

Child Protection and Safeguarding Policy

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Introduction

The aims of these procedures are:

- To clarify roles and responsibilities of everyone within our school in relation to child protection and safeguarding
- To have clear procedures that are followed when a child is identified as needing to be referred to the Child Protection and Safeguarding Lead for further action

Section 1 Pupil Information

1.1 Pupil Information

In order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names, contact details and relationship to the child of any persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above), ensuring that if the person(s) with parental responsibility is unable to collect this person, who could collect the child and keep them safe until either the person(s) with parental responsibility is available or a more suitable arrangement is made
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child
- If the child is 'looked after' or in foster care
- name and contact details of the family doctor
- any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information, ensuring all information held is stored securely with due regard to meeting data protection and safeguarding requirements.

1.2 Transfer of files

When a child leaves the school their child protection file is transferred to their new school as soon as possible and separately from the main pupil file.

Section 2 Roles and Responsibilities

2.1 The School Directors

Will ensure that:

- there is a named Safeguarding Director– the school General Director
- 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 and volunteers on induction
- the school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers 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 and volunteers
- online safety policy and procedures are in place and training and support is provided for staff and pupils 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
- a Director is nominated to be responsible in the event of allegations of abuse being made against the Headteacher
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate

2.2 The Principal

will ensure that:

- the policies and procedures are followed by all staff
- sufficient resources and time are allocated to enable the designated safeguarding lead 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 and volunteers 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 policies

2.3 The DSL

Manage referrals

- Refer cases of suspected abuse to the appropriate local agencies.
- Refer cases where a crime may have been committed to the Police.

Work with others

- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.

Undertake training

- The DSL(and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years.

In addition to the formal training, their knowledge and skills will be refreshed at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention
- Ensure each member of staff, especially new and part time staff has access to and understands the school's child protection policy and procedures
- Are able to keep detailed, accurate, secure written records of concerns and referrals
- 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

1.3 Raise Awareness

- The DSL will ensure that the school child protection policies are known, understood and used appropriately
- Ensure the school child protection policy is reviewed annually the procedures and implementation are updated and reviewed regularly
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this

2.4 All staff and volunteers will:

Read and sign to say that they understand and will fully comply with the school's policies and procedures.

- 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
- provide a safe environment in which children can learn
- inform the Designated Safeguarding Lead (or a deputy in the absence of the DSL) of any concerns about a child at the earliest opportunity
- inform the Headteacher of any concerns regarding an adult within school at the earliest opportunity
- inform the relevant School Director of any concerns regarding the Headteacher at the earliest opportunity

Section 3 Child Protection Procedures

3.1 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.

3.2 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

3.3 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.

3.4 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.

3.5 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

3.6 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 or 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 documents will be retained in a 'Child Protection file', separate from the child's school file. This will be locked away and only accessible to the Headteacher.

These records will be transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for the attention of the Headteacher'.

Section 4 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.

4.1 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

4.2 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
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