Cambridge
BRITISH INT
VALENCIA

Name of policy	Safeguarding policy
Policy holder	DSL
Review period	Annual

Date	Amendment/ review	Section/ page	Staff responsible
22.09.22	Full review		Concha Cruz
01.05.24	Team review	2	Concha Cruz
14.10.24	Full review		Rebeca Roth
17.09.25	Team review	4	Rebeca Roth
21.05.26	Full review	5	Rebeca Roth

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 British International School is committed to safeguarding the children and young people we have in our care. 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 British International School 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.

This policy should be read along with the Globeducate safeguarding policies.

Ensuring the safety and well-being of students is central to the school's mission, and in addition to the safeguarding reporting protocols, the school has integrated several key strategies into daily life to promote a safe and inclusive environment. These proactive strategies include:

1. **Regular assemblies**: assemblies are held regularly to discuss the school's values, emphasizing respect, kindness, and responsibility. These gatherings serve as a platform to reinforce the importance of student well-being, diversity, and tolerance.

2. **School Diversity policy**: the school has a formal Diversity Policy that promotes acceptance, equal opportunities, and respect for all, regardless of differences. This policy is embedded into school culture, ensuring that diversity is a core part of the student experience.
3. **Cross-curricular promotion of values and tolerance**: the promotion of values such as tolerance, respect, and kindness is not limited to specific subjects but is integrated across the entire curriculum. Teachers are encouraged to embed these principles into

their lessons, ensuring that students develop these values in all aspects of their education.

4. **PSHE lessons** specifically target the promotion of values, tolerance, mental well-being, and safeguarding. These sessions provide students with the tools and understanding they need to navigate social and emotional challenges safely and responsibly.
5. **Student voice**: the School Council and the Secondary Leadership Structure offer students a platform to voice their concerns, ideas, and feedback. This ensures that students are active participants in shaping the school's policies and environment, making them feel heard and valued.

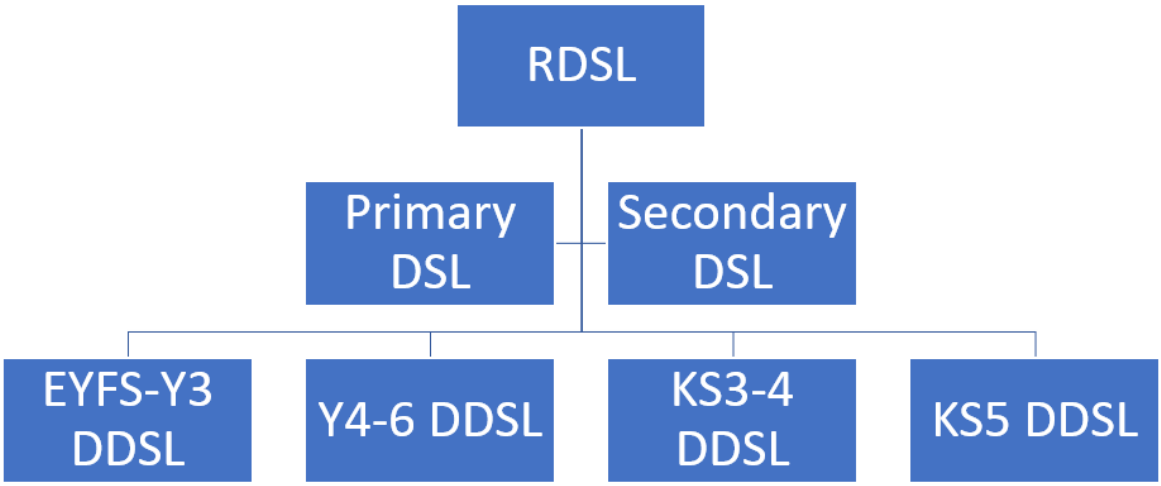
These strategies complement formal safeguarding processes, creating a holistic approach that not only reacts to concerns but also builds a culture of safety, respect, and inclusion.

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 DSLs and DDSLs 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.

REPORTING PROTOCOLS FOR SAFEGUARDING CONCERNS

SAFEGUARDING TEAM STRUCTURE:



REPORTING A CONCERN

All safeguarding concerns must be registered on MyConcern by the staff member who identifies or receives the concern and it should be reported on the same day the incident occurs. Safeguarding concerns will never be sent by email, ensuring confidentiality and security of sensitive information.

Level 2 or 3 Disclosures:

When a level 2 or 3 disclosure (serious concern) is made, the staff member must immediately contact the DSLs by phone or find them in person to notify them directly. After notifying the DSL, the staff member must then log the disclosure on MyConcern.

Case Allocation:

The DSLs are responsible for allocating all MyConcern cases to the appropriate member of the Safeguarding Team. The DSLs will also assign one or more categories for each case and ensure that the case is properly filed once it is resolved or closed.

Weekly Meetings:

DDSLs will hold weekly meetings with the Primary or Secondary DSLs to review ongoing cases and discuss progress. When handling Level 2 or 3 cases, the DDSLs will also have weekly meetings with the Whole School DSL to ensure these higher-level concerns are closely monitored.

