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INSTITUTO ESPAÑOL
VICENTE CAÑADA BLANCH

Growing together to achieve international success



SAFEGUARDING AND CHILD PROTECTION INCLUDING EYFS

This is a whole school policy

Ratified by the Headteacher and Safeguarding Lead

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1. Key Contacts

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2. Purpose and Aim

The purpose of this policy is to ensure every child at Instituto Español "Vicente Cañada Blanch" is safe and protected from harm. It applies to all staff, representatives of the proprietor and volunteers and visitors to the school.

There are four main elements to our child protection policy

- **Prevention:** promoting positive, supportive, safe school culture, curriculum opportunities for children, and safer recruitment procedures
- **Protection:** by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns
- **Support** for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm
- **Working with parents and other agencies** to ensure appropriate communications and actions are undertaken

To meet these aims the school will:

- Have a child centred approach and consider, at all times, what is in the best interests of the child.
- Raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- Implement effective procedures for identifying and reporting cases, or suspected cases, of abuse.
- Support pupils who have been abused or for whom there are welfare concerns in accordance with their agreed child protection, child in need plan or other care plan.
- Support children who have a social worker assigned, and work together with them.
- Establish a safe environment in which children can learn and develop.
- Ensure all staff members are aware of School guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

3. Our Ethos: “Growing together to achieve international success”

Instituto Español "Vicente Cañada Blanch" is committed to safeguarding and promoting the welfare of all its pupils. We recognise that some children may be especially vulnerable to abuse and that children who are abused or neglected may find it difficult to develop a sense of worth and to view the world in a positive way. Whilst at school their behaviour may be challenging and we recognise that some children who have experienced abuse may harm others. The School will always take a considered and sensitive approach in

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order that we can support all our pupils and recognise that each pupil's welfare is of paramount importance.

Our school core safeguarding principles are:

- We are an important part of the wider safeguarding system for children.
- It is our whole school responsibility to safeguard and promote the welfare of children.
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All children have a right to be heard and to have their wishes and feelings taken into account.
- All our staff understand safe professional practice and adhere to our safeguarding policies.

4. Terminology

Safeguarding:

In relation to children and young people, the School adopts the definition used in the Children Act 2004 and the Department for Education (DfE) guidance document: Working Together to Safeguard Children 2018 (Introduction), which define safeguarding and promoting children and young people's welfare as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

Safeguarding is not just about protecting children from deliberate harm. It also relates to aspects of school life including:

- Pupils' health (both physical and mental) and safety;
- Meeting the needs of children with medical conditions;
- Providing first aid;
- Educational visits;
- Internet or e-safety;
- Appropriate arrangements to ensure school security, taking into account the local context.

Child Protection

Child protection' are the systems and processes all agencies follow if there is reasonable cause to suspect a child is suffering, or at risk of suffering, significant harm (s47, Children Act 1989).

Child refers to all young people who have not yet reached their 18th birthday.

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

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

The Bi-borough LADO/ Designated Officer

(Local Authority Designated Officer) for the Royal Borough of Kensington and Chelsea, and the borough of Westminster, works within the Children's Social Care department and should be alerted to all cases in which there is an allegation of abuse of a child by a person who works with children where there is a concern that the person may have:

- a) Behaved in a way that has, or may have harmed a child;
- b) Possibly committed a criminal offence against/related to a child;
- c) Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children;

Kensington & Chelsea have a Duty Desk who provide the first response prior to referral to the Bi-Borough Multi-Agency Safeguarding Hub (MASH). Where there is cause for concern about a young person at the IE Vicente Cañada Blanch we will contact Kensington & Chelsea by phone on 020 7361 3013. The Bi-borough LADO/ Designated Officer captures concerns, allegations or offences emanating from outside of work. The LADO/ Designated Officer is involved from the initial phase of the allegation through to the conclusion of the case

Many of our young people live in other local authority areas. If we have concerns about young people at home we make a referral to their home social care team.

Abuse of trust

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

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

The school's Code of Conduct sets out our expectations of staff and is signed by all staff members.

5. Children who may be particularly vulnerable

Instituto Español "Vicente Cañada Blanch" recognises that some children may have an increased risk of abuse. Abuse or neglect of a child can happen by someone inflicting harm or failing to act to prevent harm. Young people may be abused in a family or in an

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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. Sometimes they tell us about abuse. More often they don't.

We recognise the potential vulnerability with many of our young people living away from the country of their birth. We take steps to be extra careful, such as training all our staff in anti-radicalisation, knowing what to look for and what to do if they are worried. We also work with young people to ensure they develop positive, enjoyable and respectful relationships as they grow up. Where there are serious concerns we always involve others such as parents, health staff, police or social workers.

Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all pupils receive equal protection, we will give special consideration to any child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child, or
- is persistently absent from education, including persistent absences for part of the school day.

Children who fall into these categories may benefit from early help. All school staff should be particularly alert to the potential need for early help of any child.

6. Children who are absent from education

Children who are absent from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It may also be a potential indicator of neglect

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or abuse. The school will work closely with the families to prevent children who are absent from becoming children missing from education in the future.

It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

The Leadership Team and the DSL will monitor and do as stated in the "Children missing in education" policy, particularly where children go missing on repeated occasions. For pupils who have two or more parents or carers, the school must have details of each parent and at least one telephone number for each. For pupils with fewer than two parents, where reasonably possible, the family must provide the school with another emergency contact number.

7. Roles and Responsibilities

All adults working together with or on behalf of children have a responsibility to safeguard and protect them. I.E.Vicente Cañada Blanch forms part of the wider safeguarding system as described in the statutory guidance Working together to safeguard children. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed in Section 1 of this document.

It is the role of the Designated Safeguarding Lead (DSL), to:

- Refer cases:
 - of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
 - to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
 - where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
 - where a crime may have been committed to the Police as required.
- Work with others:
 - act as a source of support, advice and expertise for all staff
 - act as a point of contact with the safeguarding partners
 - liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
 - as required, liaise with the "case manager" and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member

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- liaise with staff on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
 - ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
 - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.
- ensure that child protection files are kept up to date.
- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

The Designated Safeguarding Lead will take lead responsibility for safeguarding and child protection (including online safety and the understanding and control of filtering and monitoring systems in place).

The Deputy Designated Safeguarding Leads (DDSL) will be trained to the same standard as the designated safeguarding lead and will help the DSL in its responsibilities.

Additionally, it is the role of the DSL to ensure all staff employed, including temporary staff and volunteers within the School are aware of the School's internal child protection procedures, to advise and to offer support to those requiring it.

The DSL provides an annual report for the SLT detailing any changes to the policy and procedures: training undertaken by all staff and representatives of the proprietor - Education Advisor (EA) - and other relevant issues. Safeguarding will be discussed at all full SLT meetings and the EA will use this opportunity to feedback any relevant information..

The Local Authority Designated Officer (LADO/ Designated Officer) and the Vulnerable Children's Team are available to offer advice and support around safeguarding and procedural issues. Specific training is available for the school's designated safeguarding team. The DSL will be responsible for addressing any barriers to effective interagency working and will report to the Headteacher when it has an effect on safeguarding children.

8. The School Commitment

The School will follow the child protection procedures set out by the Safeguarding Children Board for Kensington and Chelsea, and Westminster and will take account of Keeping Children Safe in Education (September 2022) which is the current statutory guidance issued by the Department for Education to ensure that:

- The Ministry of Education of Spain and the Spanish Embassy Education Office are committed to a safe recruitment process. This process is detailed in the Safer Recruitment Policy.
- I.E.Vicente Cañada Blanch provides a safe environment in which children can learn.
- All staff understand and comply with their statutory duty to provide the services of the school in a way that safeguards and promotes the welfare of pupils. We will work together with other agencies to ensure adequate arrangements within our school to identify, assess and support those children who are suffering harm or for whom there is a welfare concern.
- There is a Designated Safeguarding Lead for child protection who has the authority to carry out the role and, at least, three Deputy Designated Safeguarding Leads who will fulfil the role when the Designated Safeguarding Lead is unavailable. All designated staff have received regular and appropriate training and support for this role.
- Every member of staff and volunteers know the name of the Designated Safeguarding Lead and the deputies responsible for safeguarding and their role.
- All staff, including supply staff, and volunteers understand their responsibilities for being alert to the signs of abuse or neglect, as well as lower level child welfare concerns and their responsibility for recording any concerns and referring concerns to the Designated Safeguarding Lead responsible for child protection and safeguarding.

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- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core group meetings
- Any allegations against members of staff with a potential child protection aspect are dealt with following local LADO/ Designated Officer Procedures - all such concerns to be dealt with urgently, with concerns about staff to be reported to the Head, but concerns about the Head, reported to the Spanish Embassy Education Office.
- The school building and site are appropriately secure, with a clear record kept of any risk assessments carried out. The School will ensure that any third party hiring the school building for any purpose will observe the safeguarding children policy.
- Other school policies which have a safeguarding element are all consistent with this policy and with each other and where appropriate make a cross-reference to this policy
- Parents receive information from the school about the responsibility placed on the school and staff for child protection by publishing the school's safeguarding Policy on our school website.
- The school will arrange an action plan after carrying out a risk assessment, and inform all staff and families accordingly in relation to the COVID-19 new regulations.

9. Training and Induction

When new staff or regular visitors join the School, they will be informed of the Safeguarding arrangements in place; provided with copies of:

- a) The Safeguarding policy
- b) Staff Code of Conduct
- c) Part One and Annex A of 'Keeping Children Safe in Education (September 2022).
- d) Working together to Safeguard Children, Introduction July (2018)
- e) Prevent Duty Guidance -England and Wales
- f) School's Behaviour Policy.

Copies of these documents are available on the school's platform and in the staff room.

They will be expected to read these and to sign a declaration that they have read the documents and understood their responsibilities within the safeguarding context.

- a) Every new member of staff or volunteer in I.E.Vicente Cañada Blanch will have an induction period that will include essential information relating to signs and symptoms of abuse; how to manage a disclosure from a child; how to record and how to manage issues of confidentiality. The induction will also advise staff and volunteers of their responsibility to safeguard all children at our school and the remit of the role of the Designated Safeguarding Lead. They will also be briefed about the importance of promoting good behaviour and a safe environment and about the content of the school's Behaviour Policy.

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- b) In addition to the safeguarding induction, I.E.Vicente Cañada Blanch will ensure that all staff access safeguarding and child protection training in accordance with the guidelines as set out by the Bi Borough Safeguarding Children's Board. The school provides all staff with regular training through an online platform (Educare).
- c) All regular visitors and volunteers to our school will be identified prior to any contact with the children. They will also be informed of the names and location of our designated safeguarding staff members and given details of the reporting and recording system. They will always be accompanied by a member of staff unless DBS checked.
- d) The Designated Safeguarding Lead and their deputies will undertake regular child protection training in compliance with the statutory requirements for the role.

All new staff will be asked to complete induction training before they start working with children, which will consist in:

- a) First aid training
- b) Fire safety
- c) Health and safety.

There will be an induction about how filtering and monitoring systems in place work, and how to improve online safety.

10. School Procedures - staff responsibilities

All staff should be prepared to identify children who may benefit from early help which means providing support as soon as a problem emerges at any point in a child's life, from Infantil/Reception through to Bachillerato/6th Form. In the first instance, staff should discuss early help requirements with the Designated Safeguarding Lead. The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations. There is a Safeguarding Concern Form (which is attached at the end of this policy) to record any concern any member of the staff may have. Printed copies of this form are available for all staff in the staff room and in the school office..

All members of staff have a responsibility to:

- Provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from early help.
- Consider wider environmental factors in a child's life that may be a threat to their safety and/or welfare, including their mental health.
- To understand the early help process and their role in it.
- To understand your schools safeguarding policies and systems.
- To undertake regular and appropriate training which is regularly updated.
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.

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- Know what to do if a child tells them that he or she is being abused or neglected.
- Know how to maintain an appropriate level of confidentiality.
- Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
- Have an understanding of what sexual violence and sexual harassment might look like and what to do if they have a concern or receive a report.

The Designated Safeguarding Lead will decide whether the concerns should be referred to the Children Services. Any referral made will be discussed with the parent/s unless to do so would place the child at further risk of harm. If such a meeting does take place, this will be followed up in writing.

All staff members have a duty to refer safeguarding concerns to the Designated Safeguarding Lead and to follow up with the Designated Safeguarding Lead or contact the Bi-borough MASH/Emergency Duty Team if there is a concern that:

- a) concerns raised have not been taken seriously, or
- b) action to safeguard the child is not taken by professionals,
- c) the child is considered to be at continuing risk of harm

If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to Children's Social Care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for a review. Concerns should always lead to help for the child at some point. If the allegations raised by the staff member are against other children the school should follow the same procedures and contact the Bi-borough MASH/First Response Team.

The school has got a Staff Code of Conduct to provide clear guidance about behaviour and actions to prevent risk of harm to a pupil.

11. When to be concerned

Abuse or neglect of a child can happen by someone inflicting harm or failing to act to prevent harm. Young people 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. Sometimes they tell us about abuse. More often they don't.

There are four categories of abuse defined in Working Together and accompanying indicators which, if observed, should trigger you to carefully consider whether what you are seeing could be as a result of abuse. That something is or is not on the list does not mean that you can instantly rule in or rule out abuse as a possibility and if there is something that is causing you concern you should act on those concerns. All staff and volunteers should be aware of the main categories of abuse namely: physical, emotional, sexual abuse and neglect.

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All staff and volunteers should be concerned about a child if s/he presents with indicators of possible significant harm, noting in particular that a child in an abusive relationship may:

- a) appear frightened of the parents/s or other household members e.g. siblings or others outside of the home;
- b) act in a way that is inappropriate to her/his age and development through full account needs to be taken of different patterns of development and different ethnic groups;
- c) display an insufficient sense of "boundaries", lack stranger awareness;
- d) appear wary of adults and display "frozen watchfulness".

12. Dealing with a disclosure

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, that member of staff must never guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret, as where there is a child protection concern this must be reported to the DSL/DDSL and may require further investigation by appropriate authorities. Pupils can be reassured that only the people 'who need to know' will be informed, that this will be kept to the minimum necessary and that information will not become common knowledge. When a child discloses abuse staff must follow "Dealing with Disclosure in School" Policy:

1. Remember that the child's welfare and interests **must** be the paramount consideration at all times.
2. **Listen** carefully and actively to the child. At this stage, there is no necessity to ask questions. Let the child guide the pace.
3. **Do not show shock** at what you are hearing. This may discourage the child from continuing their disclosure as they will feel that the adult receiving the information is unable to cope with what they are hearing and may be thinking badly of the child.
4. **Do not investigate.** If you need to clarify what is being said and whether the child is at risk, ask open questions (what, when, who, how, where, do you want to tell me anything else? etc.) but only to the point of clarification being achieved. Avoid the question 'why?' as this can imply guilt/responsibility on the child.
5. Stay calm and **reassure** the child that they have done the right thing in talking to you.
6. **Never promise to keep a secret or confidentiality.** You have a duty to ensure the information is passed on to DSL and possibly other agencies in order to keep the child safe. If a child requests confidentiality, use a 'prepared' response, such as 'I'm really concerned about what you have told me and I have a responsibility to help ensure that you are safe. To help make sure you are safe, I have to tell someone (name person) who will

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know how to help us to do this'. **Make sure the child understands what will happen next with their information.**

7. **Record** factually what the child has told you or what you have observed as soon as possible. Ensure records include the date, time, place of disclosure, behaviour and words used **by the child**. Failure to accurately record information or writing down your 'interpretation' of the child's account may lead to inadmissible evidence. The school safeguarding platform must be used to record the concern that has arisen.

8. If you have seen bruising or an injury, use a **body map** to record details. Again ensure that the map is dated and attached to information relating to the child's comments about the injury.

9. **Tell your DSL as soon as possible but do not ask the child to repeat what they have told** you to another staff member. This is stressful for the child. The more times a child is asked to tell their story the greater the chance of the facts becoming lost and any subsequent investigation being compromised.

10. **Do not gossip** to other staff about what you have heard. The information should remain confidential to those who 'need to know'.

11. **Maintain contact** with the child. They have trusted you enough to 'tell', will need to know that they are not rejected as a result and may need continued support.

12. Ensure that you have **support for yourself** in managing the information you have received. Dealing with a disclosure from a child, and safeguarding issues can be distressing. Staff members should recognise their own emotions and seek support from Designated Safeguarding Lead, who will also be proactive in offering support to staff to whom distressing disclosures have been made.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

13. Communicating with parents

I.E.Vicente Cañada Blanch will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the Safeguarding Team or the Headteacher will make contact with the parent in the event of a concern, suspicion or disclosure. If such a meeting does take place, this will be followed up in writing. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from Children's Social Care.

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14. Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. I.E.Vicente Cañada Blanch will support pupils, their families, and staff by:

- a) taking all suspicions and disclosures seriously;
- b) nominating a Safeguarding Team (Designated Safeguarding Lead and Deputies) who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest;
- c) responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety;
- d) maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
- e) maintaining and storing records securely;
- f) offering details of helplines, counselling or other avenues of external support;
- g) following the procedures laid down in our whistleblowing, complaints and disciplinary procedures;
- h) cooperating fully with relevant statutory agencies.

15. Whistleblowing

Our staff occupy a vital position in promoting good practice and professional conduct throughout the organisation. We recognise that staff are committed to providing a high standard of service and that young people cannot be expected to raise concerns in an environment where staff fail to do so. All staff are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they should speak to the Designated Safeguarding Lead, the Head teacher, the Spanish Embassy Education Attaché, the Spanish Education Inspection or the Local Safeguarding Children Board LSCB designated officer. The Kingdom of Spanish regulates the behaviour and disciplinary measures of its employees through Royal Legislative Decree 5/2015 of 30 October. For more information see the school's Whistleblowing Policy.

If a member of staff notices anything that gives them cause for concern it is vital that this is raised.

Acting upon staff concerns is fundamental in order to ensure good practice and support for staff. Resolving issues must be viewed by all staff as a positive action and not a breach of trust between colleagues or an attack on the organisation.

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Whistleblowing includes raising and passing on concerns about any of the following:

- a) Poor standards of service
- b) Issues of bad practice
- c) The conduct of colleagues or managers
- d) Anything which is not in the best interest of the young person or the organisation
- e) Anything which is illegal or unacceptable behaviour.

This **procedure** is to enable members of staff to express a legitimate concern regarding suspected malpractice within the School. Malpractice is not easily defined; and may include allegations pertaining to fraud, financial irregularity, corruption, bribery, dishonesty, acting contrary to the staff code of ethics, criminal activity, or failure to comply with a legal obligation, miscarriage of justice, or creating or ignoring a serious risk to health, safety or the environment.

Employees who wish to raise a concern under this procedure are entitled to have the matter treated confidentially and in the knowledge that their name will not be disclosed to the alleged perpetrator of malpractice without prior approval. In order to preserve confidentiality, it may be appropriate that concerns are raised orally rather than in writing, although members of staff are encouraged to express their concern in writing wherever possible. If there is evidence of criminal activity then the Police will in all cases be informed. The member of staff making the allegation will be kept informed of progress and, whenever possible (and subject to third party rights) will be informed of the Resolution. Any concern raised will be investigated thoroughly and in a timely manner, and appropriate corrective action will be pursued.

All staff are aware of their duty to raise concerns about the attitude or actions of colleagues, including supply teachers, and are regularly reminded of this. All concerns of poor practice or possible child abuse by a colleague should be reported to the Headteacher. Complaints about the Headteacher should be reported to the Spanish Embassy Education Office by email (consejeria.uk@educacion.gob.es) or telephone number 020 7727 2462. The headteacher must not be informed prior to the contact to the Spanish Embassy Education Office and the LADO/Designated Officer, who should be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police.

Immediate contact should be made with the LADO/ Designated Officer to discuss any allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. Discussions should be recorded in writing, and any communication with both the individual and the parents of the child/children agreed. It is important that reports include as much evidence about the circumstances of the case as possible. All safeguarding concerns against any member of staff must be disclosed to the Inspectorate.

The school will consider to make a referral to the Teaching Regulation Agency (TRA) when a teacher has been dismissed and a prohibition order may be appropriate according to "[Teacher misconduct: the prohibition of teachers](#)" (October 2015).

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Organisations or Individuals using school premises

The school may receive an allegation relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children (service providers that run extra-curricular activities). As with any safeguarding allegation, the school will follow the safeguarding policies and procedures, which may include informing the LADO.

False, malicious, vexatious or frivolous accusations will be dealt with under the Royal Legislative Decree 5/2015 of 30 October Disciplinary Procedure. No member of staff will suffer a detriment or be disciplined for raising a genuine and legitimate concern, providing that they do so in good faith and following the procedures stated in the school's Whistleblowing policy. A member of staff who is not satisfied that their concern is being properly dealt with will have a right to raise it in confidence with the Consejería de Educación or Inspección Educativa.

Making barring referrals to the DBS

We will always refer to the Disclosure and Barring Service (DBS) any member of staff who is dismissed because of misconduct relating to a child.

If, after initial investigation, the actions of the member of staff do not raise credible child protection concerns but do raise other issues in relation to the conduct of the member of staff, the school will follow its own internal staff conduct procedures. Such circumstances may include staff accidentally harming a student or malicious allegations made against the member of staff.

If the allegation is without foundation and no further formal action is necessary, all those involved will be informed of this conclusion. This information will be removed from the personnel records and will not be referred to in employer references. The reasons for the decision to not proceed further with the allegation will be recorded on the school's child protection file.

Low level Concerns

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harm threshold set out above.

A low-level concern is any concern that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Low-level concerns are part of a spectrum of behaviour. This includes:

- inadvertent or thoughtless behaviour
- behaviour that might be considered inappropriate depending on the circumstances
- behaviour which is intended to enable abuse

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Examples of such behaviour could include:

- being over friendly with children
- having favourites
- adults taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language.

We promote a culture of transparency as it is crucial that any such concerns are shared responsibly and with the DSL or Headteacher, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings..

Staff will be made aware of how to report allegations against staff in their induction before employment. The allegations must be made in writing and sent to the Headteacher or the DSL, who will investigate and record any action taken.

It is crucial that any such concerns are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with swiftly and effectively should also protect those working in or on behalf of schools from potential false allegations or misunderstandings.

16. Complaints procedure

IE Vicente Cañada Blanch accepts that the actions of those individuals who work in the school will and should be open to comment, question and, on occasions, criticism. IE Vicente Cañada Blanch takes complaints seriously and will deal with them as set out in the Complaints Policy.

17. Confidentiality and sharing information

All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

IE Vicente Cañada Blanch recognises that all matters relating to child protection are confidential. The Headteacher or DSL will only disclose information about a pupil to other members of staff on a 'need to know' basis.

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The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. Ideally, information sharing will be done in writing so that there is an evidence trail, however there may be occasions in Child Protection proceedings where this method is too slow. In cases where agencies contact the school requesting information, reception staff will take a message and inform the Designated Safeguarding Lead immediately. The DSL will ensure they can identify who is requesting the information before sharing and then record what has been shared, when, why and with whom.

The school has included all aspects regarding Data Protection in its own Data Protection Policy.

18. Reporting directly to Children's Social Care

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with Children's Social Care, Police or the National Society for the Prevention of Cruelty to Children (NSPCC) if:

- a) Children have suffered or are likely to suffer significant harm
- b) The situation is an emergency and the Designated Safeguarding Lead, their deputy, and the Headteacher are all unavailable.
- c) They are convinced that a direct report is the only way to ensure the child's safety.
- d) For any other reason, they make a judgement that direct referral is in the best interests of the child.

Staff will record any referral made.

19. Record Keeping and Monitoring

All staff are required to make timely and accurate recording of safeguarding concerns raised about a child in I.E.Vicente Cañada Blanch. Staff will be supported to understand the importance of timely, comprehensive and accurate recording in line with local and national guidance and advice.

A record of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be logged in a chronology kept within the confidential file for that child. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed and roles and

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responsibility of each agency will be clarified and outcomes recorded. The chronology will be brief and log activity; the full recording will be on the record of concern.

Records of safeguarding concerns will be kept in a separate file. Written records of concern will be made even where there is no immediate need to refer to Children's Social Care. It will be securely stored away from the main pupil file.

Records will be kept up to date and reviewed regularly by the Designated Safeguarding Lead to evidence and support actions taken by staff in discharging the school's safeguarding arrangements. Original notes will be retained in the concerned file as they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

All recordings must be handed over to the DSL who will store them securely in the child's 'concern' file. The concern file can be active or non-active in terms of monitoring i.e. a child is no longer looked after, subject to a child protection plan and this level of activity can be recorded on the front sheet as a start and end date. If future concerns then arise it can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

Where children leave the school (including in year transfers) the DSL should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained

20. Referrals to Children's Social Care

IE Vicente Cañada Blanch differentiates between safeguarding children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies. The former should be reported to Children's Social Care immediately; the latter should lead to early help, inter-agency assessment and intervention using local processes, including use of the 'Common Assessment Framework' (CAF) and 'Team around the Child' (TAC) approaches.

The DSL will automatically refer any child who is in a private fostering arrangement i.e. under sixteen (or eighteen if they are disabled) and residing with an unrelated family, as per statutory requirements.

The DSL will make a referral to Children's Social Care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made unless to do so would increase the risk to the child.

21. Harm on children

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

The management of children and young people with sexually harmful behaviour is complex and I.E.Vicente Cañada Blanch will work with other relevant agencies to maintain the safety of the whole school community. Children and young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

Staff who become concerned about a pupil's sexualised behaviour should speak to the Designated Safeguarding Lead as soon as possible.

22. Child Criminal (CCE) and Child Sexual Exploitation (CSE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

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Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late;
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help maintain them in education.

CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends;
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

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It can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited for example they believe they are in a genuine romantic relationship.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: [Child sexual exploitation: guide for practitioners](#)

23. Sexual violence and sexual harassment between children in schools: child-on-child abuse

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It can happen both inside and outside of the school and also online.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk. Staff should be aware of the importance of:

- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and,
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts.

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Dismissing or tolerating such behaviours can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos, (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm,
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

The school has its own specific policy on Sexual Violence and Sexual Harassment.

24. Extremism and Radicalisation

I.E.Vicente Cañada Blanch considers radicalisation, extremism and exposure to extremist materials to be safeguarding issues that can lead to poor outcomes for our pupils. We will work to ensure that members of staff are fully engaged in being vigilant about all forms of radicalisation and extremism, and maintain an attitude that "it could happen" in our school. All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.

We will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on. We will work alongside other professional bodies and agencies to ensure that our pupils are safe from harm, which could include [Channel](#). (Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism, February 2021).

25. FGM

In the case of FGM, from October 2015, it has been mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss such a case with the school's designated safeguarding lead and involve children's social care as appropriate. The designated safeguarding lead (or deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care.

26. Safer working practice

All members of staff are required to work within clear guidelines set out in the Health and Safety Policy and the Staff Code of Conduct.

Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should adhere to the school's E-safety policy.

Staff responsible for supervision shall supervise pupils in their assigned area. No adult shall enter pupils' toilets unless accompanied by another adult.

27. Internet and E-Safety

I.E. Vicente Cañada Blanch encourages children to use the Internet but, at all times, in a safe way. Computers and tablets are a source of fun, entertainment, communication and education and pupils have regular use of these devices. I.E. Vicente Cañada Blanch is aware that some adults and young people will use these technologies to harm children through hurtful or abusive communications; enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings.

I.E. Vicente Cañada Blanch does not permit pupils access to chat rooms and some social media sites which can be obvious sources of inappropriate and harmful behaviour. Appropriate filtering is used to prevent students from accessing inadequate content. Pupils

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are informed of the risks through curriculum lessons. Parents are encouraged to consider measures to keep their children safe when using social media.

I.E.Vicente Cañada Blanch has an unequivocal response to cyberbullying and "sexting" by pupils, via texts and emails. This will not be tolerated and will be treated as seriously as any other type of bullying. In the absence of a child protection concern, cyberbullying will be managed through our anti-bullying procedures.

If staff members discover instances of misuse, either by a staff member, volunteer or child, the issue must be reported to the Headteacher without delay.

The school's approach to Online safety is detailed in our E-Safety Policy.

28. Photography and videoing of children in School

I.E.Vicente Cañada Blanch acknowledges that the majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images. To help protect pupils, we implement the following safeguards:

- Seek parental consent for photographs to be taken or published (for example, on our website);
- Encourage pupils to tell us if they are worried about any photographs that are taken of them;
- Seek parents' cooperation when taking images at school events to ensure that images of unrelated children are not taken without consent or posted to the Internet or another medium without the consent of the parents of children involved;
- Have strict rules regarding staff use of mobile technology whilst on school premises as stated in our E-Safety Policy.

29. Prevention

I.E.Vicente Cañada Blanch will continue to:

- Undertake regular consultation with children e.g. through safety questionnaires and participation in anti-bullying activities with their form tutors.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include issues of safeguarding across the curriculum, which equip children with the skills they need to stay safe from harm and to know to whom they should turn for

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- help. In particular, this will include e-safety, anti-bullying work, transition support; prevention of radicalization, etc.
- Ensure all staff members are aware of school guidance for their use of mobile technology and have discussed safeguarding issues with the student community about the use of mobile technologies and their associated risks.

30. Statutory and Policy Framework

This policy has been devised in accordance with the following legislation and guidance:

- [Keeping Children Safe in Education](#) (September 2023) (KCSIE)
- [Disqualification under the Childcare Act 2006](#) (31/08/ 2018)
- [What to do if you're worried a child is being abused](#) (March 2015)
- [Working Together to Safeguard Children](#) (March – updated in 2022 (WT)
- WT refers to the non-statutory but important advice: [Information sharing](#) (2018)
- [Prevent Duty Guidance: for England and Wales](#) (July 2015- Updated 2021) (Prevent). Prevent is supplemented by non-statutory advice and a briefing note:
- [The Prevent duty: Departmental advice for schools and childminders](#) (June 2015)
- [The use of social media for on-line radicalisation](#) (July 2015)
- The Data Protection Act 2018
- [The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities](#) (May 2014)
- Bi- borough Safeguarding Children procedures Tri-borough Protocol: Allegations against persons who work with children
- [Safeguarding Children Partnership Arrangements](#) (June 2019) for RBKC, H&F and City of Westminster.

31. APPENDIX A

SCHOOL SAFEGUARDING AND CHILD PROTECTION POLICY GUIDANCE

Physical abuse

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

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 young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging young people 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 young people.

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on young people. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing young people frequently to feel frightened or in danger or the exploitation or corruption of young people. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Child-on-child abuse

Children can abuse other children (often referred to as child-on-child abuse) and it can take many forms. It can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. This can include (but is not limited to):

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse within intimate partner relationships;

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- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment
- consensual and non-consensual sharing of nude and semi-nude images and/or videos;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- upskirting and initiation/hazing type violence and rituals.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of abuse

Physical signs define some type of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The definition of physical signs is complicated, as young people may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons, it is vital that staff are also aware of the behavioural indicators of abuse and report any concerns to the Safeguarding Team.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who has been abused or neglected may:

- a) Have bruises, bleeding, burns, fractures or other injuries
- b) Show signs of pain or discomfort
- c) Keep arms or legs covered, even in warm weather
- d) Be concerned about changing for PE, swimming or in the residential areas for bathing/bed
- e) Look unkempt and uncared for
- f) Change their eating habits

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- g) Have difficulty in making or maintaining friendships
- h) Appear fearful
- i) Be reckless with regard to their own or others safety
- j) Self-harm
- k) Frequently miss school or arrive late
- l) Show signs of not wanting to go home
- m) Display a change in behaviour – from quiet to aggressive, or happy go lucky to withdrawn
- n) Challenge authority
- o) Become disinterested in school work
- p) Be constantly tired or preoccupied
- q) Be wary of physical contact
- r) Be involved in or particularly knowledgeable about drugs or alcohol
- s) Display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the Safeguarding Team and other agencies to decide on how to proceed.

Specific issues

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues, and that multiple issues might overlap with one another. They should be aware of the different indicators and must respond if they identify any of the following:

a) Domestic Abuse

Domestic abuse has a significant impact on a child's development and emotional wellbeing and should always lead to a child protection referral from the Safeguarding Team to Multi Agency Safeguarding Hub (MASH) / Multi-Agency Risk Assessment Conference (MARAC) / Police. Domestic abuse is very widespread and where staff have concerns for other staff members they should talk to their supervisor.

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of them can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

b) Operation Encompass

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will

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inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990.

c) Physical Intervention and restraint

Staff must read the chapter "physical contact with children" in our Code of Conduct and understand how to work with young people in a person-centred way. Staff learn to analyse the child's behaviour and respond in a proactive and caring way to reduce the stress displayed.

Our procedure on physical intervention and restraint is set out in our Code of Conduct and acknowledges that staff must only ever use physical restraint as a last resort, when a child is endangering himself or others, and that at all times it must be the minimum force necessary to prevent injury and applied for the shortest possible time.

All staff understand that physical intervention or restraint of nature which causes injury or distress to a child may be considered a disciplinary matter.

d) Bullying

While bullying between young people is not a separate category of abuse it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying including cyberbullying and prejudice-based bullying should be reported and will be managed through our Anti-Bullying Policy and in some circumstances could lead to a child protection referral. Tutors and key workers will work with individual young people who have been bullied and those who have bullied others to assist them to understand their actions. If the bullying is particularly serious or if the procedures taken are ineffective the Safeguarding Team will consider implementing child protection procedures.

Staff who allow or condone bullying may face disciplinary proceedings under the child protection procedures. This includes cyber, racist, homophobic and gender-related bullying.

e) Harmful sexual behaviour

Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. HSB can occur online and/or face-to-face and can also occur simultaneously between the two. Young people may be harmed by other young people. Staff have been trained to recognise abusive behaviours, grading these using a recognised framework. Where there is concern that a young person may have been sexually abused the local authority and parents will be contacted and the Safeguarding Team will plan how to tackle the problem as quickly as possible..

f) Racist Incidents

We acknowledge repeated racist incidents or a single serious incident may lead to

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consideration as a disciplinary matter and under Child Protection procedures. All racist incidents, including for example racist jokes, name-calling or excluding someone on the basis of race, will be taken seriously and must be reported to the Headteacher.

g) Forced Marriages & 'Honour'-Based Violence

Forced marriage is when a person faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if you're made to feel like you're bringing shame on your family).

'Honour' based crime is intended to protect 'family honour' through violence, threats, insults or other acts around forced marriage, where a cross-cultural relationship is suspected, or where other 'taboos' are broken such as wearing of non-traditional clothes or attending events that violate a family or cultural 'norms'. If staff become aware of either possibility it must be reported immediately to the Safeguarding Team.

h) Female Genital Mutilation

Female Genital Mutilation is a form of violence against women and young girls and considered as child abuse in the UK wherever it has occurred. It is a grave violation of the human rights of girls and women to life and their right to health. The UK Government has signed international human rights laws against FGM, including the Convention on the Rights of the Child. Staff who become aware that this may be planned or has happened for any young women living in the home must report immediately to the Police and unless the teacher has good reason not to, discuss such a case with the DSL.

i) Trafficking and exploitation

The two most common terms for the illegal movement of people – 'trafficking' and 'smuggling', are very different. In human smuggling, immigrants and asylum seekers pay people to help them enter the country illegally; after which there is no longer a relationship. Trafficked victims are coerced or deceived by the person arranging their relocation. On arrival in the country of destination the trafficked child or person is denied their human rights and is forced into exploitation by the trafficker or person into whose control they are delivered.

- Young people are a special case, any child transported for exploitative reasons is considered to be a trafficking victim, whether or not they have been deceived. This is partly because it is not considered possible for young people to give informed consent.
- Even when a child understands what has happened they may still appear to submit willingly, to what they believe to be the will of their parents. Any concerns about trafficking and exploitation must be reported to the Safeguarding Team immediately.

j) Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism is defined by the Government in the Prevent Strategy as the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

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- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Young people may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital our staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- **Identity Crisis** – the child is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- **Personal Crisis** – the child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- **Personal Circumstances** – migration; local community tensions; and events affecting the young person’s country or region of origin may contribute to a sense of grievance that is triggered by the personal experience of racism or discrimination or aspects of Government policy;
- **Unmet Aspirations** – the child may have perceptions of injustice; a feeling of failure; rejection of civic life;
- **Experiences of Criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- **Special Educational Need** – young people may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and/or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Preventing Radicalisation

In order to reduce the risks of young people being radicalised we have:

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- Ensured the Designated Safeguarding Lead, deputies and a substantial portion of the staff group completed anti-radicalisation training;
- maintained and applied a good understanding of the relevant guidance in relation to preventing young people from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- raised awareness about our role and responsibilities in relation to protecting young people from radicalisation and involvement in terrorism;
- raised awareness about the safeguarding processes relating to protecting young people from radicalisation and involvement in terrorism;
- the Designated Safeguarding Lead as the first point of contact for case discussions relating to young people who may be at risk of radicalisation or involved in terrorism;
- collated relevant information from referrals of vulnerable young people into the Channel process;
- ensured the Designated Safeguarding Lead (DSL) could attend Channel meetings as necessary and carry out any actions as agreed; (*Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by: identifying individuals at risk. assessing the nature and extent of that risk.*)
- ensured that progress on actions would be reported to the Channel Co-ordinator; and
- shared any relevant additional information in a timely manner.

j) Online or internet use and sexting

Young people are increasingly using mobile phones, tablets and computers on a daily basis. Our policy states they may not be used in school time. While mobile devices are a source of fun, entertainment, communication and education we know that some adults and young people will use these technologies to harm young people. The harm might range from hurtful and abusive texts and emails to enticing young people to engage in sexually harmful conversations, webcam photography or face-face meetings. Our e-safety policy explains how we try to keep young people safe in the home and at school. Cyberbullying and sexting by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our Anti-Bullying procedure as stated in the Anti-Bullying Policy.

“Chatrooms” and social networking sites are the more obvious sources of inappropriate and harmful behaviour and young people cannot access these on our IT system. We will work with young people on how to maintain their own safety and how to summon help if they are concerned about what they see online. Some young people will undoubtedly be chatting on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their young people safe.

The Code of Conduct provides further advice and guidance regarding the use of social networking and electronic communication with young people in our care.

Incidents related to consensual and non-consensual sharing of nude and semi-nude images and /or videos (also known as sexting or youth-produced sexual imagery) may occur among children.

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What to do if an incident occurs:

- Report it to the Designated Safeguarding Lead (DSL) immediately.
- Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal.
If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL and seek support.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

k) Photography and images

The vast majority of people who take or view photographs or videos of young people do so for entirely innocent, understandable and acceptable reasons. We know some people abuse young people through taking or using images, so we must ensure that the following safeguards are in place.

Where a staff member has concerns someone is taking photographs in breach of this policy they should contact the Head Teacher ,

To protect young people we need to:

- Act upon the Fair Processing Notice should the parents not authorise the IEV Cañada to use for publishing for its educational purpose any of their child's photographs, audio or visual recordings.
- Encourage young people to tell us if they are worried about any photographs that are taken of them. Staff should be aware that many indecent images in current circulation were taken by the child themselves or peers. Sex, sexuality and relationships should be an age-appropriate topic in the home and include what to do if young people are worried about an image they see.

l) Upskirting

'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

m) County lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

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Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity
- owe a 'debt bond' to their exploiters • have their bank accounts used to facilitate drug dealing

n) Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe.

o) Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#).

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families.. The school will follow the existing guidance.

p) Children with family members in prison

These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

q) Modern slavery

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Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

r) Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

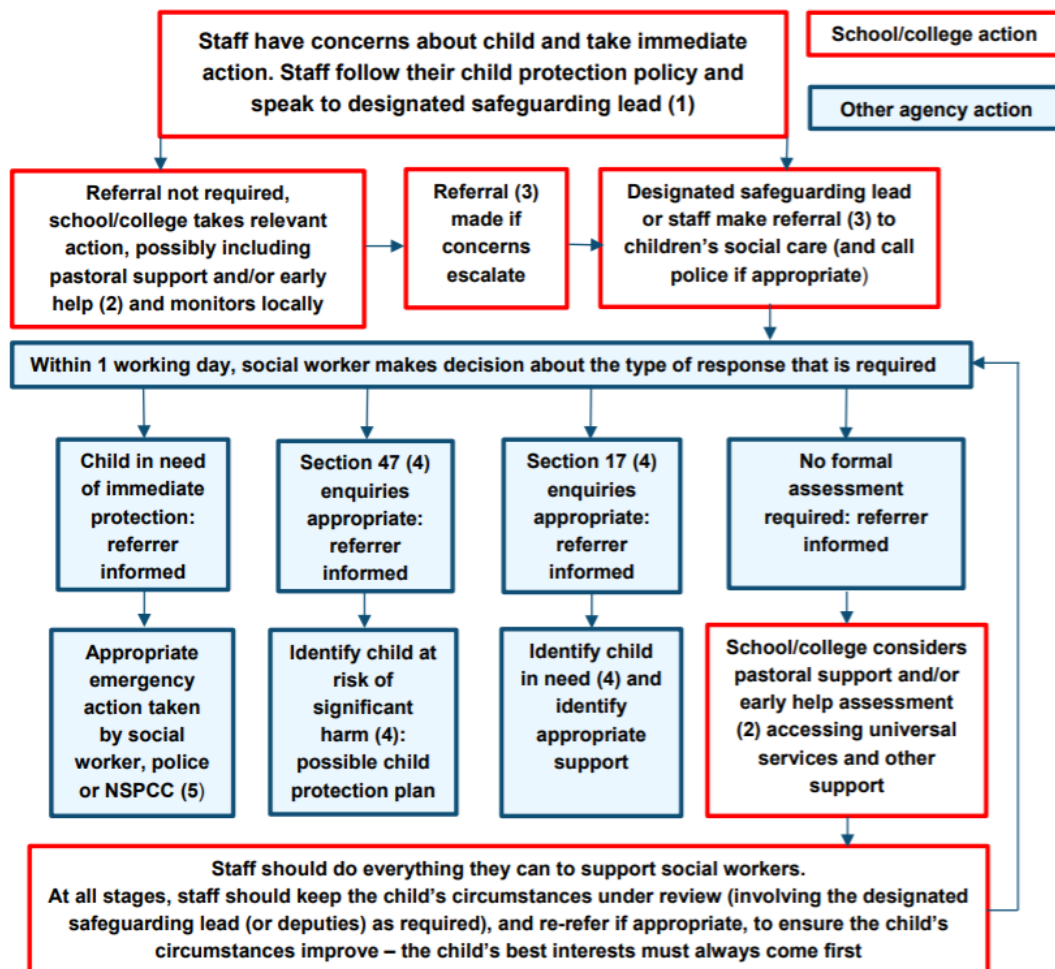
s) Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

Growing together to achieve international success

32. APPENDIX B

FLOWCHART



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).