St. Francis College

Safeguarding Policy

CONTENTS

Introduction

This policy sets out how St Francis College keeps children safe and how we respond to Safeguarding concerns.

We are committed to the safety and wellbeing of all children and young people in our care. We support the rights of the child and will act without hesitation to ensure a child-safe environment. We also support the rights and wellbeing of our staff and volunteers, and encourage their active participation in building and maintaining a secure environment for all.

St. Francis College's Safeguarding Policy is based on and meets Brazilian legal requirements (Estatuto da Criança e do Adolescente, 2019).

Definition

Safeguarding and promoting the welfare of children is defined as:
- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children can grow in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

(Source: Keeping Children Safe in Education (p4, 2019)

Principles
- We understand our role in protecting and being responsible for the safety, well being and holistic development of children*.
- We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils so they can grow and learn.
- We endeavour to provide a safe and welcoming environment where children are respected and valued.
- We are alert to the signs of abuse and neglect, and follow our procedures to ensure that children receive effective support and protection.

Child(ren) for the purposes of this policy are pupils who are enrolled in St Francis College regardless of age, even though the statutory school age in Brazil is 18.

Beliefs

The welfare of the child is paramount:

- All children regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection and safeguarding.
- All members of staff (anyone employed by the College) and visitors have a full and active part to play in Safeguarding, that is, protecting our pupils from harm, and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm. We raise awareness and influence others on the importance of Safeguarding children.
- The College should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- All actions regarding Child Safeguarding must be taken in the best interests of children. This includes:
  - ensuring that we respect children's rights and do not cause harm.
  - all reports of concern regarding the safety and protection of a child being taken seriously.
  - pupils and staff involved in Safeguarding issues receiving appropriate support and supervision.
- Confidentiality of personal details is essential with regards to Safeguarding concerns.

Aims

- To provide a safe and positive environment for children to learn.
- To identify children who are at risk or likely to suffer harm.
- To establish the correct actions and procedures to be followed by Staff to ensure that children remain safe, at home, as well as at the College.
- To work with parents to share a common understanding of and commitment to the principles of Safeguarding for all of our pupils.

Child Abuse + Types and Indicators of Abuse

According to the World Health Organization, child abuse constitutes:

"all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power."

Below are the four categories of Child Abuse and the *possible* signs which can help identify if any abuse or neglect is taking place.

Types of Physical Abuse	Possible Signs of Physical Abuse
Physical abuse involves any action that causes physical harm to a child. It may involve, but is not limited to: ● Hitting. ● Shaking. ● Throwing. ● Poisoning. ● Burning or scalding. ● Drowning. ● Suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. ([Working together to safeguard children](#))	Most children will collect cuts, bruises and injuries, and these should always be interpreted in the context of the child's medical/social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body e.g. elbows, knees, shins and are often seen on the front of the body. Some children, however, will have bruising which is more than likely inflicted, rather than accidental. **Possible Signs of Physical Abuse** ● Unexplained bruising, marks or injuries on any part of the body. ● Multiple bruises, in clusters, often on the upper arms or outside of the thigh. ● Bruises of different ages and colours. ● Bald patches where hair might have been torn out. ● Cigarette burns. ● Human bite marks. ● Broken bones. ● Scalds with upward splash marks. ● Multiple burns with a clearly demarcated edge. ● Unexplained burns or burns with a pattern.

	● Injuries that regularly appear after absences.
	● Injuries in unusual areas or with well-defined edges.
	● Parents are uninterested or undisturbed by accident or injury.
	Changes in emotion or behaviour that can also indicate Physical Abuse
	● Refusal to discuss injuries.
	● Inconsistent explanations.
	● Fear of parents being approached for an explanation.
	● Aggressive behaviour or severe temper outbursts.
	● Flinching when approached or touched (unexpectedly).
	● Arms and legs kept covered.
	● Reluctance to get changed for activities like PE.
	● Depression.
	● Withdrawn behaviour.
	● Poor memory and concentration.
	● Poor sleeping patterns, frequent nightmares.
	● Fear of going home.
	● Running away from home.

Types of Emotional Abuse	**Possible Signs of Emotional Abuse**
Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional health and development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. It may involve, but is not limited to: ● Excessive criticism. ● Negative comparisons.	Changes in emotions are a normal part of growing up, so it can be really difficult to tell if a child is being emotionally abused. Sometimes it can take a long time for the symptoms to show. But you should look out for any behaviour that seems out of character for a child and if you're worried that a child is being abused, watch out for any unusual behaviour. **Key Features** ● Mental or emotional development delay. ● Abnormal attachment to parent/carer. ● Low self-esteem or depression. ● Lack of confidence (fear of failing).

- Insults.
- Put downs.
- Harmful threats.
- Inappropriate bullying.
- Yelling.
- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- Age or developmentally inappropriate expectations being imposed on children, for example, interactions that are beyond a child's developmental capability, overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- Seeing or hearing the ill-treatment of another.
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

(Working together to safeguard children)

- Inappropriate emotional response.

Other Possible Indicators
- Fear of consequences can lead to lying.
- Mood swings, withdrawal, aggressiveness.
- Social isolation.
- Frequent psychosomatic complaints (headaches, stomach ache, nausea).
- Bedwetting and/or diarrhoea.

Babies and pre-school children who are being emotionally abused or neglected may:
- Be overly-affectionate towards strangers or people they haven't known for very long.
- Lack confidence or become wary or anxious.
- Not appear to have a close relationship with their parent, e.g. when being taken to or collected from nursery etc.
- Be aggressive or nasty towards other children and animals.

Older children may:
- Use language, act in a way or know about things that you wouldn't expect them to know for their age.
- Struggle to control strong emotions or have extreme outbursts.
- Seem isolated from their parents.
- Lack social skills or have few, if any, friends.

(Emotional abuse. Signs, indicators and effects)

Types of Neglect	Possible Signs of Neglect
Neglect happens when parents or carers can't or won't meet a child's needs. This is because they don't have the skills or support needed, or due to other problems such as mental health issues,	Neglect can be really difficult to identify, making it hard for professionals to take early action to protect a child. Having one of the signs or symptoms below doesn't necessarily

drug and alcohol problems or poverty. It is likely to result in the serious impairment of the child's health or development.

Physical Neglect

Failing to provide for a child's basic needs such as food, clothing or shelter, or adequately supervise a child,or provide for their safety.

Educational Neglect

Failing to ensure a child receives an education.

Emotional Neglect

Failing to meet a child's needs for nurture and stimulation, perhaps by ignoring, humiliating, intimidating or isolating them. It is often the most difficult to prove.

Medical Neglect

Failing to provide appropriate health care, including dental care and refusal of care or ignoring medical recommendations.

