



# Child Protection Handbook

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## **1. The Blossom School's Child Protection Policy**

### **Accountability:**

The Blossom International School's Leadership Team and all staff (teaching and non-teaching) members are accountable for this policy

### **Commitment:**

The safety of our learners is our highest priority. In order for our learners to thrive, we must ensure their safety. The Blossom International School, in accordance with our core values, has a Child Protection Policy, with clear associated procedures, to guide the whole community in relation to the care, safety and health of our learners.

The policy aims to ensure consistency and equal access to learning for all learners regardless of age, gender identity, ability, religion, nationality, etc. and compliance with national laws and statutory guidance related to child safety.

The Blossom International School's Child Protection Policy is based on international law and on the United Nations Convention on the Rights of the Child of which Spain has been a signatory since 2014. Additionally, The Blossom International School is governed by the national laws of Spain and local laws to the Balearics (see for detailed breakdown of the local laws). The two key articles from the U.N. Convention on the Rights of the Child that drive our Child Protection Policy are:

**Article 19** - Protection from abuse and neglect The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programs for the prevention of abuse and the treatment of victims.

**Article 34** - Sexual exploitation The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

There is an **Appendix 5** that outlines more specific definitions and examples of child abuse in different contexts.

**Appendix 5** covers the following areas:

- Definitions of abuse
- Possible indicators of physical abuse
- Indicators of emotional abuse
- Identification of Abuse and Neglect
- Definition and examples of grooming
- Definition of Online abuse

**2. The Blossom International School's Core Values** include: positive relationships, empathetic collaboration, growth through inquiry & creativity, respectful communities, and authentic trust. All staff must register that they have read, agreed to and signed The Blossom International School's **Code of Conduct for Employees** in relation to Child Protection (Appendix 1: Form 1).

### **3. Responsibility & Action**

Child abuse and neglect are violations of a child's human rights and are obstacles to physical, emotional, and cognitive development of the child. Educators have a professional, legal, and ethical obligation to identify children who are in need of help and protection and to take steps to ensure that the child and family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect. All team members employed at The Blossom International School must report suspected incidences of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered or is at risk of suffering abuse or neglect. The Blossom International School seeks to work closely with parents to ensure the protection of their children.

To support this responsibility, all Blossom International School employees must complete an annual update online course in order to be very cognisant of the policy and the associated laws. All visitors must be identified as such (wearing a Visitor's badge on entry) and sign our **Child Protection Visitors Form** (Appendix 1, Form 2 section).

### **4. Key Roles and Responsibilities**

- The Blossom International School's Senior Management Team (SMT) have the responsibility to ensure the policy and all procedures are implemented and responsibility to check the child protection credentials of every employee; no person should be employed or commence work until such time as all background checks are completed.

**The Senior Management Team at The Blossom International School comprises:**

David McNeil, Eugenie Woodward, Norman van Geerke, Iratxe Cabrera.

- All staff have: the responsibility to understand and implement all aspects of policy and procedure.
- The SMT: ensure all employees undertake annual externally provided professional development updating knowledge and understandings; establish and maintain records of the annual completion of Child Protection professional development; ensure all contractors who have not provided valid working with children certification are supervised for 100% of their time on site or in contact with learners.
- Curriculum leaders: ensure all Learning Guides implement all aspects of the policy and procedures.
- Child Protection Officers: each Key Stage will have at least one person who has undergone regular additional training in order to conduct any internal child protection related incidents, disclosures, suspicions or observations.

**The Blossom International School's Child Protection Officers:**

**EY and KS1 Iratxe Cabrera, KS2 Alvaro Bojada, KS3 Maria Vega, KS 4 & 5 Eugenie Woodward.**

- External Child Protection Personnel: in the event of any disclosure, observation or incident involving a member of staff, an external child protection investigator must be contracted to conduct any investigations;
- All team members and wider employees: ensure that the provisions of this policy are fully understood and implemented; undertake mandatory annual professional development in child protection.

**5. Reporting obligations by law**

Reporting validated incidents of child protection related matters is mandatory. In the first instance any disclosure must be reported to one of the designated **The Blossom International School Child Protection Officers**: David, Eugenie, Maria Vega, or Alvaro.

**5.1** Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the procedures set out in the guidelines. The Designated Safeguarding Lead (DSL) will contact the local authority figure of **policia tutor Marratxi-627424981 (90001818 if it's urgent) or Servicios sociales/protección de menores**, as appropriate, to discuss the concern and get advice about next steps: **Servicio de Menores y Familia. Sección de Urgencias 971 763 325.**

In all the cases that Servicios Sociales or Protección de menores are required, it is necessary to notify through Unified Register of Child abuse of the Balearic Islands (**RUMI**), as a professional in the educational field on the provided page for this purpose: <https://www.caib.cat/sites/rumi/ca/mapa/> (once the notification is made, an email to [rumi@dgmenors.caib.es](mailto:rumi@dgmenors.caib.es) needs to be sent saying "New notification RUMI"). In an emergency the DSL or Child Protection Officer will contact the **police on 091.**

**5.2** Where the level of concern does not identify a child protection issue, but where safeguarding concerns are identified, the Child Protection team will record the concern. The DSL contact: **Fundacion ANAR. Phone number for schools to get advice: 600 50 51 52**  
**(See Appendix 4, for more details on resources for teachers)**

## **6. Child Protection Response Team**

A child response team exists to oversee any disclosures, incidents, suspicions or observations. This team may vary in its make-up depending on contexts. The team should include:

- The Child Protection Officers ( David, Eugenie, Alvaro, Maria Vega). The Designated Safeguarding Lead (DSL), Eugenie Woodward.
- Additional learner-nominated team staff members (to cover both native Spanish, German and English: David and Eugenie English; Magdalena German; Alvaro and Maria Spanish and Catalan).
- The Head of Centre and /or one other member of the Senior Management Team

- Parent/s (if appropriate)
  - External Child Protection investigator must be engaged if any disclosure, incident, suspicion or observation is in relation to a member of staff or a parent/guardian.
- Depending on the context and/or complexity, a designated Child Protection Officer might continue with an investigation by themselves. However, they should consult with the Child Protection Response Team and keep them fully updated. A file note should be created in relation to every disclosure, incident, suspicion or observation, even if it is decided to close an investigation. As mentioned above, an external Child Protection investigator must be engaged if any disclosure, incident or observation is in relation to a member of staff or a parent/guardian.

## **7. Timeframes**

Any disclosure, incident, suspicion or observation that suggests any physical or immediate psychological harm to a learner must be followed up immediately. (When appropriate), parents must be informed as soon as possible. If a decision is made to not inform parents, possibly because of the risk of further abuse, an **external child protection** investigator must be contacted and engaged immediately. An investigation should seek a conclusion or further action within 24 hours.

