support if they feel distressed

30. NOTIFYING PARENTS

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will be in the most informed position to make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from local agencies **(Appendix 2)**.

31. RECORDS AND MONITORING

Why recording is important

Our staff will be encouraged to understand why it is important that recording is timely, comprehensive and accurate and what the messages are from serious case reviews are in terms of recording and sharing information.



All members of staff should have a login for MyConcern online Safeguarding platform and should use this to report any concerns.

Any concerns about a child will be recorded and given to the DSL ASAP. All records will provide a factual and evidence based account and there will be accurate recording of any actions.

At no time will a staff take photographic evidence of any injuries or marks to a child's person. The body map will be used instead in accordance with recording guidance.

When a report is filed using MyConcern, a safeguarding file is automatically created and a chronology page started. This will help in building patterns and decision making.

We will feedback to the staff member on any actions, however this will be on a need to know basis. It may not be appropriate for staff members to know every detail of the child's life.

32. CHILDREN MISSING FROM EDUCATION

Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and criminal exploitation, physical abuse, etc. All absences will be monitored monthly. Safeguarding Lead officer will be informed of any concerns and will monitor as part of their role. If these absences continue school will report it to the City Hall where they will monitor the situation and if it's necessary also to social services.

(Refer to separate Whole School Children Missing From Education / Absentismo Policy document.)

33. THE SAFEGUARDING FILE

The establishment of a safeguarding file is an important principle in terms of storing and collating information about children which relates to either a safeguarding concern or an accumulation of welfare concerns which are outside of the usual range of concerns in ordinary life events.

It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ i.e. a child subject to a child protection plan, looked after child, Child in Need may be looked at differently to a child recently bereaved, parental health issues etc. We will therefore use professional judgement when making this decision as will have clear links and discussions between pastoral staff and DSL's.

This file will be kept separately from the main pupil file and **will be held securely on MyConcern and will only be accessed by appropriately trained people.**



All incidents/episodes will be recorded on MyConcern e.g. phone calls to other agencies, in the chronology with more detail and analysis in the body of the file. This will help build a picture and help the DSL in analysis and action, which may include no further action, monitoring, or whether a referral should be made to other agencies.

In cases where there is multi agency involvement - meetings and plans, actions and responsibilities shall be clarified and outcomes recorded.

MyConcern records will be made available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

Records will be kept up to date and **reviewed regularly by the DSL** to evidence and support actions taken by staff in discharging their safeguarding arrangements

The file can be inactive in terms of monitoring i.e. a child is no longer subject to a child protection plan. If future concerns then arise it can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

If the child moves to another school, the file will be securely sent or taken, to the DSL at the new establishment/school and a **written receipt/email will be obtained**. There will be a timely liaison between each school's DSL to ensure a smooth and safe transition for the child. We will retain a copy of the chronology to evidence actions, in accordance with record retention guidance.

34. CONFIDENTIALITY and INFORMATION SHARING

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

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

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

35. RESPONSIBILITIES OF PROPRIETOR

Ana Ramirez Sandoval is the proprietor of the school. As proprietor, Ana will comply with all duties under legislation and will always take into account statutory guidance, ensuring that all policies, procedures and training are effective and comply with the law at the time.

It is the responsibility of the proprietor to:

- Ensure that all staff read at least Part One of Keeping Children Safe in Education



- Ensure that staff working with children will also read KCSIE Annex A.
- Ensure that all staff follow the requirements of this Safeguarding and Child Protection Policy and Procedure.
- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities, as set out in Part One of Keeping Children Safe in Education
- Ensure that all safeguarding arrangements take into account the procedures and practice of the local authority
- Ensure that appropriate policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguarding and promote children's welfare
- Ensure that each school works in line with local inter-agency procedures
- Ensure that the Safeguarding Policy is updated annually and made available via the school website
- Provide a Staff Code of Conduct
- Ensure that all responsibilities regarding Children Missing from Education* are followed, using as reference the "Protocolo de Absentismo" según indica la resolución de 29 de septiembre de 2021, de la directora general de Inclusión Educativa.
- Instruct the school administration to hold more than one contact number for each child, where possible.
- Ensure that schools report to their local authority the removal of a child from the school roll in line with statutory and local authority guidance
- Ensure that all staff undergo safeguarding and child protection training (including online safety) at induction
- Recognise the expertise staff build by undertaking safeguarding training and managing concerns on a daily basis
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online; and
- Ensure that children are taught about safeguarding, including online safety

* The proprietor ensures that an annual review of safeguarding arrangements is conducted.