(Neglect)

mean that a child is being neglected. If you notice multiple, or persistent signs then it could indicate there's a serious problem.

It may involve such unusual behaviours, but is not limited to:

- Behavioural changes.
- Emotionally needy.
- Anxiety.
- Clinginess.
- Depression.
- Being aggressive.
- Self-destructive behaviours e.g. alcohol and substance abuse, self-injury and suicide.
- Problems sleeping.
- Changes in eating habits.
- Eating disorders.
- Wetting the bed.
- Soiling clothes.
- Taking unnecessary risks.
- Irregular or non-attendance at the College.
- Demanding constant attention.
- Obsessive behaviour.
- Lacking trust in others.
- Nightmares.

Poor Appearance and Hygiene

- Is smelly or dirty.
- Has unwashed clothes.
- Has inadequate clothing, e.g. no winter coat.
- Often hungry or comes to the College without having breakfast or any money for snacks.
- Infants have frequent and untreated nappy rash.

Health and Development Problems

- Underweight for age.
- Untreated injuries, medical and dental issues.

	● Repeated accidental injuries caused by lack of supervision.
	● Recurring illnesses or infections.
	● Not being given appropriate medicines.
	● Missed medical appointments e.g. vaccinations.
	● Poor muscle tone or prominent joints.
	● Skin sores, rashes, flea bites, scabies or ringworm.
	● Thin or swollen tummy.
	● Anaemia.
	● Tiredness.
	● Failure to thrive e.g. faltering weight or growth and not reaching developmental milestones.
	● Poor language, communication or social skills.
	Housing and Family Issues
	● Living in an unsuitable home environment e.g. dog mess being left or no heating.
	● Left alone for long periods.
	● Being a carer for other family members.
	● Parents are uninterested in a child's academic performance.
	● Parents are absent for more than 24 hours and children are left without any adult supervision.
	● Parents or any named emergency contact cannot be reached in case of an emergency.

Vulnerable Children

There is a high correlation between the number of Adverse Childhood Experiences (ACEs) and the prevalence of risk taking behaviours, ill-health and life-long difficulties, greater than those experienced by the general population. The greater the number of ACEs, the greater the likelihood that this can have an impact on quality of life while school-age and sometimes well into adult life.

ACEs relate to either a single, one-off event or a continuous threat over a long period of time, and can include a wide variety of adjustments, for example:
- changes within the family dynamic;
- being treated inhumanely;
- loss of a close family member;
- moving from one country to another;
- surviving a traumatic event.

The following children are more vulnerable to being harmed: younger children; disabled children; children who are isolated; and children who are already thought of as a problem, such as those with emotional behavioural difficulties.

Early ACEs disrupt the development of the brain, which may lead to impairment in the development of social, emotional and cognitive skills and knowledge, often leaving them behind educationally.

ACEs can fall into, but are not restricted to, the following broad groups:

Alcohol abuse.	Domestic violence.	Drug abuse.
Imprisonment.	Mental ill-health.	Parental separation.
Physical abuse.	Sexual abuse.	Verbal abuse.

At St Francis College, we support such children in a number of ways, including:
- providing access to a supportive community;
- providing safe relationships with peers;
- developing acquisition of problem-solving skills;
- developing the skills needed to regulate emotions.

Roles and Responsibilities

Child Safeguarding Teams (CSTs)

Main Child Safeguarding Team (MCST)

- Child Safeguarding Leads (CSLs) [Heads of Early Years and Primary + Head of Secondary]

Safeguarding Support Team (SST)

● Secondary YLLs	Secondary Head of ISP
● Primary Head of ISP	Early Years & Primary Assistant Heads
● Head of PE	Head Nurse

The SST joins a thrice-yearly meeting, chaired by the Safety Policy Development Officer, with the MCST to discuss Safeguarding issues.

Child Safeguarding Leads (CSLs)

The CSLs report to the College Principal and take the administrative lead in coordinating the response to any Child Safeguarding issues. The CSLs are in a Senior Leadership position, are known to everyone in the College, and have the status and authority to carry out the duties of the post. Responsibilities include:

- Acting as a source of support, advice and knowledge for all members of staff.
- Being available to discuss any Safeguarding issues or concerns.
- Encouraging a culture of listening to pupils and taking account of their feelings.
- Ensuring curriculum elements related to Safeguarding are reviewed and updated annually and more regularly to respond to any immediate issues.
- Ensuring parents are aware of the College's role in Safeguarding and that referrals about suspected abuse and neglect may be made.
- Ensuring that a secure, confidential and centralised procedure exists for recording and reporting Child Safeguarding issues. This is kept securely in the College Principal's office, separate from a pupil's General File.
- Having a working knowledge of College policies and procedures.
- Keeping up-to-date, secure and accurate records of Police and CRB checks for all members of staff.
- Monitoring the progress of each case to its conclusion, if not directly involved, including follow-up actions.
- Promoting and championing Child Safeguarding at the College.

- Providing summaries of any Child Safeguarding issues, including data, training, budget and system recommendations to the Principal.
- Reporting any Child Safeguarding issues to the Principal.
- Submitting an annual report to the College's owners about how the College's duties have been carried out, including how any reported weaknesses are to be rectified by the CST without delay. Ensuring that a record of staff attendance at Child Safeguarding training is kept.
- Undertaking training on a regular basis - new staff are inducted each year, existing staff training is updated annually and the CSLs formally refreshed every two years.

Safeguarding Policy Development Officer (SPDO)
- Being responsible for organising training all members of staff at Induction and periodically with regular updates.
- Convening an annual review of Child Safeguarding provision and the creation of an annual Action Plan.
- Convening three review meetings each year of the SST.
- Ensuring the Policy is regularly reviewed and updated annually and that it complies with all aspects of Brazilian Law.
- Keeping up-to-date, secure and accurate records on staff who have completed any relevant internal or external Safeguarding training.
- Making the Policy available publicly, on the College's website.
- The College website prominently displays Safeguarding as a priority, including the College´s Safeguarding statement of commitment. This statement is also included in publicity and advertising materials, Candidate Information Packs, Person Specifications and Job Descriptions.

Other Members of Staff
Responsibilities include:
- Supporting the CSLs and the CST in their work.
- Adhering to the College's Code of Conduct for Safeguarding, laid out in the *Procedures for Disclosures Involving Staff* section of this policy.
- Being trained in First Aid.
- Recognising the signs of different types of abuse and neglect, and specific Child Safeguarding issues like Child Sexual Exploitation (CSE) and online

safety.

- Using correct procedures, laid out in the *Procedures for Disclosures Involving Pupils* and *Members of Staff* sections of this policy.

Pupils

Responsibilities include:

- Exemplifying respectful and dignified conduct towards one another, and other members of the community in line with the College's Rules, laid out in both Early Years and Primary and Secondary pupil diaries.
- Actively participating in informative sessions on specific Safeguarding issues.