## **8. Communication of Policy**

The Blossom International School seeks to be a safe environment for learners who may be experiencing abuse or neglect in any aspect of their lives. Therefore:

- The Blossom International School distributes this policy annually to all parents and applicants;
- communicates this policy annually to learners;
- cites the policy on our website, parent and team pages, waiting lists, learner applications, and team employment announcements and applications;
- provides training for the entire team; and implements hiring practices to ensure the safety of our children.

## **9. Investigation and Reporting Procedures**

In the case of an accusation, The Blossom International School will conduct a full investigation following a carefully designed course of due process, as outlined,

keeping the safety of the child at the highest priority until the investigation has reached a satisfactory conclusion.

Reporting and follow up of all suspected incidences of child abuse or neglect will proceed in accordance with The Blossom International School administrative regulations with respect to the Child Protection Policy. Furthermore, cases of suspected child abuse or neglect may be reported to the appropriate child protection agencies or local authorities.

As part of our wider programmes and to ensure that our learners are treated with respect and dignity at all times, The Blossom International School will:

- Provide age-appropriate learning experiences in each programme to help learners understand personal safety, personal needs, and personal rights (through our PSHE programme).
- Provide parents materials and information sessions to help them better understand the relevant programmes and policy.

## **10.Flow Chart for Taking Action**





## 11. Key Response: Listen

- If there is not an explicit disclosure about an abusive episode, but you identify a group of signs that might indicate a risk in a child (looks constantly sad, low self esteem, lack of appropriate sleeping routine, inappropriate nutrition habits, etc), make sure that in your interactions with the child you **listen** carefully, observe and keep record of any relevant information.
- Share with them your concern for their well-being and offer the possibility to talk to the organisation's Child Protection Officer or Team member. Even if the child chooses not to check-in with the Child Protection Officer, inform the Child Protection Response Team about your concern and about the possible risks. The risk can be related to any type of abuse or other risks to their well-being and safety. For example: drugs, depression, anxiety, etc. **Having a preventive approach is always more beneficial than intervening only when there is a crisis.**
- If a child explicitly starts disclosing an episode of abuse openly (physical, sexual, emotional abuse or neglect) by providing a spoken discourse, the adult should immediately start taking notes by hand avoiding asking any questions that might be conducive or that might interrupt the narration of the child. **Active listening and**

**documenting** should be the focus at this moment. Provide a safe space for the child to express themselves and do not interrupt them with questions. If a legal process is carried out later on and the disclosure of the episode was influenced by inducing questions, this can have legal ramifications and the validity of the disclosure could be questioned.

- Inform the person early in the interaction that could lead to a disclosure, that there may be a legal requirement to report the disclosure and check they are happy to proceed. Remind the child that **confidentiality is no longer possible** when their health or their safety is at risk. Once a child discloses explicitly an episode of abuse, the adult has the legal obligation and the responsibility to take action based on the child protection policies of the organisation, putting the safety of the child as the main priority, even if the child does not agree with these actions.
- Provide confidence that support will occur. A disclosure and all the actions that it might entail can be emotionally very stressful, let the child know that the community is there to support them and get consultation from the local Child Protection organisations to receive guidance about how to best support that child considering their specific context .
- Let the child know their safety is the most important thing and receiving help from adults and the community is key to achieve this.
- If a child communicates risk in any way, refer the conversation to the Child Protection Officer for further investigation. Outline the process for further conversation with the designated Child Protection Officer and let the child know that this is to ensure their well-being and safety.
- Ensure that you and the organisation will take all the required actions to advocate for their safety.

## **12. Vulnerability**

There are certain groups of individuals who are more susceptible to abuse or child protection related danger:

- Disabled or have possible special educational needs
- Living in a domestic abuse situation
- Affected by parental substance misuse
- Asylum seekers
- Living away from home
- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Living transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- Involved directly or indirectly in sexual exploitation, prostitution or child trafficking
- At risk of female genital mutilation (FGM) or forced marriage.

## **13. Investigating Procedures**

**13.1.** Procedures for investigating the suspected, observed or disclosed abuse:

Who to report to and when:

Most cases of suspected abuse or neglect will be handled by the designated Blossom School Child Protection Officer, such as those involving:

- learner relationships with peers
- Parenting skills related to disciplining children at home
- learner-parent relationships
- Mental health issues such as mild depression, low self-esteem, grieving,

Some cases will be referred to outside resources, for example:

- Mental health issues such as severe depression, psychosis, dissociation, suicidal ideation or attempts.

Cases mandatorily reported for investigation and outside resources:

- Severe and ongoing physical abuse or neglect

- Sexual abuse and incest

### **13.2 Steps to be taken after having been notified of a case of abuse**

The Child Protection Officer must be immediately informed. They in turn will inform the school's Senior Management Team.

From the moment when an accusation or suspicion has been reported, a file shall be opened by the Child Protection Officer. This file should include the content of the conversation and the matters subject to investigation. Confidentiality is fundamental and only the person responsible and the members of the Child Response Team have access to the investigation.

- Contact with the child's family should be made so that the family and The Blossom International School are working together.
- Where relevant, the families of the children who witnessed the abuse shall be contacted.
- The investigation shall be carried out with utmost urgency and all the means in order to obtain the necessary information as quickly as possible.

From the moment the investigation begins and until it concludes, the Head of School, or any person given delegated management responsibilities, shall take steps to avoid contact and shared spaces between the alleged offender and the learner. The person responsible for the investigation shall prudently evaluate the appropriateness of interviewing the learner involved and, should it be necessary and taking maximum precaution, other learners. Parents must be informed beforehand and given the opportunity to not consent, or to attend themselves. Parents can nominate a The Blossom International School employee to represent them.

Should the alleged offender be a learner, the person responsible for the investigation should:

- ensure there is no contact between the alleged offender and the person raising a concern;

- call an urgent meeting with the learner's parents in order to inform them of the situation;
- make a mutual decision with the parents about interviewing the learner to hear an explanation for what happened (in the presence of his/her parents).

### **13.3 Procedures for cases of domestic incidents involving children**

Response to indications of suspected or reported abuse:

- Should a learner inform a member of staff of domestic abuse to which he/she has been subjected, or if the member of staff becomes aware of abuse of this kind, the learning guide shall listen carefully and if required ask him/her about their current situation and their safety.
- If questions are asked by the learning guide, they must be always asked as follow up questions to collect key information about the current situation without asking details about the event. **Keep in mind that you should never interrupt a child while a disclosure is happening.** Before carrying out a further investigation, refer this process to the Child Protection Team as soon as possible, by informing the Child Protection Officer. It is important to refrain from promising the informant that the conversation shall remain confidential.

Appendix 1, Form 3 - Form for declarations on incidents involving children

- Every conversation should be recorded by hand. Preferably this is done during an interview, at the very least immediately afterwards.

