



St Nicholas School Policies

Safeguarding & Child Protection Policy

For teachers, teaching assistants, staff, volunteers and parents

Effective date: June/2020

This **Safeguarding & Child Protection Policy** represents both sites, Pinheiros and Alphaville.

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All policies at St Nicholas are regularly reviewed and reflected upon to ensure they are in accordance with the most up to date information on Brazilian laws, international agreements and school context.

1. Context

At St Nicholas we believe that students learn best when they feel safe and secure. Due to staff's close contact with children, trusting relationships are built and teachers have a unique insight into students' lives. The school has the responsibility to not only provide a learning environment that ensures the safety and wellbeing of all members of the community but also has the responsibility to make reasonable efforts to identify when a child's wellbeing is at risk and take steps to protect children from harm.

Through this policy, as well as other supporting policies and documentation, the school is able to gather more information, channel situations to appropriately trained professionals and when necessary, connect with outside agencies, in order to make decisions and create a positive, effective action plan to protect children from harm when a concern is raised.

2. Purpose

St Nicholas has the responsibility to promote and protect the safety and wellbeing of all members of its community. This policy will establish the ways in which school ensures that the learning environment remains a safe place for everyone and that staff are prepared to recognise and address the range of issues which could affect the safety and welfare of students. Furthermore, it is our responsibility to create the best conditions for students to feel safe and be able to develop.

A child is defined in Brazil as a person who has not yet attained the age of 18 years. This is the age that is internationally recognised under the United Nations Convention of the Rights of the Child (UNCRC) of which Brazil is a signatory.

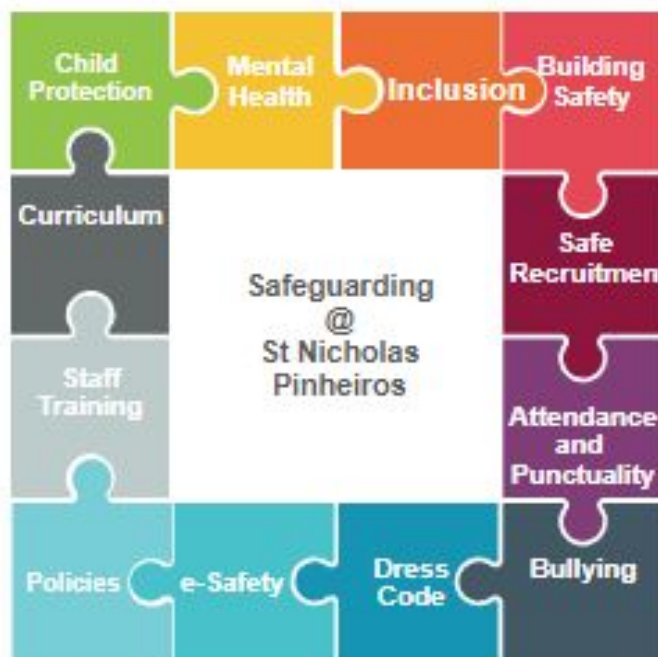
3. Aims of the policy

- Provide definitions and understandings related to student welfare so that staff are aware of potential signs of distress or harm and equipped to fulfill their role in the process of handling sensitive situations.
- Determine roles and responsibilities of staff, including the Designated Safeguarding Lead.
- Outline procedures for communication and documentation so that appropriate staff are able to make effective decisions.
- Establish behaviour guidelines for all staff, including contractors and adults outside the immediate school community.
- Ensure safe recruitment practices.
- Inform how to support outside agencies, for example, *Conselho Tutelar, Juizado de Menores, Vara da infância, Promotoria da Infância e Juventude, Ministério Público*, when necessary.
- Create awareness of CIPA (*Comissão Interna de Prevenção de Acidentes*), the committee in charge of preventing accidents for all people at school.
- Define safeguarding and identify all subsections.
- Provide links to supporting policies and documentations.
- Outline mandatory training requirements.

4. Safeguarding Definition

Safeguarding is defined as protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcome. (HM Government, 2018¹). This includes all procedures designed to prevent harm to a child (NSPCC, 2018²).

Safeguarding at St Nicholas includes but is not limited to: child protection, curriculum coverage, recruitment of staff, e-Safety, inclusion, attendance and punctuality, building safety, dress code, bullying and mental health.