Procedures for Disclosures Involving Pupils

The 4Rs: Recognise, Reassure, Record, Report

All members of staff at the College have a duty to act if they have a concern about a pupil's well-being or reasonable cause to suspect abuse or neglect. Additionally, a disclosure by a pupil needs to be handled appropriately.

Doing nothing is not an option!

Reasonable Cause

Recognising reasonable cause can be indicated by or comprised of the following indicators (not a definitive list):

- Verbal accounts.
- Physical evidence.
- Presence or indicators of abuse as outlined in the *Child Abuse* section earlier.

What A Concern Is and Reporting A Concern

A concern can be something which does not look or feel right, for example:

- Observed changes in pupil behaviour (emotional, behavioural, social, physical).
- Hearsay (third-party disclosure or something said).
- Behaviours demonstrated by adults which breach the Code of Conduct.

Exhibiting these signs does not necessarily indicate that a pupil has been abused, but they may help adults identify that something is wrong.

What A Disclosure Is and Reporting A Disclosure

A disclosure is the act of revealing information which may have been secret. When a pupil discloses abuse or neglect this information needs to be taken seriously. It's important that this information is dealt with appropriately to ensure the well-being of the pupil.

The Steps for the 4Rs: Recognise / Reassure / Record / Report

1. Recognise	2. Reassure

The member of staff listens carefully and allows the pupil to explain the story in his or her own words. Be accessible - **Recognise** and take what is said seriously.
 	
● Use TED (Tell, Explain, Describe) questions:
  ○ <u>Tell</u> me what happened.
  ○ <u>Explain</u> what happened.
  ○ <u>Describe</u> what happened.
● Avoid asking too many questions and do not ask Why? Who? How? When?
● Only ask questions if there is a need to clarify something which is unclear but do not ask leading questions.
	Always **Reassure** but do not show shock.
	
	Explain to the pupil that you are pleased that they have told you and you will try to help them.
	
	Never promise to keep secrets.
	
	Ensure the pupil understands that you have a duty to report it to the CSLs.

3. Record	4. Report
● Accurately **Record** as much information as possible on the <u>Report a Concern/Disclosure Form</u>.	Hand the *Report a Concern / Disclosure form* to the respective CSL immediately, stating that this is a Safeguarding Disclosure, ensuring that the 4Rs procedures have been followed to the letter.

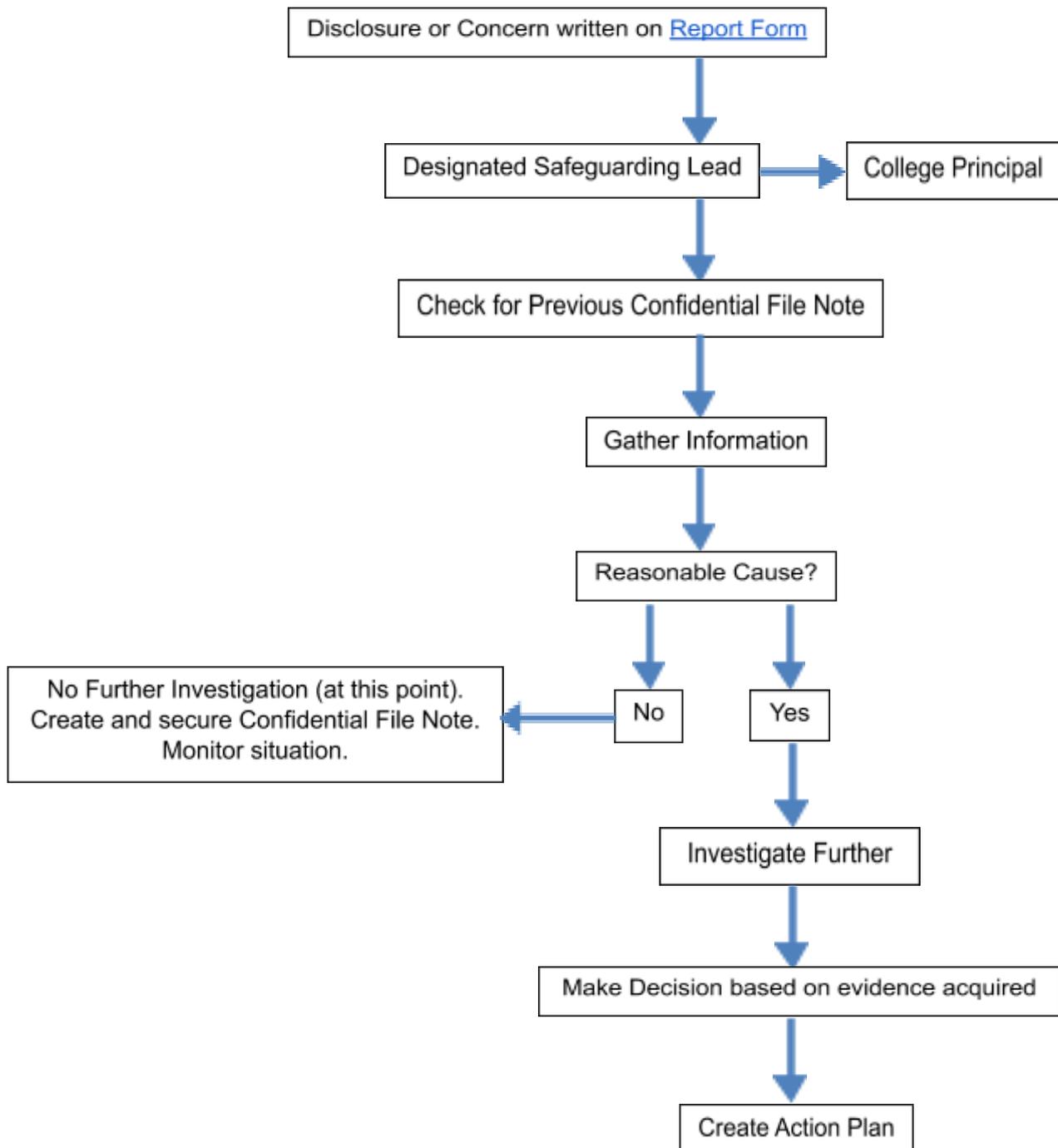Do listen! Do report! Do not gossip! Do not investigate!

ONLY <u>Recognise > Reassure > Record > Report</u>.

Confidentiality and Information Sharing

Confidential information about pupils should never be used casually in conversation or shared with any person inside or outside the College, except on a need-to-know basis. Safeguarding issues need a high-level of confidentiality to ensure respect for the pupils, families and staff involved and to ensure evidence is not compromised should further action be needed. In circumstances in which a pupil's identity does not need to be disclosed, the information must be used anonymously. Staff must never promise a pupil that they will not act on information if the information is connected to the wellbeing of that pupil or another pupil. This is in line with the College's Data Protection Policy.

The Hierarchy Of Reporting

This is how a concern/disclosure is handled after it has been recorded and then reported to a member of the safeguarding team or DSLs.

```
        ┌─────────────────────────────────────────────┐
        │ Disclosure or Concern written on Report Form │
        └─────────────────────────────────────────────┘
                             │
                             ▼
        ┌───────────────────────────────┐      ┌──────────────────┐
        │ Designated Safeguarding Lead   │─────▶│ College Principal │
        └───────────────────────────────┘      └──────────────────┘
                             │
                             ▼
        ┌───────────────────────────────────────┐
        │ Check for Previous Confidential File Note │
        └───────────────────────────────────────┘
                             │
                             ▼
        ┌────────────────────┐
        │ Gather Information  │
        └────────────────────┘
                             │
                             ▼
        ┌────────────────────┐
        │ Reasonable Cause?  │
        └────────────────────┘
                 │                │
                 ▼                ▼
              ┌────┐          ┌────┐
              │ No │          │Yes │
              └────┘          └────┘
                 │                │
                 ▼                ▼
┌────────────────────────────────┐   ┌────────────────────┐
│ No Further Investigation (at    │   │ Investigate Further │
│ this point). Create and secure  │   └────────────────────┘
│ Confidential File Note.         │            │
│ Monitor situation.              │            ▼
└────────────────────────────────┘   ┌───────────────────────────────────────┐
                                      │ Make Decision based on evidence acquired │
                                      └───────────────────────────────────────┘
                                                   │
                                                   ▼
                                      ┌────────────────────┐
                                      │ Create Action Plan │
                                      └────────────────────┘
```

Confidentiality and Archiving Information Procedures

Clearly organised paper-based records are kept securely in a central place. These records can only be accessed by the College Principal and the CSLs.

Complete ALL information on this STUDENT CONCERN / DISCLOSURE FORM with immediate effect.

A copy of the form can be found on both the Early Years & Primary and the Secondary School websites.

The CSL to whom the Form was addressed, immediately opens a case according to the Flowchart above. All completed forms are received by the Principal, the two CSLs and the Safeguarding Policy Officer. Each time an action is triggered it is noted on the confidential and centralised student record:

Actions Taken - To be completed by the Designated Safeguarding Leader

Date	Action(s): Immediate/ Follow-up	Person	Signature

<u>Safer Recruitment of Staff</u>

The College´s Staff Recruitment Team has a responsibility to ensure that all adults who work at the College do not pose a risk to the children or any other member of the community. In order to do this, all reasonable steps must be taken in the recruitment process to guarantee, to the best of the College´s ability, safer recruitment of all staff.

Basic Principles

A safer recruitment mechanism requires that staff involved in recruitment place Safeguarding as a major concern in the decision-making process. They must be aware of this policy and ensure that all aspects of the hiring process are documented.

St Francis College will hold proof of relevant checks for all staff and will follow a strict process to check relevant references of all College hires. We will also check Brazilian police records for all employees at the beginning of each academic year. At least one member of the recruitment panel has up-to-date Safeguarding training.

Safer Recruitment

All applicants provide:
- A curriculum vitae that includes their employment history.
- Evidence of identity and qualifications.
- At least references from different referees (see below).
- Comprehensive police checks (see below).

<u>Reference Checks</u>

All candidates will have at least two references checked. Both referees must be able to comment on the suitability of the applicant to work with children. Contact details of the referees must be supplied so that at least one of these references can be checked verbally (online conference, phone call, or face-to-face). One of these must be the Head of School from the most recent place of employment.

Written and verbal references will follow the following reference pro forma.

Oral conversations must clearly include the question:

Based on your knowledge and experience of the applicant, do you have any reason to believe that he/she is unsuitable to work with children?

Police Checks

Comprehensive police checks are carried out in accordance with the countries and locations the applicant has lived in. The College´s police check procedures ensure the ability to obtain as much official information as possible. This is dependent on the provision that different governments have. The following is hence not an exhaustive list:

Candidates from the UK and UK Nationals

- International Child Protection Certificate obtained from ACRO (Criminal Records Office).
- Disclosure and Barring Service (DBS) check.
- Check for QTS status and prohibition checks with the NCTL.

Candidates from the USA and US Nationals

- Criminal History check issued by the local police station of the cities the candidate has lived in during the last 10 years.
- FBI Check.

All Overseas Hire Candidates

- All candidates who have lived in another country or countries also have to supply a police check from at least the final two work locations.

Candidates from Brazil and Brazilian Nationals

The College carries out the following check on all staff who come into regular contact with children:

Atestado de Antecedentes Criminais	Certidão de Antecedentes Criminais
A certificate to show the non-existence of a criminal record at State level for any Brazilian with an *RG* ID issued in São Paulo. If an applicant has also been employed in another state within Brazil, s/he can be asked to provide a certificate from that state.	A certificate to show the non-existence of a criminal record at Federal level obtained from the Federal Police.

If necessary, the College can also apply for a **Certidão de Processos Criminais**, a certificate of pending criminal cases issued by the criminal courts. At least two references are sought for each applicant. Applicants are required to provide information regarding any periods of overseas residence so that a decision can be made as to whether overseas police checks or additional references are required.

All Candidates

- Google search.
- Social media search, including but not restricted to Facebook, Instagram and Twitter.

When such searches are carried out, a screen shot is kept on file.

New Staff Induction

Induction procedures must include familiarising new staff with the College´s Safeguarding policy and procedures. This includes signing an acknowledgement and adherence to the policy.

Staff Codes of Conduct

Code of Conduct (from Early Years & Primary + Secondary Staff Handbooks)

Staff should:

- Be familiar and enforce the code of conduct.
- Role model expected behaviour.
- Expect and promote good behaviour in the classroom and around the College.
- Be responsible for the tidiness of their classrooms. They must see that classrooms are left tidy at the end of each day and for the following lesson.
- Encourage pupils to respect all members of staff at all times.
- Remind pupils to walk at all times (EY & Primary) / to walk on the right in the corridors at all times (Secondary). Not allow running. Model this behaviour.
- Expect high standards of work at all times.
- Help pupils on how to organise and lay out work.
- Ensure that homework is set adequately according to pupil needs (and in accordance with the Homework Policy - Secondary). Children should be able to complete these independently unless told otherwise (EY & Primary). Ensure that homework is set adequately according to pupil needs.
- Make sure homework is marked and pupils are given feedback.
- Correct and hand work back quickly with pertinent comments.
- Speak English around the College.
- Insist that English is spoken by pupils in lessons and corridors;
- Be punctual to all College events.
- Ensure College rules are enforced.
- Not use mobile phones in the College until after 3:35 pm (EY & Primary). Not use mobile phones in lessons or in front of pupils unless it is used as an educational tool. Mobile phones may not be used in corridors (Secondary). Mobile phones may not be used in corridors. However discreet use of mobile phones in the staff room is acceptable. Heads and Coordinators use mobile phones for College purposes at their own discretion.
- Not discuss any College business or information with other members of staff or pupils in the presence of pupils or outside the College. Such information is confidential to the College.

- Keep up to date with developments of the International Baccalaureate's Primary Years, Middle Years and Diploma Programmes by regularly visiting the MyIB Programme Resource Center and reading curriculum documents.
- Not take hot beverages from the canteen or staff room. At no times should staff be carrying hot beverages in and around the College (unless in a spill proof container). No drink or food is to be consumed in classrooms whilst teaching or when pupils are using the classroom.
- Inform the Head of Early Years and Primary or Secondary of any information that could affect any pupil or the College.

Safeguarding Code of Conduct

This Code of Conduct applies to all members of staff and volunteers who interact with pupils in both a direct and/or unsupervised capacity. Members of staff are in a position to model appropriate behaviour and conduct at all times on and off campus.

- We are kind, respectful, patient, courteous and considerate towards all members of the community and expect the same in return.
- We use positive reinforcement rather than criticism, competition or comparison when working with pupils.
- We do not inflict any physical or emotional abuse such as striking, spanking, shaking, slapping, humiliating, ridiculing, threatening, degrading or any other behavior deemed inappropriate.
- We maintain appropriate physical boundaries at all times and have physical contact with pupils, only in ways that are appropriate to our particular role, always being prepared to explain actions and accept that all physical contact is open to scrutiny.
- We do not touch or speak to a pupil in a sexual or other inappropriate manner.
- Recognising that private meetings with individual pupils may give rise to concern, we use discretion when a confidential interview or a one-to-one meeting is necessary.
- We do not smoke or use tobacco or vaping products, or possess or be under the influence of alcohol or illegal drugs at any time while working directly with or being responsible for pupils.

- We do not give a pupil, who is not our own child, a ride home alone unless permission is granted by the pupil´s parent(s) or guardian(s) and the College Principal is informed.

- We do not accept invitations to a pupil´s homes, unless invited as a parent and if the pupil's parent is present. We must follow the same procedures with regards to invitations to our homes.

- We do not accept public demonstrations of affection between adults or between pupils and adults beyond what is culturally acceptable.

- We use separate bathrooms for pupils and adults on campus.

- We always involve more than one chaperone in our field trips to avoid pupils being alone when visiting the bathroom or needing to separate from the group.

- We provide the space and time for pupils to share their concerns.

- We take concerns and disclosures seriously and report them immediately to the appropriate CSL.

- We cooperate fully in any suspected or disclosed child Safeguarding investigation.

- We are cautious in our contact with ex-pupils as there is still a professional relationship, and there may be contact with them through current pupils.

Code of Conduct for Online Interactions

The expectations detailed above apply equally to online activities and carry the same potential consequences. Connecting with a pupil socially via personal social media may confuse pupils about the role of the teacher. Teachers should therefore connect with pupils through approved media, such as Managebac and Google Classroom, for the purposes of supporting learning in the College.

- We do not post, display or communicate anything on a social media network that may be considered disrespectful or unprofessional (by word, image or other means).

- We do not share pictures or personal information of our pupils in our online communication without parental permission.

- We do not engage in private communication with pupils via SMS and/or WhatsApp or other forms of electronic or social media except for activities strictly involving College business.

- We must report any concerns about the online behaviour of a member of staff in relation to contact with pupils to the appropriate CSL or the College Principal.
- We must report any attempts by a pupil to try and make online contact with us to the appropriate CSL.

Code of Conduct in Specific Contexts

Control and Physical Intervention

Staff may legitimately intervene to prevent a pupil from injuring him or herself or others, by using minimum force for the shortest period of time necessary. Staff should always try to defuse situations before they escalate and send for another adult if there is a concern that a situation may become physical. Where physical intervention is felt to be necessary, the incident and subsequent actions must be documented and reported in an email to the appropriate CSL and College Principal.

Pupils in Distress

Members of staff must consider the way in which they offer comfort to a distressed pupil. This may include age-appropriate physical contact, but that contact must not be threatening, intrusive or subject to misinterpretation.

Activities Requiring Physical Contact (including PE and Sports Coaching)

Members of staff who teach PE, offer music or drama instruction, or run certain ECAs have to sometimes initiate physical contact with pupils so they can, for example, perform a task well or in a safe manner. In such situations, staff must always explain to a pupil the reason why contact is necessary and the form the contact will take unless the safety of the pupil is at immediate risk. Such contact must be for the minimum time necessary and take place in a visible environment. Staff can also involve another member of staff or ask another pupil to assist in such circumstances.

Bathrooms, Showers and Changing Areas

Pupils are entitled to respect and privacy when changing clothes or taking a shower. However, there must be an appropriate level of supervision in order to Safeguard pupils, satisfy Health and Safety considerations, and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the

pupils concerned and sensitive to the potential for embarrassment. The following should always be taken into consideration:

- Staff must avoid any physical contact when pupils are in a state of undress.
- Staff must avoid any visually intrusive behaviour in changing rooms.
- Same-sex staff may remain in the changing room to ensure indirect supervision.
- Sensitive pupils should be offered the opportunity to change privately.
- Staff must not change in the same place as pupils.
- Staff must only shower in staff-designated changing areas.

In settings involving Early Years pupils, where supervision must be closer, there may be modifications to some of the above procedures:

- An adult accompanies each Alpha pupil to the bathroom on all occasions whenever possible. From PYP1, pupils are encouraged to go to the bathroom by themselves. A pupil who goes to the bathroom independently may be checked on by an adult to ensure assistance is not required.

Curriculum

Areas of the curriculum may include or raise subject matter which is of a sensitive nature. Care must be taken to ensure that resource materials are not misinterpreted and are clearly relevant to the learning outcomes identified by the lesson or unit plan. Responding to pupil questions is a matter of professional judgement, but discussions must always be kept within the context of the intended learning.

Procedures for Disclosures Involving Members of Staff

Safeguarding Allegations Made against a Member of Staff

Staff who are concerned about the conduct of another adult (member of staff, visiting professional, parent or volunteer) may worry that they have misunderstood a situation and wonder whether making a disclosure could jeopardise an alleged person´s career. However, members of staff are obliged to report all Safeguarding concerns, including what may seem minor contraventions of the College´s Safeguarding or Codes of Conduct, to the appropriate CSL. This facilitates an early intervention, maintains the appropriate boundaries and reduces the risk of abuse in the College.