### **13.4 Steps to be taken after having been notified of a case of abuse:**

- The Child Protection Officer will inform the Head of School.
- From the very moment when an accusation or suspicion has been reported, a file shall be opened including the content of the conversation and the matters subject to investigation. Confidentiality is fundamental and only the person responsible and Head of School should have access to the investigation.
- Except in very clear cases in which reporting directly to the Government of Balearic Islands (Generalitat) authorities is advisable or required, contact with the child's family should be established. Should the offenders be the parents, or one of

the parents, they shall be informed during the meeting that The Blossom International School is under the obligation to inform the authorities of the situation as it is understood by the school. This should not mean that The Blossom International School has made any judgement on the matter.

- Once a report has been filed with the authorities at the Generalitat, The Blossom International School passes over the matter fully, notwithstanding any support it may give the learner. The Blossom International School shall, however, collaborate with the authorities in any way necessary and to the benefit of the child.

### **13.5 Procedures involving The Blossom International School employees**

If a learner informs a member of staff of abuse to which he/she has been subjected and which was carried out by any member of the team (The Blossom International School staff or learners), the member of staff shall listen carefully, ask him/her about the event without getting into unnecessary details and communicate this to the Senior Management Team immediately.

It is important to **refrain from promising the informant that the conversation shall remain confidential**. Write down a brief summary once the conversation with the learner is over as soon as practicable. It is important to take down the facts as accurately as possible and distinguish between what happened and how it has been interpreted.

(Appendix 1, Form 3 - Form for declarations on incidents involving children)

Please note:

- Should the alleged offender be a teacher or any other member of The Blossom International School, the person responsible for the investigation must engage an external investigator to conduct the investigation. If an external investigator is not immediately available, a member of the Parents' Advisory Governing Body may interview an alleged offender and take down a written explanation of the accusation.
- In the event of an employee being accused of improper conduct, they should be given the opportunity to include a neutral support person in the process and seek legal advice. All possible steps shall be taken to manage the process in an efficient and confidential manner.
- Until the allegation is proven to be correct, all possible steps shall be taken to protect the privacy and confidentiality of the alleged offender.

- During any investigation process, the employee under investigation shall be temporarily suspended from their duties. Should the accused be a learner, appropriate precautionary measures shall be taken.
- Should the accusations made turn out to be false or ill-founded, the employee shall return to his/her usual role. Appropriate steps shall be taken with reference to the person who made the false accusation.
- If, following the initial investigation, the accusations appear to be true, all relevant external authorities shall be informed immediately, in compliance with current legislation.
- Should inappropriate and criminal acts within the field of child protection be confirmed, The Blossom International School shall immediately terminate the employee.
- Should it be confirmed that the person responsible for the inappropriate and criminal acts within the field of child protection is a learner, The Blossom International School shall begin the process for his/her immediate enrolment.

#### **14. Procedures for reporting**

**14.1** It is obligatory for all team members to report incidents of physical or psychological violence, aggression, harassment, and physical or sexual abuse immediately or if overnight, the start of the next day. Learners are encouraged to report incidents for which they themselves or others may be the victims. Reporting by a learner may be verbal or in writing and shared with any of The Blossom International School's employees, who, in turn, will communicate this information to a Child Protection Officer. That person must gather information and provide written documentation including the date, person or persons involved, and any additional relevant information.

If there is reasonable cause to believe child abuse has occurred, the Child Protection Officer will report to the Head of School or SMT, who will follow the steps noted in these guidelines, documenting all aspects of the investigation and resulting actions. Such actions include, but are not limited to, one or more of the following:

- Conference with learners involved
- Parent notification

- Meeting with parents
- Meeting with others pertinent to the case, including the alleged perpetrator(s)
- Psychological assessment
- Mandatory counselling sessions
- Referral to the Child Protection Team
- Reporting to child protection services
- Legal action and prosecution by the authorities
- Suspension or termination of employment (if a Blossom International School employee)

#### **14.2 Recording and Filing a Report & Central Records**

Data protection considerations for retention and destruction:

- A standard declaration form shall be used for writing the report (Appendix 1, Form 3 - Form for declarations on incidents involving children).
- The Blossom International School policy regarding confidentiality and management of records applies to all aspects of the documentation of incidents of abuse.
- The Blossom International School operates under the auspices of local law, international law, and the advice of the The Blossom International School legal team and local community child protection resources/ personnel.
- All child records in relation to child protection issues are to be kept in a secure file system, whether digital or physical. Only authorised people are to have access to this level of information.
- If a child leaves The Blossom International School, only relevant child protection information based on legal requirements and possible liability for non-reporting should be conveyed. Note: child protection usually follows the child, especially if the problem is within the family; thus there is a moral obligation to pass on relevant information.
- Parents and guardians should be made aware of this requirement and indicate their agreement with this requirement in the admission contract

#### **15. Recruitment**

The recruitment, employment and onboarding processes are a key time to ensure the ongoing protection of children. This is achieved by ensuring:



- diligent screening and selection of all employees, volunteers, and other Blossom International School identified trusted adults;
- thorough cross referencing of any referees prior to employment;
- viewing and validating working with children checks from all relevant countries prior to the commencement of employment for all people;
- a formal requirement for all employees to complete an annual revision course from an accredited organisation.

### **15.1 Screening Candidates**

The first and most effective means of preventing child abuse is screening out potential abusers before they come to The Blossom International School:

- All personnel, team, learning guides, volunteers, and other members of the community whose potential employment or volunteer service involves direct contact with, and/or the potential for unmonitored access to children (including any individuals who regularly provide transportation to children) should be given thorough reference and background checks, including review of criminal and sexual offender records.
- Likewise, organisations should require all contractors, vendors and service providers to provide evidence that a background check was completed on any individual sent by the contractor to provide onsite services.
- Further, in the context of excursions, incursions or any externally located learning experiences, if The Blossom International School enters into a contractual relationship with an external organisation where that external organisation will be allowing minor children onto its property, such organisations should be required to provide evidence beforehand that the adults who will be associating with the minors have undergone the appropriate background and criminal record checks.

### **15.2 Employment processes**

- A written application and a “statement of suitability” requiring a signature stating that the applicant knows of no reason or prior circumstance that would preclude him/her from working safely with minor children
- A personal interview
- Credential check depending on position being sought

- Reference checks
- Criminal history background check (local, state, multi-state, national, international options depending on where the applicant is coming from and the position being sought).
- Sex offender registry check (where such register exists in the country)
- Published procedures as to how and by whom criminal history records will be reviewed and evaluated (with criteria for disqualification) – including a description of the appeals process required by law
- A statement that all background screening accomplished by or on behalf of the organisation will comply with relevant privacy laws.
- Each employee must sign the 'Code of Conduct for Employees (Appendix1, Form 1) and engage with ongoing training
- All employees will be categorised as either:  
Category 1: An employee who will come into the school at some stage during any given year who may have 1-to-1 unsupervised contact with a learner; or  
Category 2: An employee who would not be in Category 1 because, for example, they work remotely and have no cause to come on site at the school, or because they do not work with the learners unaccompanied by a teacher.
- All Category 1 employees must complete the recommended Certificate in Child Protection online course. This must be renewed every 12 months.
- All Category 2 employees must complete the internal training at The Blossom International School on Child Protection annually. There must be an annual register with sign off.
- Each new team member will receive this training within two weeks of joining.
- Tracking of completed training can be found here.

## Appendix 1: Forms

### Form 1 - Employee Code of Conduct

The Blossom International School Code of Conduct and Child Protection acceptance and commitment form.

In Marratxi, Mallorca on \_\_\_\_\_  
(date)

I, Mr./Ms. \_\_\_\_\_,

holder of National ID \_\_\_\_\_ and home address at:

hereby expressly declare that: - as a staff member employed by The Blossom International School , I have received a copy of, and am familiar with, the organisation's policies and characteristics, particularly regulating the relationships between the learning team and children and their families, the employee Code of Conduct, and the Child Protection Handbook.

- I respect and accept the terms of those Blossom International School documents.
- When carrying out my professional activity and any associated activity, including those carried out outside the school, I agree to adhere to them for the duration of my role within The Blossom International School.

I therefore sign this declaration and commitment in the place and on the date indicated above.

Signed: \_\_\_\_\_

## Form 2 - Visitor's Code of Conduct

### The Blossom International School: Visitor Code of Conduct

As a visitor to The Blossom International School, you play an important role in maintaining a safe, respectful, and welcoming environment for students, staff, and other visitors. By signing this **Code of Conduct**, you agree to adhere to the following guidelines during your visit.

#### Code of Conduct

**1. Respect the School Community:**

- Treat all students, staff, and other visitors with respect and courtesy.
- Avoid disruptive behaviour that could interfere with teaching, learning, or school activities.

**2. Follow Safeguarding Procedures:**

- Wear your visitor badge visibly at all times.
- Stay in designated areas as directed by school staff.
- Avoid any unsupervised contact with students unless explicitly authorised.
- Report any safeguarding concerns immediately to the **Designated Safeguarding Lead (DSL)**.

**3. Adhere to School Policies:**

- Respect the school's **no photography** policy unless prior permission has been granted.
- Do not use mobile phones or other devices in restricted areas.
- Follow all instructions given by staff members.

**4. Maintain Professionalism:**

- Refrain from inappropriate language, gestures, or behaviour.
- Dress appropriately for the school environment.

**5. Confidentiality:**

- Respect the confidentiality of students, staff, and school operations. Do not share sensitive information about the school or its students.

**6. Health and Safety:**

- Follow all health and safety instructions provided by staff, including fire and evacuation procedures.
- Do not bring prohibited items, such as alcohol, tobacco, or weapons, onto school premises.

### **Visitor Declaration**

By signing below, I confirm that I have read and understood the **Visitor Code of Conduct** and agree to abide by its terms during my visit to The Blossom International School. I understand that failure to adhere to these guidelines may result in being asked to leave the school premises.

| **Visitor Name** | \_\_\_\_\_ |

| **Signature** | \_\_\_\_\_ |

| **Date** | \_\_\_\_\_ |

**Thank you for supporting a safe and respectful environment at The Blossom International School.**

### **Form 3 - Form for declarations on incidents involving children**

#### **Form 3**

Date of the report:

Name of the person making the report:

Relationship between the person making the report and the child:

Means used to provide the information (telephone call, conversation in person etc):

Data on the child's family (if known):

Child's Name:

Year Group:

Name and surnames of the father and the mother

Address

Telephone numbers (landlines and mobile phones, should they have both)

Description of the incident:

If suspected child abuse is being reported, who is the person supposedly involved?

Attach the following information, if known:

Name:

Age:

Sex:

Address:

Relationship to the child:

How was this information obtained?

What proof is there for saying that there is a case of possible abuse?

Is there any factor in the learner's current situation and/or those of his/her parents/learning guides or administration or services staff that may be relevant to the suspected case of abuse (for example, a recent illness, death, separation, addiction or mental health issue or any other difficult circumstances)?

Do his/her parents know that an investigation is being carried out and, should there be indications of the alleged abuse, will the authorities be informed immediately?

Are protection measures necessary at the current time?

Would you like to add anything else?

Signature:



## **Appendix 2 - The Blossom International School Code of Conduct in relation to Child Protection**

### **All Blossom International School staff will:**

- Respect and comply with all Spanish laws and The Blossom International School policy & procedures;
- Act as a responsible citizen in their own actions and treat children/youth with respect;
- Be living and visible positive examples of The Blossom International School values in action: positive relationships, empathetic collaboration, growth through inquiry, respectful communities, and authentic trust.
- Use appropriate language and interact in a professional manner.
- Respect the differences in others regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender identity, sexual orientation, age, or disability.
- When alone with learners ensure there is appropriate visibility, including doors open so individuals in the room are visible from outside.
- Maintain appropriate physical boundaries at all times.
- When touch is indicated, ensure it is appropriate, public, and non-sexual in nature.
- Cooperate fully in any investigation of abuse of children and/or youth.
- Engage in digital communication in a professional and appropriate manner and involve a third party via cc: when necessary.
- Remain in professional roles at all times in interactions with learners.
- Communicate concerns about possible misconduct to the Child Protection team or a member of the Senior Management Team.
- Keep learner information confidential.
- Use discretion when disclosing details about personal life.
- Report or question any suspicious person on site or off site (in connection with excursions or off site activities).
- Report any child protection concerns to the Head of School or a member of the Senior Management Team.

**The Blossom International School Staff will not:**

- Place learners into isolation or seclusion
- Engage in bullying behaviour.
- Touch or speak to a child and/or youth in any sexual or inappropriate manner.
- Inflict physical or emotional harm on a child;
- Offer tobacco products, drugs (or paraphernalia), pornography, or alcohol to any child and/or youth.
- Engage in non curriculum-related personal or private communication, with learners, using electronics including texting, email, Facebook, Twitter or other similar forms of electronic or social media.
- Disclose personal details of colleagues, learners or families outside educational purposes. ● Use profanity in the presence of children and/or youth at any time outside of educational purposes.
- Possess any weapon or illegal drugs at The Blossom International School .
- Threaten or intimidate another person.
- Cross over into a 'parenting role' (displaying rescuing behaviours) or peer role (acting more like a friend and less like an adult/professional).
- Build connections with learners that foster dependency.
- Use toilets or changing rooms where learners might be present
- Drink alcohol at any The Blossom International School-related event on or off site at which learners are present and where Staff are responsible for learner health and safety.

### **Appendix 3 - Definitions**

#### **1. Definitions of abuse**

Child protection concerns include suspected, alleged, self-disclosed, or witnessed abuse of a child by anyone associated within or outside The Blossom International School which must be investigated and followed by appropriate action.

A person may abuse a child by inflicting harm, or by failing to act to prevent harm.

**According to the World Health Organization, child abuse constitutes:** “all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to

the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power.”

**Abuse is:**

- Inflicting physical injury on a child by other than accidental means, causing skin bruising, burns, disfigurement, impairment of physical or emotional health, or loss or impairment of any bodily function, death.
- Creating a substantial risk of physical harm to a child's bodily functioning.
- Committing acts that are cruel or inhumane regardless of observable injury. Such acts may include, but are not limited to, instances of extreme discipline demonstrating a disregard of a child's pain and/or mental suffering.
- Assaulting or criminally mistreating a child as defined by either the criminal code or The Blossom International School policy.
- Engaging in actions or omissions resulting in injury to, or creating a substantial risk to the physical or mental health or development of a child.
- Failing to take reasonable steps to prevent the occurrence of any of the above.

**2. Identification of Abuse and Neglect**

All staff must be able to clearly identify the signs and symptoms of abuse, and have the obligation to take the appropriate action.

Definitions of abuse are complex and can differ across various cultures according to their child-rearing behaviours, gender and role responsibilities, and expectations.

The primary determination of abuse is that it is dependent on some form of a relationship that is used to meet the needs of the more powerful person, typically either a member of the family, an adult, or a friend.

**3. Definition and examples of grooming**

To increase community's awareness, this policy focuses on four main categories of abuse and provides basic information about the physical and behavioural signs associated with each type.

**3.1 Physical Abuse**

Physical abuse may involve hitting, punching, shaking, throwing, poisoning, biting, burning or scalding, drowning, suffocating or otherwise causing intentional physical

harm to a child. (These symptoms could also indicate harm to self, such as, cutting and suicide ideation). Signs of physical abuse:

- Bruises, burns, sprains, dislocations, bites, cuts
- Improbable excuses given to explain injuries
- Injuries which have not received medical attention
- Injuries that occur to the body in places that are not normally exposed to falls, rough games, etc.
- Repeated urinary infections or unexplained stomach pains
- Refusal to discuss injuries
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home or of parents being contacted
- Showing wariness or distrust of adults
- Self-destructive tendencies
- Being aggressive towards others
- Being very passive and compliant
- Chronic running away

### **3.2 Emotional Abuse**

Emotional abuse is the persistent emotional ill treatment of a child - so as to cause severe and adverse effects on a child's emotional development. It may involve: conveying to children that they are worthless or unloved; that they are inadequate or valued only insofar as they meet the needs of another person; age or developmentally inappropriate expectations being imposed on children; causing children frequently to feel frightened; or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may also occur alone.

#### **Signs of emotional abuse:**

- Physical, mental and emotional development is delayed
- Highly anxious
- Showing delayed speech or sudden speech disorder
- Fear of new situations
- Low self-esteem

- Inappropriate emotional responses to painful situations
- Extremes of passivity or aggression
- Drug or alcohol abuse
- Chronic running away
- Compulsive stealing
- Obsessions or phobias
- Sudden under-achievement or lack of concentration
- Attention-seeking behaviour
- Persistent tiredness
- Lying

### **3.3 Sexual Abuse and signs of grooming**

Sexual abuse is committing or allowing to be committed any sexual offense against a child as defined in the criminal code of the host country, or intentionally touching either directly or through clothing, the genitals, anus, or breasts of a child for other than hygiene or child care purposes.

Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening; this is known as grooming, whereby the inappropriate behaviours of trusted adults is normalised for the child. The activities may involve physical contact, including penetrative (i.e. rape) or non-penetrative acts.

They may include non-contact activities, such as involving children in the production or viewing of pornographic material or encouraging children to behave in sexually inappropriate ways.

Children involved in commercial sex work are victims of sexual abuse, whether they perceive themselves as victims or not. Many victims, through the process of grooming, are taught that the sex is a form of love, so tend to love their offender and often present as happy and well-adjusted children with no negative symptoms because of their perception of being loved.

Sexual abuse has some different characteristics of child abuse that warrant special attention. While physical abuse is often the result of immediate stress and not usually planned, sexual abuse requires planning with results that are more insidious.

The planning, referred to as “grooming”, often results in victims accepting the blame, responsibility, guilt and shame for the sexual behaviour of the offender.

Sexual abuse requires far more secrecy than other forms of child abuse, so is more difficult to report.

Possible indicators of sexual abuse

- Sexual knowledge, behaviour, or use of language not appropriate to age level.
- Unusual interpersonal relationship patterns
- Vaginal or penile discharge
- Difficulty with urination
- Infection, bleeding
- Venereal disease in a child of any age
- Evidence of physical trauma or bleeding the oral, genital, or anal areas
- Difficulty in walking or sitting
- Refusing to change into PE clothes, fear of bathrooms
- Child running away from the home and not giving any specific complaint
- Not wanting to be alone with an individual
- Pregnancy, especially at a young age
- Extremely protective parenting
- Fear of people or places
- Aggression
- Regressive behaviours, bed wetting or stranger anxiety
- Stomach pains or discomfort walking or sitting
- Being unusually quiet and withdrawn or unusually aggressive
- Suffering from what seem physical ailments that can't be explained medically
- Showing fear or distrust of a particular adult
- Mentioning receiving special attention from an adult or a new “secret” friendship with an adult or young person
- Refusal to continue with learning or usual social activities

Sexual abuse has some different characteristics of child abuse that warrant special attention. While physical abuse is often the result of immediate stress and not usually planned, sexual abuse requires planning with results that are more insidious. The planning, referred to as “grooming”, often results in victims accepting the blame, responsibility, guilt and shame for the sexual behaviour of the offender.

Sexual abuse requires far more secrecy than other forms of child abuse, so is more difficult to report.

### **3.4 Neglect**

The definitions set out below provide some indicators of abuse and these should not be seen as an exhaustive list or as a checklist. Neglect is failure to provide for a child's basic needs within their own environment.

Neglect may be:

- Physical e.g., failure to provide necessary food or shelter, or lack of appropriate supervision. This would include failure to provide proper adult guardianship such as leaving children unsupervised at home for any extended period of time.
- Medical e.g. failure to provide necessary medical or mental health treatment
- Emotional e.g., a pattern of actions, such as: inattention to a child's emotional needs, failure to provide psychological care, or permitting the child to use alcohol or other drugs. Specific examples may include verbal humiliation, refusing to acknowledge the presence of a child, invasion of privacy for no specific reason, violent threats, etc. Possible indicators of neglect
  - Child is unwashed or hungry
  - Parents are uninterested in child's academic performance
  - Parents do not respond to repeated communications from Learnlife
  - Child does not want to go home
  - Both parents or legal guardians are absent from home for any period of 24 hours or greater without appropriate provision made for child's care, and a temporary guardian named and notified
  - Parents cannot be reached in the case of emergency

### **3.5. Online Abuse**

- Cyberbullying and other forms of peer-to-peer violence can affect young people each time they log in to social media or instant messaging platforms. Over a third of young people in 30 countries report being cyberbullied, with 1 in 5 skipping school because of it.
- When browsing the Internet, children and young people may be exposed to hate speech and violent content - including messages that incite self-harm and even

suicide. Young internet users are also vulnerable to recruitment by extremist and terrorist groups.

- Digital platforms have also been used as vectors for disinformation and conspiracy theories that have a harmful effect on children and young people.
- Most alarming is the threat of online sexual exploitation and abuse. It has never been easier for child sex offenders to contact their potential victims, share imagery and encourage others to commit offences. Some 80% of children in 25 countries report feeling in danger of sexual abuse or exploitation online.
- Children can also be put at risk when tech companies breach their privacy to collect data for marketing purposes. Child-targeted marketing through apps - and the excessive screen time it often results in - can compromise a child's healthy development.

#### Appendix 4: Resources for staff and parents

**1. Delegación del Gobierno contra la Violencia de Género** The Ministry of Equality, through the Government Delegation against Gender Violence, provides information, legal advice and immediate psychosocial attention by specialised personnel for all forms of violence against women.

<https://violenciagenero.igualdad.gob.es/>

**2. Oficina balear de la infancia y la adolescencia** is the government office in the Balearic islands which deals with all child protection issues. More information can be found at: [www.caib.es](http://www.caib.es)

- In addition, there is an organisation which is specifically aimed at helping children and adolescents called **ANAR**, the fundación ANAR - Ayuda a Niños y Adolescentes en Riesgo. This has a 24 hour emergency helpline and also has English available:

[www.anar.org](http://www.anar.org)

**Emergency phone help line 116 111.**



**3. The United Nations Convention on the Rights of the Child (UNCRC)** is a legally-binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities. The website for the UN also has many useful links and topics:

<https://www.un.org/en/global-issues/child-and-youth-safety-online>

Charities such as UNICEF also provide valuable information:

<https://www.unicef.org/child-rights-convention>

**4. The NSPCC is a British based charity** which deals with all aspects of Child Abuse; it has resources for parents teachers and children and also forms a part of the training courses available to staff at The Blossom International School. Please also refer to their resources for online safety. See all of their resources at:

**[nspcc.org.uk](http://nspcc.org.uk)**

**5. ICMEC: International Center for Missing and Exploited Children** The ICMEC Global Educator Centre for Excellence and the International Task Force on Child Protection have joined forces to provide resources on how to prevent and respond to child abuse, neglect and sexual exploitation to ensure no child stands alone.

You can Report child sexual exploitation in any country to ICMEC's CyberTipline at **[report.cybertip.org](http://report.cybertip.org)**.

## **6. It gets better**

The It Gets Better Project is a nonprofit organisation with a mission to uplift, empower, and connect lesbian, gay, bisexual, transgender, and queer youth around the globe. Learn more about our work. Includes videos, films, books, and more.

## **Appendix 5: The Legal Framework in Spain and the Balearic Islands**

### **LEGAL FRAMEWORK**

#### **Applicable Regulations and Current Legislation**

#### **International Scope:**

**The United Nations Convention on the Rights of the Child**, dated November 20, 1989, ratified by Spain on November 30, 1990, recognizes the child as a true subject of rights and includes a catalogue of rights and powers, as well as guarantees for their effectiveness. It views the child not only as an object of protection but also as a subject of rights, establishing the principle that all actions concerning children must be based on the best interests of the child.

**Section 8.19 of the European Charter of the Rights of the Child** stipulates that member states must grant special protection to children who are victims of torture or mistreatment by family members, ensuring the continuation of their education and adequate treatment for their social reintegration.

### **National Scope:**

**The Spanish Constitution of 1978**, in addition to driving significant family law reforms, grants minors a series of fundamental rights, reinforces their status as valued individuals, and recognizes them as participative and creative beings (Article 39).

**The Civil Code** defines child abandonment as "a situation that occurs as a result of the failure or inability to adequately exercise the duties of protection established in child custody laws, when children are deprived of necessary moral or material support." Article 154 specifies the duties inherent to parental authority.

**Organic Law 8/2021**, dated June 4, on comprehensive protection of children and adolescents against violence.

**Organic Law 3/2020**, dated December 29, on Education.

**Organic Law 5/2000**, dated January 12, on the criminal responsibility of minors, as amended by Organic Law 8/2006, dated December 4, defines the responsibility of juvenile offenders in cases of abuse and sexual abuse.

**Law 26/2015**, dated July 28, amending the system of protection for children and adolescents.

**Organic Law 1/1996**, dated January 15, on Legal Protection of Minors, partially amending the Civil Code and the Code of Civil Procedure, regulates general principles of action in situations of social vulnerability, including the obligation of public entities to investigate reported cases and address the situation through social services intervention or, if necessary, to assume guardianship of the child by operation of law. Article 13 establishes the obligation that “any person or authority, particularly those in a professional or official capacity, who identifies a situation of risk or possible abandonment of a minor, must report it to the relevant authorities or their agents without prejudice to providing immediate assistance as necessary.”

This law also establishes the framework within which autonomous communities, which hold child protection responsibilities, must declare protective measures (risk or abandonment) in cases of child abuse or sexual assault and general child mistreatment.

### **Regional Scope of the Balearic Islands:**

**The Statute of Autonomy of the Balearic Islands**, approved by Organic Law 2/1983, dated February 25, and modified by Organic Law 1/2007, dated February 28, establishes the scope of competencies under which the administrations involved must act in cases of abandonment and abuse of minors.

**Law 17/2006, dated November 13, on the comprehensive care and rights of children and adolescents in the Balearic Islands**, aims to ensure the **comprehensive protection of minors** by recognizing and guaranteeing their rights, establishing a comprehensive system that protects them in all areas, and setting forth the **principles** governing the actions of responsible entities in their care (see below).

Public administrations in the Balearic Islands are obligated to implement a series of measures aimed at effectively enforcing minors' rights and developing prevention programs against physical, psychological, or sexual abuse and any form of exploitation of minors. Title IV of this law, which regulates social and legal protection of minors, is particularly significant, describing the social and legal actions needed to

meet their needs, ensure their comprehensive development, and promote a normalized family life. Article 59 establishes the duty to report and denounce.

**Title II of Law 4/2009**, dated June 11, on social services in the Balearic Islands, outlines, among the functions of the public social services system at its various levels, the application of protocols for detecting, preventing, and responding to mistreatment of vulnerable groups, including minors.

## **Data Protection**

Directive 95/46/EC of the European Parliament and the Council dated October 24, 1995, on the protection of individuals with regard to the processing of personal data and on the free movement of such data.

Organic Law 15/1999, dated December 13, on the protection of personal data.

Royal Decree 1720/2007, dated December 21, approving the Regulation implementing Organic Law 15/1999, dated December 13, on the protection of personal data.

The applicable regulations of the Autonomous Community of the Balearic Islands governing the use of information technology in personal data processing.

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## **PRINCIPLES OF ACTION**

To ensure the functioning of our protocol, a child protection team is established at our educational centre.

Actions carried out by our centre and its professionals must respect the following principles:

1. **BEST INTERESTS OF THE CHILD/ADOLESCENT:** In cases of doubt or conflict of interest, the interests of the minor or adolescent prevail over those of any other party.

2. **COORDINATION:** A coordinated approach is required, along with an environment of collaboration and teamwork at all times between the educational centre, external services involved, and the family.
3. **PROMPTNESS:** The serious consequences that such situations may entail demand immediate intervention upon detection, avoiding any delay in procedures.
4. **CAUTION: MINIMUM INTERVENTION:** Avoid subjecting the child to repetitive questioning or investigations, respecting the primacy of judicial procedures.
5. **CONFIDENTIALITY:** Throughout the protocol processing period, maintaining the utmost discretion regarding the information collected is essential to preserve the privacy of students and their families.
6. **REPAIR:** It is necessary to establish educational measures aimed at addressing the harm caused to the individuals involved in the situation.
7. **PROTECTION AND PROCEDURAL GUARANTEES:** Ensuring procedural guarantees for actions involving minors to protect and preserve their rights.
8. **PREVENTION:** Implement measures that foster a conducive environment for coexistence and prevent conflict situations among peers.

## Appendix 6: Child Protection continued: Restraint and Seclusion policy

The purpose of this policy is to ensure community members are informed about situations requiring learner restraint and/or seclusion and that, if necessary, appropriate standards and procedures are followed.

As a general understanding, **The Blossom International School** staff should avoid restraining any learner and solo seclusion is not a preferred practice at any time.

### Definitions:

#### Physical restraint

In this policy, physical restraint means the use of physical force to prevent, restrict or subdue movement of a learner's body or part of their body. Learners are not free to move away when they are being physically restrained. Physical restraint should only be used when it is immediately required to protect the safety of the learner or any other person.

## **Seclusion**

Seclusion covers a context where a learner needs to move away from the rest of their peers. It should only happen with an adult present and with a second adult able to fully observe at all times. As outlined above, it may be appropriate to move outside with a learner needing seclusion and sit with them in a public space.

**No physical restraint should be used.**

**No learner should ever be left in solitary confinement.**

1. Physical restraint and seclusion should not be used unless immediately required to protect the safety of the learner or any other person (refer to section below).

## **Duty of Care Judgement**

The decision about whether to use physical restraint or seclusion rests with the professional judgement of the team member/s involved, who will need to take into account their duty of care to their learners. In almost all cases there should not be restraint or seclusion. Team members should note that they will be individually legally responsible for their actions.

Restraint and seclusion must never be seen as routine behaviour management techniques, to punish or discipline a learner. The challenge to use professional judgement in the middle of an incident can be challenging. These examples should help:

- If a learner refuses to comply with a direction, means other than physical restraint or seclusion should be employed. The key exemption to this advice would be if any refusal to comply creates an imminent risk to the safety of the learner or another person (e.g. a young child stepping out in front of a vehicle on a road). NB: in almost every context, restraint should not be used. Rather stay in contact with the person and have another adult in direct visible connection.
- a learner leaving the space without permission would not warrant restraint or seclusion: unless that conduct causes an imminent risk to the safety of the learner or another person. NB: In practice this means that you would not restrain a learner who

leaves a space without permission, rather an adult may choose to stay with a learner if they demonstrate emotional instability. In such circumstances seek to have another adult directly viewing the context.

- verbal threats of harm from a learner would not necessarily warrant restraint or seclusion. An exception may be where there is a reasonable and clear belief that the threat will be immediately enacted. NB: if the learner threatens physical harm to self or others, a lockdown or evacuation should occur and police and parent/guardian immediately contacted.
- property destruction caused by the learner would not necessarily warrant restraint or seclusion. An exception may be where it is clear that destruction is placing any person at immediate risk of harm. NB: if any person is at risk from property destruction, a lockdown or evacuation may be the better action, leaving someone in contact with the person.

Types of physical restraint which must never be used include:

- any restraint which covers the learner's mouth or nose, and in any way restricts breathing.
- the application of pressure to a learner's neck, chest, abdomen, joints or pressure points to cause pain or which involves the hyperextension of joints.
- holding a learner's head forward, headlocks, or choke holds.
- take-downs which allow learners to free-fall to the ground whether or not in a prone or supine position or otherwise.
- wrestling holds (including 'full or half nelsons'), using a hog-tied position or straddling any part of a learner's body.
- basket holds, bear hugs, or 'therapeutic holding'.

## **2. When physical restraint or seclusion may be used**

### **Restraint**

The Blossom International School members may only use physical restraint on a learner when there is an imminent threat of physical harm or danger to the learner or others; and where such action would be considered reasonable in all the circumstances and there is no other less restrictive means of responding under the circumstances. e.g. a young learner potentially stepping in front of a vehicle.

However, normal outdoor activity protocols should remove the risk of such an occurrence almost entirely.

### **During Restraint**

If applying physical restraint in the very limited circumstances set out above, team members must:

- use the minimum force required to avoid the dangerous behaviour or risk of harm.
- only restrain the learner for the minimum duration required and stop restraining the learner once the danger has passed.
- touch only the shoulders of the person.

Staff members should ensure the type of restraint used is consistent with a learner's individual needs and circumstances, including:

- the age/size of the learner.
- gender of the learner.
- any impairment of the learner e.g. physical, intellectual, neurological, behavioural, sensory (visual or hearing), or communication.
- any mental or psychological conditions of the learner, including any experience of trauma.
- any other medical conditions of the learner.
- the likely response of the learner.
- the environment in which the restraint is taking place.

Team members should monitor the learner for any indicators or distress. Team members should talk to the learner throughout the incident, making it clear to the learner why the physical restraint is being applied. NB: Prolonged restraint should never be used.

### **Seclusion**

As a general rule, seclusion should not be used. If a learner needs space, an adult should stay with them. This may also be best outside and away from the view of other learners. A second adult should maintain direct vision at all times. Any parents/guardians should be informed as soon as practicable.



## **2.1 Actions after restraint has been used**

### **Action:**

Reporting of the physical restraint/seclusion.

**Description:** The team member(s) involved in the incident must immediately notify the Hub Lead of the incident. A team member should contact the learner's parents and provide them with details of the incident as soon as possible.

**Action:** Providing supports for those involved

### **Description:**

Following the use of restraint on a learner, appropriate supports must be offered to the following people:

- the learner who has been restrained and their parents/guardians.
- other learners and team members who were involved in or witnessed the incident.

This may include a debriefing in relation to the incident, and counselling support.

**Action:** Maintain records of the incident

**Description:** A written record of the incident and the physical restraint or seclusion used must be made by the Senior Management Team, together with an employee immediately involved in the incident, as soon as practicable. The Senior Management should also arrange for all team members who were involved/present at the incident to prepare a statement/record of their involvement or observations of the incident.

### **The record should detail:**

- the name of the learner/s and team member/s involved
- date, time and location of the incident
- a written statement from the team member
- names of witnesses (team and other learners)
- what exactly happened, for example, a brief factual account
- any action taken to de-escalate the situation
- why physical intervention was used (if applicable)
- the nature of any physical intervention used
- how long the physical intervention lasted
- names of witnesses (team and other learners)
- the learner's response and the outcome of the incident
- any injuries or damage to property

- immediate post incident actions, such as first aid or contact with emergency services
  - details of contact with the learner's parent/representative
  - details of any post-incident support provided or organised
- Action:** Plan for the future
- Description:** Post-incident, the team should consider the preventative and de-escalation strategies that might reduce the likelihood of an incident happening again. For example, considering the training needs of team members working closely with the learner/s involved in the incident

## 16. Visitor Policy and Procedures

### 1. Introduction

This Visitor Policy outlines the procedures for managing visitors to **The Blossom International School** to ensure the safety and well-being of all students and staff. It establishes clear protocols for different types of visitors, safeguarding measures, and compliance with child protection policies.

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### 2. Types of Visitors

Visitors to the school are categorised as follows:

- **Parents/Carers:** Visiting for events such as parents' evenings, sports days, or performances.
  - **Educational Visitors:** Invited for workshops, lessons, or activities (e.g., guest speakers, external educators).
  - **Contractors:** Providing maintenance or services on school grounds.
  - **Regulatory Authorities:** Inspectors or external assessors.
  - **Self-Employed Professionals:** Tutors or consultants not affiliated with an organisation.
  - **Unplanned Visitors:** Individuals arriving without prior appointment.
- 

### 3. Visitor Management Procedures

#### 3.1 Planned Visitors

1. **Scheduling:** All planned visitors must make an appointment, providing their name, purpose, and expected duration of their visit.
2. **Pre-visit Documentation:**
  - Organisations must submit written confirmation of **safer recruitment** practices, including vetting and barring checks.

- Self-employed visitors must provide proof of **vetting and barring checks** or request the school to complete them on their behalf.

### 3. Safeguarding Policies:

- Visitors representing organisations must submit their **safeguarding and child protection policy** for review.
- All visitors must confirm they understand the school's safeguarding procedures.

## 3.2 Unplanned Visitors

1. Reception staff will verify the identity and purpose of unplanned visitors.
2. If the visit is deemed urgent and appropriate, the visitor may be admitted under **strict supervision**.
3. Visitors without pre-arranged vetting checks will not be permitted unsupervised access to children.

## 3.3 Identification and Registration

1. All visitors must:
    - Present a valid **photo ID** at reception.
    - Sign in and out in the visitor log book, noting the time of arrival and departure.
    - Wear a clearly visible **visitor badge** at all times while on the premises.
  2. Staff are required to challenge any individual without proper identification or a visitor badge.
- 

## 4. Safeguarding and Child Protection Requirements

### 4.1 Vetting and Barring Checks

- All visitors engaged in **regulated activity** with children must have an enhanced **Police check**.
- Written confirmation of safer recruitment practices must be obtained for visitors employed by external organisations.

## 4.2 Visitors Without Vetting and Barring Checks

- Visitors without appropriate checks will always be supervised when interacting with children.
- A **risk assessment** will be conducted to determine if the visit can proceed.

## 4.3 Reporting Concerns

1. Visitors are provided with information on how to report safeguarding concerns, including:
    - The name and contact details of the **Designated Safeguarding Lead (DSL)**.
    - Whistleblowing procedures.
  2. Visitors must report any child protection concerns immediately to the DSL and follow the school's procedures.
- 

## 5. Code of Conduct for Visitors

All visitors must:

- Adhere to the school's **Code of Conduct**, including appropriate behaviour around children.
  - Respect the school's **photography policy**, obtaining permission before taking any photos or videos.
  - Avoid unsupervised contact with students unless explicitly authorised.
  - Refrain from inappropriate physical or verbal interactions with students.
  - Follow all instructions provided by staff and stay within designated areas.
- 

## 6. Training for Visitors

- Frequent visitors, such as contractors or external educators, may be included in the school's **child protection training**.

- All visitors are provided with a **safeguarding briefing** upon arrival, outlining key procedures for recognizing and reporting abuse.
- 

## 7. During the Visit

### 7.1 Identification and Monitoring

- Visitors must keep their **visitor badge visible** at all times.
- Staff will monitor visitor activities to ensure compliance with school policies.

### 7.2 One-to-One Interactions

- Visitors working one-to-one with a child must do so in accordance with approved safeguarding measures (e.g., ensuring visibility, open doors).

### 7.3 Reporting Concerns About Visitors

- Any staff member or student can report concerns about a visitor's behaviour to the DSL.
  - Concerns are logged, investigated, and addressed promptly, including referrals to external agencies if necessary.
- 

## 8. Parents and Carers as Visitors

- Parents attending school events do not require vetting or barring checks unless volunteering.
  - Parents acting in a voluntary capacity (e.g., classroom helpers, school governors) must undergo **safer recruitment processes**.
- 

## 9. Reporting and Responding to Concerns

- **Reporting a Concern About a Visitor:**
  - All concerns must be reported to the DSL immediately.

- A written report must be completed and submitted.
  - **Responding to a Visitor's Concerns:**
    - If a visitor raises a safeguarding concern, the DSL will work with them to make the appropriate referrals and document the incident.
- 

## **10. Monitoring and Review**

This policy will be reviewed annually by the Senior Management Team to ensure compliance with legislation and best practices.

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By adhering to this policy, **The Blossom International School** ensures a safe and secure environment for its students, staff, and visitors.

## **17. Review of Policy & Commitment :**

The Child Protection Policy will be reviewed and updated at the beginning of each academic year as a minimum, to ensure that policies are in-date, relevant and cover all eventualities & concerns. **Contacts:**

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