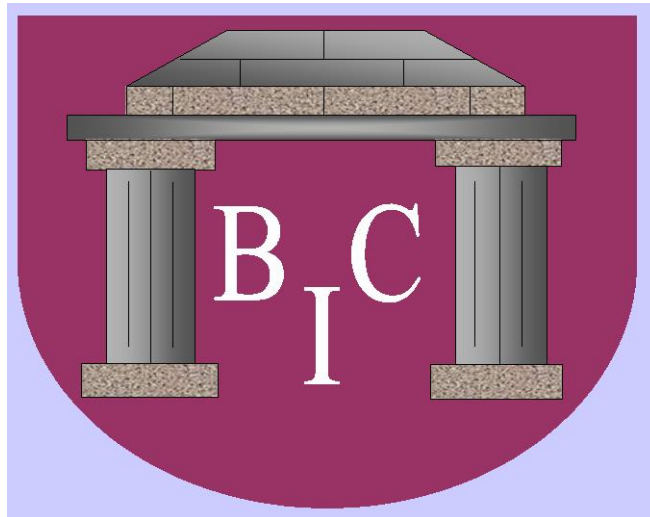


THE BENALMÁDENA INTERNATIONAL COLLEGE



FOUNDED IN 1997

Safeguarding and Child Protection Policy 2021-2022

Reviewed and updated, September 2021

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Policy statement and principles

BIC has a key core motto – **BUILDING INNER CONFIDENCE**. We take seriously both the emotional and physical health of our students

The purpose of this policy statement is:

- to protect and develop children and young people who attend BIC
- to provide parents, staff and volunteers with the overarching principles that guide our approach to child protection. This policy statement applies to anyone working on behalf of BIC, including all Staff, volunteers, agency staff and Students

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Child protection refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

DSL refers to the designated safeguarding lead at the school

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Key facts

- The safety of our pupils is our number one priority
- Safeguarding and promoting the welfare of children is everyone's responsibility
- We operate within a culture of openness and recognise and accept that abuse can happen in any organisation
- We are a 'sharing organisation' – all concerns should be reported
- All concerns about a child (including signs of abuse and neglect) must be reported immediately to the Safeguarding Lead/Principal and/or Deputy Designated Safeguarding Lead. In the event that a child is in immediate danger or at risk of harm, a referral to the Police and/or Social Services should be made immediately. If in doubt about which agency to contact, advice should be sought from Emergencias on 112.
- Allegations or higher level concerns about another staff member or adult in school should be referred to the Principal or Director.
- Allegations or higher level concerns about the Principal should be referred to the Director and vice versa.
- All low level concerns or "nagging doubts" should be shared with the Safeguarding Lead/Principal and/or Deputy Designated Safeguarding Lead

This Policy must be read alongside: 'Keeping Children Safe in Education, 2021' – UK (DFE) Statutory Guidance Safeguarding and Child Protection Policy.

Introduction

This policy complies with:

- **the Ley Orgánica 1/1996, de Protección Jurídica del Menor (LO 1/1996) (see Articles 12 and 13 in particular).**
- **The Ley 26/2015, de 28 de Julio, de modificación del sistema de protección a la infancia y a la adolescencia (Save the Children guidance).**
- **Protocolo de actuación al maltrato infantil de la Junta de Andalucía.**
- **British Schools Overseas: standards for schools.**

To the extent that they are applicable to Spain, this policy complies with the following UK guidance:

- 'The Education (Independent School Standards) Regulations' (ISSR) – April 2019
- 'Keeping Children Safe in Education' (KCSIE) – Updated 1st September, 2021

Application

This policy applies to all teaching, non-teaching, pastoral, support, peripatetic, contract staff and ancillary staff, volunteers, non-school based staff and any other adults working at the School. All references in this document to "staff" or "members of staff" should be interpreted as relating to the aforementioned unless otherwise stated.

This Safeguarding Policy and the Code of Conduct applies to all pupils and adults in the school, including when being educated off-site and undertaking an educational visit.

Publication

This Policy is to be updated annually and shared with all staff through Safeguard Training sessions. Staff will be given adequate time to read the policy in full and complete additional training. Staff will sign to acknowledge completion of policy reading/training.

Rather than duplicating content from Keeping Children Safe in Education (September 2021) in this policy, it should be understood that the School will always refer to this document as the benchmark for all safeguarding practice and decision making.

Contact details

The following pages outline the contact details of named staff in school and external agencies linked to child protection and safeguarding.

Where a child is in immediate danger or at risk of harm, a referral should be made to children's social care and/or the police immediately.

- School Contacts: Safeguarding Lead/Principal and/or Deputy Designated Safeguarding Lead

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Lead: Denise Halliwell d.halliwell@bicbenal.com

Deputy: Salvador Palomo s.palomo@bicbenal-online.com

Keith Ellis Director@bic-benal.com

Spanish coordinator Estíbaliz Fernández info@bic-benal.com

Authority Contacts

Our school follows the safeguarding protocols and procedures of the Junta de Andalucía.

