

SAFEGUARDING POLICY (Child Protection and Antibullying)

SAFEGUARDING POLICY (Child Protection and Antibullying) THE ENGLISH CENTRE

**LIFELONG
LOVE
OF LEARNING**



SAFEGUARDING POLICY (Child Protection and Antibullying)

 LIFE SKILLS THE ENGLISH CENTRE	CHILD PROTECTION TEAM IN THE SCHOOL <i>"IT IS BETTER TO SAY SOMETHING THAN SAY NOTHING AT ALL"</i>
Senior Leadership Team	
Whole School Deputy Designated Safeguarding Lead: Learning Support, Counselling and Careers Department, Ms Torres	
Senior School Designated Safeguarding Lead: Senior School Deputy Head, Ms Navallas Deputy Designated Safeguarding Lead: Academic Director, Ms Grandal Sfeeguarding Team: Senior School Teacher, Mr Danskin Sfeeguarding Team: Senior School Teacher, Ms Raulet	
Junior School Designated Safeguarding Lead: Junior School Deputy Head, Ms Vincent Deputy Designated Safeguarding Lead: Head Dept. IC, Mr Wallace Safeguarding TEAM: TIE Coach, Mr J Márquez Safeguarding TEAM: TIE Coach, Ms M López	
Early Years Designated Safeguarding Lead: Early Years Deputy Head, Ms Vincent Deputy Designated Safeguarding Lead: IC Coordinator, Ms O'Donnell Safeguarding TEAM: TIE Coach, Ms Crespo	
All Staff	
CONTACTS FOR CHILD PROTECTION TEAM	
https://www.juntadeandalucia.es/temas/familias-igualdad/infancia/maltrato.html https://ws058.juntadeandalucia.es/simia/	
Department of Equality, Social Policies and Conciliation - Junta de Andalucía 900 851 818 (abuse telephone number) 900 018 018 (available 24 hours a day, 365 days a year)	
Department of Social Welfare – City Council of El Puerto de Santa María 956 54 26 55 María del Carmen Lara - Councillor for Social Welfare macarmen.larabarea@elpuertodesantamaria.es 681 000 802 Mercedes Ruiz Vélez - Family Influence Team: mercedes.ruizvelez@elpuertodesanta.es 639 326 816	
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SAFEGUARDING POLICY (Child Protection and Antibullying)

1. Introduction

"In their daily contact with pupils and their direct work with families, educators have a crucial role in perceiving indicators of potential abuse and neglect, and in referring their concerns to the appropriate agency."

"Everyone involved at the service of education shares the goal of keeping children and young people safe."

Safeguarding Children and Safer Recruitment in Education, DCSF, Jan 2007

The Safeguarding (Child Protection and Antibullying) Policy is a general document of the School. This policy is complemented by the document *Keeping Children Safe in Education (KCSIE)* (latest version), with the *Regulation of Organization and Operation of the School*, with the **Positive Behaviour Policy** Document (in which ECI's approach to the management of coexistence, behaviour of pupils and their treatment is detailed in depth). The **Positive Behaviour Policy** document has as its primary basis the fulfilment of the rights of minors and the different situations included in this document and with *The Early Years Foundation Stage, Safeguarding and Welfare Requirements* (2017 pg. 16 sections 3.4 – 3.8, England only)

Also complemented with the Statutory framework for the early years foundation stage, state «providers must be alert to any issues for concern in the child's life at home or elsewhere. Providers must have and implement a policy and procedures to safeguard children". Preventing and tackling bullying and the legal guide "Working Together to Safeguard Children".

The content of this document is supported by Spanish legislation according to Organic Law 8/2021, of 4th of June, on the comprehensive protection of children and adolescents against violence, the Autonomous Law JA 1/1998, of 20th of April, on Rights and Care for Minors (BOE 24-6-1998), Decree 210/2018, of 20th of November, which regulates the procedure for action in situations of risk and helplessness of children and adolescents in Andalusia (SIMIA) and the Order of 20th of June, 2011, which adopts measures for the promotion of coexistence in educational centres supported with public funds and regulates the right of families to participate in the educational process of their sons and daughters. For School staff, this legislation is kept in Gedoci.

Within our Safeguarding system, in the Center we have designated the **Safeguarding Team**. The role of the Coordinator of Welfare and Protection of pupils, which indicates organic Law 8/2021, is within this system.

Safeguarding goes beyond child protection, and it includes:

- Protect children and adolescents from abuse;
- Prevent the deterioration of the mental or physical health or development of the child or adolescent by intervening early in an appropriate manner if he/she shows signs of distress or anxiety;
- Ensure that the child or adolescent is raised in an environment that provides effective and safe care;
- Take appropriate actions to ensure that all children and adolescents feel happy and satisfied with their lives, sharing information with them that helps them protect themselves from risks that may have a negative impact on them.

The School is governed by the mutual respect of all its pupils, always guaranteeing respect, equality and the promotion of all fundamental rights, fundamental principles of our Positive Behaviour Policy.

The School has an Educational Plan, included in our Tutorial Action Plan (PAT) and, specifically, our project, *Skills for Life*, which trains our pupils of all stages, in a cocurricular manner, in values and basic principles of equality, dignity, educating in tolerance and respect for others, promoting healthy lifestyles, and a sexual affective education, adapted to their maturing level oriented to the learning of the prevention and avoidance of all forms of violence and discrimination, in order to help them recognize it and react to it. Likewise, all these competences are the fundamental

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basis of our Pupil Profile. The Equality plan is included within this project that involves pupils in the knowledge of their rights and the safeguard that protects them.

The Positive Behaviour Policy is the document with behavioural expectations based on positive discipline regulating the rules, expectations, rewards and sanctions in a clear way for the whole community.

Through PSHE (Personal, Social, Health and Economic/Emotional Education) programming, our pupils learn themselves how to protect themselves both online and offline, including how to change their behaviour to reduce the risks they face, how to stay healthy and safe, and strengthen resilience, according to the stage they are studying.

The School has a whistleblowing policy as an annex to the ROF. It details the implementation and operation of the Whistleblowing Channel, which demonstrates the School's commitment to a culture of respect and safety, as well as helping to prevent problems that, if detected later, could be very serious.

The "whistleblowing channel" is available anonymously to all the staff of the School in Atalaya, to report any issues that they consider to be illicit or fraudulent on the part of any member of the ECI Community, which are subsequently managed according to the internal protocols and regulations.

2. The Safeguarding of our pupils

Following the recommendations for international safeguarding and national child protection, it is necessary for the entire community to understand how to identify and act in the different situations of lack of protection of minors. That is, safeguarding and promoting the well-being of our pupils is everyone's responsibility.

A safeguarding concern can get staff attention in various ways, such as:

- A pupil may disclose that they are being abused at home, school, or elsewhere.*
- A member of staff may suspect that the pupil's health or integrity is at risk or that they are being abused.*
- A third party (e.g., another pupil, parent/family member, or other co-worker) may share their concerns with a member of staff.*
- A member of staff may have general concerns about a pupil's health or well-being.*

You need to know:

- Those responsible for the protection of children in Early Years and in the rest of the School are the Deputy Heads (DH) and Pupils' Director (PDir). Other members with appropriate training may be assigned.*
- If the assigned person is not available, they can contact another member of the Director's Committee.*
- There is no minimum number of people responsible in accordance with the rules for the protection of minors.*
- The Child Protection Policy is available in Atalaya in Documentos del Centro.*
- In the School internal system all incidents are recorded in Atalaya and the protocols of the Junta de Andalucía stored in Gedoci are followed.*
- The posters indicating the Child Protection Team are visible in the offices of the DH, at least in one corridor per stage and in common places such as in the Wonderland and Main Dining rooms, The Common Room or any other place considered visible for the pupils.*

2.1 Protection and Safety

The School guarantees at all times the confidentiality, protection and security of any person (the pupil or the pupil's spokesperson) who has brought to the attention of these situations of (possible) abuse or any concern they have for

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the well-being of the pupil.

2.2 Starting information

- Any issue that puts the pupil's health or integrity at risk, including child abuse, can occur at home, at school, and anywhere the child spends time.
- Children may be at risk regardless of age, sex, culture, disability, ethnicity, or sexual identity.
- Children with special needs are particularly vulnerable and more likely to be at risk or be victims of abuse.
- In the case of abuse, in almost all cases the abuser is an acquaintance and has the child's trust.
- One or two children die each week as a result of abuse or neglect (NSPCC- National Society for the Prevention of Cruelty to Children).
- Communication in a timely manner on any issue that puts the health or integrity of the pupil at risk is absolutely fundamental.
- At least half of abuses are not reported when they occur, and it often takes a long time before they are communicated.
- Fears as to what will happen if you share the information with the person in charge should not impede the need to safeguard and protect the pupil, thus promoting their well-being.
- For any feeling you have that the pupil is suffering or could suffer significant harm, you should always consult with a member of the Safeguarding team.

2.3 Main categories of abuse

- **Physical abuse:** any act, not accidental, caused to a minor by his or her parent or substitute that causes physical harm or illness, or places him or her in a situation of serious risk of suffering it.
- **Psychological/emotional abuse:** adults in the family group repeatedly manifest verbal hostility towards the minor, through insults, contempt, criticism or threat of abandonment and a constant blocking of children's interaction initiatives (from avoidance to confinement). Likewise, psychological/emotional abandonment can occur through a persistent absence of response to the signals, emotional expressions and behaviours of proximity and interaction initiated by the minor and a lack of contact or emotional expressiveness in mutual interactions, by a stable adult figure.
- **Passive abuse due to neglect or physical/cognitive abandonment:** the basic physical and psychological needs of the minor (food, clothing, hygiene, protection and surveillance in potentially dangerous situations, education, and medical care) are not attended to temporarily or permanently by any member of the group that lives with them.
- **Sexual abuse:** any kind of sexual contact or interaction of an adult person with a minor, in which the adult person, who by definition holds a position of power or authority over him or her, uses it for the performance of sexual acts or as an object of sexual stimulation. It is also considered its commission by persons under 18 years of age, when they are significantly older than the minor or victim or when they are in a position of power or control over them.
- **Corruption:** when the adult incites the minor to perform or involve antisocial, self-destructive or deviant behaviours, particularly in the areas of aggression, sexuality (already contemplated in sexual abuse) or use of addictive substances, hindering the normal social integration of children and may produce an inability for normal social experiences.
- **Labour exploitation:** parents or caregivers assign the child on a mandatory basis, and in order to obtain economic or similar benefits, the continued performance of work (domestic or not) that exceeds the limits of the usual, should be carried out by adults and clearly interfere with their activities and social and / or school needs.
- **Munchausen syndrome by proxy:** parents or caregivers subject the child to continuous admissions and medical examinations, alleging fictitious pathological physical symptoms or actively generated by themselves (by inoculating the child with substances, for example). As a result, the minor is subjected to continuous admissions, medical examinations and diagnostic tests that affect their wellbeing, are unnecessary and can even be harmful

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to their physical and mental health.

- **Prenatal abuse:** abuse of drugs or alcohol during pregnancy, or any vital circumstance of the mother that is voluntarily influenced on the foetus, and that causes the baby to be born with an abnormal growth, abnormal neurological patterns, with symptoms of physical dependence on these substances, or other alterations attributable to their consumption by the mother.
- **Non-organic growth retardation:** also called psychosocial growth retardation refers to the medical diagnosis of those children who do not increase their weight normally in the absence of an organic disease. However, there is substantial weight gain during the hospital stay or there is a recovery from the evolutionary delay when the child has an adequate care environment. It usually appears in children under two years of age and is characterized by the slowing or delay of physical development, without there being a clinical profile that justifies it. Poor emotional and developmental functioning may also occur.
- **Institutional abuse:** any program, legislation, procedure or action or omission by public or private organizations or institutions or from the individual behaviour of a professional that involves abuse, neglect, detriment to health, development and safety or that violates the basic rights of minors.

3. Bullying and cyberbullying

Our goal is to teach pupils to behave in a socially acceptable manner and to understand the needs and rights of others, adapting to different stages of development. To this matter, bullying and cyberbullying are treated within PSHE and it is also the subject of assemblies, projects, Topic, etc.

We believe that bullying and cyberbullying are best prevented through fostering a school environment that promotes positive behaviour in general. Isolated incidents of online, verbal, physical or psychological abuse are not always bullying or cyberbullying, and it is important that pupils learn to use the word "bullying" properly.

Bullying and cyberbullying occur when such behaviours are directed at one or more particular people and can be consciously, deliberately, and persistently. The bully can exert force on the victim with his behaviour which makes it more possible for him to repeat said behaviour which increases his sense of power and that of helplessness of the victim. Bullying or cyberbullying can include written or verbal evidence or physical abuse that demonstrates prejudice or your need to dominate. It can happen because the bully considers that "it's just some fun", they may not have been taught that it is not okay to bully or cyberbully to others, that they are unhappy at school or elsewhere, that they have been encouraged by peers, that they have been the victim of bullying or cyberbullying in the past or that they demonstrate some prejudice.

By including in our general programming opportunities to increase self-esteem in pupils we reduce the chances of becoming victims of bullying or cyberbullying. We need to be aware of both pupils who may be vulnerable to bullying or cyberbullying and those who may commit bullying or cyberbullying. Both the bully and the victim need help learning new behaviours. Victims may be new to the class or the School, of different appearance, language or background than other pupils, show reactions to bullying or cyberbullying, such as tantrums out of control, be more nervous or anxious than others.

The harasser should understand that any specific action or sanction is applied with the aim of ensuring that their behaviour will be different in the future.

Dealing with bullying or cyberbullying often leads us to complex issues that extend outside the School. It should always be treated sensitively, but also firmly. Likewise, situations of lack of integration must be treated with the utmost seriousness and rigor, even if they are not bullying.

All reports are to be taken seriously and pupils will be encouraged to be honest with us. It is especially important to encourage pupils and families to report bullying or cyberbullying as soon as they become aware of it. The culture of

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"no telling" should be discouraged.

We recognize that bullying or cyberbullying can cause psychological harm and even lead to suicide and should not be taken lightly regardless of age.

Revisions

<i>Any update of this document must be made with the document <u>cpsss_safe_to_learn_embedding_anti_bullying_work</u>, which is in Gedoci in Educational legislation.</i>	
<i>Rev 4 March 23</i>	<i>This document is created with the safeguarding policy, separating it from the procedural part. The rest of the reviews can be found in the Safeguarding procedure.</i>
<i>Rev 5 Dec 23</i>	<i>Update child protection team in the school</i>
<i>Rev 5 July 24</i>	<i>The child protection team in the school is updated. The whistleblowing policy and whistleblowing channel are included. Revised the Keeping Children Safe in Education (KCSIE) annex F for all updates and to take into account in this doc.</i>