



Child Protection and Safeguarding Policy and Procedures

**Designated
Safeguarding Leaders:
Louise Verinder
Emma Saunders
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**ALOHA COLLEGE MARBELLA
Reviewed: September 2022**

**Authorised by:
Board of Trustees**

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Child Protection and Safeguarding Policy and Procedures



POLICY STATEMENT FOR CHILD SAFEGUARDING

The protection of our pupils from suffering or the likelihood of suffering significant harm is the responsibility of all staff within our school, superseding any other considerations.

In this policy, we clearly outline the responsibilities of all adults working in the school to be aware of their duty and how to act upon any concerns with regard to child safeguarding. Aloha College recognizes its responsibility for:

- educating staff and pupils in such issues
- protecting pupils
- reacting to any child protection issue that may be suspected, reported or disclosed.
- reporting concerns about pupil welfare or safety within 24 hours of a disclosure or suspicion of abuse.

Aloha College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Aims of the School are to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their statutory responsibilities with respect of safeguarding.
- Staff are properly trained in recognizing and reporting safeguarding issue

To achieve these aims the school has:

- designated Child Safeguarding Staff
- actively required staff to attend Child Safeguarding courses
- provided INSET for the whole staff

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1) LEGISLATION AND STATUTORY GUIDANCE

This policy is based on statutory guidance from the UK Government is guided by information provided in the [Keeping Children Safe in Education \(Sept 2022\)](#) hereafter referred to as [Working together to safeguard children 2018](#) policies.

We adhere to Spanish legislation and are governed by Spanish law. In relation to keeping children safe and reporting incidences where the safety is compromised, we follow the practice outlined in the Convivencia Escolar protocolos de actuacion outline by the Junta de Andalucia.

For a comprehensive understanding of safeguarding children and child protection practice at Aloha College, this policy should be read in conjunction with the schools:

(For Example)

- Anti Bullying policy
- Behaviour policy
- Health and safety policy
- Photograph policy
- Recruitment Policy
- Whistle blowing

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2) DEFINITIONS

Safeguarding and promoting the welfare of children means:

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

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm.

Neglect is a form of abuse and 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.

Children includes everyone under the age of 18.

2.1) DEFINITIONS OF ABUSE

- **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.
- **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non- penetrative acts. They may include involving children in looking at, or in the production of, pornographic material, or encouraging children to behave in sexually inappropriate ways.
- **Emotional abuse** is the persistent emotional ill-treatment of a child causing severe and persistent adverse effects on the child's emotional development, often by making them feel they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person, age or developmentally inappropriate expectations being imposed on children, causing children frequently to feel frightened, or the exploitation or corruption of children.
- **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development, such as failing to provide adequate food, shelter and clothing, or neglect of, or unresponsiveness to, a child's basic emotional needs.
- **Bullying including cyber bullying** – See Bullying Policy.
- **Peer on peer abuse** is pupils hurting other pupils; physically, emotionally, sexually.

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- **Female Genital Mutilation (FGM)** It is important to be aware of the issues and the possible signs surrounding a girl being at risk of FGM or already having suffered FGM. There is a range of potential indicators (see Child Abuse Signs and Symptoms below) that a child may be at risk of FGM. Each on their own may mean nothing, but the presence of two or more may indicate risk.

CHILD ABUSE SIGNS OF RADICALISATION

Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. The possibility of abuse should be investigated if a child shows a number of these symptoms, or any of them to a marked degree:

Sexual Abuse

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age.
- Medical problems such as chronic itching, pain in the genitals, venereal diseases.
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia.
- Personality changes such as becoming insecure or clinging.
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys.
- Sudden loss of appetite or compulsive eating.
- Being isolated or withdrawn.
- Inability to concentrate.
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder.
- Starting to wet again, day or night/nightmares.
- Become worried about clothing being removed.
- Suddenly drawing sexually explicit pictures.
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

Neglect

- Constant hunger.
- Poor personal hygiene.
- Constant tiredness.
- Poor state of clothing.
- Emaciation.
- Untreated medical problems.
- No social relationships.
- Compulsive scavenging.
- Destructive tendencies.

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Physical Abuse

- Unexplained recurrent injuries or burns.
- Improbable excuses or refusal to explain injuries.
- Wearing clothes to cover injuries, even in hot weather.
- Refusal to undress for gym.
- Bald patches.
- Chronic running away.
- Fear of medical help or examination.
- Self-destructive tendencies.
- Aggression towards others.
- Fear of physical contact - shrinking back if touched.
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him study').
- Fear of suspected abuser being contacted.

Emotional Abuse

- Physical, mental and emotional development lags.
- Sudden speech disorders.
- Continual self-depreciation ('I'm stupid, ugly, worthless, etc').
- Overreaction to mistakes.
- Extreme fear of any new situation.
- Inappropriate response to pain ('I deserve this').
- Neurotic behaviour (rocking, hair twisting, self-mutilation).
- Extremes of passivity or aggression.

Female Genital Mutilation

What to look out for before FGM happens.

A girl at immediate risk may not know what is going to happen, but she might talk about:

- Being taken 'home' to visit family
- A special occasion to 'become a women'
- An older female relative visiting

Signs of FGM

A girl may:

- Have difficulty walking, sitting or standing
- Spend longer than normal in the bathroom or toilet
- Have unusual behaviour after an absence from school
- Be particularly reluctant to undergo normal medical examination
- Ask for help, but may not be explicit about the problem due to embarrassment or fear.

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2.2) ACCIDENTAL AND NON-ACCIDENTAL INJURIES

ACCIDENTAL INJURIES

- Head injuries tend to involve the parietal bone, occiput of forehead
- Forehead
- Nose
- Chin
- Palm of hand
- Elbows
- Knees
- Shins

REMEMBER

Accidental injuries typically:

- involve bony prominences
- match the history
- are in keeping with the development of the child

NON-ACCIDENTAL INJURIES

- Ears - especially pinch marks involving both sides of the ear
- The "triangle of safety" - (ears side of face, and neck, top of shoulders): accidental injuries in this area are unusual
- Inner aspects of arms
- Back and side of trunk, except directly over the bony spine
- Black eyes especially bilateral
- Soft tissues of cheeks
- Intra-oral injuries
- Forearms when raised to protect self
- Chest and abdomen
- Any groin or genital injury
- Inner aspects of thighs
- Soles of feet

REMEMBER

Concerns are raised by:

- injuries to both sides of the body
- injuries to soft tissue
- injuries with particular patterns
- any injury that doesn't fit the explanation
- delays in presentation

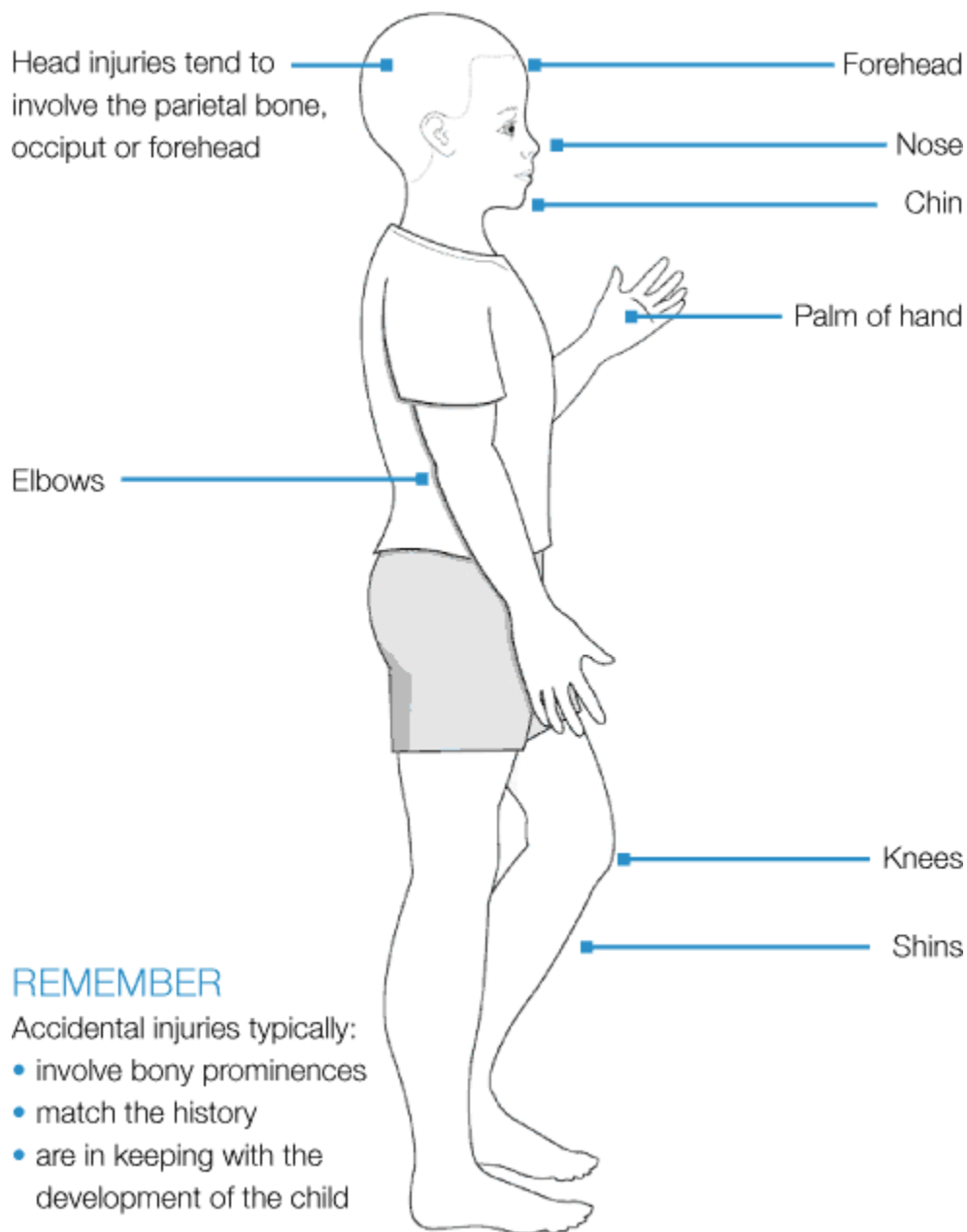
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ACCIDENTAL AND NON-ACCIDENTAL INJURIES

Accidental Injuries



REMEMBER

Accidental injuries typically:

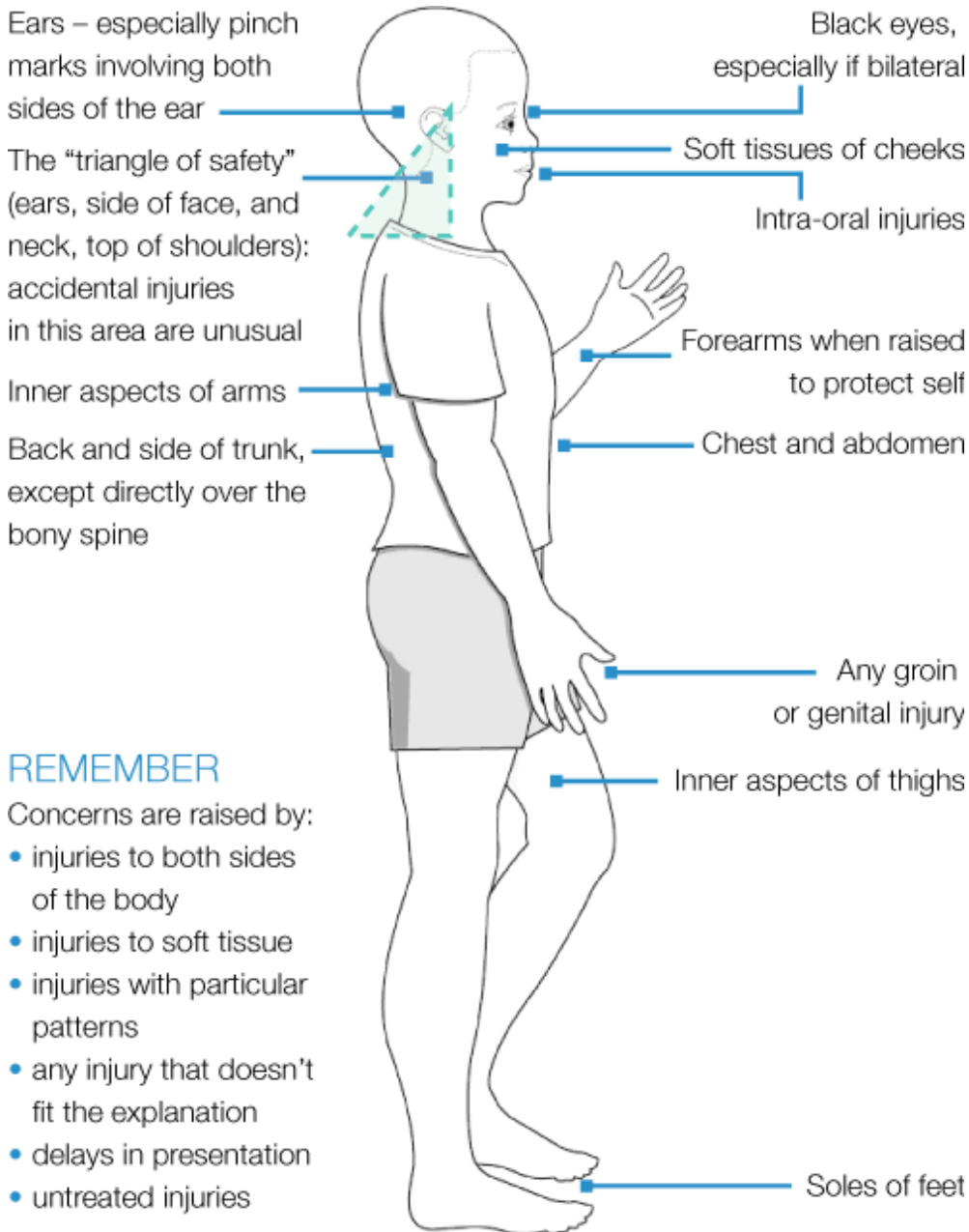
- involve bony prominences
- match the history
- are in keeping with the development of the child

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Non accidental injuries



REMEMBER

Concerns are raised by:

- injuries to both sides of the body
- injuries to soft tissue
- injuries with particular patterns
- any injury that doesn't fit the explanation
- delays in presentation
- untreated injuries

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TRAINING

To recognise how to identify signs of abuse.
To consider when it is appropriate to:

- ☐ talk to parents make a referral
- ☐ To have a working knowledge of the child protection procedures in Spain as well as guidance offered by the United Kingdom.
- ☐ To attend relevant DSL or refresher training at least every year, through contact with safeguarding organisations in the UK and/or with external experts in Spain.
- ☐ To share knowledge and information about the safeguarding of children with other members of staff.
- ☐ To suggest relevant INSET opportunities for other members of staff and volunteers every two years.
- ☐ To run or organise INSET training for other members of staff.
- ☐ To be aware of the records of staff Child Safeguarding training and to ensure that staff training is refreshed at least every two years by:
 - suggesting relevant external INSET opportunities
 - running internal INSET
 - inviting external experts to deliver INSET at school
- To run or organise Child Safeguarding induction for new/temporary staff using the PowerPoint presentation on google drive.
- To ensure all staff read this policy and sign that they understand this policy on an annual basis before coming into contact with children in the educational setting.

RAISING AWARENESS

- ☐ To liaise with parents on issues relating to the safeguarding of children.
- ☐ To ensure that the topic of safeguarding and child protection is covered with children in an age appropriate way in assemblies, in tutor groups and through the PSHE curriculum, and that the children are aware of different mechanisms of support available to them in school.

3) ROLE AND RESPONSIBILITIES

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of Junta de Andalucia in Spain. Our policy and procedures also apply to extended school and off-site activities.

3.1) ALL STAFF

All staff will read and understand part 1 of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

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All staff will be aware of:

- ☐ *Our systems which support safeguarding, including the staff [behaviour policy/code of conduct] and the role of the designated safeguarding lead (DSL)*
- ☐ *Identifying emerging problems and liaising with the DSL.*
- ☐ *What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.*
- ☐ *The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation*

DUTY OF EMPLOYEES

- ☐ To ensure the safety and welfare of all students.
- ☐ To protect all children from abuse.
- ☐ To report any matters of concern to the DSL, other than those involving another employee which are referred to the Principal.
- ☐ To be aware of the School's Safeguarding and Child Protection Policy and to comply with it.
- ☐ To have read, and to act upon, KCSiE Part One.
- ☐ To know how to make a referral to external agencies, if appropriate.
- ☐ To keep a sufficient record of any significant complaint, conversation or event.
- ☐ All temporary supply teachers will meet with the DSL for a Safeguarding and Child Protection briefing on the first day of their employment to make them aware of School policies and who the DSL is.
- ☐ Any volunteers in regulated activity will undergo Safeguarding and Child Protection training from the DSL and the usual security checks relevant to their position.
- ☐ To undertake refresher training (reading of the School's policy and a reminder of procedures) annually, to include appropriate training by external trainers at least every second year. This will always contain training in relation to Prevent.
- ☐ New employees (no matter when employment starts in the school year) will:
 - ☐ Undergo Safeguarding and Child Protection Policy training from the DSL, Deputy DSL or an external agency. They will provide evidence of successful completion of the online Safeguarding course used by the school.
 - ☐ Know the identity of the relevant DSL for the area(s) of the School within which they work.
 - ☐ Read the School's Safeguarding and Child Protection Policy.
 - ☐ Read the School's Code of Conduct for Staff.
 - ☐ Read a copy of KCSiE Part One.
 - ☐ Read a copy of the Whistleblowing Policy.
 - ☐ To follow guidance on appropriate professional behaviour to ensure that students and staff are not placed at risk of harm or risk of allegation of harm (refer to the Code of Conduct for staff).

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- ☐ To report to the DSL any student that a member of staff suspects may be infatuated with a teacher or other employee, i.e. has feelings that go beyond the normal student adult relationship.
- ☐ To raise all concerns including, but not limited to, poor and unsafe practice, or potential failures in safeguarding. The School is very open to hearing about any concerns. See the Whistleblowing Policy.
- ☐ Be aware of the safeguarding issues concerning use of images as detailed in the Photograph Policy.

3.2) DESIGNATED SAFEGUARDING LEAD (DSL)

Role of the DSL and the management of referrals:

- ☐ *To ensure that the school's Safeguarding Children and Child Protection Policy are known, understood and used appropriately by all members of the college community.*
- ☐ *To take lead responsibility in receiving and dealing with all issues relating to the safeguarding of the pupils at school, as outlined in this document.*
- ☐ *Following receipt of information regarding an alleged or suspected case of child abuse, if the best course of action is not immediately clear, to discuss the situation in confidence with the Deputy DSL and/or the Principal.*
- ☐ *To act as a source of support, advice and expertise when dealing with child safeguarding issues.*
- ☐ *To ensure cooperation exists between the two School DSLs through regular meetings.*
- ☐ *To liaise with external experts in the field of the safeguarding of children.*
- ☐ *Where appropriate, to refer families to external experts.*
- ☐ *If parents would like the school and external experts to liaise, to ask them to give their permission for this in writing.*
- ☐ *Where necessary, to refer cases of suspected abuse to the relevant child protection contacts.*
- ☐ *To keep detailed, accurate, secure records of concerns and referrals.*
- ☐ *To ensure that when children leave the school, their child protection file is transferred to their new school as soon as possible. This should be done in secure transit ensuring confirmation of receipt is attained.*
- ☐ *To ensure that there is always cover for the role of DSL by the deputy DSL if the DSL is out of school.*
- ☐ *To liaise with the Principal if an allegation is made against a member of staff.*
- ☐ *To liaise with the Chair of the Board of Governors if an allegation is made against the Principal.*
- ☐ *To liaise with the Principal in respect of police investigations or investigations which involve the School.*
- ☐ *To inform the Junta de Andalucia and if appropriate the Disclosure and Barring Service (DBS), formerly Criminal Records Bureau (CRB) in the UK if ever a member of staff leaves because of Child Safeguarding issues.*
- ☐ *To inform the Head teachers and Principal of all issues relating to the safeguarding of pupils in the school and to report immediately any allegation against staff which comes to their attention.*

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3.3) SAFEGUARDING CONTACTS

Miss Louise Verinder (Secondary school DSL)

louise.verinder@aloha-college.com

Victoria Thompson (Asst. Secondary school DSL) Mrs

Emma Saunders (Primary school DSL)

emma.saunders@aloha-college.com

Elizabeth Batchelor (Principal of Aloha College) will act in the absence of the designated safeguarding leads.

elizabeth.batchelor@aloha-college.com

Sra Rosa Gomez (Governor responsible for the safeguarding of children)

THE DESIGNATED GOVERNOR

The school has a Designated Governor to oversee matters relating to safeguarding and child protection, Sra Rosa Gomez. The Designated Governor will have undertaken Advanced Safeguarding Children Training and will attend refresher training at two-yearly intervals as well as relevant annual training.

- The DSL will ensure that the Designated Governor is informed of safeguarding matters.
- The Designated Governor is responsible for ensuring that the School's procedures are consistent with this policy.
- The Designated Governor is responsible for reviewing the Single Central Register annually and reporting that to the Board.
- In conjunction with the Chair of Governors, the Designated Governor will liaise with the Child Protection Services in Spain in cases of allegations against the Principal or a member of the Board.

GOVERNANCE

- The governing body appoints a nominated governor to champion Safeguarding.
- The nominated governor annually reviews procedures and policy with the Designated Person and prepares a report for the full governing body.
- The full governing body will review the school's safeguarding policy annually.
- They will review and approve any changes or procedures.
- They will acknowledge training undertaken by staff, the Child Protection Officers, and the responsible governor.
- They will review the number and types of Child Protection incidents/cases (anonymised).
- If there are any deficiencies or weaknesses in Child Protection arrangements, these must be remedied without delay.
- The governing body acknowledges its retained responsibility for any activities carried out with children on site or using the school's facilities - even if delivered by an external body or organisation.

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4) MANAGING A DISCLOSURE

If a pupil personally confides an incident and only wishes to speak to you, you should:

- Inform them that you have a responsibility to report all incidents of abuse.
- Reassure them they have done the right thing.
- Leave questioning to the Police / Children's Services. If you contaminate evidence with incorrect questioning, you may put the child at risk.
- Be honest about what happens next. If a child has told you about an incident, it is because they want help and look to you to give help.
- Make detailed notes immediately (no later than one hour later) of what the child has said quoting the child's words verbatim include date, time, place.
- Contact the Designated Safeguarding Lead.
- Do not promise the pupil confidentiality.
- Record all subsequent meetings with the students.

The member of staff should not:

- Investigate the matter independently, especially through questioning the pupil
- Implement Child Protection procedures without first consulting the Child Safeguarding Designated Lead.
- If a member of staff is concerned that a pupil is at risk according to any of the definitions, they should discuss the matter with the school's Child Safeguarding Designated Person, who will:
 - Collect any other relevant information from colleagues.
 - Make a decision as to whether or not there are sufficient grounds to refer the matter to the appropriate agencies.
 - Inform the member of staff and others concerned of the decision and future action to be taken, where appropriate on a need to know basis.

Note:

In most circumstances when a child alleges abuse the DSL will notify the parents at the earliest opportunity. However, in certain circumstances (usually in response to an allegation of physical or sexual abuse within the family) referral to Children's Social Care Services (or to the Police) will be made first.

In Spain: Institution: Delegación de Bienestar Social Name of
Person in charge/Marbella: Estefania Martin Address: Avenida
Velazquez Clavel 25, Marbella
952 76 87 00 (Marbella)
952 76 87 74 (Nueva Andalucia)

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This will be done within 24 hours of a disclosure or suspicion of abuse.

Louise Verinder (Secondary), Emma Saunders (Primary), as Designated Person, will log all concerns and work with the appropriate agencies e.g. Children's Social Care Services. The Principal must be informed.

Teachers and other staff in schools are in a unique position to observe children's behaviour over time and often develop close and trusting relationships with pupils. If a child discloses directly to you, the following procedures should be followed:

- Listen carefully to what is said. Do not promise confidentiality.
- Find a quiet place to talk
- Remember that it takes considerable courage for the child to make a disclosure because, for example, he/she may
 - have been specifically told not to tell
 - feel that they are themselves to blame
 - be frightened that their disclosure will make things worse
- Remain calm, gentle, sensitive and reassuring; take the child seriously.
- Believe the child.
- Do not
 - Appear shocked
 - show disgust
 - deny what is said
 - be judgmental
 - condemn the alleged abuser
 - make assumptions about the child's feelings
- Explain clearly to the child that you will do your best to support and protect them but that you cannot promise confidentiality; you will not be able to keep the disclosure secret but that you will speak to the CPO in order to find the best course of action.
- Ask only open questions such as:
 - 'How did that happen?'
 - 'What was happening at the time?'
 - 'Can you tell me about what is worrying you?'
- Do not ask leading questions which may be considered to suggest what might have happened, or who has perpetrated the abuse, e.g. 'Did your Dad hit you?'
- You can avoid asking questions by repeating back what the child has said, allowing him/her to confirm, correct or add to what he/she has said.
- Do ask if the child has shared their concerns with anyone else.
- Do not attempt to examine a child in any way that would involve the removal of clothing
- Write down carefully what is said and check with the child that what you have written is an accurate reflection of what the pupils wants to disclose.
- Reassure the pupil that he/she did the right thing in telling someone; acknowledge their courage in speaking out.
- Acknowledge any feelings of, for example, anger, sadness or guilt that the child may express, but stress that he/she is not to blame for what has happened.
- Explain that you would like to get some confidential advice yourself; listen sympathetically to any reservations he/she might express, but remember that you must report any concerns that you have.

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- Tell the child that he/she will not be forced to repeat what he/she said in front of another person at school.
- Following a disclosure, the member of staff should talk immediately to the DSL and complete a written record.
- Apart from telling the DSL, the disclosure must be treated as confidential. Although a disclosure can be extremely upsetting it is important to remain professional.

ACTION BY THE DSL

The action to be taken will take into account:

- The nature and seriousness of the suspicion or complaint.
- A complaint where a crime may have been committed will always be referred to the police without further investigation within the School.
- The wishes of the student who has complained, provided that the student is of sufficient understanding and maturity and properly informed. However, there may be times when the situation is so serious that decisions need to be taken, after all appropriate consultation, that override a student's wishes.
 - The wishes of the complainant's parents provided they have no interest which is in conflict with the student's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the DSL is concerned that disclosing information to parents would put a child at risk, he or she will take further advice from the relevant professionals before making a decision to disclose.
- Duties of confidentiality, so far as applicable.
- The lawful rights and interests of the school community as a whole including its employees and its insurers.

If there is room for doubt as to whether a referral should be made, the DSL may consult with Child Protection Services in Spain.

A Child in Need is defined by the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired without a provision of services. In this case a referral will be made.

However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made without delay. If the initial referral is made by telephone, the DSL will confirm the referral in writing to Child Protection Services in Spain.

SAFEGUARDING AND CHILD PROTECTION RECORDS

All Child Safeguarding concerns/issues will be **CONFIDENTIAL**. Sharing of relevant information to staff will be strictly at the discretion of the Child Safeguarding Designated Person.

School records for children in need/child protection are secure and are only shared between the Designated Safeguarding leads.

Safeguarding records will be kept until the child reaches the age of 25.

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5) ALLEGATIONS PROCEDURE

PROCEDURE FOR DEALING WITH ABUSE BY ONE OR MORE PUPILS AGAINST ANOTHER PUPIL

Allegations of abuse against another pupil (if not dealt with under the anti-bullying policy) will be dealt with according to these procedures. On no account should the pupil against whom the allegations have been made be approached by the person to whom the initial disclosure has been made.

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting).

If a pupil makes an allegation of abuse against another pupil:

- You must tell the DSL and record the allegation, but do not investigate it
- The DSL will inform the principal and the relevant authority will be contacted.
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed.

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards each other, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by: Informing parents and pupils during introduction meetings at the start of the year, through PSHE lessons, form tutors passing this information on to students and through assemblies.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

NOTIFYING PARENTS

Where appropriate, we will discuss any concerns about a child with the child’s parents. The DSL will normally do this in the event of a suspicion or disclosure.

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Other staff will only talk to parents about any such concerns following consultation with the DSL. If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so. In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

MISSING CHILDREN

Child missing from education

A child missing from education could be a potential indicator of abuse or neglect or sexual exploitation.

If the School becomes aware of a child having run away from, or having gone missing from home, this will be dealt with as a child protection matter.

Child going missing during the School day. The School follows its procedures for student absence should a student not appear for morning registration. However, if the student is known to have been on the School site but has subsequently become unaccounted for, then procedures outlined in the Missing Child Procedure will be followed.

ALLEGATIONS AGAINST MEMBERS OF STAFF, GOVERNOR, VOLUNTEER OR CONTRACTOR.

These are not the responsibility of the DSL. Any allegations of abuse by a member of staff, governor, volunteer or contractor should be reported directly to the Principal, Mrs Elizabeth Batchelor, who will implement locally agreed procedures. The first priority for the Principal will be to contact the Chair of the Governing Body and the designated Board Member, before any other action is taken, including informing the member of staff. The member of staff may be suspended pending investigation.

In the event of an allegation made against the Principal, the decision to suspend will be made by the Chair of Governors.

In all cases where the investigation establishes that a criminal offence has occurred, the Spanish Police and the relevant Embassy will be informed and the case handed over to them.

The School will make every effort to maintain confidentiality and guard against any unwanted publicity in any cases of allegations against teachers and volunteers until and unless the person is charged with an offence.

The principal and Child Protection Services in Spain will need to take into account the seriousness and plausibility of the allegation, the risk of harm to the student concerned or to other students, and the possibility that evidence will be tampered with, as well as the interests of the person concerned and the School and the need for a full and fair investigation. Suspension would be a neutral act, not a disciplinary sanction and would be on full pay. Suspension will not be an automatic response to an allegation.

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Should the School no longer require the services of an employee, contractor or volunteer because they are considered unsuitable to work with children (meeting the DBS referral criteria) then this will be reported to the Child Protection Services in Spain and DBS if appropriate.

Where a teacher has been dismissed (or would have been dismissed had she/he not resigned) or whose services will no longer be used, the School will make a referral to the DBS and the National College for Teaching and Leadership (NCTL) and a prohibition order may be appropriate. The reasons such an order would be considered are: “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”. If a dismissal does not reach the threshold for DBS referral, separate consideration should be given to an NCTL referral.

PROCEDURES IN RELATION TO RECRUITMENT AND MANAGEMENT OF TEACHING STAFF

- Our recruitment policy and procedure undertakes safer recruitment training.
- We acknowledge that Safer Recruitment is an integrated element of safeguarding, and that the principles are on-going through induction, monitoring and performance management.
- We require all adults in school who have contact with children to be vetted through Enhanced CRB Disclosure and a Barred list check in order to ensure that there is no evidence of offences involving children or abuse. All members of staff will be required to provide a *Certificado de Delitos Sexuales* (see Staff Recruitment Policy).
- A central record is maintained within school of all staff, indicating checks of their identity, qualifications (where appropriate), CRB
- Members of staff are aware of their rights, responsibilities, duties and powers relating to managing pupils' behaviour in school and during school activities offsite. They are also aware of the need to report issues for action by the school leadership, even when these occur beyond school and other than during an offsite activity - if there are safeguarding implications for the individual children involved, other children or members of the public.

PROCEDURES IN RELATION TO NON-TEACHING STAFF

- All members of the administrative department will be invited to supply their “*Certificado de Delitos Sexuales*”. Staff recruited from the United Kingdom will also require a CRB check (see Staff Recruitment policy).

PROCEDURES IN RELATION TO VISITORS TO THE SCHOOL SITE

- Visitors are required to report to the reception by the main entrance.
- Once inside the school, all visitors must sign the visitors' book. They will be issued with a visitor's badge.

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- Any unaccompanied visitors on site who are not recognised must be politely approached and questioned about their business in school.
- Aloha College reserves the right to refuse entry or terminate a visit at anytime.

PEOPLE NOT WORKING WITH CHILDREN

Examples: builders, gardeners, ICT technicians etc.

- Unless the visit is expected or the visitor is well known to the person admitting them, their identity should be confirmed and the authority of a member of the Leadership Team must be obtained before allowing access to the school.
- They are to be supervised while pupils are on the premises. The amount of supervision required is dependent on the visitors' actual or potential proximity to pupils and the school's knowledge of them.

ESCORTED VISITORS

Examples: parents/careers, prospective parents, job candidates.

- These people must be accompanied at all times.

Aloha College will report to the appropriate safeguarding authority within one month of leaving the school any case of a member of staff whose services are no longer used because he or she is considered unsuitable to work with children.

The school has an arrangement with ISA to refer any unsuitable employee of UK nationality to the ISA for consideration when the ISA barred list is checked either in its own right or as part of the British CRB process for subsequent employment.

The contact details for referrals are PO Box 181, Darlington, DL1 9FA, England

INTIMATE CARE WITHIN THE SETTING ALOHA

See the Intimate Care Policy. There are occasions in the School, including EYFS, where children may require an adult's assistance with personal hygiene matters (e.g. removing wet/soiled clothing). When such an event takes place, staff must act in accordance with the Intimate Care Policy:.

Staff should:

- Make it very clear to the child precisely what they will do to help.
- Notify another member of staff about what has happened to the student and why they require assistance, what they plan to do and where they will go to help the child change.
- Consider the area where they go to assist the child with care, ensuring that the needs of the child for privacy and dignity are kept in mind.
- Notify the child's parents / carers by the end of the day that this has taken place and what actions were taken.

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6) E-SAFETY AND INTERNET SAFETY

Internet safety is a whole school responsibility (staff, pupils, parents). We should all endeavour to educate our pupils and provide support for parents, by teaching appropriate behaviour and critical thinking skills which enable both safe and legal use of the internet and related technologies. The details are expanded upon in the Acceptable Use Policy and the e-Safety Policy for staff and pupils.

- Ensure that the event is logged.

Where a student requires intimate care on a regular basis a care plan should be drawn up and agreed between the child, parent / carer and the School.

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APPENDIX

IMPORTANT CONSIDERATIONS FOR WORKING WITH CHILDREN

1. Do not place yourself between the pupil and the door. A pupil must never feel that they are trapped in the room. They must be able to get out without having to go past you.
2. Not do anything that might lead to misinterpretation of your action.
3. If you are at all unsure about addressing a pupil ask another member of staff to be there as well.
4. Make sure that you know what the procedures are for your section of the school with respect to going into the changing rooms when pupils are changing.
 - In Early Years all children change in the classrooms supervised by the class teacher and classroom assistants.
 - In the Primary School, either the children change in the classroom with teacher supervision or the boys or girls go into their separate cloakrooms and change, again with teacher supervision. At the swimming pool, the boys and girls change in separate changing rooms and the teacher goes into both changing rooms to check and to hurry them along.
 - In the Secondary School boys and girls change separately. PE staff go in and out as necessary and also to take the register. If another member of staff comes to the changing room with a message for a student, the PE staff will deal with it.
5. Not communicate with a pupil via your mobile phone or landline. Use a school mobile phone where it is helpful to have a phone conversation.
 - Do not give your number to a pupil
 - Do not send text messages to a pupil
 - Do not give your personal e-mail address to pupil
6. Generally speaking it is inadvisable to give a pupil a lift in your car if that person will be the only other person in the car. However, if it is necessary to use your car to transport pupils make sure that parents have the exact details and have given prior permission.
7. Be careful about the language that you use. Do not use "trendy" vocabulary or young people's language that may give pupils the wrong impression that you are trying to be friendly with them. It is important to remain professional at all times.
8. Be wary of the pupil who asks for reassurance, e.g. please give me a hug. Avoid this for your own sake, even though it may seem to be to reject the pupil.
9. If you feel that you have not been wise in something that you have done, tell the Head of Pastoral Care, Principal or Headteacher. If you are not comfortable with the way in which a pupil has approached you, then again tell one of the above people. There may well be nothing to worry about, but at least you will have been open and transparent about what has happened.
10. Under no circumstances should a member of staff enter into a physical relationship or one which could lead to a sexual relationship with a pupil.

Aloha College does not permit physical sanctions.

A useful website: www.teachernet.gov.uk search under "safe working in education". This gives a very good code of conduct for teachers.

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APPENDIX 1

Child Safeguarding – Staff Expression of Concern Form

Safeguarding Form

Name: _____ Form: _____ Date: _____

Time: _____ Location: _____

Present: _____

Issue:

Commentary

Conclusion

Signed _____ Dated _____

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Child Protection and Safeguarding Policy and Procedures

APPENDIX 2



Safeguarding Report Form 2020-21

You must report any safeguarding concern to a Designated Safeguarding Lead (DSL) as soon as possible. This form will either be completed by the reporting person with the assistance of the DSL or by the DSL.

Part 1. Details of the child

Name:
Form/tutor group:

Part 2. Your details (person making the report)

Name:	Role in school:
Date and Time you are making report:	
Date and time you first received information or identified a concern:	

Part 3. Safeguarding Report

Are you reporting your own concerns or responding to concerns raised by someone else?
If responding to concerns raised by someone else please provide their name.
Please add any other relevant information known about the family/child's circumstances:
When was the referral made to DSL, by whom, in what form?
<u>Concern Raised</u> What is the nature of the concern raised? Include as much detail as possible.

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Child Protection and Safeguarding Policy and Procedures

APPENDIX 2



Part 4. Actions taken

What level of risk do they pose to themselves?	
Identify any action taken already. Recommendation to psychologist/counsellor	

Part 5: Immediate action and decisions by Designated Safeguarding Lead

Date & time	Name	Notes



REQUEST FOR CHILD PROTECTION RECORDS

To whom it may concern,

In accordance with child protection procedures, it is a requirement that when a pupil changes school, any child protection records held should be transferred to the new school. I would therefore be grateful to receive any safeguarding or child protection records for the following pupil (s) who has (have) joined Aloha College Marbella:

NAME OF PUPIL

I would also be grateful if you could forward any disclosures of, or safeguarding concerns related to:

- Self-harming behaviour and/or disordered eating
- Involvement in bullying
- Mental health
- Acrimonious family relations
- Referrals to social services
- General safeguarding concerns

In the subject line of your correspondence, please mark any information issued "Strictly Confidential, for the attention of the Designated Safeguarding Lead". Any records received will be kept confidentially and only accessed by the Safeguarding Lead, the Deputy Safeguarding Lead or the Principal.

In order to provide appropriate support, if there are any particular welfare concerns of which we need to be aware, I would be happy to discuss them. You may contact me by email on louise.verinder@aloha-college.com or by telephone on +34 952 814 133.

With regards

Louise Verinder
Head of Pastoral Care

Not-for-profit Educational Foundation
Fundación educativa sin ánimo de lucro

Urb. El Ángel, Nueva Andalucía, 29660 Marbella
Tfno: (+34) 952 814 133 | Admin: (+34) 952 810 335
aloha-college.com



ALOHA COLLEGE
MARBELLA

BRITISH INTERNATIONAL EDUCATION 3-18 YEARS
EDUCACIÓN BRITÁNICA INTERNACIONAL 3-18 AÑOS

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Child Protection and Safeguarding Policy and Procedures



APPENDIX

PROCEDURES

ALL STAFF

If you are concerned that a child is at risk from:

If a child discloses to you that they are at risk from:

Emotional abuse	Neglect	Physical Abuse	Sexual Abuse	Other concern
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DO NOT discuss with the child in person
Report immediately to the Designated Safeguarding Lead

Listen/Reassure
DO NOT promise confidentiality.
Establish basic facts- what, when, where, who.
Tell the child what you are going to do next
Report immediately to the Designated Safeguarding Person
Write down everything the child said immediately

Child Safeguarding Designated Staff:

Ms. Louise Verinder (Secondary)

Mrs Emma Saunders (Primary)