

2026/2027

Safeguarding Policy

WHOLE SCHOOL



Owned By:
Head Teacher

SINCE 1973

1. Purpose and Commitment

Morna International College (MIC) is committed to providing a safe, respectful and protective environment for every student. Safeguarding is everyone's responsibility. The welfare and best interests of children are paramount; concerns must be acted upon promptly; and no adult should assume that somebody else will act.

This policy establishes the school's arrangements for prevention, recognition, reporting, referral, recording, case management and escalation. Staff must report concerns and must not investigate suspected abuse. Children should be listened to, treated with dignity and kept appropriately informed, while recognising that confidentiality cannot be promised where safety may be at risk.

The policy applies primarily to children under 18. Where a student is 18 or over, MIC continues to promote welfare, safety and wellbeing, taking account of the student's legal status as an adult and any applicable duties. Where an adult student may require safeguarding support because of vulnerability or risk, the school will identify and follow the competent adult safeguarding/protection, health, police or other applicable route, while taking immediate protective action where necessary.

2. Legal, Regulatory and Good-Practice Framework

Spanish and Balearic legal requirements take precedence. MIC applies applicable Spanish national law and Illes Balears child-protection procedures, including Organic Law 8/2021 on the comprehensive protection of children and adolescents against violence (LOPIVI), applicable education and data-protection law, the Balearic interdisciplinary child-maltreatment protocol, and the Balearic RUMI professional notification procedures applicable to the educational sector.

LOPIVI requires educational settings attended by minors to have a Coordinator for Wellbeing and Protection, acting under the supervision of the person responsible for the direction or ownership of the centre. The role includes prevention and training, coordination of cases requiring social-services intervention, acting as a recognised point of contact for concerns about violence, and promoting student wellbeing and a culture of good treatment.

The Coordinator for Wellbeing and Protection is the statutory school role required by Article 35 of Organic Law 8/2021 (LOPIVI). MIC additionally operates section-based Designated Safeguarding Lead (DSL) arrangements drawing on British safeguarding practice. The roles work collaboratively but their titles and legal bases are not interchangeable.

As a British international school, MIC adopts British safeguarding guidance and British Schools Overseas standards as good-practice and accreditation benchmarks. For the 2026/2027 academic year, MIC adopts Keeping Children Safe in Education 2026 as its British safeguarding benchmark from 1 September 2026; until 31 August 2026, KCSIE 2025 remains the current English statutory guidance. MIC also uses Working Together to Safeguard Children 2026, and any subsequent current edition, where relevant as a good-practice reference. These British provisions do not replace Spanish law or Balearic referral procedures. Where the systems differ, MIC follows the applicable Spanish/Balearic legal route while using British guidance to strengthen practice where compatible.

3. Safeguarding Principles

- All children have an equal right to protection from abuse, neglect, exploitation, violence and avoidable harm.
- Children may not disclose abuse directly; staff must remain alert to signs, patterns, changes and professional concerns.
- Concerns are reported promptly, recorded accurately and acted upon proportionately.

- Staff do not investigate, seek proof, repeatedly question a child or confront an alleged perpetrator.
- The child's wishes and feelings are considered, but the need to protect the child and comply with legal duties may require information sharing.
- Data protection is not a reason to delay necessary and proportionate safeguarding action.
- Professional curiosity and respectful challenge are expected where a child may remain at risk.

4. Accountability, Roles and Responsibilities

4.1 Proprietor

The Proprietor retains ultimate proprietor-level oversight for safeguarding and ensures that the school has appropriate arrangements, resources and senior accountability. Morna International College does not operate a governing board. Where British guidance refers to a governing body or chair of governors, MIC identifies the closest appropriate responsibility within its actual Executive Director/Proprietor structure without treating those roles as legally equivalent.

4.2 Executive Director

The Executive Director provides executive oversight of safeguarding, approves this policy and ensures that the Head Teacher is appropriately held to account. The Executive Director is the immediate internal reporting route where a safeguarding concern or allegation concerns the Head Teacher and must notify the Proprietor without delay. The Proprietor retains proprietor-level oversight and, where applicable procedure or the adopted British safeguarding benchmark requires separate or independent case management, ensures that an appropriately independent case manager is identified. The Executive Director and Proprietor liaise with competent external authorities as required.

