Child Protection and Safeguarding Policy and Process

Portfield School

Policy number	SP3
Title	Child Protection and Safeguarding
Approved by	Governing Body
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Owner	Safeguarding Lead at Portfield School

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Contents

Important contacts

1. Aims
2. Legistlation andstatutory guidance
3. Definitions
4. Equality Statement
5. Roles and responsibilities
6. Guidance for Staff
7. Monitoring Arrangements
8. Links with other policies
    - Appendix 1 – types of abuse
    - Appendix 2 – safer recruitment and DBS checks – policy and procedures
    - Appendix 3 – allegations of abuse made against staff
    - Appendix 4 – specific safeguarding issues

Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated Safeguarding Lead (DSL)	Jemma Dudgeon	jemma.dudgeon@autismwessex.org.uk
Deputy/ AssociateDSLs	Jonathan Tebbutt Stewart Dudgeon Alice Cherry Nicky Edwards Carol Maccoll Angela Jones	Jonathan.Tebbutt@autismwessex.org.uk Stewart.Dudgeon@autismwessex.org.uk Alice.Cherry@autismwessex.org.uk Nicky.Edwards@autismwessex.org.uk Carol.Maccoll@autismwessex.org.uk Angela.Jones@autismwessex.org.uk
Local authority designated officer (LADO)	Laura Baldwin or John Mclaughlin	lado@bcpcouncil.gov.uk 01202 456744
Chair of Governors	Graham Whitehead	Governors.Chairman@autismwessex.org.uk
Channel helpline		020 7340 7264

1. Aims

- Portfield School will work to ensure that all children, young people and vulnerable adults are safeguarded and their welfare promoted
- Appropriate action will be taken in a timely manner to safeguard and promote children's welfare
- All staff will be aware of their statutory responsibilities with respect to safeguarding
- Staff are properly training in recognising and reporting safeguarding issues

- The school will work collaboratively with commissioning Local Authorities to safeguard all children, young people and vulnerable adults who attend the school

2. Legislation and statutory guidance

This policy is based on the following legislation:

- Department for Education's statutory guidance Keeping Children Safe in Education (2021) and Working Together to Safeguard Children (2018), and the Governance Handbook.
- Part 1 of the schedule to the Non-Maintained Special Schools (England) Regulations 2015.
- The Children Act 1989 and 2004 amendment..
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015.
- Statutory guidance on FGM.
- The Rehabilitation of Offenders Act 1974.
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006.
- Statutory guidance on the Prevent duty.
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006.The statutory framework for the Early Years Foundation Stage.

This legislation as well as the arrangements agreed and published by our local safeguarding partners, forms the basis for our compliance.

3. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Children includes everyone under the age of 18.

The following 3 **Safeguarding Partners** are identified in Keeping Children Safe in Education,They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

1.The local authority (LA)

2. A clinical commissioning group for an area within the LA

3. The Chief Officer of police for the relevant police area in the LA area

4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 6.19)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 6.21)
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

5. Roles and responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

6. Guidance for Staff

6.1 All Staff

All staff will read and understand part 1 and Annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

All staff will be aware of and receive training in::

- Our systems which support safeguarding, including this child protection and safeguarding policy, the charity safeguarding children policy and safeguarding adult policy, staff behaviour policy and code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, and the safeguarding response to children who go missing from education
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment

- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as peer-on-peer abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalization
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe

6.10 – 6.14 and appendix 4 of this policy outline in more detail how staff are supported to do this.

6.2 Designated Safeguarding Lead

The DSL is a member of the senior leadership team. Our DSL is Jemma Dudgeon, Headteacher. The DSL takes lead responsibility for child protection and wider safeguarding in the school.During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

Please note – in this and subsequent sections, you references to the DSL to mean "the DSL (or deputy DSL)".

During school holidays and out of hours the Designated Safeguarding Lead can be contacted via email: jemma.dudgeon@autismwessex.org.uk During School holidays phone contact can be made via telephone at the main school 01202 573808.

When the DSL is absent, the Associates/Deputies DDSLs – Jonathan Tebbutt – Assistant Headteacher; Stewart Dudgeon – Assistant Headteacher; Nicole Edwards – Teaching and Learning Leader, Carol MacColl –Teacher at sixth form, Alice Cherry – Lead Teacher for Early Years and Angela Jones – School Nurse – may act as Leads.

During out of hours times – such as the school holidays – the DSL and Deputy / Associate DSLs will be avaialbe on a rota system. This will be shared wit hteh Local Safeguarding Partners and School Office so that calls can be answered quickly.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body. All DSLs will keep the Headteacher informed, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL and Associates or Deputies are set out in job descriptions.

6.3 The Governing Board

The governing board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the Headteacher to account for its implementation
- Appoint a senior board level Link Governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL

The Chair of Governors will act as the case manager in the event that an allegation of abuse is made against the Headteacher.(see appendix 3).

All Governors will read Keeping Children Safe in Education in its entirety.

Section 6.10 - 6.14 has information on how governors are supported to fulfil their role.

6.4 The Headteacher

The Headteacher is responsible for the implementation of this policy ensuring that :

- staff (including temporary staff) and volunteers:
    - Are informed of our systems which support safeguarding, including this policy, as part of their induction
    - Understand and follow the procedures included in this policy, particularly those concerning referrals of suspected abuse and neglect
- this policy is communicated to parents when their child joins the school and via the school website
- the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- They act as case manager in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- relevant staffing ratios are met.
- each child in the Early Years Foundation Stage is assigned a key person

6.5 Confidentiality

The school shares a purpose with parents to educate, keep children safe from harm and have children's welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. Parents' rights to privacy and confidentiality are respected and sensitive information will not be shared until permission is given or it is necessary to promote the welfare and protect the safety of children (KCSIE Para 85).

Portfield School is committed to sharing information with the local authority safeguarding partner and other agencies as required. These include:

- **BCP Children's Services First Response Hub – 01202 735046** childrensfirstresponse@bcpcouncil.gov.uk
- **The Dorset Police MASH** mash@dorset.pnn.police.uk **Call 101**

Every member of staff understands that:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' allows practitioners to share information without consent if;

  it is not possible to gain consent, or

  it cannot be reasonably expected that a practitioner gains consent, or

  if to gain consent would place a child at risk

- a promise can never be made to a child that they will not tell anyone about a report of abuse,
- the government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, which support those staff who have to make decisions about sharing information
- If there is any doubt about sharing information, to speak the designated safeguarding lead or deputies.
- Confidentiality on record-keeping appears at 6.23.
- Confidentialtiy regarding allegations against staff is covered in Appendix 3

6.6. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

6.7 If a child is suffering or likely to suffer harm, or in immediate danger;

Make a referral to children's social care and/or the police **immediately**. **Anyone can make a referral.**

Tell the DSL (see section 6.2) as soon as possible if you make a referral directly.

The Local Authority procedures for making a referral are:

https://pandorsetscb.proceduresonline.com/p_report_concerns.html

If you are concerned about a child's welfare or worried, they are being abused, you can make a referral to Children's Social Care in Dorset by contacting:

Bournemouth, Christchurch & Poole – Children's First Response Hub:	**01202 735046** **childrensfirstresponse@bcpcouncil.gov.uk**
Dorset - Children's Advice and Duty Service (ChAD) Professionals Number: This is a professionals-only number to discuss your concerns, you will no longer complete a referral form.	**01305 228558**
Dorset Families and Members of the Public:	**01202 228866**

In an emergency or out of hours contact:

Bournemouth, Christchurch & Poole Out of Hours Service:	**01202 738256** **childrensOOHS@bcpcouncil.gov.uk**
Dorset Out of Hours Service:	**01305 228558**
Police Non-Emergency:	**101**
Police Emergency:	**999**

For more support and information you can use the link below:

https://www.gov.uk/report-child-abuse-to-local-council

6.8 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset

- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 6.5), and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless instructed to do so by a relevant authority involved in the safeguarding process.

6.9 If you discover that FGM has taken place or a pupil is at risk of FGM

Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4 of this policy.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

must immediately report this to the police, personally.

This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out or discovers that a pupil **aged 18 or over** appears to have been a victim of FGM must speak to the DSL and follow our local safeguarding procedures.

Dorset's Local Authority arrangement regarding FGM can be found at:

https://pdscp.co.uk/working-with-children/schools-and-colleges/dorset/

Further advice and guidance can be found at:

https://pdscp.co.uk/wp-content/uploads/2016/08/Female-Genital-Mutilation-Guidance.pdf

6.10 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

6.10.1 Figure 1 on page 11 illustrates the procedure to follow if you have any concerns about a child's welfare.

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social

care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

6.10.2 Early Help

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases,acti as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Early help referrals are made in Dorset by a professional discussion on the telephone. All phone calls will be confirmed in writing by the consultant social worker. It is best practice that you keep a record of the contact you have made, the discussion and any decisions made. You should also record whether you have obtained parental consent and if not, why not.

Early Help referrals in Bournemouth, Christchurch & Poole will be completed through an inter-agency referral form and submitted to childrensfirstresponse@bcpcouncil.gov.uk

An inter-agency referral form can be found at:
https://pandorsetscb.proceduresonline.com/p_referrals.html?zoom_highlight=inter-agency+referral+form

6.10.3 Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly (see section 6.5), you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

The first referral is made through Multi Agency Safeguarding Hub (MASH)

If the child's situation is not improving then the DSL will use
https://proceduresonline.com/trixcms/media/4796/pan-dorset-escalation-policy-v10-jun-2019.pdf to escalate the concern to ensure that the child's situation improves.

6.11 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

6.12 If you have a mental health concern

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

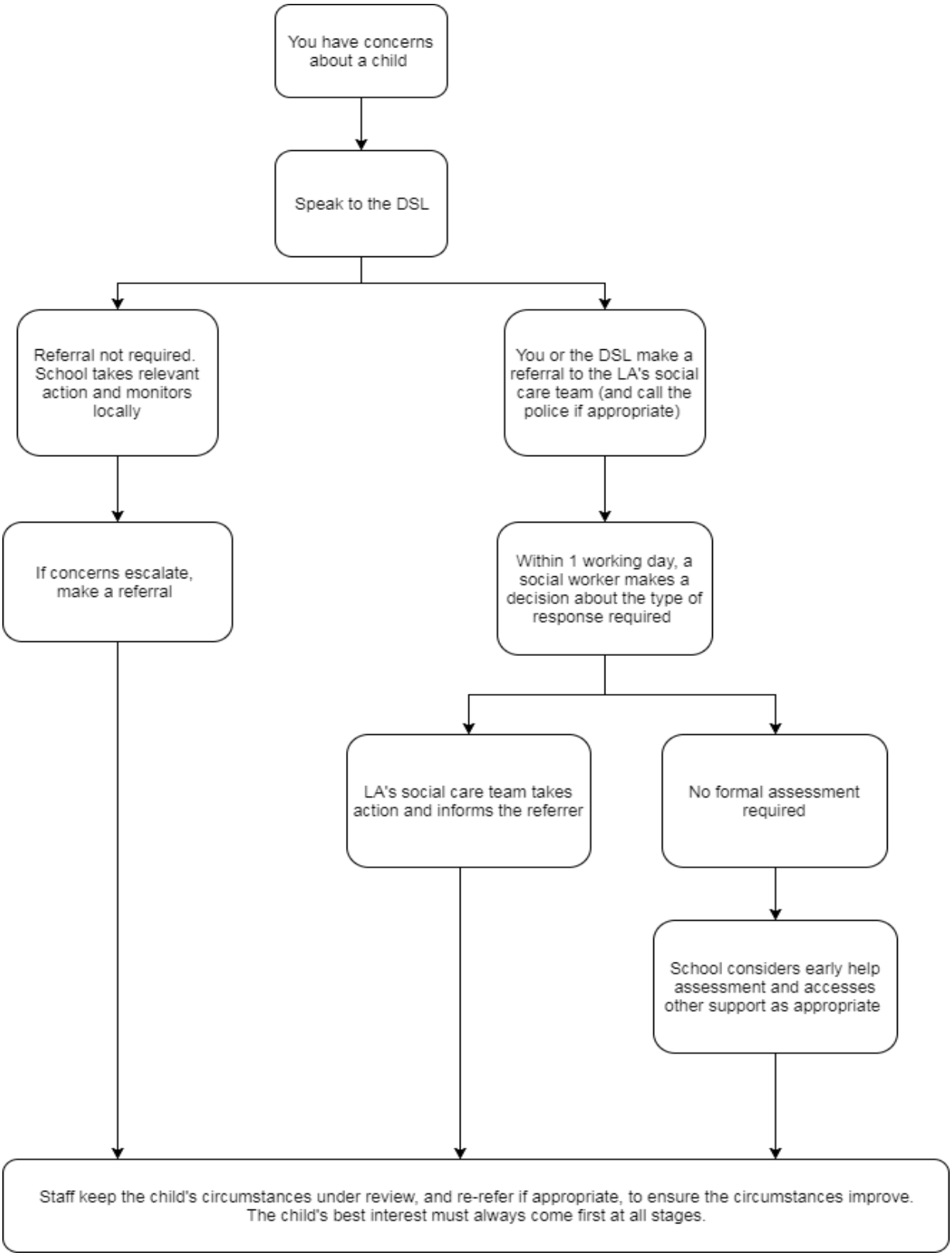
If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 6.6.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

If staff are concerned about a student's mental health and it is not a safeguarding concern then they should discuss with the class teacher and Assistant Headteacher for the phase. Possible outcomes from this discussion can be:

- Referral to the school therapy team
- Referral to the school wellbeing team
- Referral to CAHMS
- Discussion with parents / carers
- Support for the student and family to access Early Support interventions
- Refer to the Department for Education guidance on mental health and behaviour in schools for more information.

Figure 1: procedure if you have concerns about a child's welfare (Note – if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)



6.13 Concerns about a staff member, supply teacher or volunteer

If you have concerns about a member of staff, a supply teacher or volunteer, or an allegation is made about thier posing a risk of harm to children, speak to the Headteacher. If the concerns/allegations are about the Headteacher, speak to the Chair of Governors.

The Headteacher/Chair of Governors will then follow the procedures set out in appendix 3, if appropriate.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff a supply teacher, volunteer or contractor to the Headteacher, report it directly to the local authority designated officer (LADO).

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale (see appendix 3 for more detail).

6.14 Allegations of abuse made against other pupils

6.14.1 We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be acted upon as a serious matter..

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy but, this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

See appendix 4 for more information about peer-on-peer abuse.

6.14.2 Procedures for dealing with allegations of peer-on-peer abuse

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL but, do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

6.14.3 Creating a supportive environment in school and minimising the risk of peer-on-peer abuse

We recognise the importance of taking proactive action to minimise the risk of peer-on-peer abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent

- Ensure pupils are able to easily and confidently report abuse using our reporting systems (as described in section 6.14.5 below)

- Ensure pupils know they can talk to staff confidentially by;
- displaying safeguarding posters around the school of key adults to talk to,
- providing visual prompts and non-verbal supports for students who are developing their communication skills
- providing an email address safe@autismwessex.org.uk for students to share their concerns if they do not wish to speak face to face
  - Ensure staff reassure victims that they are being taken seriously
  - Train staff membersra to understand:
    - how to recognise the indicators and signs of peer-on-peer abuse, know how to identify it and respond to reports
    - That even if there are no reports of peer-on-peer abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
    - That any concerns about a child's welfare, should be acted upon immediately rather than wait to be told, and that victims may not always make a direct report. For example:
      - Children can show signs or act in ways they hope adults will notice and react to
      - A friend may make a report
      - A member of staff may overhear a conversation
      - A child's behaviour might indicate that something is wrong
    - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
    - That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
    - The important role they have to play in preventing peer-on-peer abuse and responding where they believe a child may be at risk from it
    - That they should speak to the DSL if they have any concerns

6.14.4 Sharing of nudes and semi-nudes ('sexting')

This approach is based on guidance from the UK Council for Internet Safety for all staff and for DSLs and senior leaders.

6.14.5 Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

6.14.6 Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

6.14.7 Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

6.14.8 Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

6.14.9 Referral to the police

If it is necessary to refer an incident to the police, this will be done through contact with the Multi-Agency Safeguarding Hub (MASH), the Safer Schools Officer and the Local Police – as appropriately advised by MASH.

6.14.10 Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

6.14.11 Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our relationships and sex education and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

6.15 Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Ensure pupils know they can talk to staff confidentially by displaying safeguarding posters around the school of key adults to talk to, providing visual prompts and non-verbal supports for students who are developing their communication skills and providing an email address safe@autismwessex.org.uk for students to share their concerns if they do not wish to speak face to face
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback
- Reassure pupils and agree a trusted adult, who the pupils feels confident talking to, that they can discuss their concerns with after a disclosure has been made.

6.16. Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

6,16.1 To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')

- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

6.16.2 The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

6.16.3 To meet our aims and address the risks above we will:

- Educate pupils about online safety as part of our curriculum. For example:
    - The safe use of social media, the internet and technology
    - Keeping personal information private
    - How to recognise unacceptable behaviour online
    - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
    - Staff are permitted to bring their personal phones to school for their own use but, will limit such use to non-contact time when pupils are not present
    - Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the consequences if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community

This section summarises our approach to online safety and mobile phone use. For comprehensive details about our school's policy on online safety and the use of mobile phones, please refer to our online safety policy and mobile phone policy.

6.17 . Child Criminal Exploitation and Sexual Exploitation

Child Criminal Exploitation and Sexual Exploitation is specifically mentioned in this policy as it is a local issue in the Dorset and Bournemouth, Christchurch and Poole Areas.

6.17.1 Child Criminal Exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

6.17.2Child Sexual Exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

6.18 . Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

6.19. Pupils with special educational needs, disabilities or health issues

As a specialist school for autistic students, we recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

As all our students fall into this category we ensure that;

there are familiar adults for all students with whom they feel able to make disclosures,

there are visual supports for students

there is an email address for students to contact if they do not want to make a face to face disclosure.

6.20 Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

6.21 . Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements

- The DSL has details of children's social workers and relevant virtual school heads

A designated teacher, Jemma Dudgeon – Headteacher, is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children

6.22 . Complaints and concerns about school safeguarding policies

6.22.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

6.22.2. Other complaints

For other complaints,follow the Autism Wessex Complaint Policy, which can be found on our website.

6.22.3.Whistleblowing

At Portfield School we're committed to conducting our business with honesty and integrity and we expect all staff to maintain high standards. Any suspected wrongdoing whch may be considered criminal or in the public interest should be reported.

Reports can be made to your line manager, the Headteacher or HR. You can whistleblow anonymously via the whistleblowing hotline one: **** or email ****.

The Whitleblowing Police can be found on our website, in the employee handbooked or requested through HR.

6.23 . Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

Concerns and referrals will be kept in a separate child protection file for each child.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

All safeguarding records are recorded electronically using MyConcern. All school staff are able to raise concerns through MyConcern but only the Designated Safeguarding Lead and Deputies are able to access concerns once raised. These concerns can be allocated to appropriate members of staff – for example a class teacher. This will be done on a need to know basis and with confidentiality in mind.

In addition:

- Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
- Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

6.24. Training

6.24.1 . All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities and can identify signs of possible abuse or neglect.

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Be in line with advice from the 3 safeguarding partners
- Have regard to the Teachers' Standards to support the expectation that all teachers:
    - Manage behaviour effectively to ensure a good and safe environment
    - Have a clear understanding of the needs of all pupils

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates through e-bulletins and staff meetings as required, but at least annually.

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

6.24.2 The DSL and deputies

The DSL will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments.

They will also undertake Prevent awareness training and training relating to Operation Encompass as this is used in the school as part of Local Authority initiative.

6.24.3 Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the Chair of Governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

6.24.4. Recruitment – interview panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

6.24.5 Staff who have contact with pupils and families

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

7.0 . Monitoring arrangements

This policy will be reviewed **annually** by Jemma Dudgeon Designated Safeguarding Lead. At every review, it will be approved by the full governing board and trustees of the Charity.

8.0 . Links with other policies

This policy links to the following policies and procedures:

- Behaviour
- Staff behaviour and code of conduct
- Complaints
- Health and safety
- Attendance
- Online safety
- Equality
- Sex and relationship education
- First aid
- Curriculum
- Designated teacher for looked-after and previously looked-after children
- Privacy notices
- Whistleblowing
- Acceptable use of IT
- Anti-bullying