Servicio de Protección de Menores. Tomás Heredia, N^o18, 29001 Málaga

Telephone: 951 932 203

Police Local Police Emergency 091

National Contacts

Consejería de ayuda a la infancia y adolescencia. Avda. Juan Luís Peralta S/N, Benalmádena

Maltrato infantil: 900 851 818

Infancia y Adolescencia: 900 921 111

Ayuda a la infancia: 116111

POLICIA LOCAL Tel: 952 562 142

EMERGENCIAS 112

Part A: Aims and objectives of safeguarding in our school

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

We have three primary aims:

- Prevent harm
- Protect pupils from harm
- Support pupils and staff when child protection and safeguarding incidents occurs

The school achieves these aims by:

- Ensuring the recruitment of individuals who are suitable and appropriate to work with children and who have positive safeguarding attitudes.
- Providing excellent pastoral care and fostering optimism and a positive school atmosphere where pupils feel secure and are encouraged to talk. Pupils are encouraged to find a person (whether a staff member or peer) whom they trust and to speak to that person about any issues which may be worrying them. Pupils are additionally reminded of specific individuals with whom they are able to talk.
- Valuing and promoting effective relationships with parents and professionals from other agencies.
- Teaching pupils, via PSHE and a varied curriculum, to identify, reduce and manage risks. This includes educating pupils, through regular internal and externally provided ICT safety talks, about the safe use of electronic equipment and access to the internet.
- Ensuring that children are safeguarded from potentially harmful and inappropriate online material through embedding a whole school approach towards online safety, including the acceptable use of mobile technology and the use of appropriate filters and monitoring systems.
- Ensuring that all staff are properly trained, supported and supervised to enable them to identify abuse and welfare concerns and deal with such concerns appropriately and sensitively.
- Encouraging staff to discuss child protection, safeguarding and welfare concerns confidentially with the Safeguarding Lead/Principal and/or Deputy Designated Safeguarding Lead in order to ensure they have confidence in their own abilities to identify and appropriately handle welfare concerns and cases of abuse and neglect.
- Creating a culture of openness, trust and transparency in which any concerns about the conduct of staff, visitors and other adults in school can be shared and dealt with in an appropriate and sensitive manner.
- Following the procedures laid down in this Policy and by the Junta de Andalucía as appropriate.

Part B: Actions where there are concerns about a child

Safeguarding is everyone's responsibility

- If in doubt or you have any concerns about the safety or welfare of a child: speak to the Principal and maintain confidentiality
- Safeguarding is everyone's responsibility and all staff, regardless of their role, should exercise vigilance and be watchful for, and aware of, signs that a child may be in need of help as well as the signs of abuse and neglect (see below for a list of some common signs). If a staff member has any concerns about a child s/he should speak to the Safeguarding Lead/Principal and/or Deputy Designated Safeguarding Lead immediately. The Safeguarding Lead/Principal and/or Deputy Designated Safeguarding Lead will discuss the matter with the member of staff and will decide on an appropriate course of action. This discussion and actions taken will be recorded on a secure online 'Report a Concern' Form, via the school website. (Which should be raised initially)

Early help

All staff should be aware of the importance of early help process, and understand their role in it. This includes:

- identifying emerging problems and potential unmet needs;
- liaising with the Safeguarding Lead/Principal and/or Deputy Designated Safeguarding Lead who will act as the lead professional in undertaking an early help assessment; and sharing information with other professionals to support early identification and assessment.

All staff should be alert to identifying children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life. If a member of staff has a concern that a child may be in need of early help then s/he should, in the first instance, discuss early help requirements with the Safeguarding Lead/Principal and/or Deputy Designated Safeguarding Lead.

Where the Safeguarding Lead/Principal and/or Deputy Designated Safeguarding Lead considers that a child has unmet child protection needs and would benefit from increased support from the school, s/he will consider what help the child requires to prevent needs from escalating to a point where intervention would be needed from social services or other local statutory agencies.

Early help applies to children with child protection needs and is distinct from "early intervention", which applies to children with special educational needs (SEN) or disabilities which may affect their development. Children with SEN or disabilities won't necessarily require early help although staff should be alert to the particular vulnerability of these children and to the additional barriers which can exist when recognising abuse and neglect in these children (see Part C below)

The Safeguarding Lead/Principal and/or Deputy Designated Safeguarding Lead should liaise with all relevant staff at the school (e.g. the child's tutor, class teachers, SENCo and any medical staff or counsellors) to ensure that the child receives the additional support required. Where appropriate, the Safeguarding Lead/Principal and/or Deputy Designated Safeguarding Lead will meet with and involve the parents from an early stage. Where a child and family would benefit from co-ordinated support from external agencies (e.g. the child's social worker, doctor, the police) the Safeguarding Lead/Principal and/or Deputy Designated Safeguarding Lead should liaise with these agencies to ensure that they have the information they require to support the child, that a joined up approach is taken and to ensure that the child is receiving the support which they require from these agencies.

Effective early help in a school setting involves the School (under the guidance of the Safeguarding Lead/Principal and/or Deputy Designated Safeguarding Lead) providing high quality support, in cooperation with or coordinating other agencies as appropriate, to help address the assessed needs of the child and their family early, in order to significantly improve the outcomes for the child. It is hoped that in each case this should improve the welfare of the relevant child. However, each case should be kept under constant review, and consideration should be given to a

referral to children's social care where the child lives (see above for contact details) if the child's situation does not appear to be improving.

