



## St. George's School Marbella. Safeguarding Policy.

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<b>Designated Safeguarding Lead :</b>	Mr Nicholson <b>Head Teacher</b>
<b>Deputy Designated Safeguarding Lead :</b>	Andrew Mardlin <b>School Governor</b>
<b>Last policy revision :</b>	September 2022
<b>Next policy review: (annually)</b>	September 2023

### **Child Protection Policy Mission statement.**

In order to keep children and adults safe through everyday life, St. George's School is committed to:

- providing a safe and secure environment for children, staff and visitors
- promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others.
- clearly define our actions as a school to enable all children to have the best start in life possible.
- prevent damage or impairment of children's health or development by **recognizing, responding to, recording** of and **reporting** any signs of maltreatment or neglect.
- Adopting a whole school approach, where safeguarding children are at the forefront of all aspects of policy development. (Keeping Children Safe in Education 2021 para. 82)
- Accept that "Good safeguarding requires a **continuing commitment** from governing bodies and all staff to ensure the safety and welfare of children is embedded in all of the organisation's processes and procedures and consequently enshrined in its ethos." (Keeping Children Safe in Education 2021 para 324)

It is through the implementation of this and other policies (mentioned below) that St. George's School places child safety as its **central concern** and that this policy is fully endorsed and adhered to by all members of staff including non-teaching staff and volunteers. We adopt the attitude that "**it could happen here**" (Keeping Children Safe in Education 2021, para.55) and are prepared for such an instance no matter how unlikely it may seem to occur.

Staff are encouraged to "act now" and speak to the DSL of any concerns they may have rather than assume that another member of staff might take action at a later date.



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## **School Policy.**

This policy is consistent with all other policies adopted by the school management and staff and should in particular be read in conjunction with the following policies relevant to the safety and welfare of children:

- Anti-Bullying Policy
- Health and Safety Policy
- St. George's School Healthy Food Policy
- Staff Professional Code of Conduct
- Staff Job Descriptions
- Data Protection Policy
- ICT policy

## **AIMS**

The purpose of this policy is to:

- Identify the names of responsible persons in the school and explain the purpose of their role
- Describe what should be done if anyone in the school has a concern about the safety and welfare of a child who attends the school
- Identify the particular attention that should be paid to those children who fall into a category that might be deemed “vulnerable”
- Recognise that abuse may take place within the school environment and may be peer to peer. (See bullying policy)
- Set out expectations in respect of training
- Ensure that those responsible for recruitment are aware of how to apply safeguarding principles in employing staff
- Set out expectations of how to ensure children are safeguarded when there is potential to come into contact with non-school staff, e.g. volunteers, contractors etc.
- Outline how complaints against staff will be handled
- Guarantee the confidentiality of all parties while an investigation is taking place.
- Set out expectations regarding record keeping
- Clarify how children will be kept safe through the everyday life of the school
- Outline how the implementation of this policy will be monitored.



## **Legal Requirements.**

As a British school in Spain, we aim to ensure that best of British practice is maintained while at the same time fulfilling the legal and statutory requirements as outlined by the *Consejería de Educación de la Junta de Andalucía*.

The school's safeguarding policy therefore draws upon duties conferred by

- the Children Acts 1989 and 2004,
- Education Act 2002 (S175),
- the guidance contained in “*Working Together to Safeguard Children*” (2015),
- the DfE's statutory guidance “*Keeping children safe in education*” (2016)
- Keeping Children Safe in Education 2021

And in Andalucía,

- la Ley 1/1998, de 20 de abril, de los derechos y la atención al menor,
- el artículo 3 del Decreto 3/2004, de 7 de enero, por el que se establece el sistema de información sobre maltrato infantil en Andalucía. (appendix 6)

## **The Designated Safeguarding Lead.**

Mr Nicholson, Head Teacher will take responsibility as DSL. **It is not the function of the DSL to decide if help is needed. His / her duty is to report.**

The Designated Safeguarding Leads' duties are as follows:

- Organise child protection training for all school staff as well as providing feedback and guidelines for any member of staff who so requires.
- Provide an annual report for the school staff detailing any changes and reviews of relevant policy and procedures.
- Keep a thorough record of any suspected case of child abuse or neglect, as well as requesting a detailed Cause of Concern Form (**Appendix 2**) from the member of staff reporting.
- Ensure that all such records are kept confidentially and securely and are separate from student records. (Data Protection Policy)
- As required under the protocol for child protection (Junta de Andalucía), notify Social Services (contact details in **Appendix 3**) and request an urgent meeting in order to present the case. Secondly, notify the “inspector de turno” and request a meeting in order to present the case, provide evidence and outline any action that has been taken.

