



## Safeguarding and Child Protection Policy

### Key personnel and contacts

#### Baleares International College, Sa Porassa

|                                      |                   |  |
|--------------------------------------|-------------------|--|
| Designated Safeguarding Lead:        | Trelawney Bresic  | <a href="mailto:Trelawney.Bresic@balearesint.net">Trelawney.Bresic@balearesint.net</a>   |
| Deputy Designated Safeguarding Lead: | Elizabeth Compton | <a href="mailto:elizabeth.compton@balearesint.net">elizabeth.compton@balearesint.net</a> |
| Principal:                           | Alison Colwell    | <a href="mailto:alison.colwell@balearesint.net">alison.colwell@balearesint.net</a>       |

#### Orbital Education

|                                     |               |  |                  |
|-------------------------------------|---------------|--|------------------|
| Regional Head of Schools:           | Johnathan Dey | <a href="mailto:johnathan@orbital.education">johnathan@orbital.education</a> |                  |
| Group Designated Safeguarding Lead: | Michael Clack | <a href="mailto:michael@orbital.education">michael@orbital.education</a>     | +44 161 485 7091 |

#### Calvia municipality

|                               |                                 |  |  |
|-------------------------------|---------------------------------|--|--|
| Officers for Social Services: | Concha Casado Mena              | <a href="mailto:ccasado@calvia.com">ccasado@calvia.com</a>                             | Ajuntament de Calvia<br>C/. Julia Bujosa<br>Sans 1<br>07184, Calvia<br><br>Tel. 971139100<br>Ext 1252<br><br>Móvil 672756349<br>Ext 6115 |
|                               | Carmen Guillén Ávila            | <a href="mailto:cguillen@calvia.com">cguillen@calvia.com</a>                           |  |
|                               | Missing students police contact | <a href="mailto:policiacomunitaria@pol.palma.cat">policiacomunitaria@pol.palma.cat</a> |  |



## Commitment

*The school is committed to the values inherent in the UN Convention on the Rights of the Child (1990)<sup>1</sup>.*

*At Baleares International School, we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child.*

*Our children have the right to protection from harm, harassment or abuse, regardless of their age, gender, ability, race or social background. They have a right to be safe at all times, both in school and in their lives outside school.*

## Review

*This policy will be reviewed annually, unless an incident or new legislation/guidance suggests the need for an earlier review. Any deficiencies or weaknesses will be remedied without delay.*

*The Principal and Regional Head of Schools (on behalf of the Board) will also undertake an annual review of the school's Safeguarding/Child Protection procedures and of the efficiency with which the related duties have been discharged. Any deficiencies or weaknesses in arrangements will be remedied without delay.*

**Date of most recent review and update: September 2022**

## Aims

This policy applies to all staff, volunteers and external contractors working in the school.

It is intended to:

- provide clear direction to staff and others about required actions and expected behaviour in dealing with Child Protection and Safeguarding issues;
- provide clear direction to staff and others about how to respond if concerned about a child or the behaviour of an adult;
- ensure that Child Protection concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child;
- make clear our commitment to the development of good practice and sound procedure.

## 1. Associated Policies

All staff must read, and acknowledge, that they are familiar with part one of the document [Keeping Children Safe in Education 2022](#)

This Policy should also be read and followed in conjunction with:

- Staff Handbook - Code of Conduct
- Safer Recruitment Policy and induction procedures
- E-Safety and Acceptable Use Policy
- Health and Safety Policy including educational trips
- Behaviour and Pastoral Care policy
- school security procedures

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<sup>1</sup> UN Convention on the Rights of the Child [www.unicef.org/crc/files/Rights\\_overview.pdf](http://www.unicef.org/crc/files/Rights_overview.pdf)



## 2. Definitions

In relation to children and young people, BIC adopts the definition used in the Children Act (2004)<sup>2</sup> and the UK Department for Education (DfE) guidance document: 'Working Together to Safeguard Children' (2013), which define *Safeguarding and promoting children and young people's welfare* as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes;

This UK statutory guidance defines Child Protection as part of Safeguarding and promoting welfare. *Child Protection* is the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Safeguarding and Child Protection guidance and legislation applies to all children and young people up to the age of 18.

## 3. Core Principles

Our core Safeguarding principles are:

- it is the school's pre-eminent responsibility to safeguard and promote the welfare of children;
- children who are and feel safe make more successful learners;
- the curriculum provides opportunities for children to develop the skills they need to recognise, and stay safe from, abuse;
- all staff, volunteers and contractors are alert to the signs of abuse and neglect and follow best-practice procedures to ensure that children receive effective protection and support;
- safer recruitment practices are rigorously followed to ensure the suitability of staff and volunteers that will work with our children.