Effectively Managing an Allegation

The College is guided by 3 duties, even when these duties appear to be in conflict:

To The Pupils	To The Alleged Member of Staff	To The Law & Reporting Obligations
This takes precedence and includes: ● providing support for all pupils affected; ● ensuring the continuity of education and delivery of services to pupils; ● ensuring that the best interests of the alleged victim are the primary consideration in decision-making; ● taking into account a pupil´s wishes and feelings, while recognising that the ultimate decision to report lies with an adult; ● working with the parents unless to do so would jeopardise the welfare of a pupil.	We ensure that their rights are upheld (including their employment and privacy rights) and that the principles of justice are followed. We are required to provide alleged members of staff with notice of the allegation and an opportunity to respond.	We ensure that: ● local and international legal obligations are complied with; ● The College´s immediate actions protect, as far as possible, the integrity of any future criminal investigation.

The College's procedures apply regardless of whether any alleged abuse takes place inside or outside the College campus.

College Procedures Once An Allegation Is Made

The factors considered in relation to the alleged person include:

- when to inform the alleged person of the allegation and the process the College follows to address it;
- upholding the alleged person´s employment and privacy rights, while also informing him or her of the allegation and providing an opportunity to respond to it;
- determining if, in the case of a member of staff, when he or she will be relieved from duty and if it will be paid or unpaid; or if, a non member of staff how to follow up once an allegation has been made;
- determining other appropriate interim remedies;
- providing support, such as counselling, to the member of staff.

Initial Considerations

The investigating CSL determines whether a current member or non member of staff or is alleged to have or not:

- behaved in a way that has harmed a pupil, or may have harmed a child, or
- possibly committed a criminal offence against or related to a pupil, or
- behaved towards a pupil in a way that indicates he or she poses a risk of harm to children.

If allegations meet one or more of these criteria, the College Principal is immediately informed of the available information.

Assessing Risk and Preserving Evidence With a Member of Staff

An interim risk assessment is triggered in order to protect children from further potential harm by the alleged person until he or she can be informed of the allegation. This may also involve ensuring the preservation of evidence, for example, removing this person´s access of the College´s systems or preserving his or her digital accounts prior to restricting access. Once access is restricted to personal College-provided devices or systems the College´s IT personnel can support the CSL to, for example, search for or view images. Any devices that are secured are shut down completely and immediately placed in a secure area. To prevent material from being deleted from the device after being secured - for example, via a Cloud - devices are wrapped in aluminium foil.

External Reporting

The College considers, in consultation with its legal advisers, whether there is a need to report to and engage external agencies. The College may also reach out to the police and/or government agencies from the country of origin of the alleged people concerned (adult and/or pupil), depending on their nationality, even if a victim and/or their parents ask or instruct the College not to report the allegation to any external agency and not to share the details of the allegation with anyone.

A safety plan is put into place to support the pupil and family, which:
- includes any relevant information about the background of the pupil;
- involves the pupil and his or her parents (provided there are no legitimate reasons not to);
- assesses the risks that are faced by the child;
- sets out the steps needed to implement the safety plan;
- is reviewed at regular intervals to ensure that the plan is truly benefiting the pupil.

The College also aims to prevent further harm by communicating with staff, parents, and pupils at the appropriate time (to the extent possible and appropriate) about the allegation and encouraging them to share any concerns with the appropriate CSL.

Communicating With and Supporting The Alleged Person

The College is open and transparent with the alleged person, explaining the nature of the allegations, the process that is to be followed and the possible outcomes and consequences. The alleged member of staff is provided with support, as is his or her family, if relevant:
- He or she is referred to counselling and is advised to seek independent legal representation.
- Someone within the College, who does not have a role in the investigation and is independent of it, is named as their point of contact.
- They are informed of developments throughout the process.

Where the alleged person is suspended, their keys and laptop are secured and access to the College server cut off to manage what he or she is able to communicate and what the College should communicate to its community about the absence. If the alleged person is to have a continued presence in the College, a very clear and justifiable risk management plan is established.

Protecting and Supporting Staff

Allegations of abuse can create a tense working environment for staff, who may be experiencing a range of powerful emotions including guilt, disgust, anger, fear and deep sadness; while some are expected to support any children, families or colleagues who may have been directly involved:

- Staff are given space to talk about the situation, when they need to, in appropriate settings;
- Specialist sessions are scheduled with small groups of staff to help them to process their emotions and answer questions from pupils;
- informal check-ins are carried out;
- One-to-one counselling sessions are offered to any staff who feel particularly affected by the allegation;
- Staff are updated on developments, where possible, and debriefed once any investigation and/or Safeguarding inquiry is complete.

Confidentiality

The College makes every effort to maintain confidentiality and guard against unwanted publicity. During the process of managing these types of allegations the College only releases information to the wider College community for the purposes of reducing speculation.

Possible Outcomes

Once the investigation is completed one of the following outcomes is determined:

Substantiated	sufficient evidence to prove the allegation (on the balance of probability).
Malicious	sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
False	sufficient evidence to disprove the allegation - the person making the allegation had misinterpreted the incident, was mistaken about what he or she saw or was not aware of all the circumstances.
Unsubstantiated	insufficient evidence to either prove or disprove the allegation, so neither guilt or innocence can be implied.

The outcome of the investigation is recorded, secured and put in writing to the alleged member of staff, providing as much information as is available.

Disciplinary Procedures

If the College determines that the allegation is <u>substantiated</u>, the person's contract is terminated by way of dismissal.

Reporting Obligations When An Individual Is Dismissed For Child Safeguarding Reasons

The College refers individuals dismissed for such reasons to authorities and bodies such as regulatory or criminal records bodies, agencies responsible for barring adults from working with children in the future and educator licensing or certification agencies. The evidence, possibly redacted in places, gathered during the inquiry is shared with these agencies, where appropriate.

Providing References For The Alleged Person

The College always seeks advice from legal counsel familiar with local and national laws in substantiated cases.

Reinstating and Managing The Reintegration Of a Member of Staff Where The Allegation Was Not Substantiated

The other three possible outcomes - <u>unsubstantiated, malicious and false</u> - lead to his or her reinstatement and reintegration without any restrictions being placed on access to pupils. The return to work and the community is supported.

Malicious Allegations

Where a malicious allegation has been made, the person who made the allegation is subject to disciplinary procedures. These may result in a contract not being renewed, a contract terminated early or immediate dismissal.