4.1 Child Protection

St Nicholas believes it is fundamental to a child's ability to learn, that they are safe and feel secure, both within and outside of school. All staff and members of the community have a responsibility to understand the signs which may indicate a child (person under 18 years old) is experiencing any type of abuse or neglect and to understand the steps they must take. This includes the procedure for disclosures and confidentiality. Staff must ensure they have a good understanding of the steps outlined in the flowchart below (described in 6.1 and in more detail in the Child Protection Policy) and feel able to follow them if necessary.

¹ HM Government, 2018 Working Together to Safeguard Children
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf

² NSPCC (2020) <https://learning.nspcc.org.uk/safeguarding-child-protection>

5. Responsibilities

5.1 Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) will:

- Ensure that the senior leadership team and staff are fully aware of and understand their responsibilities and obligations under this policy.
- Ensure that senior leadership as well as all staff have received appropriate training and attend training annually.
- Ensure every member of staff, school owners and contractors knows the name of the DSL, their role and their contact details.
- Ensure all staff and contractors understand their responsibilities in being alert to the signs of abuse and/or neglect and/or mental health problems and their responsibility for referring any concerns to the DSL.
- Ensure that whole school training occurs yearly for new staff and every two years from then on so that every member of staff, senior leadership team and contractors can fulfil their child protection responsibilities effectively.
- Keep written, secure records of child protection concerns that are kept securely and separately from the main student file and use these records to assess the likelihood of risk.
- Ensure that copies of child protection records and/or records of concern are transferred as appropriate (separate from student file) when a child leaves the school, in a timely manner.
- Ensure handover from departing to incoming DSL, including passwords, information on training or any other necessary information.
- Keep head of school informed on any concerns or incidents related to child protection and safeguarding

5.2 Senior leadership team:

The Senior Leadership Team, together with the Designated Safeguarding Lead and the Human Resources department, is responsible for developing and implementing policies and procedures which include:

- Ensuring safe recruitment practices and appropriate background checks for staff and contractors
- Establishing a clear framework of safe practice, and address concerns or incidents of unsafe practice within the whole school
- Identifying and supporting a Designated Safeguarding Lead who works closely with the school leadership team.
- Establishing procedures in cases of allegations against staff or contractors, and ensuring that all decisions are made with the students' best interest in mind
- Identifying instances where there are grounds for concern about a child's welfare and initiate appropriate action/intervention to keep them safe.
- Ensuring the effective partnership of those involved with providing services for students at the school, both internally and externally.
- Ensuring safeguarding training opportunities for all staff annually. This includes pedagogical as well as administrative and support staff.
- Ensure safeguarding training is part of new staff induction.
- Regularly review the school's child protection policy, and implement changes based on legal frameworks and recent research.

5.3 All staff:

All staff members of the St Nicholas community have a shared responsibility to ensure the safety and wellbeing of students by:

- Understanding school policy and procedures related to child protection and safeguarding and working with the Designated Safeguarding Lead
- Following procedures outlined in this policy when it comes to disclosures, recording, reporting, and maintaining confidentiality
- Providing a safe environment for students reporting anything that is unsafe on the school premises to the maintenance department and CIPA immediately
- Recognising signs of harm and identifying students who may be suffering or who are at significant risk of harm, following procedures outlined in this policy
- Addressing concerns or incidents of unsafe practice during any school activity and reporting them using the appropriate channels
- Attending professional training and ensuring that their knowledge on child protection matters is up to date

5.4 The school community:

Parents, contractors, relatives, and other members of the wider St Nicholas community can support the school's efforts to create a safe and trusting environment for students by:

- Complying with and following the procedures laid out in the school's child protection policy
- Recognising signs and identifying students who may be suffering or who are at significant risk of harm and reporting them to the Designated Safeguarding Lead
- Ensuring that their behaviour and interaction with students is always responsible and respectful

6. Child Protection Categories

In this policy we categorise child protection under two main areas: abuse and neglect.

6.1 Child Abuse

Abuse is mistreatment by any other person or persons that violates a person's human and civil rights. The abuse can vary, from treating someone disrespectfully in a way that significantly affects the person's quality of life, to causing actual physical or mental suffering. Someone may abuse a child or young person by inflicting harm, or by failing to act to prevent harm.

