

Child Protection and Safeguarding Policy

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Definition of safeguarding

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm. This means:

- protecting them from abuse and maltreatment
- preventing harm to their mental and physical health or development
- ensuring they grow up in a safe environment
- taking action to enable all children to have the best outcomes.

Child protection forms a part of safeguarding and promoting welfare. Effective child protection processes are an essential part of the wider work to safeguard and promote welfare. They also reduce the need for action to protect children from harm.

'Children' includes everyone under the age of 18.

Everyone who comes into contact with children and their families has a role to play. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

In order to fulfil this responsibility effectively, all professionals should make sure their approach is **child centred**, considering at all times what is in the best interests of the child, taking into consideration the views and wishes of the child.

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 recognize their experiences as harmful.

In our school, safeguarding is everyone's responsibility

Who this policy applies to

In accordance with the LOPIVI Art. 51, this Safeguarding Policy applies to all children and young people in Spanish territory, regardless of their nationality and administrative residence status, and to all children of Spanish nationality abroad.

This policy applies to:

- all students in the school.
- all students who are on an exchange and being hosted by the school.
- all staff: teaching, non-teaching, residential, pastoral, support, peripatetic, contract staff and ancillary staff, volunteers, non-school based staff and any other adults working at the school.
- all students and adults in the school when they are being educated on site, off-site and undertaking an educational visit.

Inter-agency working

In accordance with the LOPIVI, the school works with social care, the police, health services and other services to promote the welfare of children and protect them from harm. The school will also work within the requirements of local social services.

Aims and responsibilities

The aims of this policy is to safeguard and promote the welfare, health (including mental health) and safety of our pupils by creating and maintaining an open, safe, caring and supportive atmosphere. This includes:

- Proactively teaching pupils about safeguarding
- Ensuring that systems and procedures are in place to protect pupils
- Acting in the best interests of the child

All staff, including external professionals and volunteers have the following responsibilities:

- Contribute to providing a safe environment in which all children can learn and flourish
- Know what to do if a child tells you that he or she is being abused or neglected
- Know what to do if you are concerned about the behaviour or conduct of an adult in the school
- identify concerns as early as possible and provide help, to prevent concerns from escalating and identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm
- Refer any concern at the earliest opportunity to the Designated Safeguarding Lead (DSL) or the Deputy DSL
- Be aware of the process for making a referral
- Read, understand and sign school's safeguarding policy
- Manage the requirement to maintain an appropriate level of confidentiality

The Principal:

Ensure that:

- The policies and procedures are known and followed by all staff
- There are sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children
- All staff feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing process.

The Directora Tècnica:

- To communicate with the Inspector of Education in the local government of any safeguarding case that needs to be raised to the DGAIA (Direcció General d'Atenció a la Infància i l'Adolescència, social services)
- To support and coordinate with the DSL the referral of cases to the DGAIA.

The Heads of School (Primary and Secondary)

Ensure that:

- The school has an effective Child Protection and Safeguarding procedures in place and that the policy is available publicly via the school website or other means
- the school has a staff behaviour policy/code of conduct and that this is provided to all staff on induction
- The school operates safer recruitment procedures and make sure that all appropriate checks are carried out on staff who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the Safer Recruitment Training
- The school has procedures for dealing with allegations against staff

- Online safety policy and procedures are in place and training and support is provided for staff and students to ensure that there is a good understanding of child protection issues related to electronic media
- Staff undertake appropriate safeguarding training which is updated regularly
- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements
- In the event of allegations of abuse being made against the Principal, a Head of School will be nominated to be responsible
- Third-party contractor which offer services or activities on the school premises, have appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate

The DSL - Child Protector and Wellbeing Coordinator:

In accordance with the LOPIVI Art. 35, all educational centres in Spain where the learners are people under 18 years old, must have a Coordinador/a de Bienestar y Protección (Child Protection and Wellbeing Coordinator) who will act under the supervision of the Direction of the School. At BCG, this will be the know as the Designated Safeguarding Lead (DSL)