Records and References

A Confidential File Note of an allegation, and follow-up investigation and its outcome are attached to the alleged person´s file. All written records involving Safeguarding allegations are kept and stored securely, regardless of the outcome of the investigation. Where an allegation is substantiated, the record is kept indefinitely. In

the event of the other outcomes, the file is kept for as long as necessary from the date the allegation is made. The alleged member of staff is provided with copies of any records held. Once a member of staff leaves the College, it is the Principal's responsibility to ensure any personnel file continues to be stored securely for as long as necessary. Details of allegations that are proven to be false, unsubstantiated or malicious are not referred to in any reference that the College provides for the person concerned.

Making Referrals to Outside Agencies

If the College exhausts its internal Safeguarding procedures, the Principal has the right to inform the *Conselho Tutelar* - the autonomous local body whose responsibility it is to promote, protect and defend the rights of the child - of any instances of child abuse, unjustified prolonged pupil absence and repeated instances where a child´s rights are violated, according to the provisions of the [Estatuto da Criança e do Adolescente, 2019](#).

On-site and Off-site Security Procedures

On-site Security Procedures

Pupils Entering The College

Pupils are allowed into the College via both entrances from 07:30. The day for Early Years and Primary pupils begins at 08:00 with registration. Pupils get a late pass from the Primary Office if they arrive after 08:00. The day for Secondary pupils begins at 08:10 with registration. Pupils get a late pass from the Secondary Office if they arrive after 08:10.

Pupil Pick-up

Pupils are to be picked up from 12:00 (Alpha), 15:00 (Early Years), 15:30 (Primary) and 15:45 (Secondary). Security staff outside the gates identify the parent, nanny or driver and announce the pupil name(s) through a two-way radio to a *bedel* inside the College. The *bedel* announces the name and the pupil(s) is escorted to the waiting vehicle. If a pupil needs to leave before the appropriate dismissal time above, he or she must have an authorisation signed by the Principal and the respective Head of Early Years and Primary or Secondary. Whoever picks up a pre-authorised pupil must have a pre-arranged authorisation to do so.

Pupils Leaving The College By Themselves

DP pupils are allowed to leave the campus during Secondary lunchtime (13:05 to 14:05) provided they have a pass. They are not granted permission to re-enter the campus if they arrive after 14:05. Instead, they report directly to the Head of Secondary. MYP pupils are allowed to leave the campus by themselves at the end of the Secondary day (15:45) provided they have a pass and do not plan to re-enter.

Visitors Entering The College

All visitors (anybody who is not employed by the College) must pass through security and are expected to adhere to the College´s visiting procedures:

- Visitors must exchange an official ID card for a badge at the security office at both College entrances at the start and end of day, and at the main entrance at all other times of the day. Visitors must visibly wear the badge the whole time they are on campus. Security staff escort visitors to the Reception Area, where they wait to be escorted to their appointment.

- Visitors can only use the bathrooms designated for Adults.
- Visitors are not allowed to socialise with pupils unless they are on campus in a capacity where this is expected (for example, an educational visitor or a relative of an existing pupil who will be reading to a class). Visitors are not permitted to take photos of pupils under any circumstances.
- Visitors must not bring illegal items such as drugs, alcohol or weapons into the College unless they are visiting in an official capacity, for example, a policeman or policewoman.
- Once a visitor has completed the purpose of their visit, he or she must leave the premises and exchange the badge for the official ID card.
- In cases of emergency, fire drills, lockdowns or other uncertain circumstances, visitors are not permitted to enter or leave the campus. Those on campus follow instructions for the area of the campus they are in.

Special Events

For events like sports or mock exams, only those whose names appear on a list at the entrance are permitted to enter. The same procedures used for visitors are followed.

Unsupervised Access To Children

Visitors with unsupervised access to children must obtain a police check. Those who will have supervised access to children do not have to obtain a police check. However, it is at the discretion of the College whether to ask such volunteers to obtain one prior to being able to work with children. Those who have no access to pupils do not have to provide a police check.

Deliveries To The College

If packages delivered to the College are not well-labeled, with the intended recipient´s full name, security staff may not accept it. Security staff must be notified of such deliveries beforehand by the person receiving it. Non members of staff who make deliveries, for example, to the kitchen must always be accompanied by a member of security.

Missing Pupils

As soon as a pupil is seen to be missing, the respective Primary or Secondary Office informs Security who locate the pupil. Once found, the pupil is immediately returned to effective supervision.

Off-site Security Procedures

Non Members of Staff Supervising Pupils

When St. Francis College enters into a contractual relationship with an external party where the latter is welcoming College pupils onto its property (such as field trip venues, study centres, or sports facilities), each organisation is required to provide evidence beforehand that the adults accompanying the minors have undergone the appropriate background and criminal record checks where possible.

Home-to-College Transport and Vice Versa

When St. Francis College enters into a contractual relationship with an external party where the latter provides and/or uses a service for the College´s pupils (such as transportation to and/or from home or field trips), the external organisation is required to provide evidence beforehand that the participating adults, where applicable, have undergone the appropriate background and criminal record checks.

Field Trips

All staff working directly with pupils on a field trip must receive training in the expectations prior to the visit, and understand and apply the guidelines laid out in the Early Years and Primary, and Secondary Trip policies.

Sleeping Arrangements on Field Trips Involving Overnight Stays

Sleeping arrangements must be covered by the risk assessment for the trip. While it is impossible to cover every scenario, many of the guidelines already referred to in previous sections also apply, including those for changing, showering and one-to-one situations. For younger pupils it may be necessary for adults to sleep in the same room as the pupils (such as in a dormitory or in smaller rooms in a centre). In such cases the arrangements should be managed so that:

- members of staff are not alone in a room with an individual pupil;
- arrangements mean that adults and pupils have privacy for changing and bathroom needs, and that these are in separate locations or at separate times;

- the proximity between the adult's sleeping area and that of the nearest pupil is as wide as possible;
- the sleeping arrangements and the rationale behind them are clearly explained to parents in the briefings and information prior to departure;
- non-St Francis staff do not come into contact with pupils in bathrooms or changing and showering areas, and where this is not possible, same-sex College staff supervise this and aim to reduce risks as much as possible.

Homestays and Host Families

Homestay situations have their own specific risk assessment based on the nature of the activity and location. Many of the guidelines for field trips apply. In addition:

- There is an agreement with the partner school, organisation or third party provider about an appropriate means of background / disclosure check on individual hosts because they are caring for non-family members between the hours of 02.00 and 06.00. If Safeguarding measures at the host school do not meet College criteria, pupils are not housed in homestays.
- Host families are provided with St Francis College expectations, guidelines, and the contact details of College staff.
- Time in the homestay is minimised, where possible, and pupils are prepared with guidelines to feel confident about contacting staff if they are concerned.

When St. Francis College hosts pupils from overseas, all host family adults may be asked to obtain a Brazilian Certidão de Antecedentes Criminais or equivalent.

Staff Training

The College is responsible for training all members of staff to know how to **Recognise, Reassure, Record and Report** Safeguarding issues. Training needs are reviewed and updated annually to ensure that best practices are maintained.

External Training for College Leadership and CSLs

Training is updated every two years after any initial training. Contextual training takes place when new Safeguarding issues arise within this two year period.

Internal Training (Building Culture and Awareness In The Community)

Training on the prevention, identification and reporting of abuse has a clear cycle where all members of staff are involved. All new members of staff undergo Safeguarding training at the beginning-of-the-year induction to provide an awareness of College systems. This is updated regularly (recall training), as needed and can include such areas as:

- The Safeguarding policy.
- Related policies such as the Behaviour and Anti-bullying policies.
- An awareness of international and host country regulations.
- Risk assessment training.
- More specialist training on areas like cultural issues relevant to Safeguarding and how to have sensitive or difficult conversations about Safeguarding with parents and pupils across cultures.

Recall training can take place at the start of staff meetings for teachers, which is then fed back to non-teaching staff through a formal meeting, led by the CSLs. Staff will receive other updates via email under the Subject *Safeguarding Update (Important)* and, where necessary, further information will follow at a staff meeting or training.

Additional training in relevant languages is provided for designated specific roles, including office staff, communications, nurses, IT and Systems Managers, security staff and *bedels*.

Staff Recruitment

Recruitment panels contain at least one person trained in Safer Recruitment practices.

Non Members of Staff

The College works with parents to ensure that they are aware of Safeguarding and related policies, procedures and practices.

e-Safety

Introduction

e-Safety or Online Safety concerns the safe use of technology, most notably the internet and social media. Many adults are less familiar with technology than pupils and it is this knowledge gap that can place pupils at risk. e-safety within the context of Safeguarding covers two aspects:

- Child safety when using technology.
- The obligation of schools to ensure that children are kept safe.

e-Safety considerations are also applied to the administrative aspects of the College, such as data protection, the transfer of personal data on unsecured memory sticks and the loss or theft of College laptops containing confidential information.

The Three Key Aspects of e-Safety

Content	Contact	Conduct
Being exposed to illegal, inappropriate and harmful material:	Being subject to harmful online interaction with other users:	Personal online behaviour that increases the likelihood of, or causes, harm:
- Exposure to inappropriate content. - Ignoring age-ratings on games. ´Lifestyle´ websites e.g. promoting anorexia or self-harm. - Hate sites. - Content validation. - Bias.	- Grooming. - Meeting strangers. - Cyber-bullying. - Identify theft. - Sharing passwords. - Tracking. - Harvesting personal information.	- Privacy issues e.g. disclosures of personal information. - Digital footprint and online reputation. - Health and well-being (time spent online). - Sexting. - Copyright issues. - Illegal downloading. - Hacking.

At St Francis College:

- All staff share responsibility for e-Safety;
- e-Safety issues are taught across the curriculum, including at assemblies;
- We have an age-appropriate curriculum plan for e-Safety;

- We teach pupils to consider e-Safety risks;
- We audit staff training needs and provide training that meets their needs;
- We work closely with parents;
- We systematically develop and review e-Safety procedures.

Responding To An Online Safety Incident

Preserve The Evidence

- Do not shut down a computer.
- Do turn off the monitor instead.
- Seek technical advice.

Consider The Impact of the e-Safety Incident

- If the incident is solely against the College´s Acceptable Use Policy, report it to the respective CSL, who will follow the consequences indicated in that policy or the overarching behavior policy.
- If the incident is of a potentially criminal nature or involves an adult, immediately inform the respective CSL, who will immediately inform the College Principal.

Curriculum

The College´s structured, unstructured, hidden and peer-led curriculum helps pupils recognise, understand, cope and develop resilience to the risks around them.

Many areas of the curriculum can include or raise subject matter which is sexually explicit or of a political or sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified in the lesson plan. This can be supported by developing ground rules and agreements with pupils to ensure sensitive topics can be discussed in a safe learning environment. Sensitivity and care should especially be taken in those areas of the curriculum where usual boundaries or rules are less rigorously applied, such as drama.

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit, political or otherwise sensitive nature. Responding to pupil´s questions requires careful judgement and staff should take guidance in these circumstances from the CSLs.

Staff must also comply at all times with the guidance for relationships and sex education. Parents have the right to withdraw their pupil from all or part of any sex education provided but not from everyday Science lessons.

Contextual Safeguarding

As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families.

Contextual Safeguarding seeks to understand 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. Young people can be negatively affected by a range of risks as they spend more and more time in public spaces.

Teenagers are influenced more by their peers and wider relationships than their parents. The pervading attitudes and social norms of their peer groups may be positive or negative.

When schools have concerns about teenagers in particular, they should always consider the wider context and sources of influence on the pupil.

Exceptional Circumstances

In exceptional circumstances, we may need to adapt our Safeguarding guidance:
Virtual Learning During Covid-19.

College Policies related to Safeguarding

Data Protection Policy

EYs and Primary Behaviour Policy

EYs and Primary Field Trip Procedures

EYs and Primary Staff Handbook

First Aid and Infirmary Policy

Primary Device Agreements

Secondary Behaviour Policy

Secondary Digital Acceptable Policy

Secondary Field Trip Procedures

Secondary Handbook

Secondary Tutor Manual

Use of Image (Not Authorised)

Bibliography

Association of International Schools in Africa Child Protection Handbook , 2019

Certidão de Antecedentes Criminais, accessed Jun 2020

Child Safety and Devices, St Francis PD to Parents, 2019

CIS Child Protection Standards, updated 2019

Department for Education, Keeping Children Safe in Education - Statutory Guidance for Schools and Colleges, Sep 2020

Estatuto da Crianca e do Adolescente, Lei 8069 (13 July 1990) [latest update 2019]

Hall Andrew, Safeguarding Handbook for Schools, Sep 2018

ICMEC Education Portal

National Society for the Prevention of Cruelty to Children, UK, accessed Jun 2020

Safeguarding in Schools UK, accessed Jun 2020

Sistema de Protecao Escolar (Sao Paulo, 2009) / for English (scroll down)

Working Together to Safeguard Children, Feb 2019

Policy Review

This policy is to be reviewed annually by the Leadership of the College and the Child Safeguarding Team (CST).

Written   June 2020

Most Recent Review   September 2020

Subsequent Reviews   Annually in April

Due to the changing nature of Safeguarding, the policies and procedures will be updated and highlighted in <mark>yellow</mark> as necessary.

Acknowledgements

The Child Safeguarding Policy Committee for their work throughout 2019-20:

Andrés Suárez, Andrew Durrant, Carolina Giannetto,
John Benson, Lia Hourani, Maria Silvia Peixoto
Nichola de Montaigne, Shirley Hazell, Victoria Underwood

This document was last updated on **September 2020**