Child in need, suffered or at risk of significant harm or in immediate danger

All staff should be mindful of their duty to comply with article 13 of Ley Orgánica 1/1996 which states that "any person or authority and especially those who because of their profession or duties detect an abusive situation, risk or possible abandonment of a minor, shall inform the authority or closest agents, without prejudice to providing immediate assistance."

If at any time it is considered that the child may be a child in need of support from children's social services, has suffered or is at risk of significant harm, or is in immediate danger, contact should be made with children's social services in the local area where the child lives (see table above for contact details). Where in doubt about which agency to contact, advice should be sought from Emergencias (112).

The Safeguarding Lead/Principal and/or Deputy Designated Safeguarding Lead will ordinarily make these referrals although staff can refer cases directly where the Safeguarding Lead/Deputy are unavailable and the situation is urgent. If a member of staff makes a referral themselves, they should inform the Safeguarding Lead/Principal and/or Deputy Designated Safeguarding Lead **as soon as possible**.

In cases of significant harm or immediate danger the police should be notified immediately.

A child's wishes

A child's wishes and feelings should be taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback to School staff. These operate with the best interests of the child at their heart.

Reporting and handling a concern

When reporting and/or handling a concern about a child all staff should act with the utmost discretion and any pupils who are involved will receive appropriate care and support. Staff should always listen to a pupil who wants to talk about a concern. If a child tells a member of staff that they know about or have been a victim of child abuse or neglect the member of staff should:

- Allow the child to speak freely and remain calm. Do not interrupt the child or be afraid of silences.
- Provide reassuring nods and words such as, "I am so sorry this has happened", "You are doing the right thing in talking to me". Avoid saying things like, "I wish you had told me about this earlier" or "I cannot believe what I am hearing".
- Limit questioning to the minimum necessary for clarification and avoid leading questions such as, "Has this happened to your siblings?"
- At an appropriate time tell the child that the matter will be referred in confidence to the appropriate people. Promises of confidentiality should not be given (see Confidentiality section below).
- Tell the child what will happen next. The child may want to accompany you to see the Safeguarding Lead/Principal and/or Deputy Designated Safeguarding Lead, otherwise let the child know that someone will come to see them before the end of the day, even if only to reassure them that the matter is in hand.
- Seek support if they feel distressed.
- Write up their conversation as soon as possible and submit via the secure online form. For urgent safeguarding concerns immediate escalation via in person briefing with the Safeguarding Lead/Principal and/or Deputy Designated Safeguarding Lead, will be necessary.

Peer on peer abuse

If a member of staff thinks for whatever reason that a pupil may pose a risk of harm to himself or to others (this includes but is not limited to cases of serious bullying) the member of staff should report their concern to the

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Safeguarding Lead/Principal and/or Deputy Designated Safeguarding Lead as soon as possible (see the School's Anti-Bullying Policy which is accessible on the School's website for further details).

All staff should be aware (a) that safeguarding issues can manifest themselves via peer on peer abuse; and (b) that children are capable of abusing their peers. Such abuse should never be tolerated or normalised through the common myth that it is part of growing up. This is most likely to include but is not limited to bullying (including cyber bullying), gender based violence, grooming, inappropriate or harmful sexualised play (younger children), sexual assaults, sexting and gender issues within groups of girls and boys. Should an allegation of abuse be made against another pupil all children involved (whether perpetrator or victim) will be treated as being "at risk". Where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, the allegation will be referred to children's social services in accordance with the procedures set out above. The concern may indicate that one or more of the pupils concerned may be in need of additional support by local agencies and in those cases the Principal and/or Pastoral Manager should co-operate with these local agencies and comply with any local procedures. Where appropriate, the matter will be dealt with under the School's Behaviour Policy with the use of relevant disciplinary sanctions.

Confidentiality

Staff should never guarantee confidentiality to pupils or adults wishing to tell them about something serious as this may ultimately not be in the best interests of the child. They should guarantee that they will not tell anyone who does not have a clear need to know and that they will pass on information in confidence only to the people who must be told in order to ensure that the appropriate action is taken. All staff involved will also take whatever steps they can to protect the informant from any retaliation or unnecessary stress that may occur after a disclosure has been made.

Part C: Identifying Concerns - Types and signs of abuse and neglect

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

Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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

All staff should familiarise themselves with the list below which, although not exhaustive, includes common signs of abuse which, if present, may indicate a problem requiring follow up. It is important to recognise that some young people who are being sexually exploited or abused do not exhibit any external signs of this abuse. Sometimes children don't even realise that what's happening is abuse. It is also sometimes difficult to tell the difference between injuries suffered as part of normal childhood activities and those caused by abuse. If a staff member is unsure he/she should discuss the case with the Safeguarding Lead/Principal and/or Deputy Designated Safeguarding Lead. The NSPCC website includes advice on how to spot signs and patterns of abuse and neglect.

Physical abuse

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

There isn't one sign to look out for that will prove that a child is being physically abused. But if a child often has injuries, there seems to be a pattern, or the explanation doesn't match the injury then this should be investigated.

Signs of physical abuse can include:

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

Sexual abuse

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

internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Signs of sexual abuse displayed by children may include:

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

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

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

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved or 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 the 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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. Signs of emotional abuse tend to be behavioural rather than physical (see below).