There are 4 key elements to the DSL:

- Manage referrals
- Work with others
- Training
- Raise awareness

Manage referrals

- refer cases of suspected abuse to the local authority children's social services as required
- support staff who make referrals to local authority children's social services
- support the Principal and Directora Tècnica referring cases where a crime may have been committed to the police as required
- refer children to external mental health agencies/signpost parents when there are concerns about a child's emotional wellbeing and/or mental health
- follow up and escalate referrals as needed, and make re-referrals if the child's situation does not improve

Work with others

- liaise with the Principal and Directora Tècnica to inform them of issues, especially ongoing enquiries and Police investigations
- in relation to allegations against adults, liaise with the Principal/Directora Tècnica and the Authorities for child protection concerns in cases which concern a staff member
- liaise with staff (especially pastoral support staff, school nurses, IT technicians, and SENCO) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
- act as a source of support, advice and expertise for all staff.
- promote supportive engagement with parents and/or carers in safeguarding and the welfare of children, including where families may be facing challenging circumstances.

Training

The DSL and DeputyDSL should undergo training to provide them with the knowledge and skills required to carry out their role, including inter-agency working. This training must be first completed on induction into the role and then updated every two years.

In addition to the formal training, they will also refresh their knowledge via informal updates (e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

They will also provide training to the staff and children at school.

Raise awareness

- ensure the school's Safeguarding and Child Protection policy and procedures are known, understood and used appropriately
- ensure the school's Safeguarding and Child Protection policy is reviewed biannually or when there has been a modification in Spanish and Catalan policies. The procedures and implementation are updated and reviewed regularly.
- ensure the Safeguarding and Child Protection policy is available publicly and parents are aware of the fact that referrals to children's social care or the police about suspected abuse or neglect may be made and the role of the school in this
- link with the local Social Services and public administration of Catalunya to make sure staff are aware of any training opportunities and the latest policies on local safeguarding arrangements.

As described in the LOPIVI Art. 35, the responsibilities of the DSL are:

- To liaise with staff on matters of safeguarding
- To act as a source of support, advice and expertise for staff.
- To train staff and children about prevention, early identification and child protection.
- To ensure that each member of staff, especially new and part time staff has access to and understands the school's child protection policy and procedures
- To inform the authorities and to coordinate those cases that require an intervention from social services.
- To promote measures to ensure children's wellbeing and a culture of respect.
- To promote within staff and children strategies to resolve conflicts verbally and peacefully.
- To inform staff about child protection policies.
- To support the Principal and Heads of School in deploying the Plan de Convivencia (LOPIVI Art. 31).
- To promote and facilitate communication between the school and the authorities when there is a case of high risk as well as when a child's personal data has been illicitly used.
- To undergo regular training to acquire the knowledge and skills required to carry out the role.
- To keep detailed, accurate, secure written records of concerns and referrals.
- To encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them

Deputy DSL:

This role is to support the DSL in regards to safeguarding. Whilst the activities of the DSL can be delegated to the Deputy, the ultimate lead responsibility for child protection must remain with the DSL, and this lead responsibility must not be delegated.

Plan de Convivencia

The LOPIVI Article 31 requires that all schools implement a Plan de Convivencia to promote a culture of mutual respect and collaboration. This Plan must describe and regulate how the school promotes awareness, development and use of social skills and conflict resolution strategies as well as behaviour expectations across all aspects of school life.

At BCG, this information is contained within the following school policies and curriculums:

- Anti Bullying Policy
- Behaviour Policy EYFS & Primary
- Behaviour for Learning Policy
- The PSHE curriculum
- SEND Policy

Induction

At the point of induction, all staff must be provided with, should read and should be trained in:

- The Safeguarding and Child Protection Policy and Procedure
- Code of Conduct (including staff/pupil relationships and communications)
- Mobile Phones and Devices Policy
- Anti Bullying Policy
- Behaviour Policy
- Behavioural for Learning Policy
- SEND Policy

At the point of induction, new staff must be informed of the names and role of the Child Protection and Wellbeing Coordinator and Deputy.