4.3 Head Teacher

The Head Teacher is responsible for day-to-day implementation, adequate DSL cover, staff training, safer recruitment, safeguarding systems, resources, case oversight and liaison with the Executive Director. The Head Teacher is the internal case manager for concerns or allegations about adults unless the concern is about the Head Teacher.

4.4 Coordinator for Wellbeing and Protection

The Coordinator for Wellbeing and Protection fulfils the statutory school role required by Article 35 LOPIVI and works under the supervision of the Head Teacher as the person exercising day-to-day direction of the centre, within the school's proprietor oversight structure. The Coordinator promotes prevention, wellbeing, safe reporting routes, training and coordinated safeguarding action, and works closely with the section DSLs and external services.

4.5 Designated Safeguarding Leads (DSLs)

MIC maintains section-based DSL coverage across EYFS, Primary and Secondary. Current role-holders and deputies are maintained on the school's controlled safeguarding contact list and are clearly identified through safeguarding notices, including photographs, displayed at appropriate locations across the school. Personal names are not fixed in this policy so that a staffing change does not leave the published policy inaccurate.

DSLs receive and assess concerns, coordinate action and referrals, maintain safeguarding records and chronologies, advise staff, monitor cases, support secure transfer of safeguarding files, promote training and liaise with relevant professionals. A DSL must not allow internal processes to delay an urgent external referral.

4.6 All adults

All adults working for or on behalf of MIC must know the reporting route, complete required training, maintain professional boundaries and act immediately where a child may be at risk, even where information is incomplete. Counselling, SEND, EAL and pastoral support do not replace DSL decision-making or statutory referral duties.

5. Forms and Indicators of Harm

Safeguarding concerns may include physical, sexual or emotional abuse; neglect; domestic abuse; child sexual or criminal exploitation; trafficking; grooming; online abuse; sextortion; image-based abuse; AI-generated or manipulated sexual imagery involving children; child-on-child abuse; bullying and cyberbullying; coercive or controlling relationships; harmful sexual behaviour; discrimination and prejudice-based abuse; forced marriage; so-called honour-based abuse; female genital mutilation; radicalisation; parental substance misuse or mental ill health where this creates risk; family separation or international mobility concerns; and other circumstances placing a child at risk of harm.

Indicators may include unexplained injuries; inconsistent explanations; sudden changes in mood, behaviour, attendance, attainment or relationships; fear of people or places; self-harm or suicidal ideation; age-inappropriate sexual knowledge or behaviour; persistent hunger or poor hygiene; unmet medical needs; missing episodes; unexplained money, gifts, devices, travel or relationships; or signs of coercion, grooming, threats or blackmail. A single indicator does not prove abuse and the absence of visible signs does not mean a child is safe.

6. Children Who May Be Particularly Vulnerable

Staff should be especially alert where a child has SEND, communication needs, EAL, disability, mental-health difficulties, caring responsibilities, previous trauma, unstable accommodation, social-care involvement, frequent absence, international mobility or social isolation. Behaviour changes must not automatically be attributed to disability, language, adolescence or an existing diagnosis. Communication must be adapted appropriately to the child's needs without repeated or leading questioning.

7. Responding to a Disclosure or Concern

- Ensure immediate safety. If emergency medical or police assistance is required, call 112 without waiting for internal approval.
- Listen calmly, take the child seriously and allow time. Reassure the child that speaking was the right thing to do.
- Do not promise secrecy. Explain that information will be shared only with people who need it to help keep the child safe.
- Ask only minimal, open and non-leading questions necessary to clarify what the child is saying. Do not investigate.
- Do not ask the child to repeat the account unnecessarily, seek proof, examine injuries beyond what is necessary for immediate care, or confront an alleged perpetrator.
- Record the concern promptly and factually, using the child's exact words where possible, and use the body map only to mark the location of visible or child-reported injuries without interpretation.
- Report immediately to the relevant DSL. If unavailable, report to another DSL or the Head Teacher. Urgent concerns must be communicated verbally first and followed by a written record as soon as practicable and on the same working day.

