

since 1980



St. Nicholas

Safeguarding & Child Protection Policy

For all St Nicholas staff and families

Effective date: June 2024

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

St Nicholas School Owner Representative - James Kirsten
St Nicholas Pinheiros Headteacher - Andrew VanderMeulen
St Nicholas Alphaville Headteacher - Simon Lee
St Nicholas Brazilian Director - Selma Moura
St Nicholas Alphaville Designated Safeguarding Lead - Cristina Prado
St Nicholas Pinheiros Designated Safeguarding Lead - Samantha Waller

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

www.stnicholas.com.br

1. Context

At St Nicholas, we believe that students learn best when they feel safe and secure. The school has the responsibility to provide a learning environment that ensures the safety and well-being of all members of the community.

Through this policy, as well as other supporting policies and documentation, the school can gather more information, channel situations to appropriately trained professionals, and when necessary, connect with outside agencies, 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 well-being of all members of its community. This policy will establish how the school ensures that the learning environment remains a safe place for everyone and that staff are prepared to recognize and address the range of issues that could affect the safety and welfare of students, in compliance with the “*Estatuto da Criança e do Adolescente*” (Senado Federal, 2017¹). Furthermore, it outlines the responsibility of our community members 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 recognized under the United Nations Convention on the Rights of the Child (UNCRC) of which Brazil is a signatory.

3. Aims of the policy

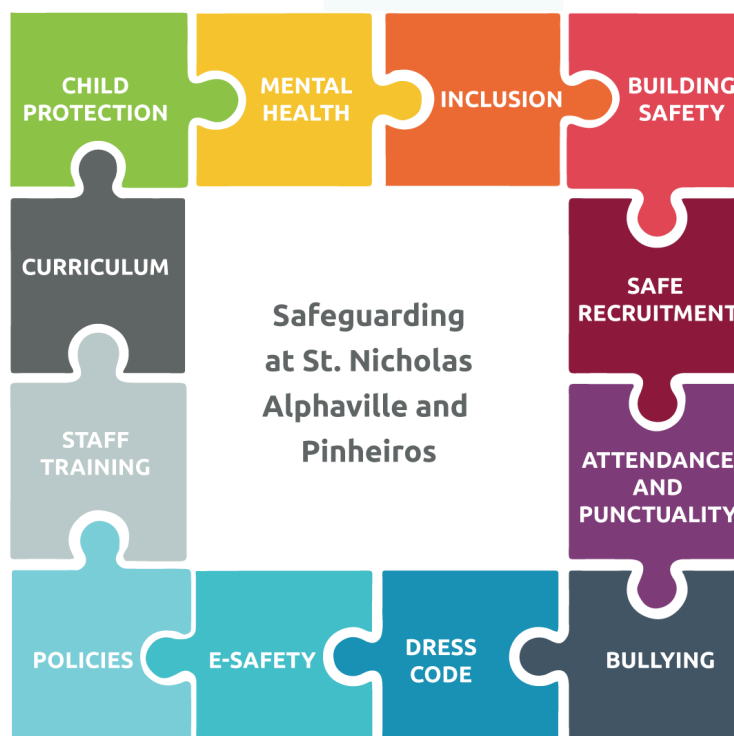
- Provide definitions and understandings related to student welfare.
- Determine roles and responsibilities of staff, including the Designated Safeguarding Leads.
- Outline procedures for communication and documentation.
- Establish behaviour guidelines for all staff, including contractors and adults 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 documentation.
- Outline mandatory training requirements.

¹Senado Federal, 1017 Estatuto da Criança e do Adolescente
https://www2.senado.leg.br/bdsf/bitstream/handle/id/544281/estatuto_da_crianca_e_do_adolescente_2ed.pdf
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

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, 2018²). This includes all procedures designed to prevent harm to a child (NSPCC, 2018³).

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 members have a responsibility to understand the signs that 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 feel able to follow them if necessary.

² 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

³ 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 all staff have received appropriate training and attend training annually.
- Ensure every member of staff, school owner and contractor knows the name of the DSL, their role, and their contact details.
- Ensure all staff and contractors understand their responsibilities to identify the warning signs of harm and to refer any concerns to the DSL.
- Ensure that whole school training occurs regularly
- Keep secure records of child protection concerns 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 the Brazilian Director and the 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 addressing 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 student's best interest in mind
- Plan for the support of a child's well-being where necessary.
- 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 regularly. 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 well-being of students by:

- Understanding school policy and procedures related to child protection and safeguarding, working with the Designated Safeguarding Lead
- Following procedures outlined in this policy for disclosures; recording, reporting, and maintaining confidentiality
- Providing a safe environment for students to report anything that is unsafe on the school premises to the maintenance department and CIPA immediately
- Recognizing 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 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
- Recognizing 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 are 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 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 warning 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 the staff's responsibility to identify these possible warning signs or a change in a child or young person's demeanour, attitude, or mood.

6.1.1 Types of Abuse

The most common categories of abuse are:

Psychological & emotional abuse may involve:

The frequent and persistent ill-treatment of a child, 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 or frequent intimidation.

- 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 delay
- 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

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 that cannot be feasibly explained.
- Inconsistent or unlikely explanations for injuries.
- Flinching, avoiding, or acting unexpectedly to physical contact.
- Unwillingness to get changed in front of others, or wearing inappropriate clothing, e.g. long sleeves in summer.

Sexual abuse may involve:

- Physical contact, including assault by penetration (e.g. 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
- 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
- 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 child's age or developmental stage

Online abuse is any form of abuse that happens online, including social media. It may involve:

- Online relationships that cause distress
- Online grooming
- Sexual abuse or exploitation (sharing or receiving of photos or videos, engaging in sexual acts over video)
- Emotional abuse

Signs of online abuse:

The warning signs of online abuse will follow a similar pattern to other types of abuse. In particular, children may display;

- Spending a lot more or a lot less time online
- Secretive online behaviours
- Changing online behaviour
- Accessing the internet at unusual times, such as late at night, and in private locations
- Changing emotions after sending or receiving messages, or accessing the internet
- Having many new phone numbers, email addresses, or social media contacts

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, race, religion, sexuality, social class, disability, or marital status (including harassment, slurs, deliberate exclusion or similar treatment).

Domestic abuse

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

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
- Loneliness
- Failure to grow and thrive
- Social isolation, difficulty 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 behaviours such as hoarding.

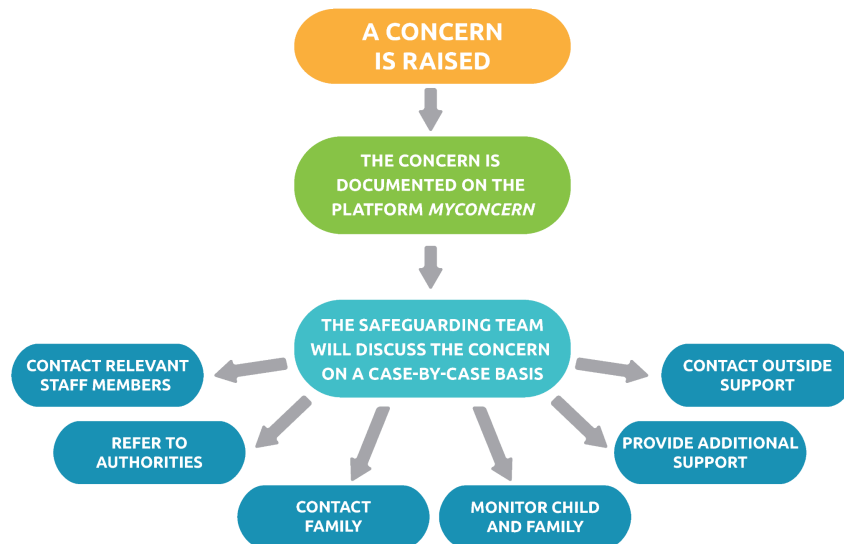
6.3 Responsibility

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 at St Nicholas

7.1 Raising a Concern

The school community is responsible for recognizing the warning signs of abuse and neglect in children and young people, as well as knowing 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

Reporting Procedure

1) In the event of a disclosure, record what the child says to you, in the words they used (as closely as possible), including swearing, slang, or a mixture of languages. This can be on a scrap piece of paper, as long as the child's personal information such as name and class are not recorded.

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 that 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, the child's teacher, school leaders, or 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 designated platform (My Concern).

- Do not make judgments or assumptions such as - "I think he said this because."

4) A member of the Safeguarding team may contact you to discuss what happened. This is the only person you can discuss the incident with outside of an arranged meeting.

5) A meeting will be organised to discuss the next steps, with the safeguarding team. Each case will be assessed appropriately to the developmental needs and capacity of all children involved.

6) The next steps for the child will be decided based on all available information.

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, on MyConcern, even if no disclosure has been made.

7.3 Disclosures

If a child makes a disclosure, sharing that they feel at risk of harm or are being harmed, it is important to know how to respond before informing the Designated Safeguarding Lead.

If a student discloses information that indicates a high risk of abuse or other harm, staff should 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 not 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 filling in the gaps for students, asking leading questions, or otherwise attempting to influence their narratives
- Staff should take care not to react dramatically to disclosures, but instead acknowledge the student's disclosure reassuringly and calmly.
- 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. The DSLs or HoS names can be used here to help the student understand
- Make sure that the student is in a state of mind that allows them to return to lessons, or monitor the student 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.

8. Confidentiality

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, through the involvement of external agencies such as the child protection services or 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 about physical contact with students and 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 openly and transparently, avoiding one-on-one "closed door" interaction. If you need to talk with a student alone, keep a door open, ensure that someone is close by and inform a colleague where you will be, with whom and for approximately how long.
- Avoid storing photos and videos of students on personal devices. Once uploaded onto the drive, delete it from your device.

- Not having students as friends, followers or interacting with students on social media, including Instagram.
- 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's room.
- Not make jokes or remarks of a sexual nature, or comments on a student's appearance, clothing, or physical development
- Abide by the **Code of Conduct** and follow its guidelines

9.1 Safeguarding Multidisciplinary Team

To promote a culture of Safeguarding and allow for constant training and reviewing of practices, St Nicholas has a cross-site, multidisciplinary team that supports 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
- Selma Moura - Brazilian Director - smoura@stnicholas.com.br
- Carolina Almeida - calmeida@stnicholas.com.br
- Betina Fonseca - bfonseca@stnicholas.com.br
- Patricia Shiga - pshiga@stnicholas.com.br

At St Nicholas Alphaville:

- Cristina Prado - Designated Safeguarding Lead - cprado@stnicholas.com.br
- Selma Moura - Brazilian Director - smoura@stnicholas.com.br
- Simon Lee - Head of School - slee@stnicholas.com.br
- Jennifer Fletcher - Head of Early Years - jfletcher@stnicholas.com.br
- Gudrun Ingimundardottir - Head of Middle School - gbjorn@stnicholas.com.br
- Katrina Fabbri - Head of Primary - kfabbri@stnicholas.com.br

10. Training

All staff will attend Safeguarding Training regularly, 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.

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. ID cards will be checked by security, and the visitor will receive a badge that should be used during the visit. Security staff will escort the visitor to the main office. All staff expecting visitors to the school must inform the office with at least 24 hours' notice, and provide details about the visit, including the expected time of arrival and departure and the purpose of the visit.

Badges:

Badges with Blue lanyards - All employees. Background checks every six months. Fire Brigade and CIPA members have special buttons on their lanyards. When Pinheiros employees visit, they can also use their badges.

Badges with Yellow lanyards - All visitors - current parents and family members (do not need to be escorted), new parents (escorted by admissions), and any other visitor escorted by the employee responsible for their visit. All are appropriately registered with RG/CNH or Passport. Pictures are taken and they go through the facial recognition system.

Badges with Green lanyards - Suppliers and service providers (escorted at all times by Security personnel, Sodexo Management, or Purchasing). ECA teachers will not need an escort, they will attend Safeguarding training sessions and have access to this policy. All are appropriately registered with RG/CNH or Passport. Pictures are taken and they go through the facial recognition system.

All visitors receive a brochure with information on **Keeping our Students Safe** in either Portuguese or English that includes safeguarding information, security information, etc.

12. Allegations against staff (whistleblowing)

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 (cc. safeguarding.pin@safeguarding.alpha), 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 regarding 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 and 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 in 2028.

14. Related Policies

Many policies are also related to Safeguarding and keeping children safe. As policies are finalised and shared with all staff and the school community, they will be added here.

Additional Emergency Policies

Due to unforeseen circumstances, additional policies may suddenly become essential for the well-being 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 terms⁴

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 organisation to avoid any behaviours 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 of physical, intellectual, emotional, social, or behavioural development.

⁴ More terminology related to safeguarding can be found at <https://www.icmec.org/resources/glossary/>

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.

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 organisation.

Safeguarding: a 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 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 that 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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