

**SABA VERDA INTERNATIONAL
SCHOOL
«Child protection policy»**

Table of Contents

General information.....	3
Our Aims and goals.....	4
Staff.....	4
Plan of action.....	5
Child in need, suffered or at risk of significant harm or in immediate danger.....	6
Reporting and handling a concern.....	6
Safe Recruiting.....	6
Concerns about a colleague.....	7
Staff who are the subject of an allegation.....	7
Circumstances where suspension will be considered.....	7
Parents and pupils.....	7
Photography and Images.....	7
Complaints.....	8
Signs of abuse (NSPCC guidelines).....	9
Domestic abuse.....	9
Neglect.....	10
Physical abuse.....	10
Emotional abuse.....	11
Online abuse.....	12
Sexual abuse.....	13
Contact abuse.....	13
Child sexual exploitation.....	13

General information

This policy complies with:

- British Schools Overseas: standards for schools.
- the Ley Orgánica 1/1996, de Protección Jurídica del Menor (LO 1/1996)
- 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).
- Protocol D'Actuacio Entre ELS Departaments De Treball, Afers Socials i Families i d'ensenyament, de prevencio, deteccio, notificacio, derivacio i coordinacio de les situacions de maltractament infantil i adolescent en l'ambit edcatiu (Generalitat de Catalunya, Departament d'Ensenyament) http://premsa.gencat.cat/pres_fsvp/docs/2012/06/04/15/49/696970c8-683b-4cd8-83fc-ae0fca6a7091.pdf

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

- 'The Education (Independent School Standards) Regulations' (ISSR) - 2014
- 'Keeping Children Safe in Education' (KCSIE) - Sep 2016

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

Saba Verda International School has also signed and joined the national network for detection of child abuse «*MÓDULO DE REFERENCIA PARA EL DESARROLLO DE UN PROTOCOLO DE ACTUACIÓN EN CASOS DE MALTRATO INFANTIL (Aprobado en el Pleno del Observatorio de la Infancia de 22-11-2007)*»

All information on contacts can be found through the following link:

<http://www.bienestaryproteccioninfantil.es/fuentes1.asp?sec=7&subs=64&cod=472&page=>

11. december 2017

Our Aims and goals

Our goal is to safeguard the pupils we have in our care. We aim to prevent harm and protect our pupils from being harmed. We support our pupils and staff when child protection and safeguarding incidents occurs.

Our ambition is to detect any pupil being exposed to neglect, physical injury, sexual abuse and/or emotional abuse at home or in any other environment.

We follow the procedures laid down in this Policy and by the Generalitat de Catalunya.

- We ensure to practise safe recruitment in checking the suitability of staff to work with children.
- We provide a positive respectful school environment to make pupils feel secure and encouraged to talk. Our pupils will relate to teachers and other adults on a daily basis at the school building relationships of trust and respect and giving them an environment where they always have a possibility to confide in an adult. Adults are reminded of the importance of listening. Pupils are reminded of specific individuals with whom they are able to talk.
- We value and promote good relationships with parents and professionals from other agencies.
- Special attention is paid to the audiovisual and technological literacy of children. We encourage critical thinking and teach objective evaluation of audiovisual information which the pupils are presented with in and out of school.
- Through personal, social, health and economic (PSHE) education and a varied curriculum we teach pupils, to identify, reduce and manage risks. This includes educating pupils, through regular internal and externally provided information and communication technology (ICT) safety talks, about the safe use of electronic equipment and access to the internet.
- We ensure 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.
- We ensure 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.
- We encourage staff to discuss child protection, safeguarding and welfare concerns confidentially with the Designated Safeguarding Lead (DSL) in order to ensure they have confidence in their own abilities to identify and appropriately handle welfare concerns and cases of abuse and neglect.
- We create 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.

Staff

All staff will undergo training at school and through the NSPCC online course «Child protection: an introduction - online course» every third year.

The Saba Verda International schools will appoint a Designated Safeguarding Lead (DSL).

The school will ensure that the Designated Safeguarding Lead (DSL);

- is appropriately trained
- acts as a source of support and expertise to the school community
- has an understanding of relevant procedures
- coordinates action on child abuse within the school, ensuring that all staff/volunteers are
- aware of their responsibilities in relation to child protection.
- keeps written records of all concerns when noted and reported by staff or when disclosed by a child,
- ensuring that such records are stored securely and reported onward in accordance with this policy
- guidance, but kept separately from the child's general file
- refers cases of suspected neglect and/or abuse to the social services in Tortosa and/or police in accordance with this guidance.
- ensures that when a child with a child protection plan leaves the school, their information is passed
- to their new school's DSL.
- develops effective procedures with relevant statutory agencies.
- ensures that all staff sign to indicate that they have read and understood this policy.
- ensures that the child protection policy is updated annually.
- keeps a record of staff attendance at child protection training.
- makes this policy available to parents.

