



Bellver International College

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Internal Policy Whole School Child Protection

Standardised Cover Page of Internal Policy

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Rationale

Bellver International College fully recognises its responsibilities for child protection. Our policy applies to all staff, directors, students, teachers, assistants and visitors to the school. For details regarding safeguarding guidance please refer to the appendices attached to this document.

Aims

- To ensure we practise safe recruitment in checking the suitability of staff to work with children/students.
- To raise awareness of child protection issues and equip children/students with the skills needed to keep them safe.
- To develop and then implement procedures for identifying and reporting cases, or suspected cases, of abuse.
- To support pupils who have been abused in accordance with his/her agreed child protection plan.
- To establish a safe environment in which children can learn and develop.

Strategy for Implementation

We recognise that because of the day to day contact with children, school staff is well placed to observe the outward signs of abuse. The school will therefore:

- Ensure children know that there are adults in the school who they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Ensure we have a designated person for child protection.
- Ensure every member of staff knows the name of the designated person responsible for child protection and their role.
- Ensure all staff understands their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated teacher responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Ensure safe recruitment practices are always followed.



We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liason with other agencies if possible after discussion with the Whole School Child Protection Officer.

The School will consider taking disciplinary action against any member of staff where it believes students are at risk of abuse from that member of staff, even in cases where there is to be no criminal prosecution.

Reporting cases of abuse

The school recognises that it is not responsible for investigation. If the matter warrants reporting to the local authority, this will be in accordance with Spanish law.

Unexplained absence

- The school will endeavour to make enquiries about students who are removed from school or go missing without reasonable explanation.
- Information relating to concerns about students will be passed on to the new school by the Whole School CPO.

See also the following policies and guidelines:

Health and Safety
Safer Recruitment
Anti-bullying
SEAL



Child abuse

The basis of all child abuse is the failure to recognise a child's basic needs and respond to them. Our duty as professionals is to be open to the possibility that various forms of abuse may take place, to identify the indicators of such abuse and to ensure that our concerns are transmitted to others. Any delay in doing this might leave the child open to further and possibly more serious abuse and might result in a possible loss of evidence which could have been used to improve the child's position. We recognise that because of the day to day contact with the children, school staff are ideally placed to observe the outside signs of abuse. It is the role of the designated CPO to keep a secure record and to monitor cases as necessary. These documents are to be kept separate from a child's academic file.

Child abuse may consist of:

Physical abuse

- May involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child.
- Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child they are looking after. This situation is commonly called factitious illness by proxy, induced or fabricated illness.

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.
- It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment.

Emotional abuse

- Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.
- It may involve conveying to children that they are worthless or unloved, inadequate, or valued insofar as they meet the needs of another person.
- It may feature age or developmentally inappropriate expectations being imposed on children.
- It may involve 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 ill treatment of a child, though it may occur alone. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Sexual abuse

- Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether the child is aware or not of what is happening.
- The activities may involve physical contact, including penetrative or non penetrative acts.
- They may include non contact activities, such as involve children in looking at, or in the production of pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.



Role of CPO

To be responsible for child protection issues and to ensure that communication with relevant authorities and parties concerned is maintained.

Role of staff

Powers: none

Teachers are by law in “loco parentis” whilst a child is in their care. Responsibilities include protecting a child and promoting their welfare. Any member of staff who has a strong suspicion of abuse should report their concerns to the CPO immediately.

The most important thing to remember is to REFER ON: do not keep information to yourself. If you have any doubts or suspicions, please inform the designated member of staff or the Principal in the event of his/her absence. It is a requirement that all concerns are recorded, however minor.

School staff should not investigate reports of abuse themselves. Alleged victims, perpetrators, those reporting abuse and others involved will not be interviewed by school staff beyond the point at which it is clear that there is an allegation of abuse.

Dealing with disclosure.

1. Always stop and listen straight away to anyone who wants to tell you about incidents or suspicions of abuse.
2. Do not give a guarantee of confidentiality. Talk through the issue of confidentiality with the child. You can guarantee that you will only pass on information to the minimum number who must be told in order to ensure that the proper action is taken; that you will never tell anyone who does not have a clear “need to know”; and that you will personally take whatever steps you can to protect the informing student or adult from any retaliation or unnecessary stress that might be feared after a disclosure of alleged abuse has been made.
3. Remain calm and do not express any panic or shock.
4. Reassure the child: tell them they are doing the right thing and that you are pleased they are confiding in an adult. Praise them for having the courage to talk about it with someone.
5. Let the child know that you will do your best to protect and support them.
6. Explain that you would like to make notes of what they are telling you and write a short account of what is being said.
7. Do not project or assume anything. Let the child tell their story. Leave your own assumptions out. Listen carefully and do not prompt responses.
8. Let the child know they are believed.
9. Use age specific language. Ask for clarification for anything you do not understand.
10. Avoid asking leading questions like “Who hit you?” Instead try “How did you get that mark?” Open questions normally begin with “what, where, how, who”. Also “tell me, explain to me and describe to me.”.
11. Closed questions that could afford the answer Yes or No should be avoided upon disclosure.
12. Avoid making criticisms of the alleged perpetrator in front of the child.
13. Check that you have a full understanding of what the child has told you before the end of the discussion.
14. Explain to the student that it is necessary, in order to help him or her, you will have to tell certain other parties. Assure them however that this will not be general knowledge within the school community.



15. Ensure the student is handed onto a sympathetic, appropriate environment when he or she leaves you. Do not let them leave on their own. Ensure that the child is not left in a situation where he/she may be pressured to change their story.
16. Report the information immediately to the designated member of staff who must then report it to the designated authority within 24 hours if necessary.
17. After reporting the allegation to the CPO the staff member should also make a written record (see appendix 1) as soon as possible of what they have been told and hand a copy to the designated CPO/Deputy Head or Principal. It is important that the information is recorded in as much detail as possible so that the child does not have to repeat the details of abuse unnecessarily.
18. Maintain confidentiality. Do not discuss with any other members of staff, children or people outside school. It will be considered a breach of school protocol if you do this.
19. Follow any instructions given by the CPO with regard to:
 - a) Informing a student's parents
 - b) Informing a student of the next steps
 - c) Medical examination or treatment of the student
 - d) Immediate protection needed for a student who has been the victim of abuse, a student who has given information about abuse and a student against whom an allegation has been made.
 - e) Informing people at school (including other members of staff) of the allegation.
 - f) Attending case conferences.

Role of the Principal.

1. Consider suspension from duty, pending investigation, any staff member alleged to have abused a student. In the event that the allegation is made against the Principal, the CPO will inform the Directors who will take responsibility for the following actions.
2. Take any steps for the longer term protection and support of each student who has made allegations of abuse, or is alleged to have suffered from abuse.
3. Ensure that any student being interviewed by police has a supportive member of staff of their own choice to accompany them.
4. Ensure cooperation by the school in any subsequent investigation by the police or local authorities.
5. Make arrangements where feasible for any student who has been the subject of abuse to receive any necessary continuing counselling and support by agreement with parents where appropriate
6. Cooperate with CPO to ensure that the appropriate authorities are informed.

Staff Welfare

Bellver International College understands that staff who identify or are disclosed to may find the whole matter distressing. The school will make every effort to help that member of staff, for example by providing counselling or paid leave.

Training

The school recognises the importance of ensuring staff are made aware of the Child Protection Policy and procedures on an annual basis at the beginning of each academic year, so that all those working with children understand their responsibilities and are familiar with expected practice.



CHILD PROTECTION POLICY AND GUIDELINES

Appendix 1

School Welfare Concern Form

<p>Use this form to record any concern about a pupil's welfare and give it to the designated person for child protection or the Principal.</p> <p>Date and time of the form handed in:</p>	
Student's name	DoB
M/F	Nationality
Student's address	
Class	Date recorded
Form Tutor	
<p>Nature of concern</p> <p>Why are you concerned about this pupil? What have you observed and when? What have you heard and when? What have you been told and when? Record any noticeable non verbal behaviour and the words used by the child rather than your own interpretation.</p>	
Recorded by	Signature
Shared with others	If Yes, with whom?
Yes/No	



CHILD PROTECTION POLICY AND GUIDELINES

Appendix 2
Child Protection Record

Child's name		
DoB		
Form Class		
Record of initial discussion	Date of referral	Reported by
Who has the information been shared with?		
Initial Action Points	Action by	Agreed timeline



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CHILD PROTECTION POLICY AND GUIDELINES

Appendix 3

Confirmation of receipt of child protection policy

Name _____

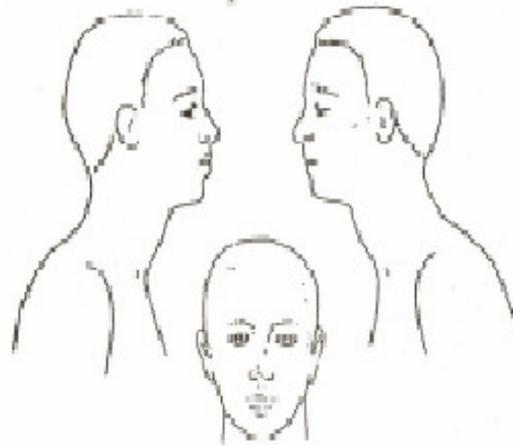
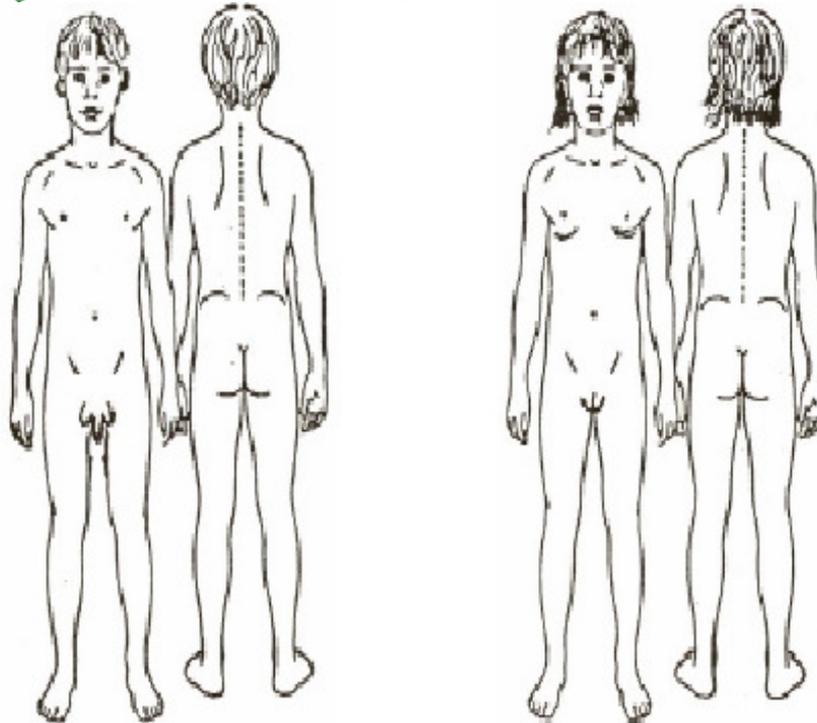
Post _____

Date of Induction _____

I confirm that I have received and read the school's Child Protection Policy and guidelines. I have been made aware of my duty to safeguard and promote children's welfare. The procedure for reporting concerns about a pupil has been explained to me.

Signature _____

Date _____



BODY MAPS FOR CHILD PROTECTION ISSUES

Name

Date of Birth

Male/female

Date of examination

Illustrate any concern regarding physical injury on this sheet. Indicate the position of any bruising or abrasions and approximate age where possible. Show size shape and colour of marks observed. Bruising fades from pink-purple blue brown yellow. Do not remove clothing for the purpose of examination. Record accurately as this may be a legal document. Pass to designated person on completion.



Standardised Acknowledgement list of Internal Policy by the Senior Management team

The member of the Senior Management Team accepts and by signature acknowledges enactment of Internal Policy: **Whole School Child Protection**
Number: **07006411/02**

I, a member of the Senior Management Team declare that I am familiar with the Internal Policy, and I will inform managers and employees in my line of management about its existence and/or update.

Name	Position	Signature	Date
Stephanie Muirhead	Director		
Albert Loddo	Principal		

Date: _____