The most common categories of abuse and possible signs are listed below. It is important to note that "normal" is different for every child and witnessing some of the warning signs below does not necessarily mean a child is experiencing abuse. It is staff's responsibility to identify these possible warning signs or a change in a child or young person's demeanor, attitude or mood.

6.1.1 Types of Abuse

The most common categories of abuse are:

Physical abuse, which may involve:

- hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm
- someone fabricating the symptoms of, or deliberately inducing, illness.

Possible warning signs of physical abuse:

- Bruises, cuts or signs of other physical injury which cannot be feasibly explained.
- A child giving inconsistent or unlikely explanations for injuries.
- A child flinching or acting unexpectedly to physical contact.
- A child not wanting to get changed in front of others, or wearing inappropriate clothing e.g long sleeves in summer.

Psychological & emotional abuse may involve:

The frequent and persistent ill treatment of a child that may cause severe and persistent adverse effects on the child's emotional development, which may involve:

- Conveying to a young person that they are worthless or unloved, inadequate, or valued only because they meet the needs of another person.
- Not giving a young person opportunities to express their views, deliberately silencing them or making fun of what they say or how they communicate.
- Imposing expectations that are inappropriate to the age or development of the young person (especially where there are additional areas of vulnerability; for example, a learning disability) or preventing them from taking part in normal social interaction.
- Witnessing the ill-treatment of someone else.
- Serious bullying, including cyberbullying, which causes the young person to frequently feel frightened, intimidated or in danger.
- Exploitation or corruption.

There is some level of emotional abuse in all types of abuse, but it may also occur independently of other forms of abuse.

Signs of emotional abuse:

- Sudden loss of confidence or self-belief, low self-esteem
- Unwillingness to engage in activities or take controlled risks
- Social withdrawal and isolation or passivity
- Self harm
- Inappropriate emotional responses to everyday experiences, including aggression
- High anxious, fearful or depressive symptoms
- Attention seeking behaviour
- Compulsive lying
- Physical, mental and emotional development is delayed
- Showing delayed speech or sudden speech disorder
- Fear of new situations
- Drug or alcohol abuse
- Chronic running away
- Compulsive stealing
- Obsessions or phobias
- Sudden under-achievement or lack of concentration
- Persistent tiredness

Sexual abuse which may involve:

- Physical contact, including assault by penetration (eg rape or oral sex) or non-penetrative acts (eg masturbation, kissing, rubbing and touching outside of clothing)
- Non-contact activities, such as involving young people in looking at or producing sexual images, watching sexual activities, encouraging young people to behave in sexually inappropriate ways, or grooming a young person in preparation for sexual exploitation – including via the internet.

Signs of sexual abuse:

- Pain or irritation to the genital or stomach area, discomfort sitting or walking
- Vaginal or penile discharge
- Difficulty with urination
- Infection or bleeding
- Fear of people or places
- Regressive behaviours, bed wetting or stranger anxiety
- Being unusually quiet and withdrawn or unusually aggressive
- Suffering from what seem physical ailments that can't be explained medically
- Mentioning receiving special attention from an adult or a new "secret" friendship with an adult or young person
- Refusal to continue with school or usual social activities
- Sexualized behaviour, contact or language that is inappropriate for the young person's age or developmental stage

Financial or material abuse which may involve:

- theft or exploitation in financial matters or transactions
- the misuse or misappropriation of possessions or benefits.

Discriminatory abuse which may involve:

- abuse that is based on a person's disability, size, age, gender or marital status (including harassment, slurs or similar treatment).

Domestic abuse

- Including psychological, physical, sexual, financial, emotional abuse; so called 'honour'-based violence in the home.

6.2 Neglect

Neglect is an act of omission that may involve a parent or carer failing to provide basic necessities such as adequate food, clothing and shelter, including excluding the young person from home or abandoning them. It may also include not protecting a young person from physical and emotional harm or danger and not providing access to appropriate health, education or social care services. It also includes being unresponsive to a young person's basic needs and deliberately withholding information about a person's rights or entitlements

Common signs of neglect:

- Medical needs unattended
- Lack of age-appropriate supervision
- Consistent hunger or attempts to steal or store food or inadequate nutrition
- Inappropriate, ill-fitting or unclean clothes
- Poor hygiene
- Fatigue or listlessness
- Self-destructive behaviours
- Extreme loneliness
- Failure to grow and thrive
- Social isolation, difficult with social relationships
- Low self-esteem & desire for affection
- Frequent lateness or non-attendance at school with unsatisfactory or inconsistent explanations
- Drug or alcohol abuse

- Inappropriate relationships
- Compulsive stealing

Self neglect covers a wide range of behaviours, including neglecting to care for one’s personal hygiene, health or surroundings and includes behaviour such as hoarding.

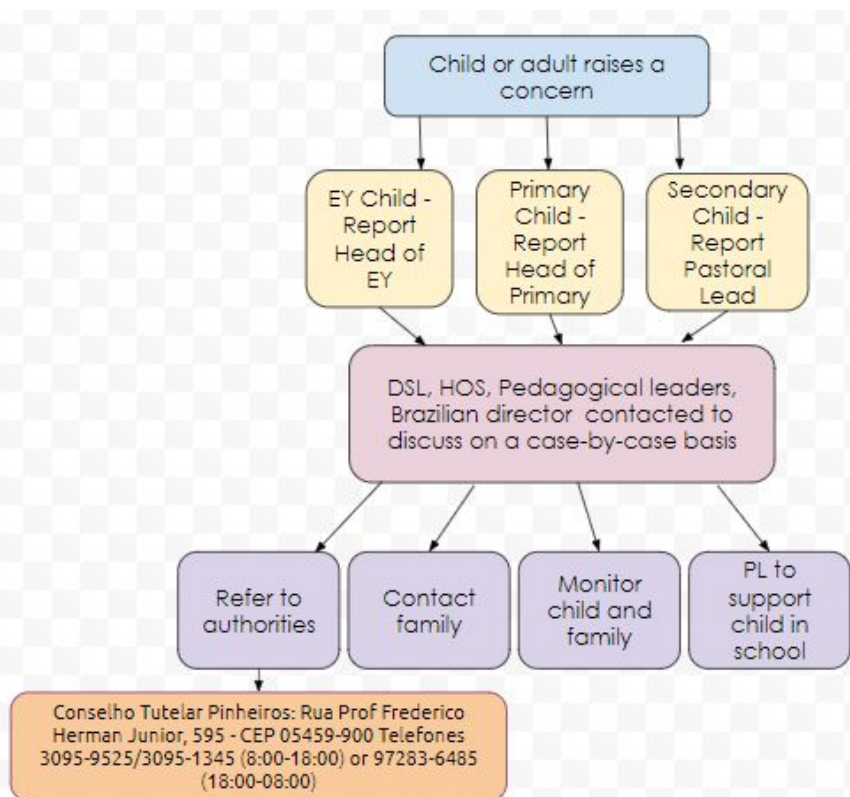
6.3 Responsibility

It is important to note that it is the school's duty to be aware of signs and indicators of abuse and neglect, but NOT to investigate, which should be left in the hands of child protection services and the police. The school should gather all relevant information to the extent where it is possible and feasible and pass it to the designated staff with additional responsibility for safeguarding, who then communicate the information to external agencies.

7. Standardised Procedures @ St Nicholas

7.1 Raising a Concern

The school community is responsible for recognising the warning signs of abuse and neglect in children and young people, as well as know what to do when a child discloses something. The following flowchart sets out the procedure the school will follow when a concern about a child’s risk of harm is raised.



7.2 Recording Concerns

There are two ways a member of school staff may become aware a child is at risk of or is experiencing harm. A child may disclose to staff that they are experiencing harm or have witnessed something. Guidance below from step 1 should be followed in this scenario.

Alternatively, staff may be concerned about a child or have witnessed any of the warning signs above that are not considered “normal” for that child. The guidance in the flowchart and the procedure from step 3 - recording should be followed.

Reporting Procedure

1) Record what the child says to you, in the exact words they used (as closely as possible), including swearing, slang, or a mixture of languages. This can be on a scrap piece of paper.

You may want to take the child out of class if the area is busy with other children or adults, to an open area.

- Avoid asking questions which may be leading or suggestive
- Do not tell them you will keep it a secret - you can tell them you will talk to someone at school because you want to make sure they are safe
- Do not share with anyone else except the Head of Section or Designated Safeguarding Lead (including colleagues, child’s teacher, school leaders, friends outside school).
- Do not promise “everything will be okay if you tell me”, we cannot guarantee this and we do not want to lose their trust. You can reassure them that they did the right thing by telling you and that we will try to help them.
- Do not lead, influence or guide the conversation, give the child space to talk and leave pauses

2) After the child has spoken, unless you are concerned about their immediate safety, they can return to class/whatever they were doing.

