



LAUDE SAN PEDRO INTERNATIONAL COLLEGE

Child Protection and Safeguarding Policy 2025 - 2026

Laude San Pedro International College

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1.0 Introduction

At Laude San Pedro we want all members of our community to have a shared understanding of our vision, values, standards, policies and procedures so that we can all work towards creating a positive and ambitious learning environment for the pupils in our care:

Vision

"Safe, Happy, Learning"

Missions

We inspire students to become motivated, respectful learners in our inclusive and vibrant international school community. We empower our students to reach their individual potential through building positive relationships in a safe, happy and nurturing environment.

Core values

Resilience
Empathy
Aspiration
Courage
Honesty

2.0 Rationale and Principles

*Safeguarding and promoting the welfare of children is **everyone's** responsibility. 'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child." ([Keeping Children Safe in Education 2025](#))*

At Laude, we recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavor to provide a safe and welcoming environment where children are respected, valued and can learn; this is underpinned by a culture of openness where both children and adults feel secure, are able to raise concerns and believe they are being listened to, and that appropriate action will be taken to keep them safe.

This policy is reviewed annually, as a minimum, unless an incident or new legislation or guidance suggests the need for an interim review; it will be made available publicly on the school website, or on request, and is included in the staff handbook.

This policy is for all staff, parents, supply staff and contractors, and the wider school community. It forms part of the child protection and safeguarding arrangements for our school and is one of a suite of policies and procedures which encompass the safeguarding responsibilities of the school. In particular, this policy should be read in conjunction with:

- [Staff Code of Conduct](#)

- [Pupil Code of Conduct](#)
- [Acceptable Use Agreement](#) / [mobile phone and camera policy](#)
- [Safer Recruitment Policy](#)
- [E-Safety Policy](#)
- [Anti-Bullying Policy](#) (pending annual review)
- [Intimate care Policy](#), [Individual Health care plan](#) and [record template](#)
- [Physical Intervention Policy](#)
- [Whistle blowing Policy](#)
- [Attendance and Punctuality Policy](#) / [Registration systems and safe arrival of students](#)
- [Keeping Children Safe in Education 2025](#).
- [Drugs and Alcohol misuse policy](#)

Our **core safeguarding principles and the aims of this policy** are:

1. Ensuring the school's **responsibility and commitment** to safeguard and **promote the welfare** of children is of paramount importance.
2. All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have **equal rights to protection**.
3. All staff have an **equal responsibility to act on any signs** of concern or disclosure that may suggest a child is at risk of harm.
4. Pupils and staff involved in child protection issues will receive **appropriate support and duty of care**.
5. Provide staff with **a framework to promote safeguarding** and the wellbeing of children and young people, and ensure that all staff understand and meet their statutory responsibilities
6. Ensuring **good practice** across the school
7. Providing all staff with the necessary information to enable them to **meet their child protection responsibilities**.

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.

The definition of Safeguarding is to recognise and act to protect any child who may be at risk either physically or emotionally and it is the responsibility of all staff within Laude to report any concerns they may have to the designated Safeguarding leaders.

3.0 Roles and Responsibilities

The Designated Safeguarding Lead holds lead responsibility for all aspects of child safeguarding and protection within the school, including online safety and filtering/monitoring systems.

In Spain, under **Ley Orgánica 8/2021**, the DSL also acts as the **Coordinador de Bienestar y Protección** tasked with overseeing implementation of child-protection protocols, promoting prevention, and coordinating wellbeing support.

Role	Responsibility
Principal	The Principal has overall accountability for safeguarding within the school and should: <ul style="list-style-type: none"> - promote a safeguarding culture throughout the school - ensure opportunities are given for staff to receive regular

	<p>training and updates from the DSL</p> <ul style="list-style-type: none"> - act as a point of escalation - ensure liaison with the Head of HR for all safer recruitment and that the SCR is compliant - Initiate crisis management with the ISP team where needed
<p>Designated Safeguarding Lead (DSL)</p>	<p>Prevent, Detect and Act</p> <ul style="list-style-type: none"> - Receive and manage concerns, make timely referral to children's Social Services or the police and support staff - Oversee follow-up protocols of protocols for all concerns, including against bullying, violence, abuse, ciberacoso, violencia de género, autolesión o suicidio as required by LOE and the Coexistence Plan - Must be accessible and responsive to students, staff and families - Ensure all policies are up-to-date and known by all staff - Monitor PSHE curriculum content to ensure it reflects statutory requirements and emerging safeguarding issues. <p>Record-keeping and information sharing</p> <ul style="list-style-type: none"> - Maintain confidential and accurate records, stored securely and transfer them when a pupil moves school - Understand relevant data-protection laws - Ensure that records support prevention and post-incident intervention - Ensure constant liaison with the School Principal - Report to and liaises with the Head of Safeguarding in ISP <p>Training and Awareness</p> <ul style="list-style-type: none"> - Must ensure they have received formal DSL training every two years to remain updated - Provide annual training which specified how to detect and act upon forms of abuse and violence <p>Multi-agency working and accountability</p> <ul style="list-style-type: none"> - Liaises with social services and the police as required to report and in the follow up to ensure a coordinated response <p>Duty of Care & Legal Liability</p> <ul style="list-style-type: none"> - Ensure that all aspects of safeguarding and child protection are followed, as the recent reforms in Spend extend legal liability to the centre as a legal entity for failure to implement effective anti-bullying and violence protocols.
<p>All staff</p>	<p>All staff have a responsibility to provide a safe environment in which children can learn and should:</p> <ul style="list-style-type: none"> - read and sign that they have read the named suite of safeguarding policies, including Part 1 of KCSIE as a minimum, ensuring they are familiar with the systems/protocols within the school which support safeguarding - attend compulsory annual training and updates. - report safeguarding concerns immediately via My Concern

	(or directly to the DSL if urgent) as a mandatory duty of care <ul style="list-style-type: none"> - maintain vigilance and be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
Students	<ul style="list-style-type: none"> - Know how to raise concerns or seek help - Participate in safeguarding education through the PSHE curriculum
Parents	<ul style="list-style-type: none"> - Understand and support the school's safeguarding policies - Share relevant information with the school to support pupil welfare - Collaborate with the school to address wellbeing concerns

The **ISP Regional Head of Safeguarding** has strategic oversight of safeguarding across all Iberian schools. This includes: ensuring that policies comply with statutory guidance (KCSIE 2025 and relevant Spanish child protection laws), reviewing safeguarding procedures annually, giving guidance to the DSL where needed, contributing towards any crisis management situations and monitoring the implementation of safeguarding across the school network. The Regional Head of Safeguarding acts as the equivalent of a 'safeguarding governor' as described in KCSIE.

4.0 Safeguarding Definitions and Types of Abuse

Definition of Safeguarding

In accordance with *Keeping Children Safe in Education 2025* (KCSIE), safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment;
- Preventing the impairment of children's mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best possible outcomes.

Categories of Abuse

As outlined in *Working Together to Safeguard Children* and *KCSIE*, all staff must be aware that abuse may take one or more of the following forms:

- **Physical abuse:** May involve hitting, shaking, throwing, poisoning, burning, scalding, drowning or otherwise causing physical harm to a child.
- **Emotional abuse:** Persistent emotional maltreatment of a child such as conveying to them that they are worthless, unloved, or inadequate. This may include bullying (including cyberbullying) and witnessing domestic abuse.
- **Sexual abuse:** Forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. This includes both contact and non-contact activities, as well as online exploitation.
- **Neglect:** Persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of health or development.

Specific Safeguarding Issues

All staff must recognise that abuse may also involve, or be manifested through, a range of specific safeguarding issues as described in KCSIE (Annex B), including but not limited to:

- Child-on-child abuse, including bullying (in person and online), physical abuse, sexual violence, sexual harassment, upskirting, and initiation/hazing.
- Child sexual exploitation (CSE) and child criminal exploitation (CCE), including involvement in county lines activity.
- Serious violence, including indicators of gang involvement.
- Domestic abuse and its impact on children as victims in their own right.
- Children missing education, as a potential indicator of abuse or exploitation.
- Mental health concerns that may be a symptom or result of abuse or neglect.
- Radicalisation and extremism, in line with the Prevent Duty
- Honour-based abuse, including female genital mutilation (FGM) and forced marriage.
- Online safety risks, including exposure to harmful content, grooming, exploitation, and inappropriate contact.

Children Requiring Particular Vigilance

Staff must take particular care to identify and act where concerns involve children who may be especially vulnerable, including:

- has disabilities, special educational needs or long term physical health issues
- has mild or emerging mental health difficulties
- is being bullied or is bullying others
- is at risk of exploitation or radicalisation
- shows signs of being drawn into antisocial or criminal activity, including gang involvement
- faces challenges at home, such as difficult relationships, domestic abuse, parental alcohol or drug misuse, parental or sibling mental or physical health problems
- is a young carer
- is a young parent
- is misusing alcohol or drugs themselves
- Young carers or children with family members in prison.

5.0 Recognising and responding to concerns

All staff are responsible for safeguarding children and must be alert to any signs of abuse, neglect, or other safeguarding concerns. *Keeping Children Safe in Education 2025* (KCSIE) makes it clear that:

- Safeguarding is **everyone's responsibility**.
- Concerns must be reported **immediately** to the Designated Safeguarding Lead (DSL) or school Principal.
- **No member of staff should assume** that someone else will take action.

Identifying Concerns

Staff should use their professional curiosity to identify concerns at the earliest possible stage, which may include (but are not limited to):

- **Unexplained injuries** or significant changes in behaviour;
- **Disclosures** made by a child or third party;
- **Patterns of absence** or children missing education;
- Concerns about **mental health** or emotional well-being;
- **Exposure to harmful online content** or risky online behaviour;

- **Knowledge of family difficulties**, such as domestic abuse, substance misuse, or mental health concerns.

Keeping Children Safe in Education (DfE 2025) refers to **four categories of abuse**. These are set out at [Appendix One](#) of this policy, along with indicators of abuse.

Raising Concerns

When a staff member has a safeguarding concern:

- They must **immediately report** it through the **My Concern** platform. If it is urgent, they should also speak to the DSL (or the Principal in their absence) in person.
- The **written record** through My Concern must be factual and include all relevant information
- If the concern involves **immediate danger or a risk of serious harm**, the DSL will ensure **immediate action** is taken, including contacting emergency services where necessary.

Escalation of Concerns

If a staff member believes that a safeguarding concern has not been **appropriately** addressed, they must **escalate their concern** by speaking again to the DSL or the Principal.

Early Help

Early help refers to providing support to a child (and their family) as soon as a problem emerges, at any point in a child's life, from the early years through to adolescence.

The aim is to prevent issues from escalating to the point where statutory social care intervention is required.

Early help may be appropriate where a child:

- Is showing **early signs of neglect, abuse, or exploitation**;
- Is **frequently missing school** or **at risk of exclusion**;
- Has **mental health concerns** or emotional/behavioural difficulties;
- Lives in a family experiencing **domestic abuse, substance misuse, or parental mental ill-health**;
- Is a **young carer**, has a **parent in prison**, or is **at risk of homelessness**;
- Is at risk of being **criminally or sexually exploited**, or becoming involved in **gang activity**;
- Has **additional vulnerabilities**, such as SEND or being a looked-after child.

Where a child may benefit from **early help**:

- The DSL will coordinate support and, where appropriate
- The DSL (and any other relevant members of staff) will work with **Servicios Sociales** and other relevant agencies to provide timely **preventive family support** and escalate to child protection services when necessary.

Referrals to Children's Social Care

The DSL will make referrals to **local authority children's social care** where a child is suffering, or likely to suffer, significant harm. In such cases:

- Parents/carers will normally be informed unless doing so would place the child at further risk.
- All actions and decisions will be **recorded in detail** in line with the school's safeguarding recording procedures.

Allegations Against Staff

All staff are expected to follow the school's 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.

Abuse of Position of Trust

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

An allegation that may meet the harm threshold is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has **harmed a child**, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he/she may **pose a risk of harm** to children
- Behaved or may have behaved in a way that indicates they may **not be suitable** to work with children

This applies to any child the member of staff, supply teacher, volunteer or contractor has contact with in their personal, professional or community life. It also applies regardless of whether the alleged abuse took place out of school.

Concerns that do not meet the harm threshold will be dealt with in accordance with the school's policy - see Staff Code of Conduct.

Staff understand that it is not acceptable to have a sexual relationship with a student, even if the relationship is consensual. This means that any sexual activity/incident/communication between a member of the school staff and a student will be treated as a serious disciplinary incident and may be a criminal offence.

Where a concern relates to the conduct of a member of staff, volunteer, or contractor:

- It must be reported immediately to the **Principal** (or to the **Deputy Regional Manager** if the concern involves the Principal) via the email address whistleblowing@laudesanpedro.com

The school encourages an open culture in which staff can share low-level concerns (i.e., behaviour that does not meet the harm threshold but may indicate a pattern of conduct). Low-level concerns should be reported to the DSL or Principal, recorded, and addressed appropriately to safeguard pupils and maintain professional standards.

Please refer to the Whistleblowing Policy for further guidelines and information.

Self reporting

If a staff member finds themselves in an **uncomfortable situation**, or has done something which is clearly **against the safeguarding protocols** and procedures of the school, they should **self-report** by writing to the school Principal with the details of the situation.

6.0 Record-keeping and information sharing

Purpose of Record-Keeping

Accurate and timely record-keeping is essential for safeguarding children. Records help ensure concerns are understood in context, patterns are recognised, and appropriate support or intervention is provided.

Safeguarding Records

- All concerns, discussions, decisions, and actions relating to safeguarding and child protection will be **recorded in detail** within the chronology of the case in **My Concern**
- Records must be **factual, objective, and include dates, times, and the names of those involved**.

Confidentiality and Access

- Records are stored securely within the My Concern platform, with **restricted access** only to the Designated Safeguarding Lead (DSL) and Principal. Where relevant, other nominated staff may be given access to particular cases where they are directly involved in order to maintain the chronology.
- Information will not be shared with staff, parents, or external parties unless there is a **legitimate safeguarding purpose** or it is required by law.

In Spain, records are treated as **sensitive data** (*datos especialmente protegidos*), subject to strict confidentiality requirements under *LOPDGDD* (Data Protection Law).

Information Sharing

Information will be shared **in line with the principles set out in KCSIE 2025** and the Spanish law (*Ley Orgánica 8/2021* - Articles 13 & 14) which prioritizes the child's right to protection over confidentiality where there is a risk of violence, abuse or neglect.

- Information will only be shared **where it is necessary to safeguard a child** and on a **'need-to-know' basis**.
- Consent will be sought wherever possible unless doing so would place a child at risk of harm.

Transfers of Child Protection Records

It is important that when a child moves school, we know where they are going to ensure that they remain within education. Where there have been safeguarding or child protection concerns, we prioritise the child's right to protection where there is a risk and will share the relevant information with the new school.

In Andalucía, when a child with an open protection or social services case transfers between schools or regions, the receiving school or appropriate authority will submit a formal request to the **Delegación Territorial de Servicios Sociales**. The full **expediente de protección** (including assessment reports and action plans) will be securely transferred. This process is governed by the **Protocolo de Coordinación para la Atención a Menores Víctimas de Malos Tratos** and **Ley 4/2021**.

Transfers are overseen by **Comisiones de Seguimiento** to maintain integrity and ensure continuity. Parents retain the right to information, except in circumstances where disclosure may put the child at risk, in which case statutory exclusion applies.

Retention and Disposal

Child protection records will be retained in line with statutory guidance. In following UK legislation, this means that the school will retain records until the child's 25th birthday, even though in Spain there is no fixed statutory retention period unless directed otherwise by the Delegación Territorial or Servicios Sociales. All records will be securely destroyed when no longer required, in compliance with the UK GDPR and Ley Orgánica 3/2018 (LOPDGDD).

Child and Family Access to Records

Parents, carers, and children may request access to their records. Access requests will be handled in accordance with **Spanish LOPDGDD**. Where access is denied (e.g., if it may place a child at risk), a written explanation will be provided.

7.0 Safer Recruitment

Laude San Pedro complies with the requirements of Keeping Children Safe in Education (DfE 2025) by carrying out the required checks and verifying the applicant's identity, qualifications and work history.

- At least one member of each recruitment panel will have attended safer recruitment training.
- 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.
- Police checks are in place to cover the countries worked in over the last 10 years

Please refer to the Safer Recruitment policy for more detailed information.

In addition to the school's Safer Recruitment protocols, the following measures are also put in place:

(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.

(2) Contractors

The school checks the identity of all contractors working on site and requests information about their police checks and compliance - this information is all stored on the platform TWIND, which is accessed by ISP, All contractors must sign in and out at Reception and are supervised when on site.

(3) Site Security

Visitors to the school, including contractors, are asked to sign in and are given a red 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 and are given a leaflet of information outlining these..

During school events where large numbers of families are invited to attend, stickers are given to identify that they are allowed on site. They will also be required to sign in and out to ensure everyone is accounted for in an emergency situation.

(4) Extended School and Off-Site Arrangements

All relevant extracurricular and off site activities such as trips, 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.

(5) Staff/Pupil Online Relationships

The school has a 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. Any social media messaging service, for example WhatsApp communications, must never be set up between individual pupils and staff. All electronic communication must be by Laude email.

8.0 Curriculum and Pupil Safeguarding

The curriculum plays a critical role in safeguarding children by equipping them with the knowledge, skills, and confidence to recognise risks, protect themselves, and seek help. This section sets out how safeguarding is embedded in the curriculum in line with statutory guidance.

The school follows the **Relationships Education, Relationships and Sex Education (RSE), and Health Education** Statutory Guidance from the UK DfE (2025) the the Spanish laws (**Ley Orgánica 8/2021 and Ley 4/2021 de Infancia y Adolescencia de Andalucía**) which

require that schools incorporate violence-prevention, tools for self-protection, participation and wellbeing.

Please refer to our **Relationships and Sex Education (RSE) policy** for further information.

In line with Spanish and international law, the school ensures that pupils are consulted on matters affecting their wellbeing. Mechanisms such as school councils and questionnaires are used, and opportunities for parents are provided to participate in developing safeguarding measures, contributing to the Coexistence Plan, and accessing training and guidance to support their children's safety and wellbeing.

9.0 Online Safety

The school recognises that digital technologies are an integral part of children's lives. It is essential that children are safeguarded from potentially harmful and inappropriate online material. The school's approach to online safety to protect and educate pupils and staff in their use of technology, includes mechanisms to identify, intervene in, and escalate any concerns as appropriate.

Online safety issues can be categorised into four main areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful content, for example pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, or radicalisation or extremism
- **Contact:** being exposed to harmful online interaction with other users, for example, peer to peer pressure, commercial advertising, and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct:** online behaviour that increases the likelihood of, or causes, harm, for example, making, sending and receiving explicit images (eg consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images, and online bullying)
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and/or financial scams. If staff feel that either they or pupils are at risk this should be reported immediately.

More detailed information can be found within our **E-Safety policy**.

Education and Prevention

Within the curriculum, the school ensures that it:

- Integrates **age-appropriate online safety education** into the PSHE/RSE curriculum, covering topics such as privacy, consent, safe communication, critical thinking, cyberbullying, online reputation, and digital resilience.
- Teaches pupils how to **identify and report inappropriate, harmful, or abusive online behaviour**, including grooming, exploitation, and extremist content.
- Promotes **responsible and ethical use of technology**, reinforcing respect for others, healthy screen time, and awareness of digital footprints.

Online safety teaching also addresses radicalisation risks such as extremist content, grooming via gaming platforms, and incel ideology exposure, in line with KCSIE 2025.

Technical and Organisational Measures

- The school maintains **robust filtering and monitoring systems using Smoothwall technology** to restrict access to harmful or illegal content, in line with national guidance. Every device used within the school is set up with this which:
 - **assesses and permits** web pages at the point of request. Inappropriate or harmful content is blocked the second it goes live. Students are protected at all times.
 - **notifies of incidents** across 7 category rule sets, enabling prompt attention. Enables reporting on search behaviours by individual or groups to support incident investigations and education.
 - **provides filtering** across public Wi-Fi and guest mobile devices securely on the network and across all platforms. Meaning students' own devices are fully filtered too.
 - **detects harmful or malicious content** that is hidden, including behind Secure Socket Layer (SSL) and secure anonymous proxies.
- All devices and networks are protected by **regularly updated security measures**, including antivirus software and access controls.
- Pupils receive a clear **Code of Conduct**, outlining expectations for device and internet use.

Incident Management

- All concerns regarding online behaviour or content will be reported via the My Concern platform or if at immediate risk, to the **DSL** and recorded in line with safeguarding procedures.
- Where appropriate, incidents will be referred to **law enforcement, child protection authorities or Servicios Sociales**
- Parents will be informed of incidents where appropriate and provided with guidance to support their child's online safety

10.0 Training and Awareness

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.

Mandatory annual training takes place for all staff at the start of the academic year in order to:

- Refresh staff knowledge and awareness
- To stay current with changes in law, policy and guidance
- Reminds staff of their legal duties and clarifies reporting lines and how to respond to concerns
- Builds confidence to act by recognising signs of abuse, neglect or exploitation
- Embeds a whole-school approach to safeguarding and reinforces expectations
- Ensure the school is meeting Statutory expectations

An annual ongoing programme of training will also be in place delivered either through staff meetings, bulletins, website access or online courses.

11.0 Use of the school premises for non-school activities

The school will ensure that where school facilities are hired or rented out to organisations or individuals, appropriate arrangements are in place to keep children safe.

The school will seek assurance that the body concerned has appropriate child protection and safeguarding policies and procedures in place, including inspecting those as needed.

These arrangements will apply regardless of whether or not the children who attend any of these services or activities are children on the school roll.

Where a lease or hire agreement is entered into, the school will ensure that safeguarding requirements are included as a condition of use and occupation of the premises; this will make clear that any failure to comply would lead to termination of the agreement.

12.0 Policy Tracker

Date Created	Author	Revision due date
29 September 2018	A Hughes	September 2019
Most recent review		
August 2026	N. de Comarmond	August 2026

Appendix 1 - 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, or 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.

Appendix 2 - Safeguarding and Child Protection procedures

Safeguarding describes how we keep all children safe all of the time, whilst Child

Protection describes what we do for children affected or who are likely to be at risk of significant harm.

(1) Wellbeing safeguarding concerns and early intervention

When a staff member has an early wellbeing concern about, or receives a wellbeing concern about a child, this should be flagged through the **Wellbeing Manager** for early intervention and pastoral support. This is led predominantly by the Key Stage Leaders and Pastoral Team. Actions are created within the Wellbeing Manager to ensure a chronology is kept of everything done in the early stages to support the child and prevent escalation.

Situations flagged within the Wellbeing Manager may include but are not limited to:

- Early **attendance/punctuality** concerns
- Suspected **wellbeing concerns** socially or emotionally
- Low-level **poor relationships** with peers
- Regular **non-participation** in PE
- Ongoing **health concerns** without further information
- Behaviour
- Early concerns about home/family life

If a child is at risk, this should immediately go through My Concern.

The Assistant Head of Safety and Wellbeing monitors all Wellbeing concerns to ensure appropriate and timely actions are taken.

(2) Child Protection

There will be occasions when staff may suspect that a pupil may be at risk. The pupil's **behaviour** may have changed, their artwork could be bizarre, they may write stories or poetry that reveal **confusion or distress**, or **physical signs** may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way.

Staff should report a concern **immediately** through the platform My Concern to record these concerns and inform the DSL. If the pupil does reveal that they are being harmed, staff should follow the advice below in "Taking action".

(3) Taking action

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here". Key points for staff to remember for taking action are:

- Report your concern as soon as possible through **My Concern** to the DSL, definitely by the end of the day.
- Do not start your own investigation or discuss with the family
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.
- Seek support for yourself if you are distressed.
- In an emergency take the action necessary to help the child, if necessary call 112.

(4) If a Pupil Discloses to You

It takes a lot of courage for a child to disclose that they are being abused. They may

feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will, at the appropriate time, let the pupil know that in order to help them they must pass the information on to the DSL.** The point at which they tell the pupil this is a matter for professional judgement. During their conversations with the pupil staff will:

- allow them to speak freely,
- remain calm and not overreact,
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me',
- Do not criticise the perpetrator
- not be afraid of silences,
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil's parent think about it, Use the word **TED** to frame questions - **T**ell me, **E**xplain to me, **D**escribe...
- at an appropriate time, tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why,
- not automatically offer any physical touch as comfort,
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' may be interpreted by the child to mean that they have done something wrong,
- tell the pupil what will happen next,
- complete the **"Report a Concern"** form through the platform My Concern, which notifies the DSL immediately. **DO NOT** go home or wait until the end of the day to complete the report - You could be sending a child home to a dangerous situation,
- seek immediate support if they feel distressed.

A concern raised through My Concern sends an immediate alert to the DSL who will assess the concern, taking into account any other safeguarding information known about the child/young person. This will determine whether it suggests that the threshold of significant harm, or risk of significant harm, has been reached or may be a child in need. If the DSL is under whether the threshold has been met, it will be taken straight to the school Principal.

Where the DSL believes that a child or young person may be at imminent and significant risk of harm, the ISP Safeguarding team will be immediately informed and urgent actions agreed.

Where a safeguarding concern does not meet the threshold of imminent significant harm, the DSL should record how this decision has been reached within the chronology of the My Concern case, and should consider whether additional needs of the child have been identified that might be met by early Pastoral Help.

School staff might be required to contribute to multi-agency plans to provide additional support to children. The school is committed to providing as much relevant up-to-date information about the child as possible, including submitting reports for child protection cases.

Where reasonably possible, the school is committed to obtaining more than one emergency contact number for each pupil.

All staff must ensure they are aware of the procedures to follow when a child goes missing from education as stated within the attendance and punctuality policy.

(5) Notifying Parents

Where a wellbeing early help concern has been shared through the Wellbeing Manager, the school will normally seek to discuss the concern with their parents. This must be handled sensitively and in liaison with the Key Stage Leaders.

Our focus is the safety and wellbeing of the pupil, and depending upon the nature of the Child Protection concern logged through My Concern, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

Appendix 3 - Specific Safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of

harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence, radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Other safeguarding issues all staff should be aware of include:

(1) Child-on-child abuse

All staff should be aware that:

- **children can abuse other children**, and that it can happen both **inside** and **outside** of school and **online**. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.
- even if there are no reports in school, it does not mean it is not happening; it may be the case that it is just not being reported
- if staff have any **early indicators** regarding suspected child-on-child abuse, they play a role in preventing and responding, and this should be raised through the **iSams Wellbeing Manager** where the school's **anti-bullying procedures** are implemented where necessary.
- there will be occasions when a pupil's behaviour warrants a response under **child protection** rather than anti-bullying and therefore the concern is immediately shared through **My Concern**.
- the importance of **challenging inappropriate behaviours** between children, many of which are listed below, that are abusive in nature is vital
- **avoid downplaying** certain behaviours, for example, dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, and unsafe environment for children, and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse can take many forms, including but not limited to:

- **Bullying** - including cyberbullying, prejudice-based and discriminatory bullying
- **physical abuse** such as biting, hitting, kicking or hair pulling,
- **sexually harmful behaviour/sexual abuse** such as inappropriate sexual language, touching, sexual assault;
- **sexual harassment** such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- **sexual violence**, such as rape, assault by penetration and sexual assault;
- **upskirting**, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- **sexting**, including pressuring another person to send a sexual imagery or video content;
- **teenage relationship abuse** - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner;
- **initiation/hazing** - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them;
- **prejudiced behaviour** - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender

and sexual identity.

At Laude San Pedro we take the following steps to minimise or prevent the risk of peer on peer abuse.

- Create an **open and honest environment** where young people feel safe to share information about anything that is upsetting or worrying them.
- Deliver assemblies as a means to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying.
- Staff will endeavour to always create surroundings where everyone feels confident and at ease in school.
- We will ensure that the school is well supervised, especially in areas where children might be vulnerable.
- PSHE lessons should be used to reinforce the whole school approach to be fully inclusive and developed to be age and stage of development appropriate, and will tackle (in age-appropriate stages) issues such as:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice and equality
 - Body confidence and self-esteem
 - How to recognise an abusive relationship; including coercive and controlling behaviour, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence and how to access support
 - What constitutes sexual harassment and sexual violence and why these are always unacceptable.

(2) Sexting

There is no accepted definition of 'sexting' but most professionals agree that it refers to the sending or posting of sexually suggestive images, including nude or semi-nude photographs of a person under 18 years of age, via mobiles or over the internet. This is referred to as 'youth produced sexual imagery'.

All incidents involving youth produced sexual imagery will be responded to as follows:

- The incident will be referred to the DSL immediately and the DSL will hold an initial review meeting with appropriate staff. If appropriate, there will be subsequent interviews with the young people involved.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately in accordance with this policy.

In some instances, it may be necessary to refer the matter to the police. Once a report is made to the police, the report must be recorded and the police will investigate. This may include seizure of devices and interviews with the young people involved.

(3) Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls; this may involve:

- **physical contact**, including assault by penetration (for example rape or oral sex), or nonpenetrative acts such as masturbation, kissing, rubbing and touching

outside the clothes.

- may include **non-contact activities**, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse, including via the internet
- can **occur over time or be a one-off occurrence**, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

(4) Domestic abuse and Honour-Based Violence

Domestic abuse can encompass a wide range of behaviours and may be a single incident or pattern of incidents. The abuse can be, but is not limited to:

- psychological, physical, sexual, financial or emotional.
- children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long term impact on their health, wellbeing, development and ability to learn.

'Honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse.

(5) Female Genital Mutilation (FGM)

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is **carried out on girls of any age**, from young babies to older teenagers and adult women. Many such procedures are **carried out abroad** and staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period.

(6) Forced and Arranged marriages

A **forced marriage** is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include

- physical, psychological, financial, sexual and emotional pressure.
- may also involve physical or sexual violence and abuse.

Forced marriage is not the same as an arranged marriage

An **arranged marriage**, which is common in several cultures, is where the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

- children may be married at a very young age, and well below the age of consent.
- school staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return

(7) Radicalisation and Extremism

In accordance with Section 26 of the Counter-Terrorism and Security Act 2015, the school has due regard to the need to prevent people from being drawn into terrorism, known as the Prevent Duty. The Designated Safeguarding Lead (DSL) has responsibility for coordinating Prevent arrangements and acts as the point of contact for all concerns relating to radicalisation or extremism. Where concerns are escalated, referrals will be made to the corresponding Spanish authorities, including Servicios Sociales and Fuerzas de Seguridad del Estado, as the equivalent to Prevent or Channel in the UK.

Radicalisation

Radicalisation is the **process** by which a person begins to adopt extreme political, religious, or ideological views that may lead them to support or participate in harmful or unlawful actions.

- It can happen **online** (e.g., via social media, gaming platforms), **in person** (e.g., through peers or community groups), or **through exposure to extremist content**.
- It often involves **gradual change**—a young person may not initially realise they are being influenced

Extremism

Extremism means **vocal or active opposition to fundamental values**, such as:

- Democracy
- The rule of law
- Individual liberty
- Respect and tolerance for different faiths and beliefs

It can also include **calls for violence** or **supporting acts of terrorism**.

Why Is This a Safeguarding Issue?

Children and young people can be **vulnerable to exploitation by extremists** in the same way they may be groomed for sexual or criminal exploitation. Radicalisation often targets those who are:

- Experiencing **isolation, discrimination, or emotional distress**
- Seeking **belonging, identity, or purpose**
- Spending significant time in **unmonitored online spaces**

Signs a Child May Be at Risk (examples for staff awareness)

- Sudden **change in language or behaviour** (e.g., adopting hateful speech or symbols).
- **Withdrawal from friends and family** or isolating themselves.
- **Secretive online activity** or use of new, encrypted apps.

- Expressing **sympathy for extremist causes** or justification of violence

(8) Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's social services.

When a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will raise this with the DSL and the school should notify the local authority of the circumstances.

(9) Mental Health

All staff should be aware that mental health difficulties can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only **appropriately trained professionals** should attempt to make a diagnosis of a mental health concern. Teachers, however, are well placed to **observe** children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health difficulty or be at risk of developing one.

The school will **record and monitor** the details of students who say they are experiencing or who display signs of mental health.

If a student discloses a mental health concern or if a member of staff notices any possible mental health issues in a student they must report the concern through My Concern and submit this to the DSL.

The DSL will seek guidance as to the specific nature of the concern. This may include the pupil, parents/family, Student Support Team, Social Services and other outside agencies.

(10) Children who may be at increased risk:

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,

- do not have English and/or Spanish as a first language,
- 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.

(11) 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.

(12) Children Missing From 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 absences 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.

Spanish law states that concerns for absenteeism are identified if a Primary child misses 5 days of school in one month, or a Secondary child misses 25 lessons in one month.

(13) Useful links and contacts

ANAR helpline - child and teenage support phonenumber/chat
<https://www.anar.org/en/que-hacemos/telefono-chat-anar/>

Suicide helpline - call 024

Junta de Andalucía - information and phone numbers related to the maltreatment and abuse of children
<https://www.juntadeandalucia.es/temas/familias-igualdad/infancia/maltrato.html>

Violencia de Género - gender and/or domestic violence to any person
<https://violenciagenero.igualdad.gob.es/informacion-3/recursos/telefono016/>

Instituto Andaluz de la Mujer - help for women and legal advice
<https://www.juntadeandalucia.es/institutodelamujer/index.php/inicio>