Plan of action

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 a case of abuse is discovered the DSL notifies the relevant authority i.e. children's social services in the commune where the child lives, the police (Mossos de esquadre, any officer). The DSL will also notify the state center for child abuse «centro de registro de datos de maltrato infantil en Catalunya».

In case of any insecurity on what to do or who to contact it is advised to contact the national helpline for detecting abuse «*Infancia Responde*» telephone number: 900 300 777

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

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) or Infància Repon.

The DSL will make these referrals although staff can refer cases directly where the DSL and Head Teacher are unavailable and the situation is urgent. If a member of staff makes a referral themselves, they should inform the DSL or the Head Teacher as soon as possible.

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

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. 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 investigation.
- 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.
- Explain to the child what will happen next. The child may want to accompany you to see the DSL, 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.
- Write up their conversation as soon as possible on the concern form and hand it to the DSL.
- Seek support if they feel distressed.

Safe Recruiting

The school follows a policy of safe recruiting. Checks are required for all adults that come in contact with pupils.

- For those appointed from the UK or who have worked in the UK, the school initiates DBS (Disclosure and Barring Service) checks.
- For those appointed from other countries, the relevant police or other check are required, as listed on the English DBS website.
- For Spanish residents or citizens, a criminal record and a certificate of sexual offenses is required and can be obtained at Regional offices of the Ministry of Justice (registro central de penados).

Concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child are placed in a very difficult situation. All staff must nevertheless remember that the welfare of the child is paramount. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the School Director. Complaints about the School Director should be reported to the Head Teacher.

Staff who are the subject of an allegation

When dealing with an allegation against a member of staff/volunteer, it is vital to keep the welfare of the child as the central concern, as with standard child protection procedures. A balance needs to be struck between supporting and protecting the child and keeping the effects of a possible false allegation to a minimum.

In dealing with any allegation the officers and the governors need to balance:

- the seriousness of the allegation
- the risk of harm to children
- possible contamination of evidence
- the welfare of the person concerned

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 Headteacher will only take this decision as a last resort, and always in consultation with the School Director. 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.

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.

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 Headteacher. If a parent or pupil raises their concern with another member of staff, it will be immediately passed onto the Headteacher in accordance with this policy.

Photography and Images

To protect children we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the child's first name with an image
- ensure that children are appropriately dressed
- encourage children to tell us if they are worried about any photographs that are taken of them.

Complaints

Any complaint will be handled according to the Saba Verda International School general complaint guidelines.

Signs of abuse (NSPCC guidelines)

Teachers are trained to watch out for any unusual behaviour;

Things to notice;

- withdrawn
- suddenly behaves differently
- anxious
- clingy
- depressed
- aggressive
- problems sleeping
- eating disorders
- wets the bed
- soils clothes
- takes risks
- misses school
- changes in eating habits
- obsessive behaviour
- nightmares
- drugs
- alcohol
- self-harm
- thoughts about suicide

Domestic abuse

It's often difficult to tell if domestic abuse is happening, because it usually takes place in the family home and abusers can act very differently when other people are around.

Children who witness domestic abuse may:

- become aggressive
- display anti-social behaviour
- suffer from depression or anxiety

- not do as well at school - due to difficulties at home or disruption of moving to and from refuges.

Neglect

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

A child may be left hungry or dirty, without adequate clothing, shelter, supervision, medical or health care.

A child may be put in danger or not protected from physical or emotional harm.

They may not get the love, care and attention they need from their parents.

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

Types of neglect

Physical neglect

Failing to provide for a child's basic needs such as food, clothing or shelter. Failing to adequately supervise a child, or provide for their safety.

Educational neglect

Failing to ensure a child receives an education.

Emotional neglect

Failing to meet a child's needs for nurture and stimulation, perhaps by ignoring, humiliating, intimidating or isolating them. It's often the most difficult to prove.

Medical neglect

Failing to provide appropriate health care, including dental care and refusal of care or ignoring medical recommendations.

Physical abuse

Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts.

It isn't accidental - children who are physically abused suffer violence such as being hit, kicked, poisoned, burned, slapped or having objects thrown at them. Shaking or hitting babies can cause non-accidental head injuries (NAHI). Sometimes parents or carers will make up or cause the symptoms of illness in their child, perhaps giving them medicine they don't need and making the child unwell – this is known as fabricated or induced illness (FII).

There's no excuse for physically abusing a child. It causes serious, and often long-lasting, harm – and in severe cases, death.

What causes physical abuse

Adults who physically abuse children may have:

- emotional or behavioural problems such as difficulty controlling their anger
- family or relationship problems
- experienced abuse as a child
- parenting difficulties including unrealistic expectations of children, not understanding a child's needs or no idea how to respond to a child
- health issues.

What are non-accidental head injuries (NAHI)

Babies and toddlers fall over and hit their heads, they may roll off of beds or run into the corner of furniture. But non-accidental head injuries are caused by:

- violent, sustained shaking
- being thrown vigorously
- being hit
- hitting a hard or soft surface.

An infant's brain is much more fragile than an adult's brain. Babies also have weak neck muscles and a large head compared to their body so violent or sharp movement of their heads can cause damage to their brains.

Emotional abuse

Emotional abuse is the ongoing emotional maltreatment of a child. It's sometimes called psychological abuse and can seriously damage a child's emotional health and development.

Emotional abuse can involve deliberately trying to scare or humiliate a child or isolating or ignoring them.

Children who are emotionally abused are often suffering another type of abuse or neglect at the same time – but this isn't always the case.

What does emotional abuse include?

Because there's an element of emotional abuse in all other types of child abuse and neglect, it can be difficult to spot the signs and to separate what's emotional abuse from other types of abuse.

Emotional abuse includes:

- humiliating or constantly criticising a child
- threatening, shouting at a child or calling them names
- making the child the subject of jokes, or using sarcasm to hurt a child
- blaming, scapegoating

- making a child perform degrading acts
- not recognising a child's own individuality, trying to control their lives
- pushing a child too hard or not recognising their limitations
- exposing a child to distressing events or interactions such as domestic abuse or drug taking
- failing to promote a child's social development
- not allowing them to have friends
- persistently ignoring them
- being absent
- manipulating a child
- never saying anything kind, expressing positive feelings or congratulating a child on successes
- never showing any emotions in interactions with a child, also known as emotional neglect.

Signs of emotional abuse:

There often aren't any obvious physical symptoms of emotional abuse or neglect but you may spot signs in a child's actions or emotions.

Changes in emotions are a normal part of growing up, so it can be really difficult to tell if a child is being emotionally abused.

Babies and pre-school children who are being emotionally abused or neglected may:

- be overly-affectionate towards strangers or people they haven't known for very long
- lack confidence or become wary or anxious
- not appear to have a close relationship with their parent, e.g. when being taken to or collected from nursery etc.
- be aggressive or nasty towards other children and animals.

Older children may:

- use language, act in a way or know about things that you wouldn't expect them to know for their age
- struggle to control strong emotions or have extreme outbursts
- seem isolated from their parents
- lack social skills or have few, if any, friends.

Online abuse

Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. Children and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse.

Children can be at risk of online abuse from people they know, as well as from strangers. Online abuse may be part of abuse that is taking place in the real world (for example bullying or grooming). Or it may be that the abuse only happens online (for example persuading children to take part in sexual activity online).

Children can feel like there is no escape from online abuse – abusers can contact them at any time of the day or night, the abuse can come into safe places like their bedrooms, and images and videos can be stored and shared with other people.

Sexual abuse

A child is sexually abused when they are forced or persuaded to take part in sexual activities.

This doesn't have to be physical contact and it can happen online. Sometimes the child won't understand that what's happening to them is abuse.

They may not even understand that it's wrong. Or they may be afraid to speak out.

That's why we're working to break the silence around child sexual abuse, and give children a voice when they desperately need support.

How to define child sexual abuse

There are 2 different types of child sexual abuse. These are called contact abuse and non-contact abuse.

Contact abuse

Involves touching activities where an abuser makes physical contact with a child, including penetration. It includes:

- sexual touching of any part of the body whether the child's wearing clothes or not
- rape or penetration by putting an object or body part inside a child's mouth, vagina or anus
- forcing or encouraging a child to take part in sexual activity
- making a child take their clothes off, touch someone else's genitals or masturbate.

Non-contact abuse involves non-touching activities, such as grooming, exploitation, persuading children to perform sexual acts over the internet and flashing. It includes:

- encouraging a child to watch or hear sexual acts
- not taking proper measures to prevent a child being exposed to sexual activities by others
- meeting a child following sexual grooming with the intent of abusing them
- online abuse including making, viewing or distributing child abuse images

- allowing someone else to make, view or distribute child abuse images
- showing pornography to a child
- sexually exploiting a child for money, power or status (child exploitation).

Child sexual exploitation

Child sexual exploitation (CSE) is a type of sexual abuse. Children in exploitative situations and relationships receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them.

Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed and exploited online.

Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

Child sexual exploitation in gangs

Sexual exploitation is used in gangs to:

- exert power and control over members
- initiate young people into the gang
- exchange sexual activity for status or protection
- entrap rival gang members by exploiting girls and young women
- inflict sexual assault as a weapon in conflict.

Girls and young women are frequently forced into sexual activity by gang members. Research by Beckett (2012) found girls considered to be engaging in casual sex were seen as forfeiting their right to refuse sex.

The majority of sexual exploitation within gangs is committed by teenage boys and men in their twenties (Berelowitz et al, 2012).



*sources consulted : DfES Circular 10/95 “Protecting Children from Abuse: the Role of the Education Service”, <https://www.nspcc.org.uk/preventing-abuse/>, Statutory Guidance for Schools and Colleges -July 2015, British International School Barcelona «child protection policy»

Document author; Rie Jul, december 2017