8. Reporting, Escalation and Referral

All safeguarding concerns must be reported on the same working day. Urgent concerns are reported immediately. The DSL assesses risk and determines whether the appropriate action is emergency response, consultation, referral to the competent child-protection service, police involvement, early support, a school safety plan, monitoring, or a combination of these actions.

MIC follows the Balearic interdisciplinary child-maltreatment protocol and applicable education-sector notification procedures, including the RUMI professional notification route applicable to educational settings where required. The school cooperates with the Consell Insular d'Eivissa, police, health services, prosecutors and other competent authorities as appropriate.

Escalation rule: if a member of staff believes that a child remains at risk and the response is inadequate, delayed or compromised, the member of staff must escalate to another DSL, the Head Teacher, the Executive Director or Proprietor, and/or directly to the competent external authority as the circumstances require. No member of staff is required to wait for management permission before contacting emergency services or making a necessary safeguarding referral where delay could place a child at risk.

9. Concerns or Allegations About Adults

Any concern that an adult working for or on behalf of MIC has harmed or may have harmed a child, may have committed a relevant offence, may pose a risk of harm, or may be unsuitable to work with children must be reported without delay. Lower-level concerns about professional conduct or boundaries must also be reported, recorded and reviewed for patterns.

Safeguarding the child and managing the employment position of the adult are separate but coordinated processes; neither must delay any necessary referral to a competent external authority.

Concern relates to	Report immediately to	Case-management / escalation route
Member of staff, volunteer, contractor or other adult	Head Teacher; safeguarding information also shared with DSL as necessary for the child's welfare	The Head Teacher leads the safeguarding response and, in conjunction with the Executive Director, coordinates the internal employment/management response. The Head Teacher ensures referral to competent external safeguarding authorities where required.
A DSL or Coordinator for Wellbeing and Protection	Head Teacher	Head Teacher manages the concern and ensures independent safeguarding oversight and external referral where required.
Head Teacher	Executive Director and Proprietor	The Executive Director coordinates the immediate internal response and must notify the Proprietor without delay. The Proprietor retains proprietor-level oversight. Where applicable procedure or the adopted British safeguarding benchmark requires separate or independent case management, an appropriately independent case manager is identified. Competent external child-protection/police authorities are contacted where required. The concern must not be routed back through the Head Teacher.
Executive Director	Proprietor	Proprietor acts as internal case manager and ensures external referral where required.
Proprietor	Executive Director and competent external authority	The person who is the subject of the concern must take no part in managing the case. External referral takes priority where internal independence cannot be assured. The Executive Director must ensure that the concern is referred

		directly to the competent external safeguarding or police authority where required by applicable law or procedure, or where necessary to safeguard the child, and that any independent case-management requirement is met. Internal handling must not delay or replace necessary external referral.
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Where there is immediate risk to a child or suspected criminality, the competent authorities must be contacted immediately. British guidance on managing allegations is used as a good-practice benchmark where compatible with Spanish/Balearic law; references in that guidance to a governing body are applied through MIC's Executive Director/Proprietor structure.

10. Child-on-Child Abuse

Child-on-child abuse is unacceptable and must never be dismissed as banter, experimentation or part of growing up. It includes bullying and cyberbullying, prejudice-based abuse, physical abuse and serious violence, sexual violence and harassment, harmful sexual behaviour, upskirting, sharing nude or semi-nude images, coercive or controlling relationships, hazing, exploitation, threats, blackmail, sextortion and AI-generated or manipulated abusive imagery.

The school considers the safety and needs of the child who may have been harmed, the child alleged to have caused harm and other children. Risk assessments and safety plans are used where appropriate. Disciplinary action does not replace safeguarding action or external referral. A child alleged to have caused harm may also have safeguarding, welfare or support needs that require assessment and action.

11. Online Safety, Mental Health and Attendance

Online safety is integral to safeguarding. Harmful content, grooming, exploitation, pornography, cyberbullying, coercion, fraud, extremist material, harmful challenges, image-based abuse, deepfakes and AI-generated sexual content are reported through the same safeguarding route as offline concerns. Staff must not ask students to forward potentially illegal sexual imagery and must not copy, save, forward or unnecessarily view such imagery; any incident must be reported immediately through the safeguarding route.