3) As soon as possible, write down in detail what the child said or you have seen. Also include details about the context (date, time, location, who was present, what you were doing) using the Concerns Form (see Appendix 1).

- Do not make judgements or assumptions such as - “I think he said this because..”

4) Hand the paper and any notes you made to the Designated Safeguarding Lead or HoS

- Do not leave the paper on a desk because you couldn’t find who you needed.
- Take time, if you need it, before returning to your normal school activities. We can find cover.

5) The same day whoever you handed the paper to may contact you to discuss what happened. This is the only person you can discuss the incident with outside of an arranged meeting.

6) A meeting will be organised to discuss the next steps. On a case by case basis this may include DSL, Head of School, Head of Sections, Pastoral leaders or pedagogical leaders, teachers.

- Each case will be assessed appropriately to the developmental needs and capacity of all children involved.
- Any time a disclosure happens it can be stressful, upsetting and will make you feel a whole range of different emotions. Talk to us if you need to. You may feel you need to do this straight away or after a couple of days.

7) The next steps for the child will be decided based on all available information. This may include informing further class/subject teachers, talking to families or contacting the authorities. You will be informed about the outcome and all paperwork will be securely stored.

7.3 Disclosures

If a student informs a teacher or a member of staff of a concern, it is important to know how to respond before immediately informing the Designated Safeguarding Lead.

If a student discloses information that indicates a high risk of abuse or other harm, staff should always ensure that they do the following:

- Be available and amenable. If a member of staff is approached at a time that makes it difficult for them to be available for the student, they should make arrangements with the student to meet as soon as possible, or arrange a change in their schedule. Staff should never dismiss a student who wishes to disclose what may lead to suspicions of abuse or harm.
- Listen carefully and at the child's pace. Staff should avoid at all costs to fill in the gaps for students, ask leading questions, or otherwise attempt to influence their narratives
- Take what is said seriously. Staff should take care not to react dramatically to disclosures, but instead acknowledge the student's disclosure in a reassuring and calm manner.
- Reassure the student that they were right to disclose this information
- Tell the student that the information will need to be passed on. Students should be informed about the next stage of the process, and why it is important to take action.
- Make a detailed written record of what was said verbatim, using the appropriate [concerns form](#). Inferences, speculations or personal judgment should be avoided.
- Make sure that the student is in a state of mind that allows them to return to lessons, or monitor the student closely until the Designated Safeguarding Lead has been found.

Staff should not:

- Take photographs or physically examine a student
- Independently investigate a disclosure or allegation
- Imply that the student is ever at fault
- Promise the student to keep the information disclosed a secret or to take action against someone
- Promise everything will now get better
- Speculate or make accusations, either to the student or other members of staff
- Fail to record the disclosure and share it with the Designated Safeguarding Lead as soon as possible
- Share the information disclosed with members of staff other than the Head of Section or Designated Safeguarding Lead.

Witnessing Possible Warning Signs

Due to staff's close contact with students, they may witness behaviour or signs indicating that a child is experiencing or is at risk of harm. If any, or a combination of the possible warning signs are seen by staff they must be recorded and reported as soon as possible, even if no disclosure has been made.

8. Confidentiality

Confidentiality should be discussed and fully understood by all those working with children. The purpose of confidentiality is to ensure the rights of the student are protected, and not the reputation of the school.

A potential child protection concern must be reported to the Designated Safeguarding Lead or Head of Section and may require further investigation, either internally, or through the involvement of external agencies such as the child protection services or even the police. Staff will be informed of relevant information concerning individual cases regarding child protection on a "need to know basis" only. Standard procedures regarding confidentiality apply when such information is shared with a member of staff, as per the **Staff Code of Conduct**.