Likewise, all agency/supply staff must be informed of those with these roles, and of the school processes for raising concerns about children or adults in the school.

Staff Training

All staff in school must attend safeguarding training over the academic year and must complete the assigned online training at myeducare.com. After completion, staff will receive a certificate that needs to be sent to the safeguarding team.

Teaching children about safeguarding

Creating a culture of safety means embedding safeguarding and child protection into everything the school does. All children have a right to feel safe in our school and that adults around them will listen and help

Safeguarding is taught explicitly throughout all Key Stages within the PSHE curricular.

Relationships education is taught in all primary schools through the PSHE programme.

Relationships and sex education (RSE) is taught in all senior schools through the PSHE programme.

We actively promote the view that children should feel able to raise any concerns that they may have. This includes when they have a concern about another child. We take the following measures to ensure that children know how to raise a concern: displays outlining who students can speak to, reminders during PSHE lessons, regular assemblies identify safeguarding lead staff, our VoS follow up ensures all students feel supported and listened to.

Following the guidance established in the LOPIVI (Article 18), at the beginning of the school year the school will provide students with information regarding how to report situations of abuse according to procedures established by the local administration and will ensure that this information is visible and easily accessed at all times.

Child Protection Procedures

Definitions

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

All staff will also have an awareness of specific safeguarding issues as referred to in the Safeguarding Policy, in particular Domestic Abuse, Child Sexual Exploitation (CSE), Attendance and Children Missing from Education. Staff will also be aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff will also be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff are clear as to the school policy and procedures with regards to peer on peer abuse.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the designated safeguarding lead (or the deputy DSL in the absence of the DSL) prior to any discussion with parents.

Concerns that staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)
- any potential indicators of child sexual exploitation
- any potential indicators of living in a household with domestic abuse

Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Pupils with communication difficulties are enabled to express themselves to a member of staff with appropriate skills.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Lead and make a contemporaneous record.

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the Designated Safeguarding Lead in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. using TED technique – 'Tell me, Explain to me, Describe to me...'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the designated safeguarding lead, children need to know that staff may not be able to uphold confidentiality where they are concerned about their safety or someone else's
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and who will be involved as appropriate
- record details including what the child has said, in the child's words and record any visible signs, injuries or bruises on a Body Map
- record the context and content of their involvement, and will distinguish between fact, opinion and hearsay.

Action by the DSL (or deputy, in their absence)

Following any information raising concern, the DSL will consider:

- any urgent medical needs of the child
- discussing the matter with any agencies involved with the family
- the child's wishes

Then decide:

- to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
 - whether to make a child protection referral to an outside agency
- OR**
- not to make a referral at this stage
 - if further monitoring is necessary

All information and actions taken, including the reasons for any decisions made, will be fully documented and these referrals will be kept on file irrespective of the outcome.

Action following a child protection referral

The DSL will:

- make regular contact with any outside agencies involved to stay informed
- wherever possible, contribute to any strategy discussions
- provide a report for, attend and contribute to any subsequent meetings

Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will state who is providing the information, the date and time, information will be recorded in the child's words where possible and a note made of the location and description of any injuries seen, if this is a paper record than this should be signed.

The DSL ensures that the method for other members of staff of volunteers passing on concerns or information is always adhered to as consistency is paramount in ensuring that nothing gets missed. All actions will also show what action is being taken as a result of the concern and the outcomes of this action.

All register and concerns will be recorded through the online platform <https://edukeyapp.com/>

All staff will be trained in how to use <https://edukeyapp.com/>

The screenshot shows the login page for edukeyapp.com. The browser address bar displays 'https://edukeyapp.com/account/login'. The page features the 'tes' logo and a 'Log in' section with input fields for 'Email address' and 'Password', and a 'Log In' button. A link for 'Forgot your password? Click here to reset.' is provided. An illustration of a person working at a desk with a laptop and various charts is also present.

Below the login page is a screenshot of the 'Provision Map' dashboard. The navigation bar includes links for Home, Admin, Plans, Provisions, Reports, Transitioning, School Robins, Safeguarding, Print Centre, and Help. The main content area features a yellow banner with a message about the new Academic Year and a link to 'Back to September' pages. Below this are six colored boxes displaying key metrics: 1 Review due soon, 3 Review overdue, 1 Active provisions, 28 Active learning plans, +0.30 Average provision outcome, and +0.02 Average learning plan outcome. A search bar and filter options are also visible.



SAFEGUARDING

Report any concerns you have about any pupils at The British College Of Gavà ([change school](#)). Enter your password to proceed.

British College of Gavà - Safeguarding Concern Form Please describe with as much information ,details and objectivity as possible. All the information you can remember is important and might be essential in the future. Thank you very much.



SAFEGUARDING

Report any concerns you have about any pupils at The British College Of Gavà ([change school](#)).

Is there an allegation against a member of staff in this incident?

* Choose who you are

* Incident date

* Choose pupil(s) concerned.

* Concerns

* Reason for concern

You can attach multiple files.

Contact details

Where a child is in immediate danger or at risk of harm a referral should be made to children's social care and/or the police immediately.

School Contacts

Designated Safeguarding Lead	Alba Rosas – alba.rosas@bcgava.com
Deputy Safeguarding Lead	Jorg Sales - jorge.sales@bcgava.com
Principal	Simon Mower - simon.mower@bcgava.com
Directora Tècnica	Ester Pou - ester.pou@bcgava.com
School Proprietor	Rafael Valaverde - rafael@bcgava.com

Local Authority Contacts

DIRECCIÓ GENERAL D'ATENCIÓ A LA INFÀNCIA I L'ADOLESCÈNCIA (DGAIA)	Sra. Sara Torregrosa Servei d'Atenció a la Infància i l'Adolescència de l'Àrea Metropolitana de Barcelona 935524541 storregrosa@gencat.cat
UNITAT DE DETECCIÓ I PROTECCIÓ DEL MALTRACTAMENT INFANTIL (UDEPMI)	URGENCIES 24h: 116111
Infància Respon	900300777
DEPARTAMENT D'ACCIÓ SOCIAL I MEDIACIÓ DE GAVA	932639136 serveissocial@gava.cat Sra. Mercè Martí Cerdan Cap d'Acció Social i Mediació mcerdan@gava.cat 650125582 Sra. Nuria Miró Programa d'Infància en Risc i Vulnerable nmiro@gava.cat Sra. Barbara Prats Programa d'Infància i Famílies bprats@gava.cat
SERVEIS SOCIALS CASTELLDEFELS Àrea de Serveis Socials i Dependència	Maria Bazán Kenny Educatora Social 93 546 10 83 / 673 050 793
EQUIP ATENCIÓ INFÀNCIA I ADOLESCÈNCIA (EAIA)	Sra. Montserrat Sagués Referent de l'EAIA del Garraf i l'EAIA de l'Alt Penedès 935524496
CENTRES ATENCIÓ PRIMÀRIA SALUT	CAP Gavà: C/ Riera De Les Parets 7 936 383 320 CAP Castelldefels: C/ Guillermo Marconi, 9 bxs 935547806 CAP Sitges: C/ Samuel Barrachina, 1 938947578
HEALTH EMERGENCIES	112 Hospital Sant Joan de Déu Barcelona Passeig de Sant Joan de Déu 2, 08950 Esplugues de Llobregat, Barcelona 93 600 97 83
POLICIA LOCAL GAVÀ	C/ Llenya 2 932 639 140 Emergencies 112

National/Regional Contacts

Teléfono de la Esperanza	91 459 00 55 717 003 717
ANAR Foundation	900 20 20 10 116111 https://www.anar.org/
Gender Violence phone	016
Bullying helpline	900 018 018
Catalonian Sindic dels Infants i Adolescents (minor ombudsman)	900 124 124 infancia@sindic.cat