Behavioural signs of abuse and neglect

If a child is being abused, their behaviour may change in a number of ways. For example they may:

- behave aggressively or be disruptive, act out, demand attention and require more discipline than other children;
- become angry or disinterested and/or show little creativity;
- seem frightened of certain adults;
- become sad, withdrawn or depressed;
- have trouble sleeping;
- become sexually active at a young age;
- exhibit inappropriate sexual knowledge for their age or sexualised behaviour in their play with other children;
- refuse to change for gym or participate in physical activities;

- develop eating disorders;
- self-harm;
- refuse to attend school or run away from home;
- lack confidence or have low self-esteem; or
- use drugs or alcohol.

Children with Special Educational Needs and/or Disabilities

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

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- that children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these challenges.

Signs of abuse or neglect manifested by the parents or other responsible adult

- unrealistic expectations of the child i.e. demands a level of academic or physical performance of which they are not capable;
- offers conflicting or unconvincing explanation of any injuries to the child;
- appears indifferent to or overtly rejects the child;
- denies existence of or blames the child for the child's problems at home or at school;
- sees and describes the child as entirely worthless, burdensome or in another negative light;
- refuses offers of help for the child's problems; or
- is isolated physically/emotionally.

Grooming

Grooming is the process by which an individual prepares a child, significant adults and the environment for abuse of this child. Children and young people can be groomed online or in the real world, by a stranger or by someone they know. Groomers may be male or female. They could be any age. Many children and young people do not understand that they have been groomed, or that what has happened is abuse. The signs of grooming are not always obvious. Groomers will also go to great lengths not to be identified. Children may:

- be very secretive, including about what they are doing online;
- have older boyfriends or girlfriends;
- go to unusual places to meet friends;
- have new things such as clothes or mobile phones that they can't or won't explain;
- have access to drugs and alcohol;
- go missing from home or school;
- display behavioural changes;
- have sexual health issues; or
- present as suicidal, self/harming, feeling depressed, unworthy.

In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but you may notice unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age. See the NSPCC website for further information about grooming.

Signs of grooming and/or online abuse

A child may be experiencing abuse online if they:

- spend lots, much more, or much less time online, texting, gaming or using social media;
- are withdrawn, upset or outraged after using the internet or texting;
- are secretive about who they're talking to and what they're doing online or on their mobile phone; and/or
- have lots of new phone numbers, texts or e-mail addresses on their mobile phone, laptop or tablet.

Signs of grooming manifested by sex offenders

It is important to remember that not all sex offenders will exhibit these signs and if an individual exhibits some or all of these signs it does not mean that they are a sex offender.

- Overly affectionate behaviour with a child
- Affording special attention or preferential treatment to a child
- Excessive time spent alone with a child outside of the classroom/school
- Frequently spending time with a child in private or isolated areas
- Transporting a child to or from the school
- Making friends with a child's parents and visiting their home
- Acting as a particular child's confidante
- Giving small gifts, money, toys, cards, letters to a child
- Using texts, telephone calls, e-mails or social networking sites to inappropriately communicate with a child
- Flirtatious behaviour or making suggestive remarks or comments of a sexual nature around a child

Modus operandi of institutional grooming

- Target vulnerable victim - Perpetrators target victims who are vulnerable, isolated, insecure and/or have greater emotional needs.
- Gain victim's trust – Offenders may allow a child to do something (e.g. eat ice cream, stay up late, view pornography) which is not normally permitted by the child's parents or the school in order to foster secrecy.
- Gain the trust of others – Institutional offenders are often popular with children and parents, successfully grooming not only the victim but also other members of the victim's family and the community at large.
- Filling a need / becoming more important to the child - This can involve giving gifts, rewards, additional help or advice, favouritism, special attention and/or opportunities for special trips or outings.
- Isolating the child - The perpetrator may encourage dependency and subtly undermine the victim's other relationships with friends or family members.
- Sexualising the relationship - This can involve playful touches, tickling and hugs. It may involve adult jokes and innuendo or talking as if adults, for example about marital problems or conflicts
- Maintaining control and secrecy - Offenders may use their professional position to make a child believe that they have no choice but to submit to the offender.

Signs of grooming for radicalisation

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase their risk of being groomed in this way. Signs of vulnerability include:

- Underachievement
- Being in possession of extremist literature
- Poverty or Social exclusion
- Traumatic events
- Global or national events
- Religious conversion
- Change in behaviour
- Extremist influences
- Conflict with family over lifestyle
- Confused identity
- Victim or witness to race or hate crimes
- Rejection by peers, family, social groups or faith

Part D: Specific Safeguarding Issues

All staff should have an awareness of safeguarding issues some of which are listed below. Further details should be read at Annex A of Keeping Children Safe in Education (September 2021). Safeguarding can link to issues such as drug-taking, alcohol abuse, truanting and sexting. Sexting can become an aspect of online safety abuse, between adults/children.

Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present it could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found in the **Multi-Agency Practice Guidelines**. Chapter 9 of those Guidelines focuses on the role of schools. FGM can also link to Honour Based Violence (see **KCSIE** for further information).