Mental-health difficulties may indicate or result from abuse or other harm. Self-harm, suicidal ideation or acute distress require prompt and proportionate safeguarding, medical or emergency action. Persistent or unexplained absence, repeated lateness, withdrawal, missing episodes or removal from education must also be considered through a safeguarding lens.

12. Safer Recruitment and Professional Boundaries

MIC applies its Safer Recruitment Policy to employees, volunteers, contractors, agency staff and other adults working with children. Required identity, right-to-work, qualification, employment-history, reference, criminal-record, applicable Spanish certificates/checks and relevant international checks are completed and recorded in accordance with the requirements and timescales set out in the Safer Recruitment Policy. Any exceptional arrangement pending completion of a check that may lawfully remain outstanding must be documented, risk-assessed, time-limited, subject to appropriate supervision and expressly authorised under the Safer Recruitment Policy; no arrangement may waive a check that is legally mandatory before the work begins.

Adults must comply with the Staff Code of Conduct, including requirements relating to physical contact, one-to-one working, transport, private tutoring, gifts, favouritism, photography, personal devices, social media and electronic communication. Approved school systems must be used for school-related

communication except where an expressly authorised arrangement applies. Secretive or inappropriate relationships are prohibited and situations that could reasonably be misinterpreted should be reported promptly.

13. Visitors, Off-Site Activities, Physical Intervention and Intimate Care

MIC applies proportionate safeguarding controls to visitors, volunteers, contractors and external providers, including identification, sign-in, supervision and clear reporting routes. Safeguarding applies to clubs, transport, educational visits, residential trips and off-site provision. Planning must address supervision, accommodation, medical needs, communication, professional conduct, online safety, one-to-one situations, local risks and emergencies.

Physical intervention must never be punishment and must be lawful, necessary, proportionate and focused on preventing harm. Significant incidents are recorded and reviewed. Intimate or personal care must preserve dignity, privacy and safety, with individual plans where appropriate and safeguarding concerns reported immediately.

14. Training, Curriculum and Student Voice

All staff receive safeguarding and child-protection training at induction and regular updates. Essential safeguarding information, including the reporting route and current safeguarding contacts, must be provided before or at commencement of duties. Existing staff complete at least annual refresher/update activity. DSLs, the Coordinator for Wellbeing and Protection and relevant leaders receive enhanced role-appropriate training, including Spanish/Balearic procedures, child-on-child abuse, online harm, disclosures, recording, professional boundaries, concerns about adults and SEND/EAL vulnerabilities. Completion of required safeguarding training is recorded and monitored centrally.

MIC promotes safeguarding through age-appropriate curriculum and pastoral learning on healthy relationships, consent, respect, online safety, reporting concerns, exploitation, bullying, discrimination and personal safety. Students should know how to seek help and how to identify the Coordinator for Wellbeing and Protection and safeguarding team. Students should be able to report concerns through more than one accessible route and should know that they may approach any trusted adult, who must then follow the safeguarding reporting procedure.

15. Safeguarding Records, Chronologies, Storage and Retention

The DSL team owns the safeguarding case-management record. Each concern must include a factual account, source of information, date/time, immediate action, decisions, rationale, referrals/consultations, persons informed, follow-up actions, responsible person and review/closure outcome. Records must distinguish, so far as practicable, direct observation, the child's or another person's account, third-party information and professional opinion. A chronology must be maintained for open or significant cases so that patterns and cumulative harm can be identified.

Safeguarding records are kept separately from routine educational records in the school's designated secure safeguarding system or, where paper records are unavoidable, in locked access-controlled storage. Access is limited to the Head Teacher, DSLs, Coordinator for Wellbeing and Protection and other specifically authorised persons on a need-to-know basis. The Head Teacher is accountable for ensuring that the system is secure; the DSL team is responsible for day-to-day record quality and access control.

Records are retained in accordance with applicable Spanish data-protection and record-retention requirements and the school's records-retention arrangements. During the 2026/2027 academic year, the school is strengthening and consolidating its safeguarding record-management arrangements through the implementation of the iSAMS Safeguarding and Wellbeing module. Existing safeguarding records will be transferred into the system as part of this implementation, where appropriate. The school must not destroy

safeguarding information merely because a student has left. The responsible DSL records the legal/operational basis and scheduled review or disposal date for each transferred or closed safeguarding file. Where British retention guidance is used as a benchmark, it is applied only where compatible with Spanish law and the school's approved retention arrangements.

The Head Teacher is responsible for ensuring that the school's records-retention arrangements are developed and maintained so that they expressly cover safeguarding and child-protection records, including case files, chronologies, allegation records and transfer records. As part of the implementation of the iSAMS Safeguarding and Wellbeing module, the school will ensure that appropriate retention periods, access controls, transfer arrangements and audit trails are clearly documented and consistently applied. Where no specific retention period is prescribed by applicable law or procedure, the school will document and approve the period applied and the rationale for it.

16. Transfer of Safeguarding Files

When a child transfers to another school, the DSL reviews the safeguarding file and determines what information must be transferred to protect the child. Relevant safeguarding information is sent securely and separately from the routine pupil file as soon as practicable, with receipt confirmed and recorded. Where risk is significant or context is complex, the DSL makes direct contact with the receiving school's safeguarding lead before or at transfer. A transfer log records what was sent, when, by whom, the secure method used and confirmation of receipt. If confirmation of receipt is not obtained promptly, the DSL follows up and escalates as necessary to ensure that relevant safeguarding information has reached an appropriate safeguarding professional at the receiving setting.

17. Case Management, Review and Closure

The DSL opens a safeguarding case where a concern requires continuing action or oversight. The case record must identify the risk, the child's wishes and feelings, actions taken, external consultations/referrals, safety measures, responsible persons and review dates. Cases remain under review until the DSL records a clear closure or transfer rationale. Closure does not mean deletion. Repeated or related concerns must be linked to the chronology and reviewed cumulatively.

The Head Teacher and Coordinator for Wellbeing and Protection monitor case-management quality. The Executive Director receives proportionate assurance information about safeguarding effectiveness while preserving case confidentiality.

18. Monitoring, Assurance and Review

The school maintains safeguarding assurance arrangements to support effective oversight of its safeguarding responsibilities and to identify areas where practice may need to be strengthened. Current arrangements include the central recording and monitoring of staff safeguarding training completion, together with ongoing oversight of safeguarding concerns and cases by the Head Teacher, Coordinator for Wellbeing and Protection and DSL team. The Head Teacher reports proportionate safeguarding assurance to the Executive Director, who provides oversight on behalf of the school's executive structure and liaises with the Proprietor as appropriate.

During the 2026/2027 academic year, the school is strengthening these arrangements through the introduction of a more formal and documented process for periodic review of safeguarding case files, chronologies and associated actions. This will include recording the outcomes of reviews, identifying actions required, assigning responsibility and monitoring those actions through to completion. The implementation of the iSAMS Safeguarding and Wellbeing module will support a more centralised and consistent approach to safeguarding records, case chronologies, follow-up actions and oversight.

As these arrangements become embedded, safeguarding assurance will include periodic documented reviews of safeguarding practice and records, monitoring of staff training compliance, review of cases and chronologies where appropriate, and evidence that actions arising from reviews or audits have been followed through and completed. The school will keep its safeguarding assurance arrangements under review to ensure that they remain proportionate, effective and aligned with applicable safeguarding requirements and good practice.

This policy is reviewed at least annually and sooner following a serious incident, change in law or Balearic procedure, material staffing/accountability change, or learning that indicates the policy is not operating effectively.

Appendix 1 – Immediate Staff Response and Reporting Route

Situation	Required action
Immediate danger / urgent medical need	Call 112. Take reasonable immediate protective action. Inform a DSL/Head Teacher as soon as possible.
Any safeguarding concern about a child	Report to the relevant section DSL immediately or on the same working day. Record factually.
Section DSL unavailable	Report to another DSL or the Head Teacher. Do not delay an urgent concern.
Response appears inadequate and child remains at risk	Escalate to Head Teacher, Executive Director/Proprietor and/or competent external authority.
Concern about an adult (unless a specific senior-role route below applies)	Report to Head Teacher without delay.
Concern about Head Teacher	Report directly to the Executive Director, who must notify the Proprietor without delay. Do not route through the Head Teacher.
Concern about Executive Director	Report to Proprietor.
Concern about Proprietor	Report to the Executive Director and, where required or where internal independence may be compromised, directly to the competent external authority. The Proprietor must take no part in managing the concern.
Internal route compromised or immediate external action required	Contact competent child-protection/police/emergency authority directly.

Current DSL and deputy names are maintained on the school's controlled safeguarding contact list and staff safeguarding information and are clearly identified through safeguarding notices, including photographs, displayed at appropriate locations across the school. Staff must know the current role-holders; the school updates these operational materials immediately following staffing changes.

Appendix 2 – Safeguarding Concern / Disclosure Record

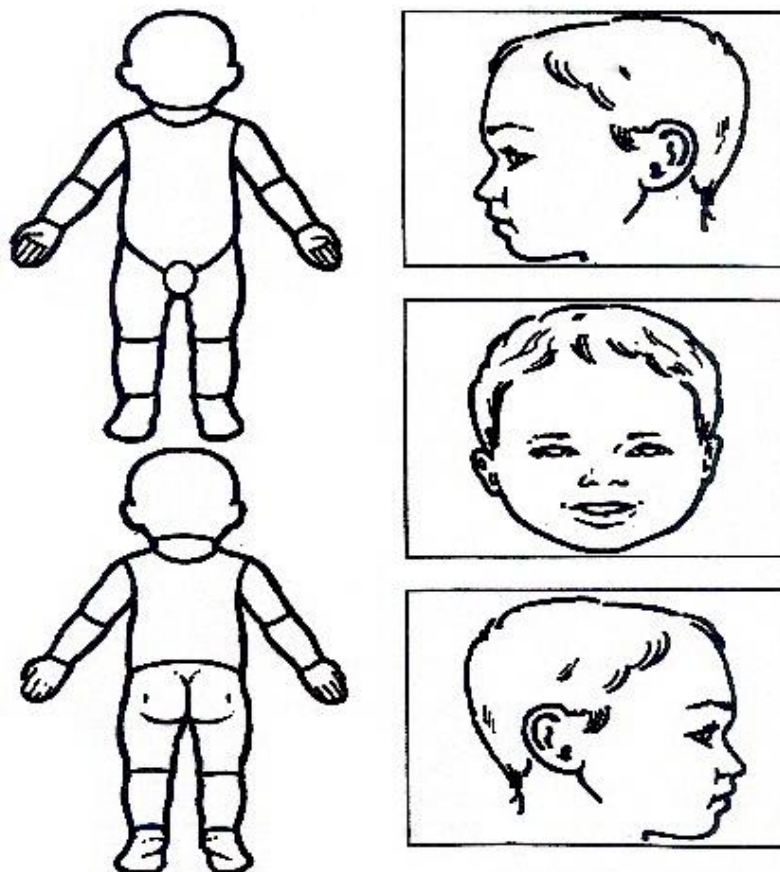
Information required	Record
Child/student name	
Date of birth / age	
Year group / class	
Staff member completing record	
Date, time and location of concern/disclosure	
Nature of concern and factual account (include the child's exact words where possible)	
Direct observations / information from others (identify source and distinguish direct observation, reported information and professional opinion)	
Any visible or child-reported injury and body-map reference	
Immediate safety/medical action taken	

Who was informed, by whom and when	
Previous related concern known to reporter? If yes, reference/date	
Reporter signature and date/time	

Appendix 3 – Body Map

Use only to record the location, approximate size and observable appearance of a visible or child-reported injury. Do not interpret the cause, ask the child to remove clothing for the purpose of completing the map, take photographs on a personal device, or conduct a medical examination. Record the child's own words separately.

Body Map



Child/student	
Date/time	
Completed by	
Location and description of mark/injury	
Child's exact words / source of information	
DSL informed – name/role and time	

Appendix 4 – DSL Decision, Chronology and Follow-Up Record

A. DSL decision and follow-up

Field	Record
Date/time received	
Initial risk assessment and rationale	
Child's wishes and feelings considered	
Parents/carers informed? If not, rationale	
External consultation/referral (agency, person, date/time, reference)	
Decision not to refer externally? If yes, rationale and review arrangements	
Immediate protective action / safety plan	
Further actions, responsible person and deadline	
Review date	
Outcome / closure or transfer rationale	
DSL name/signature and date	

B. Safeguarding chronology

Date/time	Event / concern / action / decision	Person / agency	Next action / review

Appendix 5 – Safeguarding Case-Management Procedure

1. Receive and record: the concern is reported promptly and the original factual record is preserved.
2. Triage risk: DSL considers immediate safety, seriousness, cumulative history, vulnerability, alleged perpetrator access and need for emergency action.
3. Consult/refer: DSL follows Spanish/Balearic procedures and contacts competent services where thresholds or legal duties require it. Internal consultation must not delay referral.
4. Protect: implement proportionate safety measures for the child and others while avoiding actions that could compromise an external investigation.
5. Record rationale: document decisions, reasons, people consulted, referrals, reference numbers and any decision not to refer.
6. Allocate actions: identify the responsible person and deadline for each action.
7. Review: set a review date; update the chronology; consider new information and patterns.
8. Escalate: where risk persists or external/internal response is inadequate, escalate through the route in section 8 and Appendix 1.
9. Close or transfer: record a clear rationale, outstanding risks, transfer arrangements and confirmation of receipt. Closure never means deletion of the safeguarding record.

Appendix 6 – Operational Safeguarding Contacts

The following external contacts were independently re-verified against current official public-authority sources on 23 August 2026. The Coordinator for Wellbeing and Protection must verify this appendix at least termly and immediately after notification of any service change.

Service	Contact details / use
Emergency services – Spain/EU	112 – immediate danger, urgent police, ambulance or fire response.
Consell Insular d'Eivissa – Servei de Protecció de Menors	C/ Cosme Vidal Llàser, s/n (Cas Serres), 07800 Eivissa. Tel: +34 971 195 612 / +34 971 399 094. Email: menors@conselldeivissa.es. Competent island child-protection service.
Balearic RUMI / child-maltreatment protocol	Use the Govern de les Illes Balears RUMI professional notification route for the educational sector (RUMI > Notificació des de l'àmbit escolar) and follow the current on-screen instructions. Current CAIB instruction requires, after the RUMI notification is submitted, an email to rumi@dgmenors.caib.es with subject 'Nova notificació RUMI' and no child-identifying data. Direcció General contact: +34 971 177 155. These details must be re-verified before publication and at least termly.
Fiscalía de Área de Eivissa	C/ Madrid, 15, 6th floor, Nuevo Edificio Judicial, 07800 Eivissa. Tel: +34 971 399 600. Email: fiscalia.eivissa@fiscal.es. Use where prosecutorial referral or advice is required, subject to the competent safeguarding authority's direction.
Police	For immediate danger or urgent police assistance, call 112 or 091. For non-emergency safeguarding liaison, use the current competent police route recorded on the school's controlled safeguarding contact sheet.

Internal operational contacts: current names and direct school contact details for the Coordinator for Wellbeing and Protection, EYFS DSL, Primary DSL, Secondary DSL, Head Teacher, Executive Director and Proprietor are maintained on the controlled safeguarding contact sheet available to all staff. The Head Teacher is responsible for ensuring that this sheet is current and immediately replaced when role-holders change.

Appendix 7 – Publication and Operational Control Checklist

- Executive Director approval recorded and Proprietor oversight confirmed.
- Current internal role-holder/contact sheet checked and distributed to staff.
- External operational contacts in Appendix 6 verified.
- Body map, concern form, chronology and case-management procedure included and correctly numbered.
- Staff briefed that concerns about the Head Teacher are reported directly to the Executive Director, who must notify the Proprietor without delay.
- Safeguarding record system owner, access permissions, transfer log and retention schedule checked.
- Current Spanish/Balearic protocols and current KCSIE/BSO good-practice references reviewed for material changes.
- Records Retention Schedule confirmed as approved and as expressly covering safeguarding and child-protection records.
- Current controlled safeguarding contact sheet distributed to staff and its version/date recorded.
- Date, person and source of verification recorded for the operational external contacts in Appendix 6.

Appendix 8 – External Verification Record

Verification completed on 23 August 2026 against the official sources listed below. This record confirms the published information checked on that date; it does not replace the termly and change-triggered verification required by Appendix 6.

Item verified	Official source	Verified position – 23 August 2026	Outcome
LOPIVI Article 35	BOE – Ley Orgánica 8/2021, Art. 35 https://www.boe.es/buscar/act.php?id=BOE-A-2021-9347	All educational centres attended by minors must have a Coordinator for Wellbeing and Protection acting under supervision of the person holding direction or ownership.	Confirmed
Balearic RUMI professional notification	Govern de les Illes Balears / CAIB – RUMI https://www.caib.es/sites/rumi/ca/com_notificar_si_ets_professional_llegir_abans_de_notificar-36077/	Current notice instructs professionals, after submitting the RUMI notification, to email rumi@dgmenors.caib.es with subject “Nova notificació RUMI” and no further data.	Confirmed
Consell Insular d’Eivissa – Servei de Protecció de Menors	Consell Insular d’Eivissa – Menors i família https://www.conselldeivissa.es/ca/departaments/benestar-social-i-recursos-humans/benestar-social/menors-i-fam%C3%ADlia	Cas Serres, C/Cosme Vidal Llaser s/n; 971 19 56 12; 971 39 90 94; menors@conselldeivissa.es .	Confirmed; secondary telephone added
Fiscalía de Área de Eivissa	Fiscalía General del Estado – Baleares https://www.fiscal.es/baleares	C/ Madrid 15, 6ª planta, 07800 Eivissa; 971 399 600; fiscalia.eivissa@fiscal.es .	Confirmed
Emergency / Police numbers	Ministerio del Interior – Emergencias y seguridad ciudadana https://www.interior.gob.es/opencms/en/contacta-con-nosotros/contacto-prueba-3-hide/index.html	112 is the general emergency number; 091 is Policía Nacional.	Confirmed
KCSIE 2025 / 2026 transition	UK Department for Education – GOV.UK https://www.gov.uk/government/publications/keeping-children-safe-in-education--2	KCSIE 2025 remains in use until 31 August 2026; KCSIE 2026 comes into force on 1 September 2026.	Confirmed
Working Together to Safeguard Children	UK Department for Education – GOV.UK https://www.gov.uk/government/publications/working-together-to-safeguard-children--2	Working Together to Safeguard Children 2026 is the current edition, updated 18 March 2026.	Confirmed; policy wording updated
British Schools Overseas standards	UK Department for Education – GOV.UK https://www.gov.uk/government/publications/british-schools-overseas-standards-for-schools	The current published school standards are the revised standards effective from 14 August 2023; the BSO accreditation process remains current in 2026.	Confirmed

Verification owner: Coordinator for Wellbeing and Protection / Head Teacher. Re-verification is required at least termly and immediately after notification of any service or procedural change. Verification should be recorded on the controlled safeguarding contact sheet.

Reference Framework Used for This Revision

Applicable Spanish/Balearic legal and procedural framework: Ley Orgánica 8/2021 (LOPIVI), including Article 35 on the Coordinator for Wellbeing and Protection; the Govern de les Illes Balears RUMI/interdisciplinary child-maltreatment framework and education-sector notification procedures; and current public contact information for the Consell Insular d’Eivissa child-protection service.

British good-practice and accreditation framework: Keeping Children Safe in Education 2026 for the 2026/2027 academic year, Working Together to Safeguard Children where relevant, and the current British

Schools Overseas standards. These British sources are used as good-practice/accreditation benchmarks and do not displace applicable Spanish or Balearic law or procedure. All reference materials and operational contacts must be checked at each formal policy review and sooner if notified of change.

Before publication, the Coordinator for Wellbeing and Protection must verify all operational external referral contacts, including RUMI and prosecutorial details, and record the verification date on the controlled safeguarding contacts sheet.

Policy Control

Policy owner	Head Teacher
Executive oversight	Executive Director
Proprietor oversight	Proprietor
Operational safeguarding lead	Coordinator for Wellbeing and Protection, working with section-based DSLs
Applies to	All students and all adults working for or on behalf of Morna International College
Approved by	Executive Director; Proprietor oversight confirmed
Academic year	2026/2027
Review	At least annually and sooner following legal, regulatory, staffing or procedural change
Next formal review	August 2027
Emergency	112 – Spain/EU emergency services
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External contacts last verified	23 August 2026 – official public-authority sources; see Appendix 8