Regular termly meetings will be held to discuss Safeguarding and Peer on Peer abuse cases. These meetings will involve the Safeguarding team, Heads of Primary and Secondary, the Director and the Proprietor. The school management team will be informed of cases and will take the ultimate decision where outside agencies are concerned and their involvement in specific cases, on a case to case basis.

36. IMPLEMENTATION, MONITORING, EVALUATION AND REVIEW

All adults in school will be made aware of the Safeguarding and Child Protection Policy and will be required to follow its procedures.

The effectiveness of the policy will be reviewed and evaluated by the senior management annually in light of any specific incidents or changes to local/national guidance.



37. PARENTS AND CARERS

Parents and carers will be informed that they can have a paper copy of the Child Protection on request.

The school should be proactive in their consultations and involvement with parents and carers where there are child protection concerns unless this would be prejudicial to the safety and wellbeing of the child/young person.

This policy acts in conjunction with the school's Plan de Convivencia

Author/Written By: S.Nowell (Head of Primary), Marta Cerdá (Psychologist)
Audience: Whole School Staff
Version control: Implemented in: Dec 2014. Reviewed: December 2019, April 2020, Oct 21, July 2022, July 2023 Review date: July 2024

CONTACT NUMBERS AND APPENDIX

Contact numbers:

- Generalitat Valenciana
Tel. 96.386.60.00 / Tel. 012.
- Inspector de la zona (C.P.46182): Sonia Sancho / Sergio Ballester (martes de 09 a 14.30 horas); sancho_s@gva.es; ballester_serca@gva.es Código del centro (46032585).



Appendix 2:

Local Stake Holders

- **Comisaría Policía Nacional de Paterna**
Calle de las Rosas, 27 46980 - Paterna (Valencia).

Tel. 961 36 51 60
- **Policía Local de Paterna:**
Dirección: Polígono Industrial Fuente del Jarro, Calle de la Ciutat de Lliria, 5, 46988 Paterna, Valencia

Teléfono: 961 34 40 20
- **Ayuntamiento de Paterna:**
Dirección: Plaça Enginyer Castells, 1, 46980 Paterna, Valencia.
Horario: Cierra pronto: 14:00 · Abre a las 9:00 los mar.
Teléfono: 961 37 96 00
- **SEAFI**
El Servicio Especializado de Atención a la Familia y la Infancia está integrado en los Servicios Sociales Municipales como un recurso especializado, destinado a atender familias del municipio de forma integral. Tiene como objeto la intervención especializada con familias con problemática social o familiar que se encuentren en situación de dificultad social o de riesgo.

ÁMBITOS PREVISTOS DE INTERVENCIÓN

- ✓ Familias en situación de riesgo.
- ✓ Orientación y mediación familiar.
- ✓ Violencia doméstica.
- ✓ Familias con menores en situación de riesgo.

CENTRE ESPAI D'IGUALTAT

- ✓ C/ Alfonso X el Sabio, 22
- ✓ Telf: 96 110 36 71



- ✓ Atención, por derivación de los centros sociales municipales, a través de cita previa, de lunes a viernes, en horario de mañana y tarde.

- **Servicio de Inspección Educativa: Sonia Sancho.**
 - ✓ Email: sancho_son@gva.es
 - ✓ Código del centro: 46032585
 - ✓ Código Postal: 46182
 - ✓ **Tel. Generalitat Valenciana:** 96 386 60 00/Tel. 012 (1º pulsar cero y 2º solicitar que te pasen con la Consellería que desees contactar).
 - Sustituto de Sonia Sancho: Sergio Ballester Carmona
 - ✓ Email: ballester_sercar@gva.es
 - ✓ Código del centro: 46032585
 - ✓ Código Postal: 46182
 - ✓ Horario de atención: miércoles y jueves
 - ✓ Tel. Generalitat Valenciana: 96 386 60 00/Tel. 012 (1º pulsar cero y 2º solicitar que te pasen con la Consellería que desees contactar).