Where a teacher discovers that an act of FGM appears to have been carried out on a pupil, or that a pupil is at risk of having FGM carried out on them, he or she should report their concerns to the Safeguarding Lead/Principal and/or Deputy Designated Safeguarding Lead immediately. The Safeguarding Lead/Principal and/or Deputy Designated Safeguarding Lead should refer all such cases to the police (local or Grupo de Menores within the national police) and to children's social services. Spanish criminal law considers FGM a crime in its article 149.2, punished with a sentence of imprisonment of six to twelve years. Where the victim is a minor, punishment may also include barring the individual from exercising parental rights.

The School educates pupils about the risks of FGM via PSHE.

Child Sexual Exploitation (CSE)

CSE is a form of abuse which involves children receiving something in exchange for sexual activity. CSE involves an imbalance of power in the relationship; it can involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. In addition to the behavioural indicators above, key indicators of CSE include appearing with unexplained gifts or new possessions; associating with other young people involved in exploitation; and having older boyfriends or girlfriends. Any concerns regarding CSE should be immediately reported to the Safeguarding Lead/Principal and/or Deputy Designated Safeguarding Lead in the first instance.

Action if a pupil is missing

The School needs to be aware of those pupils who are persistently absent or missing from School as this may be an indicator of welfare concerns, including abuse or neglect. All staff must also be aware of their role to prevent children from going missing from education. The School monitors pupil attendance by morning and class registration and when applicable - after school club registration. When a child's absence is such that it indicates that the child may be in need of early help or at risk of abuse or harm, action should be taken in accordance with this policy. Where unjustified absence reaches 10% in any month, staff will report the matter to the Principal and/or Pastoral Manager and meet with the parents/legal tutors to ascertain the reasons for the child's absence and to facilitate the child's return to school. If the child's attendance does not improve, the Principal and/or Pastoral Manager should consider whether to refer the case to children's social services or to take any other action deemed appropriate. For further details of the School's procedures and responses please see our separate policy entitled 'Lost or Missing Children' and 'Attendance Policy'. The latter contains the School's procedures for unauthorised absence, including on repeat occasions.

Preventing radicalisation and extremism

All staff should be aware of the risk of pupils being drawn into terrorism and all staff have a responsibility to identify pupils who may be vulnerable to radicalisation and to refer these pupils to the Safeguarding Lead/Principal and/or Deputy Designated Safeguarding Lead.

The Safeguarding Lead/Principal and/or Deputy Designated Safeguarding Lead will refer all such cases externally to children's services and/or to the local or national police (Grupo de Menores) in accordance with the referral procedures set out above. If in doubt as to the correct agency to contact, the Safeguarding Lead/Principal and/or Deputy Designated Safeguarding Lead should contact Emergencias (112) for advice. In addition, the Safeguarding Lead/Principal and/or Deputy Designated Safeguarding Lead may report such cases to the Ministry of the Interior via the following website: Stop-radicalismo.ses.mir.es.

The School also has in place a specific Preventing Extremism and Radicalisation Policy which sets out in detail the training requirements, prevention measures and procedures which staff must follow if they have concerns about a child being drawn into terrorism. All staff should familiarise themselves with and follow the procedures set out in this policy. The Safeguarding Lead/Principal and/or Deputy Designated Safeguarding Lead is the designated Prevent duty person responsible for co-ordinating action within the school and liaising with other agencies.

The Ministry of the Interior of the Spanish Government approved in 2015 the "Plan Estrategico Nacional de Lucha Contra la Radicalizacion Violenta" (the National Plan), which is coordinated by the "national group fighting violent radicalization". Comprising twelve ministries, the National Intelligence Agency, the federation of municipalities and other public entities. The national group coordinates the local groups which have also been created by the National Plan. These local groups are comprised of the local police, city councils, schools, social services and at-risk groups. The national and local groups are in their early stages and as such there is no specific protocol for schools to follow. As a result, schools' duties in this regard continue to fall into its wider responsibilities under article 13 of the Ley Organica (LO 1/1996) referred to above.

Corporal punishment

Corporal punishment, or the threat of it, is never permitted in this School. Online safety Staff should be aware of the risks from potentially harmful and inappropriate online material. Annex C of KCSIE provides useful information and web links for teachers.

Teaching about safety and safeguarding

The School takes a proactive approach to teaching children about safety and safeguarding. In addition to PSHE, this is undertaken across the curriculum. As well as explicit teaching opportunities, staff use incidental opportunities to promote safe messages and teach about how to manage risk.

Part E: Actions where there are safeguarding concerns or allegations about the conduct of another adult.

The safety and wellbeing of children in our school is dependent on the vigilance of all our staff and their prompt communication to the Safeguarding Leads, Principal and/or Pastoral Manager or Director of any concerns, no matter how small, about any conduct by an adult which causes you to doubt that adult's suitability to work with or have access to children. Such concerns may arise in relation to any adult. All references in this section to "adult" should be interpreted as meaning any adult (defined above) and any visitor, unless otherwise stated. The School is conscious of its duty of care to pupils and will always act, including if alerted to the possibility of abuse arising from situations or persons outside the school setting.

The notification and prompt handling of all concerns about adults is fundamental to safeguarding children. It helps to identify and prevent abuse and to protect adults against misunderstandings or misinterpretations. It also encourages openness, trust and transparency and it clarifies expected behaviours. Those raising concerns or reporting allegations in good faith will always be supported, and adults in respect of whom concerns or allegations have been raised will not suffer any detriment unless the concern or allegation is found to be substantiated.