9. Safe Professional Culture

All staff should;

- Exercise best judgement in relation to physical contact with students and when appropriate seek permission from the student first.
- Not initiate physical contact with children unless it is with their consent (for example, first ask a student whether they need a hug).
- Work in an open and transparent way, avoiding one-on-one settings and when unavoidable, keep a door open or ensure that someone is close by.
- Avoid storing photos and videos of students on personal devices. Once uploaded onto the drive, delete from your device.
- Not have students as friends or interact with students on social media.
- Should not share sleeping quarters with children other than their own when supervising overnight activities. Night supervision of students must be in place. If unavoidable, two adults should be in each student room.
- Not make jokes or remarks of a sexual nature, or comments on a students' appearance, clothing, or physical development
- Abide by the **Code of Conduct** and follow its guidelines

9.1 Safeguarding Multidisciplinary Team

In order to promote a culture of Safeguarding and allow for constant training and reviewing of practices, St Nicholas has a cross-site, multidisciplinary team that support the Designated Safeguarding Lead and the school leadership in constantly improving the points stated in this policy.

The team members are:

At St Nicholas Pinheiros:

- Samantha Waller - Designated Safeguarding Lead - swaller@stnicholas.com.br
- Carolina Almeida - PL Department - calmeida@stnicholas.com.br
- Juliana Travassos - PL Department - jtravassos@stnicholas.com.br
- Juliana Marchiori - Pedagogical Leader - jmarchiori@stnicholas.com.br
- Patricia Shiga - Pastoral Leader - pshiga@stnicholas.com.br

At St Nicholas Alphaville:

- Rosane de Angelo - Designated Safeguarding Lead - rangelo@stnicholas.com.br

- Jennifer Fletcher - Head of Early Years - jfletcher@stnicholas.com.br
- Gudrun Ingimundardottir - Head of Middle School - gbiorn@stnicholas.com.br

Across sites

Selma Moura - Brazilian Director - smoura@stnicholas.com.br

10. Training

All staff will attend Safeguarding Training on an annual basis, which will be developed and delivered by our Safeguarding Team. This will be delivered according to school sections (Early Years, Primary and Secondary), reflecting the varied needs of our learners of different ages. Additionally, specific staff will receive further training relevant to their role in school; such as PSPE staff, nurses, teaching assistants, and Tiny Tots staff for example.

11. Visitors to school

In line with St Nicholas' commitment to safeguarding children, every visitor to school will need to pass through the main entrance and give their name and purpose of visit. Each adult entering the school will be asked to wear and keep their ID badge visible. This includes, but is not limited to staff, volunteers, parents, nannies or maids, delivery drivers, staff from other schools and ex-students. Visitors will be given badges at the front gate by security staff.

Staff, including volunteers and temporary staff, will be required to wear their ID badges at all times, including administrative, support and pedagogical staff. Sodexo staff will not require a badge due to their uniform.

Family Members:

Parent visitors who wish to enter the school outside of normal drop off times (7:45 am-8:15am) and pick up (2.45pm-4pm) will be required to wear a "Parent" badge and will be asked by security staff to keep this visible at all times.

Visitors:

Visitors to the school who have made an appointment via the office will be asked to wait at the front gate while security staff confirm the appointment. Security staff will escort the visitor to the main office. All staff expecting visitors to school must inform the office with at least 24 hours notice, and provide details about the visit, including expected time of arrival and departure and the purpose of visit. This will allow the office to inform security staff which badge a visitor should be given.

Badges:

Yellow badge: signifies a visitor who has given proof of their criminal background check, and has received authorization from the Head of School so is permitted to walk around school unescorted.

Red badge: signifies a visitor who will be escorted around school at all times and is not permitted to walk freely around school.

On the back of each badge will contain safeguarding information (in English and Portuguese) to inform each visitor of their safeguarding responsibilities and who to contact if they have concerns about a child's safety or a member of staff.

12. Allegations against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer 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
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

The procedure outlined below applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and allegations of abuse from a teacher's previous schools or professional career will be referred to the police and the embassy, as relevant.

All allegations of abuse against a member of staff or volunteer will be handled in a swift yet fair and consistent manner that provides effective child protection while also supporting the individual who is the subject of the allegation. Procedures for dealing with allegations will be applied with common sense and judgement.

In cases where allegations are made against staff, by students, other teachers, or a parent, the member of staff to whom this information has been disclosed should report immediately to the Head of School, who will then take action according to the school's procedures.

When allegations are made against a member of staff, the accused individual(s) should be informed of the concerns or allegations and likely course of action as soon as possible after speaking to the Head of School (and the police or children's social services, where necessary). Where the police and/or children's social care services are involved, the Head of School, DSL and school leadership will only share such information with the individual as has been agreed to with the agencies involved.