## 4. Responsibilities

### 5.1. All adults in the school

All adults working at Baleares International College should be aware of their responsibility to safeguard and promote the welfare of every student, both physical and emotional and both inside and outside the school. This involves ensuring that students are protected from significant physical, sexual and/or emotional harm and that there is a commitment to ensure the satisfactory development and growth of each individual.

All staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. The students should be treated with respect within a framework of agreed and understood behaviour.

All staff are required to adhere to the policies, protocols, Code of Conduct and the standards in the Staff Handbook, and everyone working at Baleares International College must be fully committed to the school's Safeguarding Policy:

- all employees, volunteers or contractors are required to report to the Designated Safeguarding Lead (DSL) in the event that they suspect child abuse or neglect;

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<sup>2</sup> The Children Act (2004): [http://www.legislation.gov.uk/ukpga/2004/31/pdfs/ukpga\\_20040031\\_en.pdf](http://www.legislation.gov.uk/ukpga/2004/31/pdfs/ukpga_20040031_en.pdf)



- all staff must know how to recognise possible abuse, be familiar with the process of recording information and referring concerns through the correct channels, and to seek advice and support as necessary from the DSL;
- all staff are required to attend a Safeguarding workshop at the start of the year, or upon induction during the year, other relevant professional development activities as required and to complete online training courses relating to Safeguarding and Child Protection according to Orbital requirements. Upon successful completion of these courses, a copy of the certificate must be placed in the staff member's HR file.

In accordance with the Safer Recruitment Policy, all staff are required to provide relevant enhanced DBS, ICPC or other Police Clearance certification when seeking employment or contract extension, and further local Police/Sex Offenders List checks every three years according to local regulations.

All elements of the Safeguarding and Child Protection Policy are applicable when students are off-site or on trips away from school.

## 5.2. Principal

The Principal has overall responsibility for Safeguarding and Child Protection in the school. In her absence, the Heads of Primary and Secondary will take responsibility for the above.

The Principal will:

- appoint a Designated Safeguarding Lead (DSL) for Safeguarding and Child Protection;
- ensure that training for the Designated Safeguarding Lead is up to date and includes knowledge of local procedures. Training with Educare at L3 must be updated at least every two years;
- facilitate all staff to receive annual training regarding the Safeguarding and Child Protection policy and procedures. A record of attendance must be maintained and kept on file;
- review and amend the policy where necessary to be approved on an annual basis;
- ensure that all those working with children at Baleares International College school are suitable people. This involves scrutinising applicants for roles as teaching or administrative staff, after-school instructors, volunteers and those representing other agencies connected with the school by verifying their identity, obtaining references and obtaining comprehensive background checks, including DBS/ICPC checks for all UK staff appointments and periodic local Police/Sex Offender for all employees. All Board members are required to undergo appropriate checks through the Orbital Head Office;
- consult with the RHoS/Group DSL when Safeguarding issues are identified and then, if necessary, contact Social Services and/or the Police. This does not require parental consent for referral.



### 5.3. Designated Safeguarding Lead

The DSL is a member of the Senior Leadership Team and is responsible for:

- ensuring that Baleares International College complies with best international practice and Orbital guidelines relating to the protection of children;
- ensuring that the school complies with all aspects of local (Spanish and municipal) laws and regulations relating to the protection of children and maintaining contact with local Safeguarding partners;
- training all staff (academic and administrative) at induction and with regular updates;
- reporting suspicions of child abuse directly to the Principal;
- informing (within confidentiality guidelines) key individuals (such as the class teacher) about suspicions or confirmation of abuse regarding a student, to enable appropriate monitoring and support.

The DSL should keep a record of all documents arising from a Safeguarding or Child Protection incident, each signed by the person who provided/reported it. The DSL should also keep records of follow-up actions taken with the students (such as school counselling or external support) after the original incident has been addressed by the school/authorities. All records must be kept highly secure in a locked safeguarding file.

The DSL liaises with the HR Manager to ensure all staff, volunteers and contract staff have completed suitable checks.

### 5.4. Other Specified Staff

It is the responsibility of the **HR Manager** to keep up to date and accurate records of background checks, DBS/ICPC and police checks for all employees and that all employees have completed the relevant online Safeguarding and Child Protection courses (information to be held on iSAMs).

**Reception** staff are required to be vigilant and adhere to the procedures governing the access of visitors to the school, including detailed record-keeping, provision of a Visitor's Pass to be worn for ease of identification and monitoring of the visitors whilst inside the school grounds.

## 5. Recruitment and Training

The school's Safer Recruitment procedures will be followed for all staff employed by the school. All staff (both teaching and non-teaching), including volunteers who apply to work at the school, will be subject to a rigorous recruitment process to ensure, as far as possible, their suitability to work with children and eligibility to work in Baleares International College.

All applicants are required to provide evidence of their identity and qualifications. At least two references will be taken up and these references will be followed up and verified by the Principal or delegated member of staff.

All staff involved in the recruitment process, and at least one person on any interviewing panel, must have completed Safer Recruitment training.

Staff will always have access to the Safeguarding and Child Protection Policy and will be required to sign a document each year or after any updates certifying that they have read it, understand it and agree to abide by its contents. Guidance on conduct and avoidance of situations which may compromise staff members is given in the Staff Handbook.

## 6. Allegations



It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some adults do pose a serious risk to children's welfare and safety and we must act on every allegation made.

### **6.1 Allegations against a member of staff**

If an allegation is made against a member of staff, procedures must be followed in accordance with international protocols<sup>3</sup>.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended as a neutral act where this is deemed to be the best way to ensure that children are protected.

Please refer to the Code of Conduct as detailed in the Staff Handbook for additional guidelines as to expectations of staff conduct and behaviour and the avoidance of situations which may inadvertently give grounds for allegations.

### **6.2 Abuse of trust**

**All staff at BIC must be aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach.**

In particular, they must 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 child under 18 may be a criminal offence, even if that child is over the age of consent.

## **7. Parental Involvement**

The school is committed to helping parents/carers understand its responsibility for the welfare of all students. Parents of students new to the school will be made aware that they can access the full Safeguarding and Child Protection policy on the school's website.

The school will seek to discuss any concerns about a student with their parents, as stated. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure. Where a referral is necessary, the DSL should seek the agreement of the parents before making the referral to Children's Social Care. However, a lack of agreement should not stop a referral going ahead. If the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from Children's Social Care.

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<sup>3</sup> [https://www.cois.org/uploaded/Documentation/About\\_CIS/Child\\_Protection/Protocol\\_-\\_Managing\\_Allegations\\_of\\_Child\\_Abuse\\_by\\_Educators\\_and\\_other\\_Adults.pdf](https://www.cois.org/uploaded/Documentation/About_CIS/Child_Protection/Protocol_-_Managing_Allegations_of_Child_Abuse_by_Educators_and_other_Adults.pdf)



## **Appendix A: Recognising Child Abuse**

### **Forms of abuse**

Child abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. There are four main types of child abuse: it can be physical, sexual or emotional, or take the form of neglectful behaviour towards a child.

#### **Physical abuse**

Physical abuse can range from over-chastisement, slapping with the hand, a belt, a stick or other object, to shaking, punching or throwing a child across the room. It can lead directly to neurological damage, physical injuries, disability or – at the extreme – death. Harm may be caused by the abuse itself and by abuse taking place in a wider family or institutional context of conflict and aggression. It also includes a parent/carer fabricating symptoms of or inducing illness in a child. Some physical abuse is reactive and some may be clearly premeditated with an intent to cause harm.

#### **Sexual abuse**

Sexual abuse is the involvement of a child or adolescent in sexual activities that s/he does not understand, cannot give consent to and which are not acceptable by our society. This includes inappropriate touching, taking of obscene photographs, producing/trading in child pornography (including via the Internet) as well as attempted or actual sexual intercourse. Its adverse effects may endure into adulthood.

#### **Emotional abuse**

Emotional abuse ranges from rejecting a child, refusing to show a child love or affection, to making a child unhappy by continually belittling her/him or verbally abusing her/him. It has a significant impact on a developing child's mental health, behaviour and self-esteem. It may also include developmentally inappropriate expectations, including overly high expectations which the child cannot fulfil. Domestic violence, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse. Emotional abuse may occur by omission or commission and it is important the problems for a child's parents do not obscure professionals' view of their child's emotional development.

Serious bullying, causing a child to feel frightened or in danger, may also now be regarded as emotional abuse.

#### **Neglect**

Neglect can range from ignoring a child's developmental needs to not feeding or clothing her/him adequately and not properly supervising her/him. Persistent neglect can lead to serious impairment of health and development, and long-term difficulties with social functioning, relationships and educational progress. Neglect may occur by omission or commission – it is important that problems for a child's parent do not obscure neglect of a child in the family.

### **Signs and symptoms of abuse**

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. However, the identification of physical signs is complicated, as children may go to great lengths to





hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the DSL.

A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become uninterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

The child's behaviour may have changed, their artwork could be bizarre or you may have noticed other inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that you report your concerns – you do not need 'absolute proof' that the student is at risk ... it is your responsibility to report concerns, not to investigate or decide whether a child has been abused.

*Please refer back to the resources available as part of the EduCare Safeguarding and Child Protection courses for more information and advice on the signs and symptoms of child abuse.*

### **Vulnerability of Children with SEN/D**

When dealing with children who have SEN/D, staff must recognise the extra level of vulnerability for these students.





## Appendix B: BIC Child Protection Procedures

The school promotes the satisfactory development and growth of its students by providing intellectual and physical challenge through a robust curriculum policy that promotes the welfare and safeguarding of the students, including reasonable measures to safeguard the emotional welfare of its students from bullying or abuse within the school. The school aims to create an environment within which children feel comfortable and know how to discuss such matters within a culture of strong pastoral support.

Please see Staff Handbook - Code of Conduct for further information.

### Procedures

**All staff are required to report to the DSL if they suspect child abuse or neglect.**

If a child or young person tells you that they are being abused, it is important that you know how to respond.

If a child chooses to disclose to you, you **SHOULD**:

- be available and amenable;
- listen carefully and at the child's pace - avoid too many questions;
- take what is said seriously;
- reassure the child that they are right to tell;
- tell the child that you have to pass this information on;
- make a careful, verbatim handwritten record of what was said (use form, Appendix A).

You should **NEVER**:

- make promises to a child;
- speculate or accuse anybody;
- investigate a disclosure or allegation;
- take photographs or examine a child;
- forget to record what you have been told;
- fail to pass the information on to the correct person.

You must report orally to the DSL immediately and, as soon as possible, complete an Incident Report Form (this is attached as an appendix A) that should be handed to the DSL. In the absence of the DSL, incidents must be reported to the Deputy DSL. There will be blank Incident Reports available in the main office, primary and secondary offices.

The DSL may involve other members of staff as required in an investigation.

Allegations against a member of staff or volunteer must be reported immediately to the DSL. An allegation of abuse by a teacher or volunteer will be taken very seriously and treated in accordance with international protocols<sup>4</sup>. Pending a full investigation, the member of staff may be suspended from duty.

An allegation against the Principal, Designated Safeguarding Lead or the Deputy DSL must be reported to:

- the Regional Head of Schools
  - Johnathan Dey, [johnathan@orbital.education](mailto:johnathan@orbital.education) or +44 7761 022263
- or the Group Designated Safeguarding Lead

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<sup>4</sup> [https://www.cois.org/uploaded/Documentation/About\\_CIS/Child\\_Protection/Protocol\\_-\\_Managing\\_Allegations\\_of\\_Child\\_Abuse\\_by\\_Educators\\_and\\_other\\_Adults.pdf](https://www.cois.org/uploaded/Documentation/About_CIS/Child_Protection/Protocol_-_Managing_Allegations_of_Child_Abuse_by_Educators_and_other_Adults.pdf)



- Michael Clack, [michael@orbital.education](mailto:michael@orbital.education) or +44 161 485 7091

## **Record Keeping**

Written records of concerns about Child Protection concerns must be kept, even where there is no need to make a referral immediately.

Any member of staff receiving a disclosure of abuse or noticing possible abuse must make an accurate record as soon as possible, noting what was said or seen, putting the event into context, and giving the date, time and location. All records must be dated and signed and discussed with the DSL. Where staff have observed injuries to a child, these should be recorded on a body map outline (see Appendix D), with some indication given about the size of the injury. Staff must not take photographs of injuries.

The DSL will record all concerns, discussions with the child, any decisions made, giving reasons and any other relevant documentation. All hand-written records will be retained, even if they are subsequently typed up in a more formal report. This information is kept in the student's sensitive file in a locked cabinet in the main office - such files must remain confidential and do not form part of the student's educational records and so are kept separate from all other records.

A chronology will be kept at the front of individual students' files, which is reviewed and updated whenever a new concern is raised or additional relevant information becomes available, noting actions and outcomes.

The quality of child protection records will be monitored by the Principal.

Where a child moves school, copies of Child Protection documentation will be passed immediately and confidentially to the receiving school, separate from general records, with the original records retained by the school. The Principal or DSL will also telephone the Headteacher or DSL at the new school/college to raise awareness of child protection concerns, and that records are being transferred. Documents will be sent recorded delivery to the receiving school but a copy of the child protection file will be kept in the sensitive file for 10 years.

## **Onward Referral**

Upon receipt of a disclosure from a member of staff, the DSL and Principal will immediately notify the Regional Head of Schools or the Group Designated Safeguarding Lead. A decision will also be made whether to make a referral to the pertinent local authorities, including Children's Social Care services for the Calvia municipality, if it is believed that a child is suffering or is at risk of suffering significant harm. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Where the decision is to make a referral, the DSL will, without delay, inform the appropriate agency.

An initial telephone referral will be confirmed in writing by the DSL within a maximum of 48 hours (and ideally within 24 hours). Essential information will include the student's name, address, date of birth, family composition, and reason for referral, previous concerns, name of person receiving the referral and any advice given. The referral must be signed and dated by the referrer.

The referral will be shared with the parents and, where appropriate, with the child/young person, unless to do so may place the student at increased risk of significant harm, in which case advice should be sought from the local agency. However, if a child discloses physical or sexual abuse, where the alleged abuser is either a family member or someone resident within the household, the school must consult the Duty Social Services Officer *before* informing the parents, unless the child is subject to a Child Protection Plan - in which case the school must contact the allocated Social Worker, who will advise the school when, and by whom, parents will be informed.



**Baleares International College**

Sa Porrassa

an Orbital Education School



Confidentiality must be maintained and information relating to individual students/families shared with staff on a strictly need to know basis.

All contact with outside agencies should be made by the DSL or Principal - staff should report concerns to the DSL, as outlined in this policy. Staff should only consider sharing information directly with Children's Social Care or the police if:

- the situation is an emergency and the DSL, Deputy DSL, Principal, Regional Head of Schools and Group Safeguarding Lead are ALL unavailable;
- they are convinced that a direct report is the only way to ensure the child's safety.

**Policy reviewed September 2022 by Alison Colwell**

Policy review date August 2023 (or earlier)



## Appendix C

### Child Protection Incident Report Form

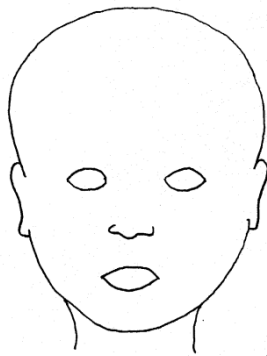
- This form is **CONFIDENTIAL**
- All Child Protection concerns must be reported on this form.
- All Child Protection concerns must be communicated to the Designated Safeguarding Lead at the earliest possible opportunity, and by the end of the same day at the latest. It is the responsibility of the person raising the concern to ensure that the DSL has received this form.
- If the DSL cannot be contacted, the Deputy Safeguarding Lead should be contacted instead.

|  |   |   |  |
|--|---|---|--|
| <b>Student Name</b>  |   | <b>Year Group/Form</b>                      |  |
| <b>Name and position of person completing form</b>   |   | <b>Date of Incident/Concern</b>             |  |
| <b>Incident/Concern</b><br>(Please give as much detail as possible... <ul style="list-style-type: none"><li>• Who</li><li>• What</li><li>• When</li><li>• Where</li><li>• Witnesses</li><li>• Immediate action taken</li></ul> ) | <i>Please continue on a separate sheet if necessary</i> |   |  |
| <b>Actions taken by above person(s)</b>  |   |   |  |
| <b>Signature</b>   |   | <b>Date form completed and given to DSL</b> |  |
| <b>Details of decision/ actions taken by DSL or deputy and reasons</b>   |   |   |  |
| <b>DSL's Signature</b>   |   | <b>Date</b>                                 |  |

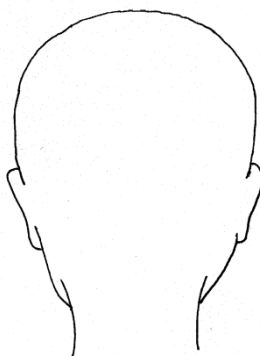


**Appendix D**  
**Body Map**

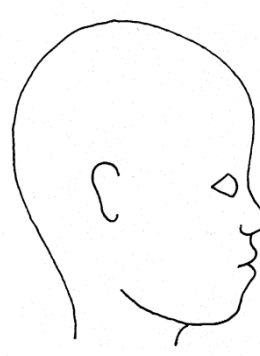
|                         |  |                                   |  |
|-------------------------|--|-----------------------------------|--|
| <b>Student's name</b>   |  |                                   |  |
| <b>Date of incident</b> |  | <b>Person completing body map</b> |  |



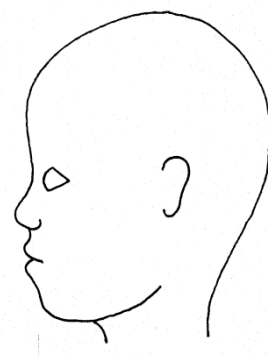
**FRONT**



**BACK**



**RIGHT**



**LEFT**