In urgent cases, it may necessary to contact the emergency services or police immediately.

- Liaise with the class teacher of any child under suspicion of having been subject to abuse, to inform him or her of any issue and ongoing investigations.



- In the event of lower level concerns not meeting the threshold for action, the DSL will record the events and take appropriate steps.

## **How do we define child abuse?**

### **4 main categories of child abuse.**

Child neglect or abuse can often be difficult to identify and may present in many forms. A list of indicators of child abuse is outlined in **Appendix 1** of this document. No one indicator should be seen as conclusive in itself of abuse. It may indicate conditions other than child abuse. All signs and symptoms must be examined in the total context of the child's situation and family circumstances.

**We identify 4 types of abuse:**

#### **1. Neglect**

Neglect can be defined in terms of an omission, where the child suffers significant harm or impairment of development by being deprived of food, clothing, warmth, hygiene, intellectual stimulation, supervision and safety, attachment to and affection from adults, and/or medical care.

Harm can be defined as the ill-treatment or the impairment of the health or development of a child. Whether it is significant is determined by the child's health and development as compared to that which could reasonably be expected of a child of similar age.

Neglect generally becomes apparent in different ways over a period of time rather than at one specific point. For example, a child who suffers a series of minor injuries may not be having his or her needs met in terms of supervision and safety. A child whose height or weight is significantly below average may be being deprived of adequate nutrition. A child who consistently misses school may be being deprived of intellectual stimulation.

The threshold of significant harm is reached when the child's needs are neglected to the extent that his or her wellbeing and/or development are severely affected.

#### **2. Emotional Abuse**

Emotional abuse is normally to be found in the relationship between a parent/carer and a child rather than in a specific event or pattern of events. It occurs when a child's developmental need for affection, approval, consistency and security are not met. Unless other forms of abuse are present, it is rarely manifested in terms of physical signs or symptoms. A detailed definition of emotional abuse is contained in **Appendix 5** at the rear of this document.

#### **3. Physical Abuse**

Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts. Physical abuse of a child is that which results in actual or potential physical harm from an interaction, or lack of interaction, which is reasonably within the control of a parent or person in a position of responsibility, power or trust. There may be single or repeated incidents. A detailed definition of physical abuse is contained in **Appendix 5** at the rear of this document.



#### **4. Sexual Abuse**

Sexual abuse occurs when a child is used by another person for his or her gratification or sexual arousal, or for that of others. Examples of child sexual abuse include the following: exposure, intentional touching, grooming.....

A detailed definition of what is to be considered sexual abuse is contained in [Appendix 5](#) at the rear of this document.

In all cases where a school becomes aware of underage sexual intercourse the school should take appropriate steps to inform the child's parents or the police.

Where a decision is made to report the matter to the Social Services, the reporting procedures outlined in this document shall be followed.

### **What to do if a staff member suspects child abuse or has a concern about the safety and welfare of child.**

Should any staff member have a safeguarding concern about another staff member (including auxiliary staff, volunteers, contractors...) posing a risk of harm to children, then this should be referred to the headteacher/DSL who will determine whether the allegations meet the harms threshold. Allegations that do not meet the harms threshold will be dealt with as per guidance as "low level concerns" (see below)

#### **Concerns about a member of staff.**

If a member of staff suspects that a colleague 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 children,

a meeting with the DSL and School Governor must be sought immediately. The school principal may decide to temporarily apart the member of staff in question until further notice.

In the event that there are concerns or allegations about the headteacher, then these should be reported directly to the school governors. While any investigation is taking place involving a member of staff, the school recognises its duty of care and will commit itself to respecting the confidentiality and integrity of the parties involved.

The Designated Safeguarding lead is Mr Nicholson. Should the DSL not be present on site, they should be phoned immediately from the office. In the event that the DSL cannot be available for contact, a senior member of staff must be notified.



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The DSL will record the main points of the meeting and decide on further action to be taken.

The DSL will request that the member of staff in question fill on the Cause of Concern Form. (Appendix 2)

If the DSL is not the school principal, he or she must request a meeting with school governors immediately.