 - Sustituto de Sonia Sancho: Miguel Bregel
 - ✓ Email: bregel_mighor@gva.es
 - ✓ Código del centro: 46032585
 - ✓ Código Postal: 46182
 - ✓ Horario de atención: miércoles y jueves
 - ✓ Tel. Generalitat Valenciana: 96 386 60 00/Tel. 012 (1º pulsar cero y 2º solicitar que te pasen con la Consellería que desees contactar).

- **Raquel Cazorla Gómez:** Educadora Social del Equipo Municipal de Servicios Sociales Municipales.
 - ✓ Tel. de contacto del Departamento: 96 137 96 51. En caso de encontrar la línea colapsada, el teléfono del centro Social Polivalente es el 96 110 17 29. cazorla.raq@ayto-paterna.es
 - ✓ El departamento de servicios sociales municipales de Paterna actualmente se ubica en el Centro social Polivalente **Valentín Hernáez** de Paterna, ya no en las antiguas dependencias,

- **José Jiménez** (Técnico del área de Educación, Ayuntamiento de Paterna): jjimenez.jos@ayto-paterna.es . Con él podemos tratar temas interés para la comunidad escolar en general, como para cada colegio por sus peculiaridades en particular. José, como responsable del área, está muy sensibilizado con temas como el bullying y con las respuestas y actuaciones que se pueden poner en marcha, para prevenirlo, detectarlo, afrontarlo y erradicarlo. Tel. 607 421 659.

- **Dirección General de Política Educativa (área de Innovación): Mónica Añón** (coordinadora del Plan Previ). * Contacto proporcionado por Fran Corví (Colegios British).



- ✓ Tel. 96 197 08 73; convivencia@gva.es
- **Consellería de Educación, Investigación, Cultura y Deporte** (Unidades de Atención e Intervención de las Direcciones Territoriales de Educación): *Contacto proporcionado por Mónica Añón.
- ✓ **UAI de Valencia:** Tel. 96 121 14 06; uai_previ_val@gva.es
- **PROP (Comunicación de un caso de acoso escolar;** dado que al ser un centro de enseñanza Británica no podemos inscribirnos en el Registro de PREVI ni tampoco disponemos de ITACA): *Contacto proporcionado por Lola Pardo (Psicóloga Colegios British).
- ✓ La Directora del centro adjuntará el informe detallado de los hechos acontecidos y se dirigirá al **Director del PREVI Consellería de Educación C/Gregori Gea, número 14, 46009, Valencia**. A la par, se recomienda que la Directora del centro envíe un correo a la Inspectora Educativa del centro (Sonia Sancho), informando de la situación y del trámite iniciado, con número de registro, para que tenga constancia de los hechos.
- Teléfono del acoso dirigido a alumnos/as, docentes, padres y madres que son conocedores de una situación de acoso: 900 018 018.
- **COMUNICACIÓN DE UNA SITUACIÓN DE ABSENTISMO ESCOLAR: Ayuntamiento de Paterna**

Programa Municipal de Intervención y Políticas Inclusivas: (Tel. 96 305 30 36)

- ✓ Borja (Educador de Absentismo)
Área de Inclusión Social
Tlf: 666226159 | Ext: 5161
bmartinez@serviciosdepaterna.es
- **Consellería de Igualdad y Políticas Inclusivas:** *Contacto proporcionado por Mónica Añón.
- ✓ **Dirección Territorial de Igualdad y Políticas Inclusivas:** Avda. barón de Cárcer, 36, 46001. Valencia. Tel. 96 127 16 61. Horario laboral de 09 a 14 horas.
- **Dirección General de Servicios Sociales:**



✓ C/ Castan Tobeñas, núm. 77, Ciudad Administrativa 9 de Octubre, Torre 3, 1º piso, 46018, Valencia. Teléfono: 963176708 Fax: 96 317 67 01. url: <http://www.bsocial.gva.es/portal/portal>.