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a student or students are or might be at risk of harm, or the allegation is considered to be grave enough to be considered grounds for dismissal. In such cases, an individual will only be suspended if all other options available have been considered and there is no reasonable alternative.

If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, this decision must be recorded and a rationale provided. Any actions taken as a result of the initial allegation should be included in the relevant documentation of the incident. This includes all documents pertaining to the individual who was the subject of the allegation as well as those who made the initial allegation. Disclosures will be kept anonymous unless strictly necessary.

● If it is decided that further action is needed, the Head of School should initiate and lead discussions on an appropriate course of action which may include informing the police and/or children's social services as appropriate. The Senior Leadership Team must be involved and require legal counsel as appropriate. All actions taken must be documented by the Head of School, and the Senior Leadership Team informed.

- If immediate suspension is considered necessary, a rationale must be provided in writing by the school's leadership team. The record will include information about the alternatives to suspension that have been considered, and why they were not considered to be suitable courses of action. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within one working day, and will be advised to communicate only with a designated contact (the Designated Safeguarding Lead or Head of Human Resources) until further notice. No contact with students is allowed during the period of suspension.
- Effective support should be provided for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Parents of the student or students involved should be informed about the allegation as soon as possible if they do not already know. Informing outside parties (such as police and child children's social services) will be carried out when necessary. The Designated Safeguarding Lead will also inform the parents of the requirement to maintain confidentiality about any allegations made against teachers while investigations are ongoing. Any parent who wishes to have the confidentiality restrictions lifted regarding a teacher facing allegations will be advised to seek legal assistance, as the school will maintain confidentiality in accordance with advice provided by external agencies for each case.

13. Review

This policy should be reviewed every year or more frequently when necessary. The latest review was carried out in June 2020.

14. Related policies

The following policies and procedures fall under the Safeguarding bracket, and work in conjunction with the Safeguarding Policy to limit the potential risk for children in our care.

- Code of Conduct (Staff)
- Behaviour management
- Positive Restrain
- Attendance & Punctuality
- Safe Recruitment
- Health & Safety (including Building Safety)
- Bullying
- Dress Code
- Curriculum
- Whistleblowing
- Admissions
- E-Safety
- Mental Health Policy
- Inclusion

Additional Emergency Policies

Due to unforeseen circumstances, additional policies may suddenly become essential for the wellbeing and protection of all members of the St Nicholas Community. The decision about the need for additional policies will be made by the leadership team and shared with school staff as soon as practices have been agreed upon. The policy, or an abridged version, may also be shared with other key stakeholders including parents and students.

15. Glossary of safeguarding terms³

Abuse: Abuse covers every form of 'abuse', including sexual, emotional, psychological, material, financial, physical, discriminatory, organisational abuse and any acts of omission.

Allegation: a claim or assertion that someone has done something illegal or wrong, typically one made without proof.

Bullying: Systematic and recurring intimidation by a peer.

Child: Anyone who has not yet reached their 18th birthday.

Child protection: Process of protecting individual children identified as having suffered, or at risk of, significant harm as a result of abuse or neglect.

Designated Safeguarding Lead (DSL): The leader of the safeguarding team and the go-to person for safeguarding concerns for all the community.

CIPA: *Comissão Interna de Prevenção de Acidentes* (Internal commission for accidents prevention)

Confidentiality: is the process of handling information that is identified as being of a personal and sensitive nature.

Duty of care: A duty of care is the legal responsibility of a person or organization to avoid any behaviors or omissions that could reasonably be foreseen to cause harm to others.

Grooming: the use of a variety of manipulative and controlling techniques with a vulnerable subject used in a range of settings to establish trust and/or normalise sexually harmful behaviour with the overall aim of facilitating abuse and/or prohibiting exposure. Grooming may happen over long periods of time or rapidly. It may include manipulation of family members, colleagues, and organisational practices in addition to victims.

Harm: refers to any ill-treatment including sexual abuse and ill-treatment that isn't physical, the avoidable deterioration and or impairment in physical or mental health. of physical, intellectual, emotional, social or behavioural development.

Neglect: the persistent failure to meet a child's basic physical, medical, social, or physiological needs, likely to result in serious impairment of the child's health or development.