When the DSL deems that the child has been harmed and that there may be further risk imminent, he/she will contact social services and if necessary, the assistance of the Policía Local.

### **Record Keeping.**

The annex of this policy contains the Cause for Concern Form. A copy (template) of this form must also be kept in the teacher's files. The purpose of this form is to enable accurate information and provide clarification should any formal investigation occur. The DSL will use this as part of a formal record and it will outline:

- a clear and comprehensive summary of events
- details of how the case was followed up and resolved.
- Any actions taken and decisions reached.
- Whether this information will be referred to in any future reference.

A copy of this report may be requested by the inspectorate, police or social services.

### **Low Level Concerns.**

**What is a low level concern?** (*Keeping Children Safe in Education 2021, 409/410*)

The term 'low-level' concern does not mean that it is insignificant; it means that the behaviour towards a child does not meet the threshold set out at paragraph 338. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider further investigation by external agencies.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,



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- using inappropriate sexualised, intimidating or offensive language.

### **Recording/reporting low level concerns**

All low-level concerns should be recorded in writing. A summary of the low-level concern should be written down, signed, timed, dated and shared by the person bringing the information forward.

Where concerns are reported verbally to the head teacher a record of the conversation will be made by the head teacher which will be signed, timed, and dated.

### **Responding to low-level concerns.**

Where a low-level concern has been raised this will be taken seriously and dealt with promptly. The DSL will:

- Speak to the person reporting the concern to gather all the relevant information
- Speak to the individual (and any witnesses) about the concern raised to ascertain their response, to clarify what had happened and later recorded in writing accordingly.
- If it results that a misunderstanding has taken place, no further action will be taken.
- Where necessary, further investigation will be carried out to gather all relevant information. This may involve speaking to any potential witnesses. The information reported and gathered will then be reviewed to determine whether the behaviour is consistent with the school's Staff Behaviour and Code of Conduct, in which case, no further action will be required.
- If constitutes a low-level concern: no further action is required, however, additional training/guidance/support may be required to rectify the behaviour via normal day to day management processes. The employee should understand that failure to improve or a repeat of the behaviour may lead to further action being taken.

### **New Staff and Training.**

School Management will ensure that all new and present staff read this policy in full and that mechanisms are in place to assist staff to understand and discharge their role in case of a concern.

- Present class teachers must have completed a certified safeguarding course and all new staff must complete a similar course within 2 months of having joined the school.
- During the interview process for potential new staff, our policy towards safeguarding and child protection is made clear. Candidates must provide a detailed history of previous employers as well as providing a referee's reference and contact details. We will not rely solely on candidates' referees and may use our own sources and contacts.
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- Candidates who are completely unknown to us, new to Spain must provide the appropriate identification in order to ensure their identity and their right to work in the E.U.
- All new staff members will be made clear of their responsibilities and duties with respect to responding to and reporting any issue of concern.
- All new staff and volunteers must present a *Certificado de Delitos de Naturaleza Sexual* issued by the *Ministerio de Justicia*. Without this document, there is no possibility of employment by St. George's School.
- The Head Teacher (if not the DSL) will have completed CPD training in safeguarding and including sections on on-line safety.
- The DSL will remind staff of the safeguarding procedure at least once every term in staff meetings, outlining any changes to this document or in current legislation or best practice.
- All staff members must read the Code of Conduct policy
- All student teachers must provide the relevant documentation including contact details of their tutor / inspector. Contact should be made with the appropriate responsible person representing the university / institute of higher education / post graduate provider in question to ensure that all pre-appointment checks are in place.

### **Auxiliary-staff, contractors, volunteers and Visitors.**

Any parent or other person engaged by the school to work in a voluntary capacity with pupils or as an extracurricular activity teacher will be subject to all reasonable vetting procedures mentioned above and informed about our policy towards safeguarding and protection of children.

All projects related to school reformation, upkeep and maintenance e.g. painters, gardeners, carpenters, plumbers et cetera...shall take place outside of normal school hours. Under no circumstance shall a contracted person be left unsupervised while there are children present in the school. We will always check the identity of contractors and their staff on arrival at the school.

Any other visitor to the school such as prospective parents, current parents... must always be accompanied by a member of staff. Visitors in a professional capacity such as educational psychologists, social workers, speech therapists should also be supervised.