- **Fiscalía de Menores:**

✓ (Dirección: Autopista del Saler, número 14, 46013, Valencia. Teléfono: 961 92 94 39): El Juzgado de Menores quién dispone de un Equipo técnico de apoyo, que está integrado por un/a psicólogo/a, un/a educador/a y un/a trabajador/a social.

- **Juzgado de 1ª Instancia Número 9:**

✓ (Avda. del Saler, núm. 14, 1ª. Tel. 96 192 91 91, 96 192 91 92, 96 192 91 93, 96 192 91 94. vapi09_val@gva.es

- Línea de ayuda a la Infancia:

Tel. 11 6 111

- Generalitat Valenciana

Tel. 96.386.60.00 / Tel. 012.

- Asociación contra el abuso sexual en la infancia (**ACASI, Valencia**). C/ Camí Reial 121, Bajo, Torrente, Tel. 634 567 021; E-mail: asociacion@acasi.org; Presidenta Inma García (Tel. 622 30 39 93).

- Información y orientación sobre abusos sexuales a menores:

Tel. 963 691393

- Web Bullying de la Generalitat Valenciana : www.cece.gva.es/orientados/

E-MAIL PARA EL PROFESORADO: profes_orientados@gva.es

E-MAIL PARA LA FAMILIA: familia_orientados@gva.es

E-MAIL PARA EL ALUMNADO: alumnado_orientados@gva.es


NÚMERO DE CENTRO: 4603258

National Contacts	
Teléfono de la Esperanza	Tel : +34 91 459 00 55 Tel : 717 003 717



ANAR Foundation	Tel: +34 900 20 20 10 Tel: 116111 https://www.anar.org/
Gender Violence phone	Tel: 016
Bullying helpline	Tel: + 34 900 018 018

Appendix 3 : See pdf form attached in Safeguarding folder “Hoja de Notificación de Desprotección”

	<h2 style="margin: 0;">FORMULARIO EN CASO DE AGRESIÓN / FORM IN CASES OF AGRESSION</h2>			
A. DATOS DEL CENTRO / SCHOOL DETAILS				
Código del Centro / School code: 46032585		Nombre del Centro / Name of the school BRITISH COLLEGE LA CAÑADA		
Dirección / Address C/ 299, n.º 25		C.P. / Postcode 46182		
Localidad / Town (LA CAÑADA) PATERNA		Provincia / County VALENCIA		Teléfono / Telephone No. 96 132 40 40
B. DATOS DE QUIEN REALIZA LA COMUNICACIÓN / DETAILS OF THE REPORTING PERSON				
DNI / Identity No.	Nombre / Name		Apellidos / Surname	
Cargo que desempeña en el centro / Position within the school				
Fax		Teléfono de contacto / Contact number		Correo electrónico/e-mail
C. INFORME / REPORT				
<p>El día ____ de _____ del año _____ se ha producido la incidencia que a continuación se describe. La dirección del centro considera que existe una conducta gravemente perjudicial para la convivencia en el centro y que puede ser constitutiva de falta o delito penal. En cumplimiento del artículo 44 del Decreto 39/2008, de 4 de abril del Consell, se comunica al Ministerio Fiscal.</p> <p>On the ____ of _____ the following incident occurred. The management of the school considers the incident to be serious behavior that is detrimental to the day to day running of the school and could constitute misconduct or a criminal offense. In accordance with article 44 of the Decree 39 from the 4th April 2008, the school is communicating it to the department.</p>				
D. DESCRIPCIÓN DE LA INCIDENCIA / DESCRIPTION OF THE INCIDENT				
(En la descripción deben constar los nombres del agresor y la víctima y las direcciones de sus domicilios / The description needs to contain the names of the agresor and the victim, along with their addresses).				

Appendix 5:

