



**NEWTON
COLLEGE**



**International
Schools
Partnership**

Child Protection and Safeguarding Policy

2024-2025

Reviewed by: Stephen Scott

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1. Policy statement and principles

It is the ethos of Newton College to enable children of the internationally mobile community to learn and develop, grow and realise their potential in a SAFE environment which is child-centred, stable, nurturing and rich with learning opportunities.

Safeguarding and promoting the welfare of children refers to the processes of protecting students from harm, preventing the impairment of their health and development, ensuring that we seek to improve the general health and well-being of all students in our care and enabling every student to have the optimum life chances and enter adulthood successfully.

Our core safeguarding principles are:

- A child's welfare is paramount and each student has the right to be protected from harm and exploitation and to have their welfare safeguarded irrespective of race, religion, ability, gender or culture.
- All students need to be safe and feel safe in school. Safer children make more successful learners.
- students have the same equal rights to protection, but we recognise that we need to do more for some because of their special educational needs, disability, gender, religion or sexual orientation.
- Every adult in school must have a demonstrable commitment to protecting the students with/for whom we work

Our expectations

Newton College expects that all staff and volunteers in our school and any contractors or partner agencies recognise where a student is at risk or vulnerable to being harmed, and are aware of the actions they should follow in order to better safeguard the child.

1.1 Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers and governors.

This policy aims to

- Provide all staff with the necessary information to enable them to meet their child protection responsibilities.
- Ensure consistent good practice.
- Outline the systems and processes we all take to ensure that students remain safe at school.

- Provide a safe and happy environment to enable students to thrive and learn.
- Raise awareness to all staff of safeguarding/child protection issues, and define their roles and responsibilities in reporting possible cases of abuse.
- Ensure effective communication between all staff on child protection/safeguarding issues.
- Be clear with all parties, including students and their parents/carers, regarding our approach to safeguarding and child protection, through the provision of clear and well communicated policies.

1.2 Safeguarding legislation and guidance

Safeguarding is everything we do in order to create a safe and caring environment for our students.

Child Protection is the core element of safeguarding and is defined as the responsibility to protect children who are suffering or likely to suffer from harm as a result of abuse or neglect.

2. The Safeguarding team

Even though it is clearly established that Safeguarding is everyone's responsibility, the school has a dedicated team that is in charge of training, informing, preventing and intervening following the school's internal protocols and platforms in order to safeguard and protect our students.

The Designated Safeguarding Lead (DSL):

At our school, **Stephen Scott** is the Designated Safeguarding Lead (DSL). The **Deputy Designated Lead** is **Malén Ferrer**, DSL representative in Secondary & Sixth Form) and there is a DSL representative in different stages- **Marina Ruíz** in Early Years and **Linda Robinson** in Primary) on each site for safeguarding, which is overseen by the DSL. This Safeguarding team will: receive appropriate safeguarding training to equip them to undertake their role; be given sufficient time in the working day to undertake the role; and be able to prioritise safeguarding when necessary.

In the absence of the DSL, concerns may go straight to the school principal.

The DSL...

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff.
- is appropriately trained, with regular updates.
- acts as a source of support and expertise to the school community.
- has a working knowledge of safeguarding procedures.
- makes staff aware of safeguarding training courses and the latest policies on safeguarding.
- requests detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file.
- refers cases of suspected abuse to children's social care or police as appropriate.
- ensures that when a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil file and ensures secure

transit) and confirmation of receipt is obtained.

- attends and/or contributes to child protection conferences.
- coordinates the school's contribution to child protection plans.
- develops effective links with relevant statutory and voluntary agencies.
- ensures that the child protection policy and procedures are reviewed and updated annually liaises with the nominated governor and head teacher (where the role is not carried out by the head teacher) as appropriate.
- makes the safeguarding policy available publicly, on the school's website or by other means.

2.1 The deputy designated safeguarding lead(s):

Malén Ferrer as DDSL has been trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

3. Good practice guidelines and staff code of conduct

Good practice includes:

- Treating all pupils with respect.
- Setting a good example by conducting ourselves appropriately.
- Involving pupils in decisions that affect them.
- Encouraging positive, respectful and safe behaviour among pupils.
- Knowing how to listen
- Being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation.
- Recognising that challenging behaviour may be an indicator of abuse.
- Reading and understanding the school's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues.
- Being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse.
- Referring all concerns about a pupil's safety and welfare to the DSL, DDSL or School Head.
- All staff have the responsibility to report to the Designated Safeguarding Lead any concern they have about the safety of any child in their care. The Designated Safeguarding Lead's responsibility is to make decisions about what to do next and then to take appropriate action.

All staff...

- Ensure they are familiar with and follow the safeguarding related documents, codes of conduct, guidance for safe working practice.
- Be alert to signs and indicators of possible abuse.
- Listen to and take seriously the views and concerns of children.
- Record any concerns and report these to the Designated Safeguarding Lead

(DSL) on the schools concern form.

- Follow the procedures outlined in this document when/if concerned about any child.
- Support students, staff or other adults who have concerns, or who are the subject of concerns, to act appropriately and effectively in instigating or cooperating with any subsequent process of investigation.
- Undertake appropriate child protection/safeguarding and safe recruitment training (and refresher training as required by ISP).
- All staff and volunteers need to recognise that if their behaviour inside or outside the workplace breaches the ISP code of conduct and/or the guidance for safe working practice, this may be considered a disciplinary or even criminal matter.

Members of staff involved in recruitment or partaking in interviews will also...

- Be subject to safe recruitment processes and checks prior to starting at the school/organisation (unless an action plan/risk assessment is in place to ensure the staff member is supervised until all checks are completed).

3.1 Abuse of position of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence and would mean a breach of the Safeguarding principles and professional code of conduct.

3.2 Children with Special Educational Needs or disabilities

Children with special educational needs (SEN) and disabilities face additional challenges when it comes to safeguarding. There may be extra barriers in recognizing abuse and neglect in this group of children, including:

- Assumptions that signs of potential abuse, such as behaviour, mood, and injuries, are due to the child's disability, without further investigation.
- The possibility that children with SEN and disabilities may be disproportionately affected by behaviours such as bullying, without displaying any apparent symptoms.
- Communication barriers and difficulties in overcoming these barriers.

Staff members receive appropriate training to help overcome these barriers and ensure that these children are properly safeguarded.

3.3 Children missing school

Attendance, absence and exclusions are closely monitored. A child missing education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

The DSL will monitor unauthorised absence and take appropriate action including notifying the family first in order to share their concern, or when necessary: the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

Attendance expectations will not only be adhered to the Spanish legal framework, but will also try to satisfy ISP's internal objective of a 95% of attendance.

The Absenteeism Policy covers these principles and actions to be taken when these situations are identified.

3.3 Honour-based violence

"Honour-based" violence encompasses crimes committed to protect or defend the honor of a family and/or community, including Female Genital Mutilation (FGM), forced marriages, and other practices such as breast ironing. Any form of honor-based violence constitutes the commission of abuse.

Female Genital Mutilation (FGM) is the generic term used to refer to a series of procedures that, for non-medical reasons, partially or totally alter or remove female genital organs. In England, Wales, and Northern Ireland, this practice is a criminal offense under the Female Genital Mutilation Act 2003. Its practice can cause intense pain and distress, as well as have long-term health consequences, such as difficulties during childbirth.

FGM is practiced on girls of any age, from babies to older adolescents or adult women, so staff at the school are trained to identify the risks. Most of these procedures are carried out outside our country, so staff should be particularly alert to the fears and concerns expressed by female students regarding the possibility of a long trip during the summer holidays.

Forced marriage is a marriage in which the woman (and, in some cases, the man) does not give their consent to the marriage but is coerced into doing so. Coercion can include physical, psychological, economic, sexual, and emotional pressure. It can also involve physical or sexual violence and abuse. In England and Wales, this practice is considered a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage. In arranged marriages, which are common in various cultures, the families of both parties play a significant

role in organizing the marriage, but it is the future spouses who decide whether to accept the arrangement.

In some cultures, children may marry at a very young age, much earlier than is permitted in Spain. School staff receive appropriate training and must be especially alert to the fears or concerns expressed by students regarding the possibility of being taken from the country.

3.4 Radicalization and extremism

Extremism is defined as an express or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance for the diversity of religions and beliefs.

Some children are at risk of falling into radicalization by adopting beliefs and engaging in activities that are harmful, criminal, or dangerous. Islamic extremism is the most widely recognized form of radicalization, and schools must remain vigilant to the risk of radicalization toward white supremacy extremism.

School staff will receive appropriate training to identify the signs of extremism. Our curriculum provides opportunities for students to discuss issues related to religion, ethnicity, and culture, and our school follows the guidelines set out in the Promoting Fundamental British Values guide as part of the students' spiritual, moral, social, and cultural education (SMSC).

3.5 Whistleblowing if you have concerns about a colleague

Newton College also has a Whistleblowing policy that should be followed when there is a concern regarding a member of staff's inappropriate behaviour.

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing code enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the head teacher. Complaints about the head teacher/principal should be reported to the designated child protection officer at Newton.

3.6 Allegations against staff

An allegation can be made against a staff member or volunteer at any point. It is important that any such allegations are treated seriously and appropriate procedures followed.

An allegation is different to a complaint and can be defined as follows:

- Where someone has behaved in a way that has harmed or may have harmed a child.
- Where someone has possibly committed a criminal offence against a child.
- Where someone has behaved in a way towards a child or children that would pose a risk to children.

In the event of an allegation being made against a member of the school staff (or a volunteer helper), it will always be investigated by the Principal unless a criminal act has been committed, in which case the matter should be referred to the local authorities where appropriate. In all cases (criminal or not) the Principal and Group H&S Director must be informed as soon as possible and certainly within 48 hours. In the case of the allegation being against the Principal, the Regional Managing Director and the Group H&S Director should be informed.

No action to investigate the concern should be taken before consultation with the Group H&S Director, and agreement reached about how best to approach and investigate the concern. If it is felt, after these initial consultations, that further enquiries are needed, then the member of staff may be suspended. Suspension is a neutral act, and in no way implies that the person is guilty of any wrongdoing. It is acknowledged that this would be distressing for the person concerned, and the school will do all it can to balance the interests of any individual with that of the need to keep children safe. The school will seek advice from the Group H&S Director before acting and will comply with national and locally agreed guidance on these matters. Each school is expected to have researched and mapped the local arrangements and guidance for dealing with allegations.

Staff will reduce the possibility of an allegation being made by ensuring that they are aware of the expectations within the code of conduct for staff and volunteers and the guidance for safe working practice.

ISP recognises that we cannot expect children to raise concerns in an environment where adults fail to do so. All staff and volunteers should be aware of their duty to raise concerns about the actions or attitude of colleagues. Appropriate concerns raised for the right reasons are considered to be a protected disclosure and, even if proven to be unfounded, no action will be taken against the whistle-blower.

Malicious whistleblowing however, will be seen as a potential disciplinary matter.

Whistleblowing issues are to be dealt with by the school principal, Hugo Liz de Castro, as per the Whistleblowing Policy.

3.7 Reporting allegations

ISP recognises that we cannot expect children to raise concerns in an environment where adults fail to do so. All staff and volunteers should be aware of their duty to raise concerns about the actions or attitude of colleagues. Appropriate concerns raised for the right reasons are considered to be a protected disclosure and, even if proven to be unfounded, no action will be taken against the whistle-blower.

Malicious whistleblowing however, will be seen as a potential disciplinary matter.

Whistleblowing issues are to be dealt with by the school Principal, Hugo Liz de Castro, as per the Whistleblowing Policy.

3.8 Staff training

Staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

New staff will receive a briefing during their induction, which includes the school's child protection policy and staff behaviour policy, reporting and recording arrangements, and details for the DSL. All staff, including the DSL, head teacher (unless the head teacher is the DSL) and governors will receive training that is regularly updated. All staff will also receive safeguarding and child protection updates via email, e-bulletins, website access and staff meetings throughout the year.

3.9 Safer recruitment

Newton College will do all they can to ensure that all those working with children in our schools and across the whole organisation are suitable people. In order to do this, all staff who will work in an unsupervised capacity with children or young people will be recruited using safe recruitment procedures.

Safe Recruitment involves scrutinising applicants through the interview process and application forms, verifying identity, qualifications and obtaining appropriate references, undertaking criminal background checks from all countries where the applicant has lived or worked in the last 10 years, as well as some additional recruitment checks.

At least one member of every interview panel at both the organisational and school level, who are interviewing for a post or posts that may have unsupervised contact with children, will have undertaken safe recruitment training. All schools will keep a central record of all the recruitment checks undertaken on all staff. This record will include criminal records checks or certificates of good conduct, qualifications, prohibition order checks etc.

Where information is disclosed as part of the criminal records checking process, whether this is information about cautions, convictions or soft information, any disclosure will lead to a risk assessment being completed prior to appointment. This risk assessment will be signed off by the Principal, Group Health and Safety Director, Regional HR Manager and Regional Director for Schools.

At least one member of each recruitment panel will have attended safer recruitment training.

All relevant staff (involved in preschool settings and/or before or after school care for children under eight) are made aware of the disqualification by association legislation and their obligations to disclose relevant information to the school

The school obtains written confirmation from supply agencies or third party

organisations that agency staff or other individuals who may work in the school have been appropriately checked.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

The school will maintain a single central record of recruitment checks undertaken.

4. Collaborators

4.1 Volunteers

Volunteers will undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

4.2 Contractors

The school checks the identity of all contractors working on site and requests child protection checks with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

4.3 Site security

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in if accessing the site at the beginning or end of the school day. All visitors are expected to observe the school's safeguarding and health and safety regulations. The head teacher and Safeguarding team will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

4.4 Extended school and off-site arrangements

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of our school we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

4.5 Staff/pupil online relationships

Newton College has a school staff/student email system which is safely monitored and enables students and parents to contact staff at any time, should they need to do so. No staff should undertake communications via social media. WhatsApp communications must never be set up between individual pupils and staff. WhatsApp Groups can only ever be set up or used within the Acceptable Use of IT Policy.

5. Specific safeguarding issues

The school acknowledges there are specific groups that may be especially vulnerable to...

5.1. Anti-Bullying

Bullying is a safeguarding matter and if left unresolved can become a more serious child protection issue. Staff at every level will take seriously any concerns raised in relation to the bullying of any student. Action will always be taken to investigate the concerns and to prevent repeat incidents or behaviours. Bullying may involve either face-to-face or the misuse of social media or technology. The school has a separate Anti-Bullying Policy which must be referred to and fully referenced in relation to the bullying of any student.

5.2. Children with Special Educational Needs or Disabilities

All staff should recognise that children with Special Educational Needs and Disabilities can mean additional safeguarding challenges. Depending on the nature of a child's special need or disability, additional barriers can exist which make it more difficult to identify and recognise signs of abuse. For example, it is easy to assume that a child's mood, behaviour or any injury relates to their disability rather than the fact they may be suffering abuse. It should also be recognised that children with disabilities may be disproportionately impacted on by behaviours such as bullying but they may not show any outward signs. Communication difficulties, in particular, can make it very difficult for a child to indicate what's happening and, therefore, may make it very difficult to overcome any such barrier. Staff should be extra vigilant and report any and all concerns, avoiding making assumptions about the causes of any injury or behaviour.

5.3. Allegations made by a child about another child (Peer-on-peer abuse)

ISP recognises that children are capable of abusing their peers. Where an allegation is made that one child may have abused another, this will always be taken seriously and dealt with as a safeguarding matter. Peer on peer abuse can take many forms, and gender issues can be prevalent when dealing with this type of abuse. Examples can include girls being touched/assaulted inappropriately by boys, or boys themselves being subject to initiation violence. This type of peer on peer behaviour will not be tolerated.

Under no circumstances should an allegation that one child has possibly abused another be treated "as just children being children" or "experimentation".

If the alleged actions are unwanted or involve minors who may not be able to give consent by virtue of their age or any disability, then this is potentially abusive and the school procedures should be followed in the same way as for any other safeguarding or child protection matter.

5.4. Safeguarding students who are vulnerable to extremism

ISP values freedom of speech and the expression of beliefs/ideology as fundamental

rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or leads to violence and harm of others, goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Any freedom of speech which promotes violence against anyone or anything else will not be tolerated.

5.5. Physical Intervention/restraint

There may be times when adults in schools, in the course of their school duties, have to intervene physically in order to restrain students and prevent them from coming to harm. Such intervention should always be both reasonable and proportionate to the circumstances and be the minimum necessary to resolve the situation.

The Principal should require any adult involved in any such incident to report the matter to him/her as soon as possible. The staff member is required to document the incident in full giving a description and full account of the incident. Witnesses to the incident should be identified where possible.

Where intervention has been required a senior member of staff should be asked to debrief the student and allow them to describe the incident from their point of view. Written notes of this conversation should be kept and the student checked for any injuries.

Parents/carers should always be informed when an intervention has been necessary.

6. Staying safe online and with digital technologies

6.1. E-safety

The growth in electronic media in everyday life and an ever-developing variety of devices create additional risks for children. Risks and dangers of being online include:

- Inappropriate content.
- Ignoring age restrictions and communicating with unknown adults or other children (which make children vulnerable to bullying and grooming).
- Grooming and sexual abuse.
- Sharing personal information.
- Gambling or running up debts.
- Cyber Bullying.

Cyber bullying is an increasingly common form of bullying behaviour and is most often related to social networks and mobile phones.

The best way to protect our students is to teach awareness and understanding of risk, particularly through personal, social and health education, sex and relationship education or wellness programmes.

Safeguarding-related tools monitoring school devices

One of the tools used by the school to monitor safety online includes the use of **Smoothwall**. This system will flag the DSL and the head of stage when there is a concerning search on a school device.

This system doesn't grant full access to overview the child's use of the device. Smoothwall runs dormant and monitors only when the item or word being typed is flagged as a concern.

Low risk issues are stored in a digital dashboard and the DSL team is there to monitor the issue. High risk issues (triaged as level 3 to 5) will notify the DSL and heads of stage.

If the flagged alert is deemed...

- a **misuse** of the device and infringes the ICT acceptable use policy, students will be verbally warned.
- a **disciplinary** issue where a peer is being targeted, this alert may lead to further actions as per the disciplinary policy.
- a **safeguarding** issue and raises a concern about the child's wellbeing, the Safeguarding policy is to be followed.

6.2. Mobile phone and Camera Images

It is our policy that practitioners, teachers and visitors to our Early Years settings should not use personal mobile phones to take images of children. In our primary and secondary schools, if personal equipment is used to capture child images, these images should be uploaded to the schools' system as soon as possible and

immediately deleted from personal equipment. These measures must be completed before a member of staff leaves the school premises at the end of a school day. Permission to capture images, videos or audio recordings should be sought from the Designated Safeguarding Lead or Principal for the school.

At the beginning of school events parents should be reminded of the restriction of taking photos and videos on school sites and that they must not take images of any child other than their own.

As per the school mobile device policy, students shouldn't use smartphones or smart devices that are not school-approved. For safeguarding reasons, these devices can only be on site if they are off and stored in the student's locker or bag. Making contact with families or carers should happen through the main office.

6.3. Publication of school activities on digital platforms

ISP are aware that the use of digital platforms and social media in particular can make children particularly vulnerable to 'grooming'. Therefore, all ISP staff will ensure that when promoting school activity on these platforms they adhere to the following measures:

- always asking for written consent from a child and their parents or carers before taking and using a child's image
- always explaining what images will be used for and what potential risks are associated with sharing images of children
- making it clear that if a child or their family withdraw consent for an image to be shared, it may not be possible to delete images that have already been shared or published
- changing the names of children whose images are being used in school published material whenever possible (and only using first names if we do need to identify them).
- Never showing screenshots of video conferencing lessons or meetings that show children's faces and full names.
- only using images of children in appropriate clothing
- avoiding full face and body shots of children taking part in activities such as swimming
- never publishing personal information about individual children and disguising any identifying information.
- making sure children, their parents and carers understand how images of children will be securely stored and for how long (including how we will control access to the images and their associated information)
- reducing the risk of images being copied and used inappropriately by using correct settings on digital platforms.

Photographs for School Publications and Marketing:

- Photographs or videos of students being used by staff for marketing are only taken on school cameras/devices. For external contractors filming at school, beyond the background checks and Safeguarding training -for regular collaborators-, they will have permission to record or edit footage involving students whose families have granted the school permission. This footage must be stored safely and can't be shared by the external company with other

entities or audiences other than Newton College.

- Images should be saved on a secure server/database and printed copies only used within the school for purposes such as displays, records and learning journals. Images to be used for marketing need to be agreed with parents/carers before use.
- Visitors and parents/carers should be asked not to use mobile devices within the school and/or early years setting, except where permission has been granted to capture images of their own child or children. All parents/carers must give permission for photographs to be used for publicity purposes and to sign a disclaimer if they do not wish their child's image to be used externally.

Failure of staff to adhere to the above measures to safeguard the children in our care will result in disciplinary action

7. Procedures

7.1. Adults concerned about a Student

If staff suspect that any student in their care may be a victim of abuse, or is at risk of abuse or other form of harm, they should not try to investigate, and inform Stephen Scott, the Designated Safeguarding Lead (DSL) about their concerns as soon as possible.

Staff must disclose any concerns they have about the possibility of a student being abused or placing themselves at risk. It is better to share these concerns, which may later prove to be unfounded, than to hold onto information that may have helped protect a student from actual harm. In many cases a student will not make a direct disclosure, but staff will be concerned because of a physical or emotional indicator. In these circumstances staff should still use the record of concern form and the body map (if appropriate), to make a report to the Designated Safeguarding Lead.

Where any student makes any form of direct disclosure, the guidelines under the heading 'Dealing with Disclosure' below should be followed.

7.2. Disclosure, Reporting and Further Action

General Principles

Note: Be aware that if a child asks to speak to someone in confidence about a problem, no one should ever promise confidentiality if what the child discloses or is likely to disclose relates to abuse being suffered by them or another child. Staff should always give this as a health warning before meeting with the child.

The following guidance is based on five key practices for all staff:

Receive

Where possible, always stop and listen to a child who wishes to speak in confidence. We know that children will often find the most inconvenient time to do this, but it is important that you make time for the child, even if this is to say "I can't stop now but come and see me in my office at....". Where possible during any disclosure try to listen,

allow silences and try not to show shock or disbelief.

Reassure

Try to stay calm, make no judgments and empathise with the child. Never make a promise you can't keep. Give as much reassurance as you can and tell the child what your actions are going to be. Reassure the child that they are doing the right thing by telling you.

React

React to what the child is saying only as far as you need to for further information. Don't ask leading questions. Keep questions open such as... "is there anything else you need to tell me?". Try not to criticise the alleged perpetrator as this may be a family member for whom the child may still have feelings.

Record

Make brief notes about what the child says during the conversation, but if this is not possible, make notes as soon after as you can and certainly within 24 hours. Make sure to record exactly what the child says and not your interpretation of what is said. Record the time, date and place as well (see the record of concern form).

Report

Where a child makes any disclosure, or where you have concerns for any reason, it is very important that the procedures outlined in this document are followed. A full written/typed account of the concern (ideally using the record of concern form) should be passed to the Designated Safeguarding Lead as soon as possible and should include, where relevant, a completed body map.

Where a child has made a disclosure and alleges abuse, the Designated Safeguarding Lead (or Principal in the absence of the DSL), should be informed as soon as possible. The Designated Safeguarding Lead will collate any available evidence by ensuring the notes taken from any witnesses are made available to any investigating body. The Designated Safeguarding Lead will then consider and where necessary, consult on the information available. It is the role of the Designated Safeguarding Lead to make decisions about what action to take next and to make the decision whether to take the matter further within the local legal framework. It is important that a full record of all the information and decisions made are recorded and stored confidentially.

Newton College recognises the diverse and complex local contexts our schools operate in. Therefore, the following principles are taken into account when following the framework and procedure for disclosure, reporting and further action:

7.3. Local Safeguarding Agencies/Advice

The local legal requirements: Each school MUST insert local arrangements and contact details for local agencies and bodies who can both advise or accept referrals in this section. Alternatively, schools are free to produce a separate document that outlines which, if any, agencies are contactable or available for the school to seek advice from or make referrals to. Names and contact details of the DSL should also be included.

As soon as a case has been reported and the case has been investigated, the resulting action might be notified to the authorities if it is deemed a child is at risk. Due diligence and recording the actions taken is key when the concern is raised, as well as the follow up actions taken whilst collaborating with the authorities until there is a resolution.

7.4. Record Keeping and Confidentiality

Record Keeping

All records of child protection concerns, disclosures or allegations should be treated as sensitive information and should be kept together securely and separately from the child's general school records. The information should be shared with all those who need to have it, whether to enable them to take appropriate steps to safeguard the child, or to enable them to carry out their own duties, but it should not be shared more widely than that.

- Child protection records should be stored in a secure filing cabinet or in a secure electronic system such as MyConcern. Safeguarding information must not be recorded on paper nor should private information be shared via email. Files should be accessible through the Designated Safeguarding Lead (or their deputy) and other senior staff in larger schools to ensure reasonable access. (ISP are to enable the H&S system to securely hold these records)
- Records of any child disclosure should be clearly dated and filed without future amendment.
- Child protection records should be separate from the general education file, but the child's general school record file should be marked to indicate that a child protection file exists (e.g. red star or similar). All staff who may need to consult a child's school file should be made aware of what the symbol means and who to consult if they see this symbol.
- A child protection file (Electronic or otherwise) should be started for an individual child as soon as the school is aware of any child protection concerns about that child. This may arise in a number of ways.
 - o If a member of staff raises a concern about the welfare or well-being of a child – this should be recorded in writing (see below for guidance).
 - o If information is forwarded to the school by a previous school attended by the child.
 - o If the school is alerted by another agency of child protection concerns about that child.
- Members of staff should make a written account of any concern they have regarding the welfare or well-being of a child, using the school's pro forma. This record should be passed as soon as possible to the Designated Safeguarding Lead. Concerns, which initially seem trivial, may turn out to be vital pieces of information later. So, it is important to give as much detail as possible. A

concern raised may not progress further than a conversation with the Designated Safeguarding Lead, but could also potentially lead to matters being dealt with through a legal system. If there hasn't been a specific incident that causes concern, try to be specific about what it is that is making you feel worried.

- If any information is removed from a file for any reason, a dated note should be placed in the file indicating who has taken it, why and when.

In the case of disclosure, remember the record you make should include:

- As full an account as possible of what the child said (in their own words).
- An account of the questions put to the child.
- Time and place of disclosure.
- Who was present at the time of the disclosure.
- The demeanour of the child, where the child was taken and where returned to at the end of the disclosure.

Schools should regard all information relating to individual Safeguarding/child protection issues as confidential, and should treat it accordingly. Information should be passed on to appropriate persons only at the discretion of the Principal/Designated Safeguarding Lead and this should always be based on the need to know.

All records relating to child protection should be secured appropriately.