³ More terminology related to safeguarding can be found at <https://www.icmec.org/resources/glossary/>

Policy: a deliberate system of principles to guide decisions and achieve rational outcomes. A policy is a statement of intent, and is implemented as a procedure or protocol. Policies are generally adopted by a governance body within an organization.

Safeguarding: term used to describe any activity that protects a person's right to live in safety, free from abuse and neglect.

Safeguarding Committee: a multidisciplinary, cross-site group of teachers, support teachers, leaders and other professionals responsible for the safeguarding policies and procedures.

Safeguarding Concern: a situation in which there is a worry that abuse has happened or may happen, that may be based on something seen or heard, or information which has been given to you. Every safeguarding concern needs to be documented in the concern form and shared with the Designated Safeguarding Lead.

References & further reading

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Appendix 1: St Nicholas Child Protection Concerns Form

What should you do if you are worried about a child's welfare?

What should you do if a child tells you something that concerns you? (Makes a disclosure of abuse)

What to look for

Abuse can be:

- Neglect (for example dirty, inappropriately dressed for the weather, hoarding food)
- Physical (for example bruising, burns, sores, bites which are not easily explained)
- Emotional (for example withdrawn or disturbing behaviour, inappropriate emotional responses)
- Sexual (for example inappropriate sexualised behaviour or comments).

There are many other physical and behavioural indicators of abuse. Check the Safeguarding Policy for full guidance.

Any concerns should be reported to the Designated Safeguarding Lead.

Conversation Guidance

Remain calm, do not panic or express shock

- Listen carefully – do not prompt responses, give space for them to pause and share
- Reassure the child – tell them they are doing the right thing and that you are pleased they are confiding in an adult. Praise them for having the courage to talk about it with someone
- Do not project or assume anything, let the child tell their story; leave your own assumptions out, and allow for pauses
- Use open questions and avoid leading questions
- Use age-specific language. Ask for clarification for any meaning or words you don't understand.
- Let the child know they are believed and that anything that has happened is not their fault
- Let the child know that you will do your best to protect and support them, and this means you will need to talk to someone else in school.
- Do not promise secrecy to the child. Explain that it is necessary in order to help them. Assure them however that this will not be general knowledge within the school community and that you will only talk to one person first, and that they may also need to talk to a few other people.
- Check that you have a full understanding of what the child has told you before the end of the discussion.
- Make the child comfortable. Ensure that the child is not left in a situation where he/she may be pressured to change their story, or feels uncomfortable.
- Report to the Designated Safeguarding Lead at the earliest possible opportunity. You will be asked to record in written what the child has said or what you have observed, include dates and times. It is important that this is registered in as much detail as possible, using accurate language, so that the child does not have to repeat the details of abuse unnecessarily.
- Maintain confidentiality, you cannot discuss with anyone other than your Designated Safeguarding Lead.



YOU ARE RESPONSIBLE FOR REPORT ALL INFORMATION THAT MAY INDICATE A CHILD IS EXPERIENCING OR IS AT RISK OF HARM.

INITIAL RECORD OF CONCERN – FORM 1

to be completed by adult who has first point of contact by child, or who noticed warning signs

Child Name -

Class or Year Group -

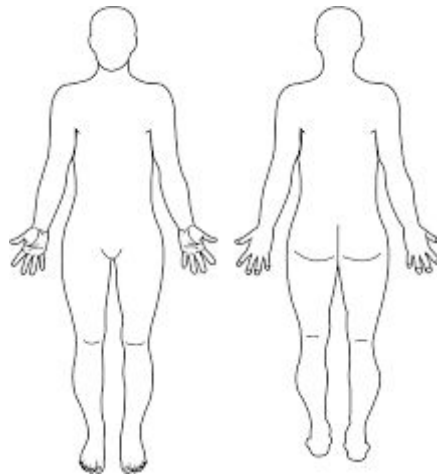
Date & Time -

Reported by -

Your Account of the Concern :
(what was said, observed, reported and by who

Additional Information :
(context of concern/disclosure/details of any physical signs)

Please indicate any markings on body outline:





Your Response :
(what did you do/say following the concern)

Your Name :

Your Signature :

Your Position in School :

Date and Time of this Recording :

Form passed to

Name:Date:.....

Date and time of the meeting arranged to discuss: