



Cambridge House Community College

Name of policy	Safeguarding policy
Policy holder	Whole School Pastoral Lead
Review period	Annual

Date	Amendment/ review	Section/ page	Staff responsible
22.09.22	Full review		Concha Cruz





SAFEGUARDING

OVERALL AIMS:

- To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children.
- To ensure consistent good practice across the school.
- To demonstrate the school's commitment with regard to safeguarding children.

Cambridge House Community College is committed to safeguarding the children and young people we have in our care and we believe very strongly that our role 'in loco parentis' requires us to care for the children's physical and emotional welfare while they are at our school. We expect everybody who works at Cambridge House to share this commitment and our school values. Our mission, vision and values highlight that not only do we expect our students to achieve their academic potential, but that we also strive to provide a safe and family-like environment where the whole child is developed. We recognise the importance of providing an environment within our school that will help children feel safe and respected and of enabling children to talk openly about anything that worries them and to feel confident that they will be listened to.

Safeguarding is everyone's responsibility: all staff, should play their full part in keeping children safe.

This policy is written based on child safeguarding arrangements in the U.K and Spain. Most of the documents are relevant, especially the responsibilities of all staff working with children to identify children who may be at risk and to then notify the designated safeguarding lead.

The designated safeguarding lead is: Concha Cruz DSL.

Deputy DSL: Suzannah Hoskin

Deputy DSL: Harry Ainscough

Concerns over staff: Adam Hassoun

Ensuring the safety and well-being of our students is of utmost importance. In addition to this policy, we have a number of other forms of safeguarding strategies that are incorporated into the normal day to day life at our school.



In line with UK and Spanish law, this policy defines a child as anyone under the age of 18 years, but our responsibilities also include providing the same care and safeguarding to any student at our school, regardless of their actual age.

This policy applies to all members of staff in our school, including all permanent, temporary and support staff, student teachers, volunteers, contractors and external service or activity providers. The Whole School Pastoral leaders are there to ensure the pastoral care of all children in their department. These are the first port of call for any concerns by staff or other people working with our students.

This policy should be read along with the Globeducate safeguarding policies

All staff, volunteers and student teachers have responsibility for the following:

- To provide a safe environment in which children can learn;
- To identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed;
- To know the role and to work with the school's designated safeguarding lead.

All staff is responsible for:

- Be familiarize with "My Concern" and the process to follow (Safeguarding Training Course Sep-22)
- Knowing who the school's designated safeguarding lead for child protection is.
- If at any point there is a risk of immediate serious harm to a child a referral should be made by the safeguarding lead to children's social care immediately. If the safeguarding lead is not available, the Deputy DSL in Primary and Secondary or any member of the SLT, should inform.
- Being alert to the signs of abuse and their need to refer any concerns in "My Concern".
- Maintaining an attitude of 'it could happen here'. When concerned about the welfare of a child, staff members should always act in the interests of the child;
- Knowing the school's procedures for dealing with children who go missing from education, particularly on repeat occasions, and reporting any such concerns in "My Concern"
- Listening to, and seeking out, the views, wishes and feelings of children and young people;
- Sharing information and working together to provide children and young people with the help they need;

School SLT are responsible for:

- Ensuring that policies and procedures are followed by all staff;
- Ensuring that we have a designated lead for child protection;
- Managing security within the school and reviewing it annually;
- Ensuring that important policies, such as those for behaviour and bullying, are kept up to date;
- Having an overview of the numbers of safeguarding and child protection referrals made;

Shaping the world



- Ensuring that the curriculum makes best use of Citizenship and PSHE opportunities to cover safeguarding issues with children;
- Ensuring the adherence to statutory responsibilities to check staff working with children, taking proportionate decisions on whether to ask for checks beyond what is required; and ensuring volunteers are appropriately supervised;
- Ensuring procedures are in place to handle allegations against members of staff and volunteers;
- Ensuring there are procedures in place to handle allegations against other children;
- Ensuring that there is support available for staff involved in difficult child protection cases/incidents;
- Creating a culture of listening to children and taking account of their wishes and feelings,
- Ensuring through the PSHE curriculum that students know the process of raising a concern (about themselves or a friend/other), that they know the school's Designated Safeguarding Lead.
- Making this policy available to parents and carers as appropriate.
- Ensuring that our staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
- Ensuring all records are kept up to date and secure.

SAFEGUARDING PROCESSES AND PROCEDURES

How to report any concerns

- We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. So that:
- We report in My Concern when we feel the student is in a potential danger.
- Concerns must be logged on My Concern the same day as they were disclosed/observed.
- If, at any point, there is a risk of immediate serious harm to a child, then you should talk to your DSL in person. If you cannot speak to your DSL please, talk to the Deputy DSL in Primary and Secondary.

Student disclosure of abuse or radicalisation

At Cambridge House Community College, we have a clear procedure for reporting concerns. If a student talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the student know that they must pass the information on. Staff members will allow them to speak freely and will not ask investigative questions.

It is the duty of the member of staff to report in My Concern. If the matter is very sensitive, the member of staff can go directly to the designated safeguarding lead, who will decide who else needs to be informed. The staff member will write up details of the conversation with the student as soon as and deliver it to the DSL.

Staff should not wait until the following school day to report a concern. Information will be shared on a need-to-know basis only.



Issues or concerns will not be discussed with colleagues, friends or family.

Suspecting that a student is at risk of harm

There will be occasions when staff may suspect that a student may be at risk, but have no 'real' evidence. In these circumstances, staff will try to give the student the opportunity to talk.

Staff should record these early concerns and pass them on to the DSL. Following an initial conversation with the student, if the member of staff remains concerned, the information should be passed on to the designated safeguarding lead. 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 Policy where necessary. The school acknowledges that some children can be particularly vulnerable or may have an increased risk of abuse and we accept the responsibility to take reasonable and appropriate steps to ensure their welfare. To ensure that all of our students receive equal protection, we will give special consideration to children that are considered to be vulnerable.

Notifying parents

The school will normally seek to discuss any concerns about a student with their parents. The designated safeguarding lead will make contact with the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child, exacerbate the problem or compromise the safety of a staff member, advice will first be sought from GE Safeguarding Lead. The designated safeguarding lead will make a referral to Children's Social Care if it is believed that a student is suffering or is at risk of suffering significant harm.

The student (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.

TYPES OF ABUSE

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults, or another child or children. There are four types of child abuse as defined in 'Keeping Children Safe in education' (September 2016) as follows:

Physical abuse

The physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body;
- multiple bruises - in clusters, often on the upper arm, outside of the thigh;
- cigarette burns;
- human bite marks;
- broken bones;
- scalds, with upward splash marks;
- multiple burns with a clearly demarcated edge.
- changes in behaviour that can also indicate physical abuse:





- fear of parents being approached for an explanation;
- aggressive behaviour or severe temper outbursts;
- flinching when approached or touched;
- reluctance to get changed, for example in hot weather;
- depression;
- withdrawn behaviour;
- running away from home.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

Changes in behavior which can indicate emotional abuse include:

- neurotic behavior e.g. sulking, hair twisting, rocking;
- being unable to play;
- fear of making mistakes;
- sudden speech disorders;
- self-harm;
- fear of parent being approached regarding their behaviour;
- developmental delay in terms of emotional progress.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The physical signs of sexual abuse may include:

- pain or itching in the genital area;
- bruising or bleeding near genital area;
- sexually transmitted disease;
- vaginal discharge or infection;
- stomach pains;
- discomfort when walking or sitting down;
- pregnancy;
- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn;
- fear of being left with a specific person or group of people;
- having nightmares;
- not allowed to have friends (particularly in adolescence);
- running away from home;
- sexual knowledge which is beyond their age, or developmental level;
- sexual drawings or language;
- bedwetting;
- eating problems such as overeating or anorexia;
- self-harm or mutilation, sometimes leading to suicide attempts;
- saying they have secrets they cannot tell anyone about;
- substance or drug abuse;
- suddenly having unexplained sources of money;





- acting in a sexually explicit way towards adults.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. This is the most common abuse.

The physical signs of neglect may include:

- being constantly dirty or 'smelly';
- constant hunger, sometimes stealing food from other children;
- losing weight, or being constantly underweight;
- inappropriate or dirty clothing.
- mentioning being left alone or unsupervised;
- not having many friends;
- complaining of being tired all the time;
- not requesting medical assistance and/or failing to attend appointments.

Bullying

Bullying is also abusive and will include at least one, if not two, three or all four, of the defined categories of abuse. Please refer to our Anti Bullying Policy

DEALING WITH ALLEGATIONS AGAINST EXISTING STAFF AND OTHER ADULTS WORKING AT OUR SCHOOL

We will prevent people who pose risks to children from working in our school by ensuring that all individuals working in any capacity at our school have been subjected to safeguarding checks. At Cambridge House we recognise the possibility that adults may harm children. Any concerns about the conduct of any adult in the school should be taken to our Principal, Adam Hassoun without delay (or where that is not possible, to the Designated safeguarding lead); any concerns about the SLT should go to the designated concerns over staff, Adam Hassoun. Staff that is the subject of an allegation has the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. Where any member of staff or any volunteer has concerns that a person has caused harm, or poses a future risk of harm to vulnerable groups, including children, they must take action in accordance with the Policy. Under its duty of care for its employees, the school will ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. The school will ensure its obligations for confidentiality when an allegation has been made.

Photographs

We follow the Law outlined by the RGPD.

Confidentiality and Sharing Information



Information shared will disseminate it on a need-to-know basis. All staff will have a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that anything being released into the public domain does not compromise evidence.

Storage and Handling of Records

Child protection information will be stored and handled in line with the Spanish Data Protection Act. Any electronic information will only be made available to relevant individuals. Every effort will be made to prevent unauthorised access. Sensitive information will not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen.