



Child Protection and Safeguarding Policy

This policy applies to the whole school, including the EYFS

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Our SMT acknowledge their responsibility to ensure that this policy is effectively implemented and meets all current regulatory requirements. An annual review (or earlier) of this policy and associated procedures and the efficiency with which associated duties have been discharged will be undertaken so that SMT can be assured that this policy is fully implemented in practice and any deficiencies or weaknesses can be identified and remedied without delay. M Alvarez de Toledo (maria.alvarezdetoledo@colegioalegra.es), S Moy (sarah.moy@colegioalegra.es) & J Poultney (josephine.poultney@colegioalegra.es), O García (olga.garcia@colegioalegra.es) –as DSLs– are responsible for updating this policy.

Most safeguarding concerns should be reported directly to one of the Designated Safeguarding Leads (DSLs) – see contact details in paragraph 2. **However our school understands that anyone has the right to make a direct referral to Social Services.** Their contact details can also be found in paragraph 2 as well as in posters on display around our school (e.g. staffroom and school office).

Definitions:

"EHA"	Early Help Assessment
"CCE"	Child Criminal Exploitation
"CSE"	Child Sexual Exploitation
"CSCP"	
"DBS/CDNS"	Disclosure & Barring Service/Certificado de Delitos de Naturaleza Sexual
"DfE"	Department for Education
"DPA"	Data Protection Act
"DSL"	Designated Safeguarding Lead
"FGM"	Female Genital Mutilation
"GDPR"	General Data Protection Regulation
"KCSIE"	Keeping Children Safe in Education
"NSPCC"	National Society for the Prevention of Cruelty to Children
"PSHE"	Personal, Social, Health and Economic Education
"RSHE"	Relationship and Sex Education and Health Education
"SMSC"	Spiritual, Moral, Social and Cultural Education
"Staff"	Unless otherwise stated, includes full & part-time teachers, supply or cover teachers, peripatetic teachers, volunteers and support staff
"TED"	Tell me, Explain to me, Describe to me
"TRA"	Teaching Regulation Agency
"WTSC"	Working Together to Safeguard Children



1. Introduction

- 1.1. This policy is based on various guidance documents provided by the Department for Education and other bodies, including *Keeping Children Safe in Education (KCSIE) September 2020*, *Working Together to Safeguard Children (WTSC) July 2018* and *Prevent Duty July 2015*.
- 1.2. Alegra School is committed to safeguarding and promoting the welfare of all children and young people in our care. We believe that our school promotes the welfare, health and safety of every pupil through its positive, safe and caring environment. Our Senior Management Team accepts that they are responsible for ensuring that our school has a safeguarding policy and that appropriate procedures are in place to deal with incidents, consistent with the Comunidad de Madrid guidance.
- 1.3. Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's mental or 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 outcomes. This includes everyone under the age of 18. Also see Appendix 1 for other key definitions.
- 1.4. There are three main elements to our policy:
 - a. Prevention of abuse through the teaching and pastoral support offered to all pupils in our care;
 - b. Procedures for identifying and reporting cases or suspected cases of abuse. School staff are well placed through their day-to-day contact with pupils to observe the outward signs of abuse; and report when necessary.
 - c. Provision of support for pupils who may have been abused.

Our policy applies to all staff and to every adult who works with or comes into contact with pupils during their day-to-day life at our school.

1.5. Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all staff make sure their approach is child-centred. This means that at all times, they consider what is in the **best interests** of the child.

2. Named persons & Local Safeguarding Partnership : Alegra School

- 2.1. The following named persons are primarily responsible for safeguarding in our school:
 - Designated safeguarding lead (ie. DSL) who will take the lead responsibility for safeguarding and child protection, including Early



Years and looked after children: Josephine Poultney, Sarah Moy, María Álvarez de Toledo.

- Comunidad de Madrid: Departamento de Protección al menor

3. Aims

- 3.1. Alegra School aims to create a warm and supportive environment where pupils feel safe and secure. We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult provide an essential framework within which our pupils can live increasingly independent lives.
- 3.2. Pupils are actively encouraged to talk and they are listened to sympathetically. Their viewpoints are valued.
- 3.3. Links with parents are of paramount importance, and staff are encouraged to respond quickly to requests and concerns received from parents and guardians, either by telephone, e-mail or by personal appointment. Although decisions to seek support for a child in need, or about whom there are concerns relating to radicalisation, would normally be taken in consultation with parents and pupils, consent is not necessarily required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.
- 3.4. One of the aims of the Parent-Preceptora meetings is to facilitate this climate of trust and common concern for pupil welfare and academic progress.
- 3.5. We also aim to ensure that all our staff are clear about our school systems which support safeguarding, and what actions are necessary.
- 3.6. Our policy and procedures for dealing with and indicating concerns about children in need and/or at risk are in accordance with locally agreed inter-agency procedures. Our arrangements also aim to fulfill other safeguarding and welfare responsibilities.
- 3.7. We aim to meet all regulatory requirements to fully safeguard pupils.

4. Procedures for helping to keep children safe

4.1. INDUCTION:

All new members of staff, including supply staff, part-time and voluntary staff are provided with induction training that includes:

- Child Protection & Safeguarding Policy
- Behaviour & Discipline Policy
- Staff Code of Conduct - Handbook
- Safeguarding response to children who go missing from education
- Identity and role of our DSL and Deputy DSL
- Online safety
- Copy of Part 1 of KCSIE, including Annex A for school leaders and staff working directly with children



4.2. STAFF TRAINING (including volunteers):

- Alegra school procedures are reviewed and updated annually and our staff are reminded of their responsibilities and our Code of Conduct at the start of every academic year and/or by email or meetings at various times during the year. Staff periodically confirm in writing that they have received, read and understood this policy and will adhere to it.
- Existing staff are informed each time Part 1 of KCSIE is updated. [Staff are required to read this document and record that this has been completed.](#)
- An appropriate senior member of staff is appointed to the role of DSL, who takes lead responsibility for safeguarding and child protection (including online safety). At least one Deputy DSL is appointed to provide cover for this role, including in the EYFS. Both the DSL and Deputy DSL are trained to the same level, and they receive updated child protection & safeguarding training at least every two years. This includes local inter- agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation (although this might be very unlikely in our school context), record keeping, promoting a culture of listening to children.
- In addition, all our staff receive regular safeguarding and child protection updates as required but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively. This includes training on managing a report of child sexual violence, child sexual exploitation or child criminal exploitation. We recognise the expertise our staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis, and our staff are encouraged to contribute to and shape our safeguarding arrangements and policies.
- External club providers and temporary staff who work with children are made aware of our safeguarding arrangements. A proportional risk based approach is taken as to the level of information provided to temporary staff and volunteers.
- Key documents are also available for our staff to access at any time on our internal systems of communications (eg. KCSIE, Staff Handbook & Code of Conduct).
- Our DSLs meet periodically (including with our Head) to review our Safeguarding Audit and to discuss any relevant incidents or concerns. Our staff are kept informed about any issues at weekly staff meetings and meetings during the year.
- Our SMT keeps up to date with any new safeguarding legislation and guidance, and our staff are provided with periodic updates as and when needed.
- All staff working with children are encouraged to regularly review their own practices, and opportunities are provided for them to discuss any concerns they may have about welfare and safeguarding matters. This includes their personal



and professional duty to report such concerns to one of our DSLs, or in the absence of action, directly to the CAM.

- Wherever possible, staff ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition or tutorials, sports coaching, conveying a single pupil by car, engaging in inappropriate electronic communication with a pupil, showing excessive one-to-one attention beyond the requirements of their usual role and responsibilities etc).
- Volunteers and visitors are made aware of our safeguarding procedures, including contact details, via a notice in the sign in book and posters on display around our school.

4.3 PHONES, CAMERAS AND INTERNET SAFETY:

- Appropriate filters and monitoring systems are in place to safeguard children from potentially harmful and inappropriate material online, but without an unreasonable level of blocking. Wifi access points are all password protected and these are changed periodically. Also see E-Safety Policy and Use of Mobile Phones policy.

4.4 EDUCATING CHILDREN AND PARENTS ABOUT KEY ISSUES:

- Our teaching of SMSC (Spiritual, Moral, Social and Cultural Education) of which our Character Development, PSHE Programmes and Relationships Education are a part, helps to develop appropriate attitudes in our pupils, and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them. This includes the safe use of electronic equipment and access to the internet, mostly via the Computing curriculum.
- We inform our pupils about issues regarding e-safety in a variety of ways in addition to lessons in the classroom (for example via the Acceptable Use Guidelines which is part of our E-Safety Policy and safer internet day training).
- Parents are kept informed about key issues via internet safety guidance on our school website, regular digital safety articles and periodic workshops.

4.5 WHAT TO DO IF YOU ARE CONCERNED ABOUT A CHILD'S WELFARE:

- Discuss your concerns with our DSL or Deputy DSL in her absence.
- Put your concerns in writing with dates and details of these suspicions and pass to our DSL or Deputy DSL.

4.6 WHAT TO DO IF A CHILD MAKES A DISCLOSURE:

- Remember that a disclosure can happen at any time.



- Do not panic or take rash actions. It is more important that the right decision is made and therefore immediate referral to our DSLs is essential.
- It is important to remind the child that you will have to pass on their concern.
- Confidentiality must not be promised; make clear that staff have a responsibility to share relevant information with our DSLs.
- If you talk to a child, do so with tact and sympathy. Listen, but do not offer an opinion.
- Do not ask leading questions.
- When asking questions, always ask open questions using the TED principle of Tell me, Explain to me, Describe to me.
- Do not let the child take the blame. A child cannot be held responsible for abuse received at the hands of an adult or older sibling or carer.
- Pass the written record of the child's disclosure to our DSLs immediately (either in person or by email).
- Our DSLs may confer with each other and will decide on the best procedure and course of action (seeking guidance from the CAM if needed). - who is this? there is no abbreviation at the start of the document. Is it the British CAMS service?
- Our DSLs will decide whether it is appropriate to contact parents. Do not contact parents yourself
- Our DSLs will ensure that any paperwork is kept in the central Incidents File.
- Staff should manage a report of peer-on-peer sexual violence and sexual harassment largely in line with the above traditional guidance (ie. don't promise confidentiality, listen, be non-judgemental, don't lead, take notes, report to DSL etc). One piece of added guidance is that staff should not view or forward illegal images of a child.

4.7 GENERAL PRINCIPLES OF CONFIDENTIALITY:

- All staff should be aware that personal information about a child and their family is confidential and should only be given to an appropriate person.
- If abuse is suspected, accurate information must be given to our DSLs immediately.
- Other staff need only know enough to prepare them to act with sensitivity to a distressed child.
- If a child makes a disclosure, the child should be kept informed of who knows and why.
- Promises of confidentiality must not be given, as all staff have a duty to protect a child from abuse; all abuse must be reported.
- Staff should not, in any circumstances, remove a child's clothing. They should only note those marks which they have noticed, or which are brought to attention by the child.
- No further examination should be carried out.
- No photographs of any injuries should be taken.
- All staff have a professional responsibility to share information with other agencies in order to safeguard children.

If anyone hears worrying information about children from other parents, neighbours or even other children, this should be passed on to our DSLs immediately.



5. Role of school and staff

- 5.1. Everyone who comes into contact with children and their families has a role to play in safeguarding children. Staff at our school are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.
- 5.2. All members of staff constantly strive to ensure that our pupils are happy, that they feel supported and are safe. The mental and physical health, safety and well-being of our pupils are of paramount importance to everyone who works in our school. All staff have a responsibility to provide a safe environment in which children can learn. We also all have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. We are all responsible for taking appropriate action, including promoting the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk. We maintain the attitude of 'it could happen here' where safeguarding is concerned, and we always act in the best interests of the child.
- 5.3. We recognise the shared responsibility for safeguarding, and staff communicate any concerns to the DSL or Deputy DSL. If neither of them is available then any referral that needs to be made should not wait but be followed up by those who are available.
- 5.4. Staff aim to ensure that our pupils receive the right help at the right time to address risks and prevent issues from escalating, act on and refer the early signs of abuse and neglect, keep clear records, listen to views of the child, reassess concerns when situations do not improve, share information quickly and challenge inaction.
- 5.5. All staff are responsible for working together with the local safeguarding partnership and other services to promote the welfare of our pupils and to protect them from any harm. We also have a legal duty to report certain attendance issues to our local authority, including ten continuous days of unauthorised absence (other than for reasons of sickness or leave of absence), failure to attend regularly and deletion from the school register when the next school is not known. See 6.1 viii) for further information.
- 5.6. The DSLs will use the NSPCC document When to Call the Police in any incident involving potentially criminal behaviour.

6. Types of abuse and neglect



- 6.1.** Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (eg. via the internet). They may be abused by an adult or adults or another child or children.
- 6.1.1. Physical Abuse:** Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child or young person. It may also be caused by the parent/carer fabricating or inducing illness in a child.
- Possible signs: Bruising without satisfactory explanation, burns (often recurrent), bite marks, parent/carers frequently alleging illness in a child, inappropriately or excessively clothed particularly in hot weather, reluctance to do PE or shower, self-harm.
 - Impact of physical abuse: It can lead to neurological damage, physical injuries, disability and occasionally death. Harm may be caused directly by the abuse itself or by the abuse taking place in a wider family context of conflict. Physical abuse has been linked to aggressive behaviour, emotional and behavioural problems and educational difficulties.
- 6.1.2. Neglect:** Neglect is the persistent failure to meet a child or young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent/carer failing to provide adequate food, shelter and clothing, access to medical care, failure to protect a child from physical harm, as well as excluding a child from home or abandonment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- Possible signs of neglect: Constant hunger, poor personal hygiene, poor state of clothing, frequent lateness or non-attendance at school, untreated medical problems. A child going missing from an educational setting is also a potential indicator, particularly on repeated occasions.
 - Impact of neglect: Severe neglect of young children is associated with major impairment of growth and intellectual development. Persistent neglect can lead to serious impairment of health and development, and long-term difficulties with social functioning, relationships and educational progress.
- 6.1.3. Emotional Abuse:** Emotional abuse is the persistent emotional ill-treatment of a child, so as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless, unloved or 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 be when an adult consistently behaves in an uncaring or hostile way towards a child or young person, perhaps by bullying, rejecting, frightening or criticising them. It may involve serious bullying.

- Possible signs of emotional abuse: Physical, mental and emotional development lags, over-reaction to mistakes, extremes of passivity or aggression, continual self-deprecation, self-harm, inappropriate emotional response to painful situations.
- Impact of emotional abuse: Emotional abuse can have a serious impact on a developing child's mental health, behaviour and self-esteem. It can be especially damaging in infancy. Domestic violence, adult mental health problems and parental substance misuse may be featured in families where children are exposed to such abuse. Some level of emotional abuse is involved in all types of mistreatment of a young person, though it may occur alone.

6.1.4. 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 penetrative (eg. rape) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities (e.g. exposure to pornographic material, watching sexual activities or encouraging children and young people 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. The sexual abuse of children by other children is a specific safeguarding issue which can be manifested via peer on peer abuse. This is most likely to include but may not be limited to: Bullying (including cyberbullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; sexting (also known as youth produced sexual imagery); initiation/hazing type violence and rituals. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

- Impact of sexual abuse: Self-harm, inappropriate sexualised behaviour, depression, loss of or poor self-esteem, aggressive behaviour, lack of trust, running away from home.

6.1.5. Child sexual exploitation (CSE)

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging



sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

- Possible signs of sexual exploitation: children who appear with unexplained gifts or new possessions; children who associate with other young people involved in exploitation; children who have older boyfriends or girlfriends; children who suffer from sexually transmitted infections or become pregnant; children who suffer from changes in emotional well-being; children who misuse drugs and alcohol; children who go missing for periods of time or regularly come home late; children who regularly miss school or education or do not take part in education.

6.1.6. Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions.
- children who associate with other young people involved in exploitation.
- children who suffer from changes in emotional well-being.
- children who misuse drugs and alcohol.
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

6.1.7. Peer on peer/ child on child abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or



otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

6.1.8. Female Genital Mutilation (FGM):

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity must always be shown when approaching the subject. If staff are concerned that FGM may be about to take place, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. FGM is illegal in the UK and Spain and a form of child abuse with long-lasting harmful consequences. Staff have a mandatory duty to report to the police if it is discovered that an act of FGM appears to have been carried out.

6.1.9. Radicalisation and Extremism: in the case of pupils identified as being at risk of radicalisation, our school will consider the level of risk in order to identify the most appropriate referral, which for example could include CAM Social Services or Guardia Civil. However, due to our school context, this is very unlikely to happen.

6.1.10. Children missing education: a child going missing from education is a potential indicator of abuse or neglect. When a child misses school for more than three days, the preceptora must ring the family to find out about the cause of the absence. In case of suspicion of possible neglect, she or he will report to the DSL. School office staff are aware of the requirement to notify the local authority when they are about to remove a pupil's name from the school admissions register. This duty does not apply when a pupil's name is removed from the register at a standard transition point, ie. moving to another school as the NIA is transferred to the new school. We will make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register. An attendance record is monitored by the Head of Prep School and the Infants and Juniors coordinator in order to spot any child with a low attendance record. These parents will be contacted again by either the preceptora or coordinator, when



necessary, to arrange a meeting and design an action plan to suit the child's specific needs.

Other specific forms of abuse include the following:

Children missing from home or care, bullying (including homophobic and cyberbullying), domestic abuse, drugs, fabricated or induced illness, faith abuse, forced marriage, gangs and youth violence, gender-based violence, violence against women and girls, hate, mental health, private fostering, sexting, relationship abuse, trafficking, 'honour based' violence, children and the court system, children with family members in prison, homelessness, sexual violence and sexual harassment between children, and serious violence. Contextual Safeguarding seeks to understand child protection risks from beyond the family. This becomes of increasing importance for adolescents who naturally begin to spend more time out of their home and under the influence of their peers.

Our school understands its responsibility to report children missing education as outlined above. Guidance and practical support on these specific safeguarding issues can be found on the NSPCC website and via the maltrato.infantil@madrid.org website (see end of document for more details).

6.2. In making professional judgements about any form of abuse, take into account:

The frequency of bruising/injury, context of injury, explanation from child and adult, parent response. The signs mentioned above are not evidence themselves, but may be a warning, particularly if a child exhibits several of them or a pattern emerges. Other sources of advice on the signs of abuse and neglect can be obtained from the CAM. "Non-Accidental Injuries" may need to be followed up too. If injuries keep occurring, issues of neglect and level of supervision need to be discussed with appropriate agencies.

If a member of staff has a concern about a child they must raise it immediately with our DSLs. This also includes situations of abuse which may involve staff or other pupils. Knowing what to look for is vital to the early identification of abuse and neglect. **If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately. Anybody can make a referral.**

7. Responsibilities

Our Alegria School SMT accepts their responsibility to:



Follow the KCSIE guidance to ensure that the policies, procedures and training in our school is effective and fully compliant with the law. They should allow for appropriate action to be taken in a timely manner to safeguard and promote the welfare of our pupils.

- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of the KCSIE guidance.
- Have regard to the KCSIE guidance when recruiting staff (also see separate Safer Recruitment Policy).

- Draw on the expertise of staff, including our DSLs, in shaping our safeguarding arrangements and policies.
- Ensure that the safeguarding arrangements take into account the procedures and practice of the relevant local authority.
- Ensure that an effective child protection policy is in place together with a staff behaviour policy (code of conduct), both of which are provided to all staff on induction.
- Ensure that our SMT with responsibility for safeguarding works together with our DSLs when updating and reviewing procedures and their implementation, and that they are familiar with the school's records.
- Ensure that our child protection policy is available publicly on our school website (and on request from our school office).
- Ensure the appointment of a senior member of staff to the role of designated safeguarding lead, which is explicitly in the role-holder's job description. The named person should have the status and authority within the school to carry out the duties of the post, including committing resources and, where appropriate, supporting and directing other staff.
- Appoint a designated member of staff to promote the educational achievement of children who are looked after (ie. under the care of the local authority) and to ensure that this member of staff has appropriate training.
- Ensure appropriate safeguarding responses to those children who go missing from educational settings, especially on repeat occasions, to help identify any risk of abuse and neglect and to help prevent the risks of their going missing again in future.
- Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. Particular attention is paid to school practices to help children to adjust their behaviours in order to reduce risks and to build resilience, including against radicalisation, with particular attention to the safe use of electronic equipment and the internet.
- Immediately remedy any deficiencies or weaknesses in regard to our safeguarding arrangements that are brought to its attention.

Our DSLs accept their responsibility to: (also see separate job description)

- Undertake appropriate training every two years in order to understand the assessment process for providing early help and intervention; have a working knowledge of how the local authority conducts a child protection case conference or review; ensure each member of staff has access to and understands the school's policy and procedures, especially new and part time staff.



- In addition to formal training, to keep their knowledge and skills updated at regular intervals (at least annually) so that they are aware of any developments relevant to their role.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals (including ensuring that such records are kept confidentially and securely and are separate from pupil records).
- Obtain access to resources and attend any relevant or refresher training courses (including making sure that staff are aware of training opportunities).
- Encourage amongst all staff a culture of listening to children and taking account of their wishes and feelings regarding any measures that our school may put in place to protect them.
- Refer all cases of suspected abuse to the local authority in cases where a person is dismissed or left due to risk/harm to a child; and/or the police – in cases where a crime may have been committed. Cases are referred to CAM.
- Ensure that cover for the safeguarding role is available in the absence of our main DSL (via a named deputy, who is trained to the same standard as our main DSL).
- Be available during term time during school hours (or if necessary by mobile phone during holiday periods).
- Whilst activities of our main DSL can be delegated to appropriately trained deputies, the lead responsibility should not be delegated.
- Where our DSL is not our Head, to liaise with our Head to inform him of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Also, to provide support for staff who make referrals.
- Where children leave our school to ensure that their child protection file is copied for any new school as soon as possible, but transferred separately from the main pupil file and addressed 'Confidential – for the attention of the Designated Safeguarding Lead'.
- Follow up on any child protection or safeguarding concerns highlighted for any new pupils via the Pupil Reference request from their previous school.
- Generally raise awareness of safeguarding within our school.
- Monitor the attendance of any pupil currently deemed to be at risk and refer concerns, when appropriate, to social services in the first instance.
- Follow up on any pupil deemed to be missing from school, if necessary liaising with the Governing Body.
- Ensure that our Head and all members of staff who routinely have contact with pupils are trained and receive regular refresher training (every three years) about their responsibilities with regard to safeguarding, in line with advice from the CSCP.



Our Head accepts their responsibility to:

- Ensure that our policies and procedures, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
- Ensure that our DSLs have sufficient time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings and/or to support other staff to do so.



8. Monitoring and Record Keeping

- 8.1. Our school plays a vital role in helping children and those who are suspected of being abused, by monitoring and recording certain aspects of the child's progress and behaviour in school. This responsibility falls on all staff, but mainly on our DSLs and Head.
- 8.2. All concerns, discussions and decisions made and the reasons for those decisions must be recorded in writing.
- 8.3. If staff have any **concerns** about a child (as opposed to a child being in immediate danger) they must decide what action to take - refer to the separate flowchart within KCSIE entitled 'Actions where there are concerns about a child'. Where possible, there should be a conversation with our DSLs to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services, and should be made in accordance with the referral threshold set by the CAM.
- 8.4. Evidence from reports and reviews into the deaths of children indicate the vital importance of record keeping. The EHA (Early Help Assessment) and our Record of Concern (ROC) form are used to provide a written, chronological record of child protection activities and concerns.
- 8.5. All staff are responsible for passing the following information to the DSLs:
 - Patterns of attendance, including non-attendance
 - Behaviour
 - Injuries/marks - past and present
 - Changes in mood
 - Statements made by the child, comments, stories, "news", drawings.
 - General demeanour and appearance
 - Changes in classroom functioning
 - Response to PE/Sport
 - Relationships (with peers and adults)
 - Changes in eating habits or changed behaviour during lunchtimes

Our DSLs will decide when to start and finish monitoring a pupil and decide upon further action to be taken.

9. Referrals to children's Social Services

- 9.1. When our DSLs are considering making a referral, thought must be given to the type of referral - child in need or child in need of protection.
 - maltrato.infantil@madrid.org.



- When referring, anything said by the child should be written down as a verbatim report.
- Information will be recorded in factual, non-emotive, non-judgemental terms; reference will be made on the child's file.
- The file will be kept centrally and confidentiality will be respected. Child Protection records will be kept securely locked. A reference should be made on a child's school file that a Child Protection File exists. When the child transfers to a new school, the Child Protection File will be forwarded to the receiving school separately from the main pupil file and addressed 'Confidential – for the attention of the Designated Safeguarding Lead'.

9.2. In those cases where children have suffered or are at risk of suffering serious harm, they should be reported to children's social care immediately; for those children who are in need of additional support from one or more agencies, inter-agency assessments should be instituted using local borough processes. Where there has been a substantiated allegation against a member of staff, our school will work with the CAM, or team of officers, to determine whether any improvements need to be made to our procedures or practices in order to help prevent similar occasions in the future.

10. **Child Protection Records and the Data Protection Act**

10.1. The GDPR 2018 does not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe. Where required, information can be shared by practitioners, even without consent. We will comply with any requests for Child Protection Records as per current legislation.

11. **Supporting pupils**

- 11.1. If abuse is suspected, accurate information will be given only to our DSLs. Our school accepts that other staff need to know only enough to prepare them to act with sensitivity to a distressed child.
- 11.2. We recognise that children who are abused or who witness violence may find it difficult to develop a sense of worth. They may experience feelings of helplessness, humiliation or self-blaming.
- 11.3. We will endeavour to support the pupil through the provision of a positive, supportive and secure environment.
- 11.4. Children with special educational needs (SEND) and disabilities have particular vulnerabilities and can face additional safeguarding challenges (including peer on peer abuse and restraint). Staff are aware of the extra barriers which can exist when recognising abuse and neglect in this group of children. They include assumptions that indicators of possible abuse such as behavior, mood and injury relate to the child's disability without further exploration; children can be disproportionately impacted by things such as bullying – without outwardly



showing any signs; communication barriers and difficulties in overcoming these barriers).

12. Supporting staff

12.1. We accept that staff working in our school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity for them to talk through their anxieties with our DSLs and to seek further support.

13. Procedures when abuse is alleged by one or more pupils against another

13.1. Our Behaviour and Discipline Policy makes clear the expectations on pupils regarding acceptable behaviour towards other pupils. Where a pupil (or a member of staff) makes an allegation about the behaviour of a pupil or pupils against another pupil, and this is deemed to be or could be deemed to be a form of abuse, the allegation must be reported to our DSLs. When there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, this will be referred to the CAM. In the event of disclosures about pupil on pupil abuse, all the children involved (whether perpetrator or victim) are treated as being 'at risk'.

13.2. Children are vulnerable to abuse by their peers. Such abuse will be taken as seriously as abuse by adults and the same procedures will be used. Staff must not dismiss abusive behaviour as normal between young people and must not develop high thresholds before taking action.

13.3. If a child causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if there is a large difference in power (for example age, size, ability, development) between the young people concerned; or the perpetrator has repeatedly tried to harm one or more other children; or there are concerns about the intention of the alleged perpetrator. If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused. Different gender issues can also be prevalent when dealing with peer on peer abuse, however all peer on peer abuse is unacceptable and will be taken seriously.

13.4. In order to minimise the risk of peer on peer abuse, we strive to create an environment that actively discourages abuse and challenges the attitudes which underlie it. Various areas of study help to develop pupils' understanding of acceptable behavior and keeping themselves safe. Our systems enable pupils to



raise concerns with staff, knowing that they will be listened to, believed and valued.

- 13.5.** Peer on peer abuse can take many different forms, including physical abuse (eg. violence), emotional abuse (eg. blackmail or extortion, threats and intimidation), sexual abuse (eg. indecent exposure, indecent touching or serious sexual assaults, forcing others to take part in sexting), sexual exploitation (eg. encouraging other children to engage in inappropriate sexual behavior), sexual violence and sexual harassment, sexting, so-called initiation ceremonies (hazing) and ‘upskirting’. Peer on peer abuse should always be treated seriously, and never just as banter or part of growing up.
- 13.6.** Any allegations of peer on peer abuse will be investigated and recorded by our DSLs, and advice may be sought from other agencies such as the CSCP or social services. Victims and perpetrators of peer on peer abuse, and any other pupils affected will mainly be supported through discussions with external agencies.

14. Procedures when abuse is alleged by a member of staff or volunteer

- 14.1.** If an allegation is made against anyone working with children, all unnecessary delays must be avoided. We will not undertake our own investigations of allegations without prior consultation with the Social Services, or team of officers, or in the most serious cases the police, so as not to jeopardise statutory investigations. In borderline cases, discussions with the Social Services, or team of officers, can be held informally and without naming our school or any individual.
- 14.2.** The procedures detailed below are used in respect of all cases in which it is alleged that a teacher or member of staff has:
- 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; or
 - behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they worked regularly or closely with children.
- 14.3.** A member of staff or volunteer who has a concern of possible abuse must report this immediately to our DSLs, who will keep our Head informed. An allegation against our DSLs should be reported to the nominated Governor (contact details as per paragraph 2). The SMT must be kept fully informed.
- 14.4.** Immediate action must be taken to protect the child and any other children present, and advice should be sought from the Social Services, or team of officers within one working day. The nature, content and context of the allegation must be considered and a course of action including any involvement of the police agreed. Discussions must be recorded in writing, and any communication with both the individual and the parents of the child/children agreed. Due weight must be given to the views of the Social Services, or team of



officers, and to this policy when making a decision about suspension. The procedures for dealing with allegations must be applied with common sense and sound judgement. It is in everyone's best interest to resolve cases as quickly as possible, consistent with a fair and thorough investigation.

- 14.5. **Careful consideration must be given as to whether the member of staff should be suspended from their duties while an investigation is carried out, or whether alternative arrangements should be put in place.**
- 14.6. All action taken must be carefully recorded. In case of serious harm, the police must be notified at the outset.
- 14.7. The Disclosure & Barring Service (DBS)/Certificado de antecedentes penales must be notified within one month of any person leaving our school whether employed, contracted, a volunteer or a pupil whose services are no longer used because he or she is considered unsuitable to work with children. Such reports must contain as much evidence as possible. We recognise that failure to make a report constitutes an offence. We have a legal duty to refer to the Spanish Police, anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Our school will consider making a referral to the Police where a teacher has been dismissed (or would have been dismissed had they not resigned) 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'. The Criminal Record Certificate can be checked with the Government office from the country of precedence: UK-misconduct.teacher@education.gov.uk/ Spain- Policía Nacional.
- 14.8. Where qualified teachers are registered with the Teaching Agency (previously the General Teaching Council), any misconduct referrals (that is those which are not child- protection related) must be reported.
- 14.9. Allegations found to be malicious are removed from personnel records; records are kept of all other allegations but those unsubstantiated, unfounded or malicious are not referred to in employer references. However, for all other allegations, a clear and comprehensive summary of the allegation will be kept on the employee's confidential personnel file, including details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached. A copy will also be provided to the accused.
- 14.10. In line with restrictions on the reporting or publishing of allegations against teachers, our school will make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/TRA publish information about an investigation or decision in a disciplinary case.



15. Procedures when abuse is alleged by our Head

15.1. Procedures follow those specified in Section 14 above, but the alleged abuse must be reported to our Chair of the Board of Governors, Safeguarding Governor and DSLs, who must also contact the Social Services, or team of officers. If our Head is the subject of an allegation, he will not be informed until a course of action has been agreed with our Chair or other members of our Governing Body and the Social Services, or team of officers.

16. Preventing Extremism and Radicalisation

16.1. Protecting children from the risk of radicalisation is part of our wider safeguarding duties, and is similar in nature to protection of children from other forms of abuse. All adults working in our school are required to immediately report to our DSLs instances where they believe a child may be at risk of harm or neglect. Also see our 'Preventing Extremism & Radicalisation Policy'.

17. Documentation/Useful Information

17.1. The following documents can be obtained via our school, or by clicking on the relevant links below:

School's Child Protection & Safeguarding Policy

Keeping Children Safe in Education (KCSIE) Sept 2024

Working Together to Safeguard Children (WTSC) Dec 2023

Prevent Duty (Sept 2023)

Children missing education Aug 2024)

Preventing and Tackling Bullying (July 2017)

What to do if you're worried a child is being abused (March 2015)

Information Sharing (May 2024)

Use of reasonable force (July 2013)

Childcare (Disqualification) Regulations (June 2016)

18. Contacts (also see paragraph 2)

Madrid Child Protection telephone number: 010 or 914 800 010

Majadahonda Child Protection Number 116 111

Comunidad de Madrid CAM maltrato.infantil@madrid.org.

NSPCC help@nspcc.org.uk

Further information is available from the following websites: www.gov.uk/dfc; www.ofsted.gov.uk; www.nspcc.org.uk; www.stop-cse.org/saysomething



19. Monitoring and review

- 19.1. Our SMT regularly monitors and reviews any recorded incidents, including the efficiency with which the related duties have been discharged.
- 19.2. This policy is reviewed on an annual basis (or more frequently if legislation changes) by our governing body, and this is minuted accordingly at SMT meetings. Minutes are sufficiently detailed to demonstrate both breadth and depth of the review.
- 19.3. If there has been a substantiated allegation against a member of staff, we will work with the CAM, or team of officers, to determine whether any improvements need to be made to our procedures or practices to help prevent any similar occurrences in the future.

Signed: Marta Jimenez de las Galanes/
María AT

This policy is reviewed annually	
Title	Child Protection & Safeguarding
Version	3
Review Date	November 2024 María AT
Author	M Jimenez/ Maria AT,
Approved by SMT	Yes
Next Review Date	November 2025

This policy should be read in conjunction with the following related policies:

Anti-Bullying; Behaviour & Discipline; E-Safety; Staff Code of Conduct; Safer Recruitment

20. Pandemic/Special circumstances online teaching annex to safeguarding policy

This annex should be read in conjunction with the school's safeguarding policy and other relevant policies and procedures.

During a time in which teaching may need to be online due to any relevant reason, safeguarding children continues to be a priority.

Unless stated otherwise all existing policies, procedures and guidance continue to apply.



- 1) Concerned about the safety or welfare of a child
 - a) Speak to your designated safeguarding lead as per the safeguarding policy
 - b) SPOC (Single Point of Contact) is operating as normal
 - c) If you believe that a child is at immediate risk of harm call the police on 999

- 2) Allegations against a teacher, other staff member, volunteer or another professional
 - a) Follow procedures as per the school safeguarding policy
 - b) The CAM function is operating as normal

- 3) Designated safeguarding leads
 - a) The Deputy DSL is available via email at all times
 - b) The Deputy DSL will inform all staff of any changes to the safeguarding policy

- 4) Vulnerable children
 - a) We recognise that all pupils are potentially vulnerable during this period, though some pupils are already known to be more vulnerable than others.
 - b) The school will take steps to ensure all children are safeguarded during this period.
 - c) Children will be prioritised in relation to risk, with actions proportionate to risk.
 - d) If teachers have not heard from a family for several days, the following arrangements will come into effect:

Early Years children – if no contact is received within 5 days, the Early Years Manager will try to make contact with parents/guardians (by email or phone). If contact still cannot be established, they will let the Head know.

Children in Years 1-6 – if no contact is received within 3 days, the class teacher will try to make contact with parents/guardians (by email or phone). If contact still cannot be established, they will let the Head know.

 - e) The Head will start a 'log of concern', which will be followed up personally.
 - f) Any concerns about the welfare or safety of a child will be recorded and reported to the Deputy DSL as normal, as set out in the school's safeguarding policy.

- 5) Attendance
 - a) The school will maintain a daily register of all staff, volunteers and children attending the school.

- 6) Online lessons/activities and other staff contact with pupils
 - a) The school's Code of Conduct in relation to use of technology; staff/pupil relationships and communication; and use of social media still applies.
 - b) The safeguarding of staff and children remains paramount.



- c) *The Head has granted permission in advance for staff to deliver online lessons/activities and carry out welfare checks, which is part of the school's learning and safeguarding plan.*
 - d) *The following arrangements have been agreed with staff:*
 - i) *No contact will be made on a child's mobile phone. Any telephone contact will be made directly with parents.*
 - ii) *Most work will be set on Google Meet with the 'Stream' messaging system used for communication between children and teachers. All messages can be seen by parents/guardians.*
 - iii) *Staff will use the school's email system to make contact with parents/guardians, either via their Alegra School or Alegra pupils email (not directly with pupils).*
 - iv) *Google meetings will be held periodically during normal school hours, booked by parents with class teachers. These meetings will be recorded by staff on school drives. As these are professional meetings, appropriate dress will be worn at all times. Meetings will take place from more public spaces (lounges, kitchens etc) and never from bedrooms. These can only take place if parents log children into and out of the meetings; parents must be able to speak to teachers and see them at the start and end of each session. Parents of young children, in particular, are welcome to attend sessions but this is not essential for older pupils. Nevertheless, parents are expected to always be within earshot.*
 - v) *Any welfare checks will be made via the parents/guardians contact numbers.*
- 7) *Safer recruitment*
- a) *Safer recruitment checks will continue for new staff and volunteers as before in line with the school safer recruitment policy*
 - b) *All new staff and volunteers must undertake safeguarding training*
- 8) *Contextual safeguarding information*
- a) *The Deputy DSL will ensure:*
 - i) *All staff and volunteers are aware of the increased contextual safeguarding risks in respect of online safety, mental health and domestic abuse.*
 - ii) *Parents/carers and children are given appropriate information in relation to the increased contextual safeguarding risks in respect of online safety, mental health and domestic abuse.*



Appendix: Nappy Changing Lower Nursery

Aim

Alegra School nappy changing policy is in accordance with the families requests, consistent with the children's physical and emotional abilities and in compliance with Ofsted regulations.

Methods

A child's nappy must be changed promptly when wet or soiled. Staff must wear disposable gloves on both hands and a disposable apron for all nappy changes and a new set of gloves and apron for each child.

Both child and staff members must wash their hands after changing a nappy.

The nappy changing area is away from the food preparation area.

CHILDREN MUST NEVER BE LEFT ON A CHANGING MAT.

Procedure

1. Ensure you have a clean nappy, wipes and any other supplies before changing the child.
2. Put a new set of gloves and a new disposable apron on.
3. Wash and dry the child using the appropriate washing materials, such as wipes or cotton wool. Using the wipes or the cotton wool and warm water, wipe the genital area front to back.
4. Each child should have their own cream in a named tub. If parents wish to provide an alternative cream they may do so. This needs to be named and in the original pot and instructions for use followed. If prescribed a medication form is to be completed.
5. Put on a clean nappy. The child may need a new set of clothes as well. These should be supplied by the parents/carer.
6. Ensure the child is fully engaged by talking and singing with them.
7. Place the nappy creams back in the child's bag or basket.
8. Spray changing unit with antibacterial spray and use disposable blue roll to clean changing table ready for the next person to use.
9. Wash both the adults and child's hands thoroughly with liquid soap and running water. Dry your hands on a disposable paper towel and use antibacterial hand gel.
10. Write down the nappy change on the child's nappy chart and daily communication form. Within swans parents will be verbally informed.
11. If reusable nappies are to be used this will be in consultation with the staff team.
12. Any soiled reusable nappies or clothing should be rinsed well and placed in a named bag for the family to take home
13. If soiled items are left behind at the end of the day these should be put through the wash.



Cause for concern form

Student's name:

Date of birth:

Class/year group:

Any disability or special needs:

What are your concerns about the pupil?

Please provide a description of any incidents or observations including dates and times.

1. What have you observed and when?

Include anything you have personally witnessed. Be clear about what is fact and what is your opinion.

2. What have you been told and when?

Include anything the child or another person has told you. Use exact words if possible.

Be clear about who has said what.

3. What have you heard and when?

Include any information you have heard from a third party relating to the concern.



4. What action have you taken in response to this concern?
Have you contacted anyone else in relation to the concern?

If the child has a physical injury, have you sought medical advice? Has the child received any medical attention in relation to the injury?

Date and time of this record:	<div style="border: 1px solid black; height: 25px;"></div>
Your name (please print):	<div style="border: 1px solid black; height: 25px;"></div>
Your position or job title:	<div style="border: 1px solid black; height: 25px;"></div>
Your signature:	<div style="border: 1px solid black; height: 40px;"></div>

Now give this record to the nominated child protection lead or their deputy if they are unavailable.

Date and time received by the nominated child protection lead:	<div style="border: 1px solid black; width: 320px; height: 27px;"></div>
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The DSL has a duty to:

- Take **lead responsibility for safeguarding** and child protection, including online safety, creating and maintaining a highly visible safeguarding culture
- Provide **advice, support and expertise to other staff** on child welfare, safeguarding and child protection matters.
- **Take part in strategy discussions**, inter-agency meetings and Child Protection Conferences and/or support other staff to do so.
- **Contribute to the** assessment of children, and/or support other staff to do so
- **Be available** during school hours for staff to discuss any safeguarding concerns
- Arrange, alongside the school, adequate and **appropriate cover** for any activities outside of school hours or terms.
- Refer cases:
 - To CSC where abuse and neglect are suspected, and support staff who make referrals CSC
 - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme
 - To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
 - To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance
 - And to any other appropriate identified agency or partner.
- Act as a **point of contact** with the multi-agency partners
- Ensure **effective communication** and information sharing (when appropriate) between Deputy DSL's/ Pastoral Team/ SLT/Governance/ Head teacher.
- Liaise with staff when deciding whether to make a referral by **liaising with relevant agencies** so that children's needs are considered holistically
- Liaise with the **senior mental health lead** and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- Promote **supportive engagement with parents** in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Work with relevant staff, **taking lead responsibility for promoting educational outcomes** for children, by understanding the lasting impact that adversity and trauma can have on children's behaviour, mental health and wellbeing, knowing the safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:



- Ensuring that the school knows which pupils have or had a social worker
 - Understanding the academic progress and attainment of these pupils
 - Maintaining a culture of high aspirations for these pupils
 - Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential
-
- Ensure that **child protection files are kept updated** and secure, monitoring the quality and accuracy of logs
 - Ensure that a pupil's child protection **file is transferred** as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared to support a child's journey
 - Ensure **all stakeholders understand the Child Protection Policy**, Keeping Children Safe in Education 2021 and internal procedures to report any concerns are transparent and understood by all. Ensure this information is given in **induction** and at regular intervals/ training
 - Work with the governing board to ensure the school's Child Protection and **Safeguarding Policy is reviewed annually**, and the procedures are updated and reviewed regularly
 - Ensure the school's **Child Protection and Safeguarding Policy is available publicly**, ensure that parents are aware of schools' responsibilities regarding safeguarding and child protection
 - Undergo **DSL training**, and update this training at least every two years to remain compliant
 - Ensure opportunities for **further training** and opportunities for upskilling are taken
 - Encourage a culture of listening to children promoting **the voice of the child**
 - **Recognise the importance of information sharing**, including within school, with other schools and with the safeguarding partners and other agencies by understanding relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR
 - Undertake **Prevent** awareness training
 - Be provided with appropriate support and **supervision** in order to carry out the role safely and effectively
 - Liaise with the Local Authority Personal Advisors for any Care Leavers.

Alegra School recognises that Deputy DSLs must be trained to same standard as the DSL.

Actions where there are concerns about a child