Low level concerns

Aims

The overarching aim of the School's low-level concern policy is to facilitate a culture in which the clear values and expected behaviours which are set out in our Code of Conduct are lived, constantly monitored, and reinforced by all staff. This is consistent with UK guidance 'Working Together to Safeguard Children' which states "Children are best protected when professionals are clear about what is required of them individually and how they need to work together". In particular the intention of this policy is to:

- maintain a culture of openness, trust and transparency in which staff are confident and clear about expected behaviours of themselves and their colleagues, the delineation of boundaries and reporting lines.
- ensure staff feel empowered to raise any low-level concern, whether about their own or a colleague's behaviour, where that behaviour might be construed as falling short of the standards set out in our Code of Conduct.
- provide for responsive, sensitive and proportionate handling of such concerns when they are raised – maintaining on the one hand confidence that concerns when raised will be handled promptly and effectively whilst on the other hand protecting staff from false allegations or misunderstandings.

What is a low-level concern?

A low-level concern for this purpose is any concern, no matter how small and even if no more than a 'nagging doubt', that an adult may have acted in a manner inconsistent with the School's Code of Conduct or simply – even if not linked to a particular act or omission – a sense of unease as to the adult's behaviour particularly towards or around children.

From time to time an individual may find him/herself in a situation which might appear compromising to others or which could be misconstrued. Equally, an individual may for whatever reason have behaved in a manner which on reflection he/she considers falls below the standard set out in the Code of Conduct. Self reporting in these circumstances is encouraged as it demonstrates both awareness of the expected behavioural standards and self-awareness as to the individual's own actions or how they could be perceived. As such the School sees self-reporting of low-level concerns as an important means of maintaining a culture where everyone aspires to the highest standards of conduct and behaviour.

What should I do if I have one?

Where a low-level concern exists, it should be reported to the Safeguarding Lead/Principal and/or Deputy Designated Safeguarding Lead as soon as reasonably possible and in any event within 24 hours of becoming aware of

it (where the concern relates to a particular incident). These concerns can be logged via the secure safeguarding provision on the safeguarding website **but all serious and time-sensitive safeguarding concerns should be reported to the Safeguarding team, in person – immediately**.

How will my low-level concern be handled?

Safeguarding Lead/Principal and/or Deputy Designated Safeguarding Lead will discuss all low-level concerns s/he receives with the Director as soon as possible and in any event within 24 hours of becoming aware of it. The Director will in the first instance satisfy him/herself that it is a low-level concern and should not be reclassified as a higher-level concern/allegation and dealt with under the appropriate procedure below. The circumstances in which a low-level concern might be reclassified are where (a) the threshold is met for a higher-level concern/allegation (b) there is a pattern of low-level concerns which collectively amount to a higher level concern/allegation or (c) there is other information which when taken into account leads to a higher level concern/allegation. Where the Director is in any doubt whatsoever, advice will be sought from the police or 112, if necessary on a no- names basis.

Having established that the concern is low-level the Safeguarding Lead/Principal and/or Deputy Designated Safeguarding Lead or Director as appropriate will discuss it with the individual who has raised it and will take any other steps to investigate it as necessary. Most low-level concerns by their very nature are likely to be minor and will be dealt with by means of management guidance, training etc.

What records will be kept?

Where a low-level concern has been communicated, a confidential record will be kept in a central file which logs all low-level concerns via the **online logging system**. The safeguarding Lead, Deputy and school Director will have direct access to these files. This is necessary to enable any patterns to be identified. However, no record of the concern on the individual's personnel file (and no mention made in job references) unless either (a) the concern (or group of concerns) has been reclassified as a higher-level concern as above or (b) the concern (or group of concerns) is sufficiently serious to result in formal action under the School's grievance, capability or disciplinary procedure.

Higher level concerns and allegations

What is a higher-level concern or allegation?

A higher-level concern or allegation is any behaviour where an adult is alleged to have:

- (a) behaved in a way that has harmed a child, or may have harmed a child;
- (b) possibly committed a criminal offence against or related to a child; or
- (c) behaved towards a child or children in a way that indicates he or she could pose a risk of harm to children

A higher level concern or allegation may be triggered by one specific incident or by a pattern of behaviour or low-level concerns which when considered collectively amount to a higher level concern/allegation.

What should I do if I have one?

Higher level concerns or allegations should be reported to the Safeguarding Team/Principal immediately. The adult to whom the concern or allegation (referred to hereafter as allegation) relates should not be informed.

If the allegation is about the Principal, it must be referred to the Director immediately, without informing the Principal. If the allegation is about the Director, the Safeguarding Lead/Principal, should lead, without informing the Director. The Safeguarding Lead and/or Director will liaise with the police as set out below.

How will higher level concerns or allegations be handled?

The Principal (or Director in the case of an allegation about the Principal – and vice versa) will make a call to 112 for advice or make a referral directly to the police as soon as possible and in any event within 24 hours of the School becoming aware of the allegation. All such allegations will be referred without delay. Borderline cases will be

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discussed without identifying individuals in the first instance. The Principal will discuss all allegations with the Director.

The Safeguarding Lead/Principal and/or Director, should discuss with the police, and any other relevant agencies, which further steps (if any) should be taken; this could involve informing parents. There may be cases where the police are aware of an allegation before the School is and in those cases they should notify the School of the allegation immediately. All discussions with external agencies should be recorded in writing.

Confidentiality and Information sharing

When an allegation is made, the School will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

Action to be taken

The initial sharing of information and investigation may lead to a decision that no further action is to be taken in which case this decision should be recorded by the Safeguarding Lead/Principal and an agreement should be reached with the police and any other agencies on what information should be put in writing to the individual concerned. The Safeguarding Team/Principal (in consultation with the Director) should then consider with the police and any other agencies what action should follow, both in respect of the individual and those who made the initial allegation.

There may be cases where the police do not consider the incident serious enough to warrant their involvement. In such cases the matter will be dealt with by the Safeguarding Team/Principal.

Where appropriate the matter will be dealt with under the School's Behaviour Policy or, in the case of staff, the relevant School Disciplinary Procedure.

The person against whom an allegation is made, and parents or carers of a child or children involved, should normally be informed as soon as possible after the result of the initial investigation is known. However, where police or children's social services need to be involved neither the person against whom the allegation has been made, nor the parents, should be informed until these agencies have been consulted.

During the course of the investigation the School in consultation with the police and any other agencies will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with.

When the individual against whom the allegations have been made is spoken to, he/she will be warned that anything said will be recorded. The School will appoint a representative to keep the person informed of the likely course of action and the progress of the case. They should also advise the individual to contact their trade union representative, if they have one, or a colleague for support. They should also be given access to welfare counselling or medical advice where this is provided by the employer. They will be kept informed of the timescales in accordance with guidance from the police.

Circumstances where suspension will be considered

If there is cause to suspect that a child or children at the School are at risk of harm from the accused person or if the case is so serious that it might be grounds for dismissal then the person concerned may be suspended. The Principal will only take this decision as a last resort. Due weight should be given to the views of the police when making a decision about suspension and all alternative options should be considered prior to taking that step. The reasons and justification for suspension will be recorded and the individual informed of them. In the case of staff the matter will normally be dealt with in accordance with the Staff Disciplinary Procedure.

Spanish labour law allows employers to suspend employees where there are allegations of abuse or where the employer suspects that the employee has acted in breach of his/her employment contract to the extent that

disciplinary measures would be appropriate. Any suspension needs to be based on serious allegations and must only be effective for the time necessary to complete any investigation and resolve the matter.

Circumstances where the member of staff resigns or is dismissed

The School will make every endeavour to complete the investigation and due process, even where the member of staff concerned refuses to cooperate or resigns before that person's notice period expires. Similarly, where a member of staff's notice of employment expires, the School will always endeavour to complete the investigation and reach a conclusion. Settlement agreements will never be used where an individual's employment has ended as a result of substantiated allegations, or where that individual would have been so removed had they not resigned.

Looking forward

If there has been a substantiated allegation against a member of staff, the School will work with any external agencies who have been involved to identify any changes which could be made to help prevent similar events in the future.

Records of higher level concerns or allegations

A record will be made of all conversations, including any advice or recommendations by the police and any other external agencies. These records and any associated documentation shall be maintained in a folder which relates exclusively to allegations against staff. A clear and comprehensive summary of all allegations shall be kept on the confidential personnel file of the accused, and a copy provided to the person concerned. The summary shall include details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached. Allegations that are found to have been malicious will be removed from personnel records. However, for all other allegations, the School will retain a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decision reached on the personnel record. A copy should be provided to the person concerned.

The personnel record should be retained until normal pension age or for a period of 10 years from the date of the allegation, if that is longer. Those allegations that are false, unsubstantiated or malicious will not be included within employer references provided by the School. Allegations that have been found to be false or malicious should, where appropriate, be referred to children's social services in case the child concerned is in need of services or may have been abused by someone else.

Miscellaneous

Disciplinary, Grievance Procedures

Where a safeguarding concern or allegation triggers another procedure such as grievance or disciplinary, that procedure shall only be followed once the immediate safeguarding concern or allegation has been fully investigated.

Support for staff

Where the impact of a serious child protection case, or allegation against an adult working in or linked to the school, has a detrimental effect on staff well-being, the Director will facilitate access to support and/or counselling if requested.

Parents and pupils

If a parent or pupil has a safeguarding concern, question, doubt or allegation about the conduct an adult, s/he should raise it with the Principal. If a parent or pupil raises their concern with another member of staff, it will be immediately passed onto the Principal in accordance with this policy.

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Feedback

The School seeks annual feedback from staff, parents and pupils on their ability to raise concerns and allegations. This enables the School to ensure (a) that all staff, pupils and parents have the confidence to raise concerns or allegations and know who to speak to if they have a concern; and (b) that these concerns or allegations are dealt with promptly and appropriately by the School.

This policy is reviewed annually and has been subject to review in September, 2021.