Whole School DSL Reporting:

The Whole School DSL will report to the Heads of School on a weekly basis regarding any ongoing Level 2 or 3 cases, providing updates and ensuring that leadership is aware of high-risk situations. Heads of School will always be involved in decisions involving students in level 2 or level 3 cases.

Safeguarding children with additional needs
The Whole School DSL will have biweekly meetings with the Head of the Inclusion Department in order to share relevant information where there are safeguarding/SEN crossovers. The Safeguarding Team and the Inclusion Team will work together to support these children when needed.

STAFF, SLT AND SAFEGUARDING TEAM RESPONSIBILITIES

All staff responsibility

It is everyone's responsibility to keep children safe, identify potential concerns, and report them through the appropriate channels. Safeguarding is a collective duty across the school. Part of all staff's role is to respect the confidentiality of safeguarding concerns and cases. Informing safeguarding issues will always be on a need-to-know basis and will be decided by the DSLs.

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 need 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 team.

All staff is responsible for:

- Being familarized with "My Concern" and the process to follow (Safeguarding Training Course September)
- Knowing who the school's designated safeguarding team 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 team to children's social care immediately. If anybody of the safeguarding team is not available, the Deputy DSL in Primary and Secondary or any member of the SLT, should be informed.
- Being alert to the signs of abuse and their need to refer any concerns on 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 on 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.
- Non-teaching staff who do not have access to devices in the workplace need to inform a member of the Safeguarding Team if they have any concerns regarding a student or an adult at the school.

DDSL (Deputy Designated Safeguarding Lead) responsibilities:

- **Follow-up on cases**: DDSLs are responsible for taking action and following up on safeguarding cases assigned to them.
- **Reporting**:
    - Report to the Primary or Secondary DSL depending on the division.
    - Report to the Whole School DSL in cases of Level 2 or 3 concerns.

  - Log updates for their cases on MyConcern
  - Give staff who have reported feedback on what is being actioned regarding a student. When this is not possible due to confidentiality, staff will be informed that actions are being taken, without further detail.
- **Action plan development**: Collaborate with the DSLs to design action plans based on the trends identified through data scrutiny.
- **Implementation and review of action plans**: Ensure action plans are implemented effectively and review their success.
- Promotion of safeguarding in the school: Ensure staff and students are aware of safeguarding language and processes through training, assemblies, posters, displays etc.

DSL (Designated Safeguarding Lead) responsibilities:

- **Case management**:
  - Assign cases on MyConcern, a safeguarding reporting system.
  - Categorize every case with relevant categories (level, ownership, and category).
  - Maintain records of all cases, including their levels, owners, and categories.
- **Data analysis**: Run reports and analyze safeguarding data to identify trends.
- **Action plan development**: Design action plans with the DDSLs to address trends and follow up on these plans.
- **Supervision**: Supervise all cases and report to the Whole School DSL.

Whole School DSL responsibilities:

- **Supervision of High-Profile Cases**: Manage and supervise level 2 and 3 cases (more serious incidents).
- **Reporting**: Report to the Heads of School and the Globeducate Safeguarding Lead on high-level cases and other important safeguarding issues.
- **Process improvement**: Revise and improve safeguarding processes and protocols within the school.
- **Staff training**: Plan and deliver annual safeguarding training to all staff (teaching and non-teaching staff) at the beginning of the school year.

School SLT are responsible for:

- Ensuring that policies and procedures are followed by all staff.
- Ensuring that we have an appropriate safeguarding team led by a DSL 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.
- 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 Team.
- 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 British International School, 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 members will write up details of the conversation with the student as soon as and deliver it to the DSL Team.

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 team. Following an initial conversation with the student, if the member of staff remains concerned, the information should be passed on to the designated safeguarding team. 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 our students receive equal protection, we will give special consideration to children that are vulnerable.

Notifying parents

The school will normally seek to discuss any concerns about a student with their parents. The designated safeguarding lead will contact 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 team 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

ABSENTEEISM PROTOCOLS

High absenteeism harms a child's academic progress and social development, violating their right to education, which is compulsory from ages 6 to 16. At Cambridge House, we are committed to providing a happy, safe environment where students attend school daily, ensuring their success and well-being.

1. **Attendance monitoring**: every two months, the Safeguarding Team will run attendance reports to identify students with high rates of absenteeism.
2. **Logging on MyConcern**: once students with high absenteeism are identified, the DSLs and DDSLs will log these cases on MyConcern, ensuring they are formally documented as potential safeguarding concerns.
3. **Case Assignment**: the DSLs will assign an owner to each absenteeism case. This person will be responsible for managing and following up on the case.
4. **Follow-Up**: DSLs and DDSLs will work closely with staff, families and the Absenteeism Department when required.

This protocol ensures that absenteeism is tracked systematically, and students at risk due to poor attendance receive the appropriate support and intervention.

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 British International School 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, Harry Ainscough without delay (or where that is not possible, to the Designated Safeguarding Team); any concerns about the SLT should go to the designated concerns over staff, Harry Ainscough. Staff that are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. If the allegation concerned our Principal, Harry Ainscough, Daniel Jones should be contacted: daniel.jones@globeducate.com

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 act 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.