



NEWTON
COLLEGE

PART OF  ISP SCHOOLS

Child Protection and Safeguarding Policy

2022-2023

Reviewed by: AT

Next update: August 2023

Newton College

Contact details		
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DSL	Paula Grant	p.grant@newtoncollege.es
Deputy DSL	Stephen Scott	s.scott@newtoncollege.es

1. Policy statement and principals

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-centered, stable, nurturing and rich with learning opportunities.

This policy is available on the school website and is included in the staff handbook.

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.
- All 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.
- Policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.
- Every adult in school must have a demonstrable commitment to protecting the students with/for whom we work
- The school operates within the Spanish Legal framework, but uses best practice and guidance from the UK to develop its policies and procedures. Reference to UK laws etc is intended to help staff understand the context or expectations in relation to given issues.

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 of, or is actually being harmed and do all they can to reduce further risk or harm.

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.

Policy principles

- The welfare of the child is paramount.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- Pupils and staff involved in child protection issues will receive appropriate support.

Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities.
- To 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.

Safeguarding legislation and guidance

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.

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.

Note:

If the preventative work around safeguarding issues is not appropriate or extensive enough, students identified as being a concern may move to being identified as at risk of significant harm. Although other factors outside of the schools' control may also influence this, the purpose of the policy is to ensure that ISP takes whatever measures are possible to avoid this from happening.

2. Roles and responsibilities

Key personnel

The designated safeguarding lead (DSL) for child protection is PAULA GRANT

Contact details: email: p.grant@newtoncollege.es

The deputy designated lead(s) is/are

Deputy DSL

Stephen Scott a.minana@newtoncollege.es

EYFS

Sarah Moran s.moran@newtoncollege.es

Primary

Francine Turner f.turner@newtoncollege.es

Secondary School and Sixth Form

Malen Ferrer m.ferrer@newtoncollege.es

The nominated child protection governor is Maggie Wright

Contact details: email: m.wright@ispschools.com tel: [952 79 99](tel:9527999)

[00](#).

The Headteacher is Alan Taylor

Contact details: email: a.taylor@newtoncollege.es

2.1 The designated safeguarding lead (DSL):

Our school has **Paula Grant** as the Designated Safeguarding Lead (DSL). This means that schools with split sites may have Deputy Designated Leads (**Stephen Scott**, DSL team in Secondary) and a DSL team in different stages (**Marina Ruíz** in Early Years and **Linda Robinson**

in Primary) on each site for safeguarding with the DSL having an overview. This person/people 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 ensuring 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 headteacher (where the role is not carried out by the headteacher) as appropriate.
- makes the child protection policy available publicly, on the school's website or by other means.

2.2 The deputy designated safeguarding lead(s):

Stephen Scott 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.
- being a good listener.
- 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, or, if necessary directly to police or children's social care.

- 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 Application Notes and all other safeguarding related documents e.g. Codes of Conduct, guidance for safe working practice...
- 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).
- 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.
- In Newton College the Designated Safeguarding Lead(s) is Paula Grant and she can be contacted on p.grant@newtoncollege.es
- 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.

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.

3.2 Children who may be particularly vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special

consideration to children who are:

- disabled or have special educational needs.
- young carers.
- affected by parental substance misuse, domestic violence or parental mental health needs.
- asylum seekers.
- living away from home.
- vulnerable to being bullied, or engaging in bullying.
- living in temporary accommodation.
- live transient lifestyles.
- living in chaotic and unsupportive home situations.
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality.
- at risk of sexual exploitation.
- at risk of female genital mutilation (FGM).
- at risk of forced marriage.
- at risk of being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

3.3 Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff are trained to manage these additional barriers to ensure this group of children are appropriately safeguarded.

3.4 Children missing education

Attendance, absence and exclusions are closely monitored. A child going missing from 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 local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

3.5 Whistle blowing if you have concerns about a colleague

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 headteacher. Complaints about the headteacher/principal should be reported to The designated child protection officer in the school, Paula Grant.

Contact details: a.taylor@newtoncollege.es

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.

3.7 Whistleblowing

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, Alan Taylor, as per the Whistleblowing Policy.

3.8 Staff training

It is important that all 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 and governors 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, headteacher (unless the headteacher 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 school 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 details relating to the DBS (Disclosure and Barring Service check - for anyone who has lived or worked in the UK only), i.e. date completed and number, other countries 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.

All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification and 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.

4. Collaborators

4.1 Volunteers

Volunteers are not normally allowed to work inside Spanish schools however, where there is an exception they 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. All visitors are expected to observe the school's safeguarding and health and safety regulations. The headteacher 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 and with the specific permission of the School Principal.

5. SPECIFIC SAFEGUARDING ISSUES

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. Each school should have its own policy and approach to restorative practices and all our schools will demonstrate a commitment to help resolve specific issues. ISP has a separate Anti-Bullying Policy Statement 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.

A short awareness course on Extremism can be found at the following link:

[Extremism Awareness](#)

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. UK government guidance has been issued in relation to the use of reasonable force and can be used as best practice advice (schools may wish to add their own local best practice advice and guidance here if available).

[UK Government Guidance on Use of Reasonable Force in Schools](#)

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.

ISP believes 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. Each school's curriculum includes appropriate and frequent opportunities to teach children how to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action.

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. This 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 site and that they must not take images of any child other than their own.

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 of students being used by staff for marketing are only taken on school cameras/devices.
- 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 Paula Grant, 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 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.

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 (i.e. locked) filing cabinet or in a secure electronic system such as MyConcerns (its use must be authorised by the Group Director of H&S). Safeguarding information must not be recorded on Engage. 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 to 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 e.g.:
 - 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).
 - If information is forwarded to the school by a previous school attended by the child.
 - 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.
- The record pro forma should include (see Record of Concern Form):
 - A record of the child's details: name, date of birth, address and family details.
 - Date and time of the event/concern.
 - The nature of the concern raised.
 - The action taken and by whom: Name and position of the person making the record.

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 demeanor of the child, where the child was taken and where returned to at the end of the disclosure.

7.5. Confidentiality

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.

Appendix One

Four categories of abuse

Physical abuse Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, unresponsiveness to, a child's basic emotional needs.

Indicators 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 adequately supervised. 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 designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited 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, arrive late or leave the school for part of the day.
- 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 disinterested 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.
- acquire gifts such as money or a mobile phone from new 'friends'.

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.