### **Promoting Pupil Safety in St. George's School.**

In order to fully promote pupil safety among the general pupil body we:

- Supervise all pupils at lunchtime and breaks. No children are left unattended.
- Supervise pupils as they move around the school between lessons, paying particular attention to the stairs. A teacher or assistant must always stand halfway up the stairs to help prevent accidents.
- Employ a health and safety firm to make regular visits and assess health and safety within the school.
- Carry out regular fire drills.
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- Actively teach pupils about how to stay safe during specially designed assemblies, lessons and carpet time. **For further detail, see Relationship Education policy.**
- Define clearly what behaviour is acceptable and not acceptable in class and in the patio. Staff must be vigilant for peer on peer abuse and when this is suspected, it must be reported to the Headteacher immediately.
- Display classroom rules and garden rules and explain how the rules help us all to be safe both in class and on the patio.
- Providing support for vulnerable pupils.
- Provide a specially designed school menu, taking advantage of locally sourced and ecologically grown fruit, vegetables and legumes.
- Employing staff who are open, caring and sensitive to the needs of children but who especially adhere to a professional code of conduct.

### **Online Safety**

Children do not have any access to the internet during ICT classes. The applications previously installed on their tablets do not allow for messaging or for sharing photographs or messages that have not been previously approved by the class teacher.

Considering the 4 Cs (Keeping Children Safe in Education 2021 para 125/126) children will not have any access or reason to access **CONTENT** which is inappropriate.

No application will be used which may create risky **CONTACT** with other users, advertisers...

As part of the ICT programme, children in KS2 will identify harmful **CONDUCT** such as sending unwanted text messages, inappropriate comments, sharing of photos.....

There will be no opportunities either in class or at home as part of homework to be exposed to **COMMERCIAL** sites which promote gambling, scams, advertising...

### **Online Learning.**

In the event of the school or individual class(es) being forced to commence online learning, teachers must be vigilant and aware of any possible breaches of safety which may occur online. It is recognized that the teacher's workload is significantly increased during online classes and so co-teachers who are also present during the same session should be vigilant for inappropriate behaviour such as messaging or sending of unwanted images, emojis... This may also include what appears in the background in the home setting, background noise or music, family members appearing inadvertently inappropriately dressed...

At the beginning of each session, teachers should clearly outline the rules of the class such as microphones off until asked, everybody logging out at the same time...

### **Staff use of personal mobile phones, tablets, devices...**



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Use of personal mobile phones/ smartphones/ tablets to photograph or record images of pupils is not permitted. For purposes of display work, learning journal, Tapesetry and ClassDojo, only the school tablets may be used to photograph or record images of children. Once the image has been printed for display or uploaded to ClassDOjo / Tapestry, the image or video must be deleted.

Teachers should not use their phones during class or leave their personal devices visible in the classroom. Urgent calls or messages should be taken during playtime or lunchtimes where children are not present.

Contacting or messaging a parent for any reason, should only take place through one of the following means:

- Use of school telephone
- Using the school agenda
- ClassDojo

Using personal messaging services such as Whatsapp, Facebook... to contact parents is not permitted.

Teachers and auxiliary staff are expected to be sensitive to the school's role and responsibility in protecting the integrity of the school body, including all pupils, fellow staff members and installations. They should not post or upload to their personal social media accounts such as (but not limited to) Facebook, Instagram, Whatsapp, TikTok, Snapchat... any image, video or comment which may put at risk the integrity of the school body.

### **Vulnerable or Special Needs Pupils**

We acknowledge that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. We are aware that additional barriers can exist when recognising abuse and neglect in this group of children. This can include assumptions that indicators of possible abuse such as

- behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers make it all the more difficult for SEN children to show any symptoms of abuse.

### **Peer on Peer Sexual Abuse.**

Given the age range of our pupils, it is highly unlikely that any child would engage in sexual harassment or violence. However, as stipulated in "Keeping Children Safe in Education 2021 Part 5 para. 429", "all staff working with children are advised to maintain an attitude of 'it could happen here'"



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Any report or symptom of sexual violence will be taken seriously, following the guidelines as outlined in this policy. The “response” to any report from a child is incredibly important and must not undermine the victim’s confidence to report future acts of violence. (including online sexual harassment)

Following any report, the head teacher will make an immediate risk assessment and consider:

- the safety of the victim
- whether there have been other victims
- the alleged perpetrator(s)
- all children and staff in order to protect them from future harms.

### **Children Missing from school.**

Children missing from education persistently “can act as a vital warning sign to a range of safeguarding issues” (Keeping children safe in education 2021 para. 164) If a child misses more than 2 consecutive days without receiving communication from the parents, the class teacher or Head Teacher will contact the parents. Should absenteeism be suspected, the school will follow the absenteeism protocol as outlined by the *Junta de Andalucía, Consejería de Educación y Deportes*.

A register is also kept of children arriving late or of children who leave during the school day. In the case that absenteeism is suspected, an urgent meeting will be organised with the parents to have them commit to bringing the child to school each day and on time.

### **Characteristics and definitions of abuse.**

A detailed list of characteristics and definitions of physical, emotional, sexual abuse and neglect can be found at the rear of this document.



## Appendix 1

### **Indicators of Abuse.**

#### **Indicators of Child Sexual Abuse**

Children who are sexually abused may:

##### **Stay away from certain people**

they might avoid being alone with people, such as family members or friends  
they could seem frightened of a person or reluctant to socialise with them.

##### **Show sexual behaviour that's inappropriate for their age**

a child might become sexually active at a young age, they might be promiscuous, they could use sexual language or know information that you wouldn't expect them to.

##### **Have physical symptoms**

anal or vaginal soreness, an unusual discharge, sexually transmitted infection (STI), pregnancy.

#### **Indicators of Neglect**

##### **Physical neglect**

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

##### **Poor appearance and hygiene**

They may: be smelly or dirty, have unwashed clothes, have inadequate clothing, e.g. not having a winter coat, seem hungry or turn up to school without having breakfast, or have frequent and untreated nappy rash in infants.

##### **Health and development problems**

They may have: untreated injuries, medical and dental issues, repeated accidental injuries caused by lack of supervision, recurring illnesses or infections, not been given appropriate medicines, missed medical appointments such as vaccinations, poor muscle tone or prominent joints, skin sores, rashes, flea bites, scabies or ringworm, thin or swollen tummy, anaemia, tiredness, faltering weight or growth and not reaching developmental milestones (known as failure to thrive), poor language, communication or social skills.

##### **Housing and family issues.**



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They may be: living in an unsuitable home environment for example dog mess being left or not having any heating, left alone for a long time, taking on the role of carer for other family members.

### **Indicators of Emotional Abuse**

#### **What does emotional abuse include?**

Because there's an element of emotional abuse in all other types of child abuse and neglect, it can be difficult to spot the signs and to separate what's emotional abuse from other types of abuse.

**Emotional abuse includes:** humiliating or constantly criticizing a child, threatening, shouting at a child or calling them names, making the child the subject of jokes, or using sarcasm to hurt a child, blaming, scapegoating, making a child perform degrading acts, not recognising a child's own individuality, trying to control their lives, pushing a child too hard or not recognising their limitations, exposing a child to distressing events or interactions such as domestic abuse or drug taking, failing to promote a child's social development, not allowing them to have friends, persistently ignoring them, being absent, manipulating a child, never saying anything kind or expressing positive feelings or congratulating a child on successes, never showing any emotions in interactions with a child, also known as emotional neglect.

### **Indicators of Physical Abuse**

**Bruises:** commonly on the head but also on the ear or neck or soft areas - the abdomen, back and buttocks, defensive wounds commonly on the forearm, upper arm, back of the leg, hands or feet. Clusters of bruises on the upper arm, outside of the thigh or on the body, bruises with dots of blood under the skin, a bruised scalp and swollen eyes from hair being pulled violently, bruises in the shape of a hand or object.

**Burns or scalds:** can be from hot liquids, hot objects, flames, chemicals or electricity on the hands, back, shoulders or buttocks; scalds may be on lower limbs, both arms and/or both legs, a clear edge to the burn or scald, sometimes in the shape or an implement for example, a circular cigarette burn, multiple burns or scalds.

**Bite marks:** usually oval or circular in shape, visible wounds, indentations or bruising from individual teeth.

**Fractures or broken bones:** fractures to the ribs or the leg bones in babies, multiple fractures or breaks at different stages of healing

#### **Other injuries and health problems:**

- scarring,
- effects of poisoning such as vomiting,
- drowsiness or seizures
- respiratory problems from drowning, suffocation or poisoning.



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Appendix 2 Report Form

**Cause for concern form.**

Pupil'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.*



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

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

**Any other relevant information.** *Please write down anything else you feel may be important even if it seems trivial.*

**Date and time of this record:**

**Your name (please print):**

**Your position or job title:**

**Your signature:**

Now give this record to the DSL or equivalent.

**Date and time received by the DSL:**



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## **Appendix 3**

Institution: Delegación de Bienestar Social  
Name of Person in charge/Marbella: Estefania Martin  
Address: Avenida Velazquez Clavel 25, Marbella  
Tel: 952 900 493

A useful website is:

<http://www.juntadeandalucia.es/educacion/webportal/web/convivencia-escolar/protocolos-de-actuacion>





## **Appendix 4**

### **Characteristics of Emotional Abuse.**

Examples of emotional abuse of children include:

- (a) the imposition of negative attributes on a child, expressed by persistent criticism, sarcasm, hostility or blaming;
- (b) conditional parenting in which the level of care shown to a child is made contingent on his or her behaviours or actions;
- (c) emotional unavailability of the child's parent/carer;
- (d) unresponsiveness of parent/carer and/or inconsistent or inappropriate expectations of the child;
- (e) premature imposition of responsibility on the child;
- (f) unrealistic or inappropriate expectations of the child's capacity to understand something or to behave and control himself or herself in a certain way;
- (g) under- or over-protection of the child;
- (h) failure to show interest in, or provide age-appropriate opportunities for the child's cognitive and emotional development;
- (i) use of unreasonable or over-harsh disciplinary measures;
- (j) exposure to domestic violence;
- (k) exposure to inappropriate or abusive material through new technology.

Emotional abuse can be manifested in terms of the child's behavioural, cognitive, affective or physical functioning. Examples of these include insecure attachment, non-organic failure to thrive, unhappiness, low self-esteem, educational and developmental underachievement, and oppositional behaviour.

### **Characteristics of physical abuse.**

Physical abuse can involve:

- (a) severe physical punishment;
- (b) beating, slapping, hitting or kicking;
- (c) pushing, shaking or throwing;
- (d) pinching, biting, choking or hair-pulling;



- (e) terrorising with threats;
- (f) observing violence;
- (g) use of excessive force in handling;
- (h) deliberate poisoning;
- (i) suffocation;
- (j) fabricated/induced illness
- (k) allowing or creating a substantial risk of significant harm to a child.

It isn't accidental - children who are physically abused suffer violence such as being hit, kicked, poisoned, burned, slapped or having objects thrown at them. Shaking or hitting babies can cause non-accidental head injuries (NAHI).

### **What are non-accidental head injuries (NAHI)**

Babies and toddlers fall over and hit their heads, they may roll off of beds or run into the corner of furniture. But non-accidental head injuries are caused by:

- violent, sustained shaking
- being thrown vigorously
- being hit
- hitting a hard or soft surface.

An infant's brain is much more fragile than an adult's brain. Babies also have weak neck muscles and a large head compared to their body so violent or sharp movement of their heads can cause damage to their brains.

### **What is fabricated or induced illness (FII)**

Fabricated or induced illness (FII) is when a parent or carer fakes, or creates, the symptoms of an illness in their child. This might include giving a child medicine, tampering with medical equipment or falsifying test results.

### **Characteristics of Sexual Abuse.**

- (a) exposure of the sexual organs or any sexual act intentionally performed in the presence of the child;
- (b) intentional touching or molesting of the body of a child whether by a person or object for the purpose of sexual arousal or gratification;
- (c) masturbation in the presence of the child or the involvement of the child in an act of masturbation;
- (d) sexual intercourse with the child whether oral, vaginal, or anal.



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(e) sexual exploitation of a child includes inciting, encouraging propositioning, requiring or permitting a child to solicit for, or to engage in, prostitution or other sexual acts. Sexual exploitation also occurs when a child is involved in the exhibition, modelling or posing for the purpose of sexual arousal, gratification or sexual act, including its recording (on film, video tape or other media) or the manipulation, for those purposes, of the image by computer or other means. It may also include showing sexually explicit material to children which is often a feature of the “grooming” process by perpetrators of abuse.



**Low Level Concerns. Appendix 5a**

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Appendix 6 Protocolo en caso de Maltrato Infantil