Part F: Responsibilities and Training

Designated Safeguarding Lead (Principal and DDSL)

The Designated Safeguarding Lead (DSL):

The designated safeguarding lead (DSL) takes **lead responsibility** for safeguarding and child protection (including online safety) in the school. The DSL has the status and authority within the school to carry out the duties of the post, which include:

- ensuring the child protection policies are known, understood and used appropriately by staff, reviewed annually and publically available
- advising and supporting staff on child protection and safeguarding matters
- encouraging a culture of listening to children
- managing safeguarding referrals to children's social care, the police, or other agencies
- taking part in strategy discussions and inter-agency meetings
- liaising with the "case manager" and the designated officer(s) at the local authority where

allegations are made against staff

- making staff aware of LSCB training courses and the latest local safeguarding arrangements
- transferring the child protection file to a child's new school
- undergoing training and receiving regular updates to maintain the knowledge and skills

required to carry out the role, including Prevent awareness training

The deputy designated safeguarding lead(s):

Are trained to the same level as the DSL and supports the DSL with safeguarding matters as appropriate. In the absence of the DSL, the deputy DSL carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

Inter-agency working

We are fully committed to inter-agency working. We work with all external agencies in the best interests of the child. We will always adhere to the procedures and practice of the Junta de Andalucía. Information will be shared securely with other professionals and local agencies. This commitment includes for children who are in the care of social services where we recognise additional vulnerability to under-achievement.

Support for and supervision of staff

All staff should feel comfortable and confident approaching the Principal and/or Pastoral Manager or any other member of senior leadership about any safeguarding and/or pastoral care concerns, including in relation to unsafe practice (see Whistleblowing section below). If a staff member would like additional support and/or training in order to fulfil their safeguarding responsibilities, including in identifying and/or handling concerns they should speak to the Principal and/or Pastoral Manager who will work with the member of staff to ensure that they are adequately supported. Safeguarding and pastoral care responsibilities are a key part of staff appraisals and staff should use this process to build and improve their knowledge, confidence and experience in this area.

Training

As part of their induction programme all newly appointed staff, including part-time, temporary and voluntary staff, receive training in safeguarding issues including:

- this Safeguarding and Child Protection Policy;
- Keeping Children Safe in Education (September 2021) Part 1 and Annex A and C for adults working directly with children (amended to make it compatible with local and national law in Spain)
- the School's Learning Outside the Classroom policy;
- the School's Health and Safety policy;
- the School's Code of Conduct;
- the School's Whistleblowing Policy; and
- the role of the Principal and/or Pastoral Manager.

At induction (and annually thereafter, as minimum) staff are trained on:

- identifying signs of abuse;
- knowing what to do to raise concerns; •
- knowing how to make a referral (including if the DSL/Principal and/or DDSL is not available or the Principal and/or Pastoral Manager is not acting); and
- recognising the need for early help.

Staff are told of any relevant updates by the Safeguarding Lead/Principal and/or Pastoral Manager. Staff are expected to sign to note they have read and understood the content of KCSIE Part 1. Refresher training for staff is provided regularly. All staff are provided with safeguarding and child protection updates annually, as a minimum. The Safeguarding Lead/Principal and/or Pastoral Manager leads on ensuring that regular safeguarding and child protection updates are circulated to all staff.

The Safeguarding Lead/Principal and Deputy Designated Safeguarding Lead receive safeguarding and child protection training every year by way of an annual safeguarding conference hosted by a Junta de Andalucía government agency, and refresh their knowledge and skills regularly by reading briefings and updates issued by external organisations such as NSPCC. Staff specific safeguarding CPD is also delivered to all staff at the start of each academic year.

Part G: Other safeguarding policies

Code of Conduct

All staff must behave responsibly and professionally in all dealings with children and specifically with pupils for whom they have a duty of care. All staff must follow the procedures set out in our separate policy entitled 'Code of Conduct'. Staff should always avoid behaviour which might be misinterpreted by others, and report in accordance with Part E of this Safeguarding and Child Protection Policy.

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

BIC does not permit the use of personal mobile phones and cameras by staff where children are present.

Whistleblowing

All adults have a responsibility to report any concerns about poor or unsafe practice, including in relation to the care and protection of a pupil or pupils. If a member of staff believes that best practice in this area is not being adhered to or that practice may put a pupil or pupils at risk they should in the first instance report their concern to the Principal, unless their concern relates to the Principal in which case they should report their concern to the Director. Staff should refer to and follow the School's Whistleblowing policy which can be found in the safeguarding folder. Concerns raised under this policy are distinct from concerns or allegations about an adult's suitability to work with or have access to children, which should be reported in accordance with Section E above.

No member of staff will suffer a detriment or be disciplined for raising a genuine concern about unsafe practice, provided that they do so in good faith and following the Whistleblowing procedures. Where an adult feels unable to raise a concern about poor safeguarding practice with the Principal or Director, or where they feel that their concern is not being addressed, they can raise their concern externally.

Safe Recruitment

Our school prioritises embedding a culture of safe recruitment as part of our strategy for preventing harm to children (see Safer Recruitment Policy).

Review of Policy and Procedures

The School carries out an annual review of this Policy, led by the Safeguarding Lead/Principal and/or Deputy Designated Safeguarding Lead. This includes an evaluation of the extent to which these policies have been effectively implemented throughout the school. The School will remedy any deficiencies or weaknesses in child protection arrangements without delay and without waiting for the next policy review date, should any be necessary.