



Safeguarding and Child Protection policy: September 2024

1. STATEMENT OF INTENT

Safeguarding is **everybody's responsibility** and Portfields Primary School (PPS) is committed to the vital contribution we all make to safeguard our pupils, staff and visitors, and to a culture of vigilance. We recognise that all adults, including teaching and support staff, temporary staff (ancillary, supply, self-employed staff, contractors) volunteers, governors and visitors, have a full and active role to play in protecting our pupils from harm. The child's welfare is our paramount concern.

We aim to ensure that child protection concerns and referrals are handled sensitively, professionally and in ways that support the specific needs of the individual child. Through providing a caring, safe and stimulating environment which promotes the social, physical and moral development of all our pupils, we aim to foster an atmosphere of school, respect and security.

We recognise that, for children, high self-esteem, confidence, risk awareness, independence and good lines of communication help to reduce risks. We recognise that, for some children, school may be the only stable, secure and consistent environment in their lives.

The aims and purpose of this policy are:

- To provide an environment in which pupils feel safe, secure, valued, respected and confident. They should know how to approach adults, if they are in difficulties, and know that they will be effectively listened to.
- Through regular training and updates, to raise the awareness of all teaching and non-teaching staff of the need to safeguard pupils and of their responsibilities in the early help process of identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring pupils known or thought to be at risk of abuse, neglect or exploitation, and ensure the school contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff and between staff and governors.
- To develop a structured procedure which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with parent/carers and other agencies, especially the Police, PREVENT, Health Care providers (CAMHs, GPs), Social Care and Milton Keynes Safeguarding Board (MKSB).
- To ensure that all governors and all staff employed within our school, who have access to pupils, have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (*Protection of Freedoms Act 2012*) and a central record is kept for audit.
- To ensure that any contractors or visitors to the school are always accompanied whilst on site.

The policy is consistent with all the Portfields Primary School (PPS) school policies adopted by the Governing Body and should be read in conjunction with the Code of Conduct policy, the Whistleblowing policy and the Relationships and Behaviour Policy.

2. DEFINITIONS

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the 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

(Keeping Children Safe in Education 2024)

Child protection is a part of safeguarding and promoting welfare. This refers to activity that is undertaken to protect specific children who are suffering or likely to suffer significant abuse, harm or exploitation.

(Keeping Children Safe in Education)

Early Help means providing support as soon as a problem arises to assist families and young people before their needs become acute and social care or other specialist intervention may be necessary. This can be as simple as; an adult listening to and giving some quality time to a child, providing some breakfast or a drink if the child is hungry or thirsty. A quick catch up with a parent/carer is often enough, but we recognise that we might need to speak to the Multi-Agency Safeguarding Hub (MASH) for advice before talking to parents/carers or to ask which service would be the most appropriate to signpost them towards.

Staff should be alert to the potential need for Early Help for pupils who have experienced multiple suspensions, [are] at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.

We might need to liaise with medical staff or specialist teaching staff to ensure that we are providing appropriate care and personalised learning opportunities that will allow the child to feel safe and cared for.

We ensure that children are nurtured through a curriculum which helps them to develop as an individual, as part of a family and as part of a community, with British values.

The close monitoring of attendance, lateness, general appearance, behaviour and disposition make sure that all staff are in a position to identify children who may benefit from early help.

All Portfields Primary School staff are made aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse and Neglect: any form of maltreatment of a child. Somebody may abuse a child by inflicting harm or neglect them by failing to act to prevent harm. Children may be abused or neglected in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or

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scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. *(Keeping Children Safe in Education)*

Emotional abuse: the persistent emotional maltreatment of a child, such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. *(Keeping Children Safe in Education)*

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children (child-on-child abuse). *(Keeping Children Safe in Education)*

Neglect: 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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); provide suitable education; or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. *(Keeping Children Safe in Education)*

Safeguarding incidents and /or behaviours can be associated with factors outside the school and/or can occur between children outside the school. **All** staff, but especially the Designated Safeguarding Lead (or deputy) should consider whether children are at risk of abuse or exploitation in situations outside their families. This is known as **contextual safeguarding**, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. *(Keeping Children safe in Education)*

Early Help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse.

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More details of typical signs of abuse and of other risks that children and adults can experience can be found in the appendix to this document.

3. WHAT STAFF SHOULD BE AWARE OF

Particular vigilance will be exercised in respect of pupils who are subject to a **Child Protection Plan** (section 47), **Child in Need** (section 17) or **Children who are Looked After** (CLA). Any incidents or concerns involving these pupils must be reported immediately to the Designated Safeguarding Lead (DSL) and will be reported to the allocated Social Worker.

If a pupil discloses that they have witnessed **domestic abuse**, or it is suspected that they may be living in a household which is affected by family violence, this will be referred to the Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Lead (DDSL) as a safeguarding issue. Staff are reminded to consider the impact of domestic abuse including the potential short-term and long-term detrimental impact on children's health, wellbeing, and ability to learn if they are experiencing domestic abuse at home or within their own intimate relationships or experience its effects. **Operation Encompass** helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the DSL) in school to ensure the school can enable support to be given to the child according to their needs.

We will always ascertain the views and feelings of all pupils. Portfields Primary School acknowledges the additional need for support and protection of pupils who are vulnerable by virtue of **disability, having a particular Special Educational Need and/or an EHCP, homelessness, refugee/asylum seeker status, the effects of substance abuse within the family, LGBTQ+, young carers, mid-year admissions, pupils where English is an additional language**, (particularly for very young pupils, using the translation service if necessary), **at risk of trafficking, modern slavery, child sexual or child criminal exploitation and radicalisation**. Children are also increasingly being exploited and trafficked to sell drugs in rural towns and cities. Known as **county lines**.

We recognise that children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused. We acknowledge that pupils who are **affected by abuse or neglect** may demonstrate their needs and distress through their words, actions, behaviour, demeanour, or work. Portfields Primary School has a strong commitment to an anti-bullying policy **and will not tolerate any form of bullying or harassment**. Portfields Primary School will consider all coercive acts and inappropriate child on child behaviour and sexual activity within a Child Protection context.

All staff should also be aware that **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. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where it comes to our notice that a child under the age of 13 is, or may be, **sexually active**, whether or not they are a pupil of this school, this will result in an immediate referral to MASH. In the case of a young person between the ages of 13 and 16, MASH will be contacted for advice to determine how and when information will be shared with parents and the investigating agencies.

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The law requires that Milton Keynes Safeguarding Board are notified of **private fostering** arrangements. Any privately fostered pupils, i.e. pupils under the age of 16 (under 18, if disabled) who are cared for 28 days or more by someone who is not their parent or a close relative, that come to our attention will be referred to Children's Services, for them to check the arrangement is suitable and safe for the child. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage).

In the Local Authority guidance, **Children Missing in Education (CME)** is defined as Children of compulsory school age whose whereabouts and circumstances **are known** to the Local Authority but who have, for whatever reason, been out of education for 20 school days or more or children of compulsory school age whose whereabouts and circumstances **are unknown** to the Local Authority

Following reasonable enquiry, if the child's whereabouts are unknown, unexplainable and/or persistent absences from education a referral should be made to the children missing education team. The school must inform the Local Authority CME team when:

- A child on roll fails to attend without explanation, or
- A child who is expected to join a school fails to start

Staff should be aware of indicators, which may signal that children are at risk from, or are involved with **serious crime**. These may include increased absence from school, a change in friendships, or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs.

More details of risks that children and adults can experience can be found in the appendix to this document.

4. ROLES AND RESPONSIBILITIES

We recognise that all staff, regardless of their role, have a duty to safeguard children and promote their welfare. Our policy applies to the whole school community: all teaching and non-teaching staff, governors, pupils and volunteers and visitors working in the school. The Governing Body and Designated Safeguarding Leads (DSLs) will have particular responsibility for safeguarding and child protection within the school.

All adults working within the Portfields Primary School (including governors, visiting staff, volunteers and pupils on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead (DSL) in each school:

- Safeguarding Lead is **Kelly Rae**
- Safeguarding Deputy Leads are **Sarah Folkard, Jack Dixon and Laura Dolan**
- Prevent Lead is **Sarah Folkard**
- Mental Health Lead is **Sarah Folkard**
- Online Safety Lead is **Jack Dixon**
- Safeguarding Governor is **Rebecca Hook**
- The wellbeing governor is **Esme Chu**

DSL contact email: safeguarding@portfields.org

Safeguarding Governor email: chair@portfields.org

4.1 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
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance
- Complete the National College Training including the end of course assessment annually
- Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns

All staff will be aware of:

- this child protection and safeguarding policy, the staff Code of Conduct, the role and identity of the designated safeguarding lead (DSL) and Deputies, the Relationship and Behaviour policy, Child-on-Child and Anti-Bullying Policy, Online Safety Policy and the Attendance Policy
- The early help assessment process 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 child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBTQ+) can be targeted by other children
- What to look for to identify children who need help or protection
- Know their roles and responsibilities in Online Safety; filtering and monitoring, as part of their safeguarding training and how to report concerns

4.2 The Headteacher

- The headteacher is responsible for the implementation of this policy, including:

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- 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 cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this
- In EYFS, ensuring the relevant staffing ratios are met, where applicable
- Know what provisions the school has in place for filtering and monitoring and how to manage these provisions effectively, knowing how to escalate concerns when identified

4.3 The role of the Designated Safeguarding Lead in each school is as follows:

- Ensuring that child protection procedures are in place and updated as appropriate.
- Ensuring that all staff are aware of PPS's policy and procedures and the policy is available to the public on each individual school's website.
- Being available to provide advice/support to staff for confidential discussions about concerns.
- Being available to provide support to pupils.
- Liaison with the Headteacher to keep him/her informed regarding child protection procedures.
- Liaison with Social Services, Milton Keynes Safeguarding Board (MKSB), MASH (Multi-Agency Safeguarding Hub) and other relevant agencies.
- Ensuring any concerns/suspected cases of abuse/referrals are recorded on EduKey (electronic platform) in the appropriate manner and detail, even if there is no need to make an immediate referral.
- Ensuring that all records are kept confidentially, securely and on a need to know basis. These records are separate from pupil records, until the child's 25th birthday and are given to the child's next school or college.
- Being the first point of contact for external agencies who are pursuing Child Protection investigations or school checks.
- Co-ordinating arrangements through EduKey for monitoring of pupils on roll who have been identified as being in need of protection.
- Co-ordinating the school's representation at Child Protection conferences and Core Group meetings and the submission of written reports for conferences.
 - Keeping an up to date list of all pupils on the Child Protection register.
 - Keeping an up to date list of Children Looked After (CLA)

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- Ensuring that any pupil currently on the Child Protection register, who is absent from school without explanation for two days, is referred to Social Services.
- Ensuring that the DSL has appropriate update training every two years.
- Ensuring that all relevant staff (and Governors) have up-to-date training on safeguarding issues including Signs and Types of abuse, FGM, Prevent, CSE/CCE, Online Safety, Domestic Violence, Mental Health (this list is not exhaustive).
- Conducting safeguarding inductions to new staff who join the school mid-year.
- Ensuring that staff receive regular safeguarding updates.
- Meeting with the school's Safeguarding Governor and produce an annual safeguarding report to governors.
- DSLs meeting weekly to discuss referrals, update pupils on CP, CFP or other external agencies and share updates
- Ensuring that all necessary reports to MKSB are completed and compliant
- ONLINE SAFETY: should take lead responsibility for online safety, including understanding the filtering and monitoring systems and processes in place

4.5 The governing board

The governing board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, 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
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- Appoint a 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
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
- Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness. This includes:

Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training

Reviewing the [DfE's filtering and monitoring standards](#), and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards

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- Make sure:
 - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
 - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
 - The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
 - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors).
 - That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):
 - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
 - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
 - Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.

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

5. STAFF RESPONSIBILITIES IN HANDLING DISCLOSURES

If a pupil begins to confide any matter involving alleged abuse, or neglect, whether physical, emotional or sexual, to a member of staff, they should follow the following guidelines:

- Don't make any promises to the pupil
- Stay calm and reassuring
- Explain that you cannot promise to keep what they tell you as a secret. This is in their own interest, as you may have to inform the Designated Safeguarding Lead (DSL)
- Listen to the child rather than directly question them

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- Do not press them for details or ask leading questions – ask TED questions: ‘tell me...’ ‘explain to me...’ and ‘describe to me...’
- Ask the pupil if they have told anyone else
- Write a detailed account, in the pupil’s own words, dated, timed and signed onto EduKey
- Inform the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead, this may be done via a face to face conversation but must also be uploaded onto EduKey as this may be needed as evidence in court.
- Assure the pupil that they have done the right thing and you know how difficult it is to talk about such experiences.

The key task at this moment is to listen to the pupil, not to interrupt while he or she is freely recalling significant events and to make a note of all that is said, which is to be passed to the designated member of staff. Staff should also be aware that noted recordings of the discussion may need to be used in any subsequent court proceedings and may be made available to the pupil’s parents/carers at the Child Protection conference. The welfare of the pupil is paramount; therefore all situations must be treated with sensitivity. The teacher should not reveal his/her own feelings to the pupil.

6. REPORTING AND RECORD KEEPING

When an individual concern, or incident is seen by, or brought to the attention of, a member of staff it is reported using the secure electronic platform of **EduKey**. This automatically raises a notification email to the DSL team in the school, who will action early help intervention/advice for the child and/or family. When considering appropriate actions, the views and wishes of the child are taken into account, but staff will be alert to the dangers of colluding with secrets.

All staff are trained to use and report concerns using EduKey. Reports should be objective and based on evidence and should distinguish between fact, observation, allegation and opinion. The note should record the time, place and people present as well as what was said. Supporting evidence (letters, pupil work, pupil statements, meeting minutes, including those from Social Care) can be uploaded to specific cases.

The Designated Safeguarding Lead (DSL) and the Deputy Designated Safeguarding Lead (DDSL) in each School have full access to all information on their EduKey data base.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

If a referral is determined as the appropriate action, the DSL will either contact MASH (Multi-Agency Safeguarding Hub) for telephone advice from the duty desk team, or complete a MARF (Multi-Agency Referral Form) and/or a EHA (Early Help Assessment) and send it via secure electronic mail to MASH. MASH will determine the level of need and appropriate agency interventions.

Multi-Agency Safeguarding Hub (MASH):

Tel: 01908 253169 or 253170

Emergency Social work team (out of hours): 01908

265545 Email: children@milton-keynes.gov.uk

The DSL team must normally ensure contact is made with a parent/carer to obtain consent before a referral is made. However, if the concern involves alleged or suspected child sexual abuse, honour based violence, fabricated or induced illness or where the DSL has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, nothing should be said to the parent/carer ahead of the referral. Rationale of this decision must be noted on the referral form.

The DSL team must be confident to challenge decisions made by MASH and other agencies if they feel that a child remains in need, or at risk.

Any child protection referral process should not delay any administration of first aid or emergency medical assistance. If a child is thought to be at immediate risk, perhaps because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child from the school, urgent Police involvement will be requested.

Teachers/the DSL have a legal duty to report to Social Services and Thames Valley Police Service (or, in their absence, by calling 101 immediately) all suspected incidents where:

- a child sustains physical injury or is distressed as a result of reported chastisement, or
- alleges that they have been chastised by the use of an implement or substance,
- there is evidence to suggest that the child is suffering/has suffered through Child Sexual Exploitation, Female Genital Mutilation, Forced Marriage, Honour Based Violence, Domestic Abuse or Child Abuse through faith or belief or radicalisation.

The DSL must also (if required), discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues.

If a teacher has any suspicion that any of these incidents listed may have occurred, they must report this immediately to the Designated Safeguarding Leads (DSLs).

Whilst pupils are participating in trips and visits, including residential trips, the Portfields Primary School Safeguarding Policy will apply. Direct contact details of the DSL or a senior member of staff will be available for direct reporting or advice whilst on the trip.

Parents/carers will be encouraged to report incidents where they suspect a child is being treated badly or not looked after properly to the school. In situations where pupils sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the School, parents will be notified as soon as possible and in all cases within 24 hours.

7. THE TRANSFER OF CHILD PROTECTION FILES

When pupils transfer from one educational establishment to another, either at the normal transfer stage or as a result of a move, and records of child protection/welfare concerns exist, these should be sent to the receiving school as soon as possible. This transfer should be arranged separately from the main pupil file in line with the DfE guidance *Keeping Children Safe in Education*.

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Where pupils are dual registered (e.g. on roll at a mainstream school, but receiving education in another establishment), any existing child protection records should be shared with the new establishment prior to the child starting, to enable the new establishment to risk assess appropriately.

It is important that all child protection records are transferred at each stage of a child's education, up until the age of 18, or in some cases, beyond. The responsibility for transfer of records lies with the originating setting, as the receiving setting might not otherwise know that child protection concerns exist.

If a pupil joins a PPS school in-year, a letter is sent to the originating setting for confirmation of any current/past safeguarding concerns. A receipt is retained and dated.

8. SAFE SCHOOL, SAFE STAFF (SAFER RECRUITMENT)

We will maintain an environment in which children feel safe and learn, develop and have a voice by:

- Ensuring that our building and site are secure and that visitors to the school are properly checked and supervised.
- Having a Health & Safety policy and procedures and ensuring that they are understood by all staff.
- Ensuring that all staff are risk aware and routinely conduct risk assessments, as appropriate to their individual role and responsibilities and to the activities undertaken. This will include risks within the wider school environment and any CP/Safeguarding issues will be considered both on site and when off-site, for example, planning day visits, fixtures and residential visits.
- Having policies for dealing with behaviour, bullying and racist and other discriminatory incidents (*PPS Code of Conduct policy*) and ensuring that staff adhere to these policies and promote the principles of value, respect, excellence, tolerance, equality and acceptable behaviour amongst our pupils (*Behaviour Policy*).
- Ensuring that all staff, governors and regular visitors and volunteers have been made aware of *Guidance for safer working practice for those working with children and young people in education settings October 2015* document and work to the guidance contained therein.
- Operating safer recruitment procedures in each school, ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.
- Curriculum vitae (CV) will only be accepted alongside a full application form. CVs on their own will not contain all the information required to support safer recruitment.
- Subjecting all staff and governors recruited by Portfields Primary School to appropriate identity, qualification and eligibility checks. References will be verified and appropriate criminal record checks (Disclosure and Barring Services (DBS) checks), barred lists checks and prohibition checks will be undertaken. The level of DBS check required will depend on the role and duties of an applicant to work PPS, as outlined in Part Three of the DfE guidance *Keeping Children Safe in Education*.
- We may conduct online searches as part of our due diligence during the recruitment process as it "may help identify any incidents or issues that have happened, and are publicly available online", which the school may want to explore with the applicant at the interview.
- Only using employment agencies which can demonstrate that they actively vet their supply staff. We will report any alleged misconduct by temporary or agency staff to the employment agency concerned and to the Local Authority.
- Ensuring staff joining a Portfields Primary School school receive a copy of this policy, the school's Behaviour policy, the Code of Conduct policy and the latest copy of *Keeping Children safe in Education* document as part of their induction.

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- Ensuring that any parent or other person/organisation engaged by Portfields Primary School to work in a voluntary capacity with pupils is subjected to all reasonable vetting procedures and Criminal records Checks, including DBS checks.
- Ensuring that any young person undertaking work experience in our schools is safeguarded and supervised in accordance with the guidance in *Keeping Children Safe in Education*. There will be one member of staff in each school responsible for coordinating work experience placements.
- Maintaining an environment where children feel safe, equal and valued, and are encouraged to talk and are listened to. Our schools enhance this through form tutoring, pupil voice, the PHSE curriculum pastoral/pupil welfare services, buddy/mentoring/peer support schemes, 'worry boxes', displays of information such as Childline & NSPCC & CEOP posters & contact details and CP/Safeguarding – this list is not exhaustive.
- Adopting a Lettings policy for each school which seeks to ensure the suitability of adults working with children on school sites at any time.
- Making Community users, who organise activities for children, aware of the School's child protection guidelines and procedures.

9. COMPLAINTS/ALLEGATIONS MADE AGAINST STAFF

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. Any safeguarding or child protection concerns or allegations against adults working (including supply staff) or volunteering in the school, or former employees, are referred by the Headteacher, the DSL or governor to the LADO (Local Authority Designated Officer). Any member of staff found not to be suitable to work with children will be notified to the Disclosure and Barring Service (DBS). (*PPS Whistle-blowing policy*)

Contact:

Tel: 01908 254300 / 01908 254306

Email: lado@milton-keynes.gov.uk

Whistle-blowing reports concerning the Headteacher should be made to the Chair of the Local Governing Body, Rebecca Hook at chair@portfields.org Alternatively, the LADO can be contacted.

We will consider the requirements for complaints as set out in the safeguarding and welfare section of the statutory framework for the Early Years Foundation Stage (paragraph 3.75).

Where a staff member feels unable to raise an issue with their employer, or feels that genuine concerns are not being addressed, other whistleblowing may be open to them. The *NSPCC's what you can do to report abuse* dedicated helpline is one such alternative route. Staff can call 0800 0280285 the line is available from 08:00am to 08:00pm Monday to Friday and email help@nspcc.org.uk

Low Level Concerns

Any low-level concerns about a member of staff, volunteer or partner are reported to the Headteacher. If the low level concerns is regarding the Headteacher, this should be reported to the Chair of Governors or LADO, as appropriate. Low level concerns should be reported to the Headteacher in person and followed up by the concern in writing, not via email. These concerns will be kept in strictest confidence and followed up with the LADO if necessary. Please see whistleblowing policy and code of conduct for further information.

10. ONLINE SAFETY AND SOCIAL MEDIA

Portfields Primary School use appropriate software that prevents unauthorised access to illegal websites. It also prevents access to inappropriate websites; what is appropriate, or inappropriate is determined by the age of the user and is reviewed in response to an incident.

There are school variations in terms of how online use, by staff and pupils, is monitored. 5thUtility provides reports to the DSL of internet usage of safeguarding themes (such as self-harm, depression, radicalisation). Individual concerns are reported to the DSL immediately for further investigation and recorded on EduKey.

All staff must retain a professional profile on any website or social media as follows:

- Staff should at no time post anything regarding pupils, their parents/carers/families or other staff.
- Staff must be conscious at all times of the need to keep personal and professional lives separate and maintain professionalism whilst using social media networking sites.

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- Staff should not accept friends requests from a person believed to be a parent, a pupil, or an ex-pupil, except in circumstances where a member of staff already has personal contact with a parent outside of school (e.g. through a club).
- Anyone posting remarks which breach confidentiality or are deemed to be of a detrimental nature to any of the Portfields Primary School or other employees may be subject to disciplinary proceedings.
- Any employee, who becomes aware of social networking activity that would be deemed distasteful, should make a member of the Senior Leadership Team aware.

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Portfields Primary School recognises that staff, pupils and volunteers may wish to have their personal mobile phones at work for use in case of emergency. Personal mobile phones should only be used off-site or when the owner is located in a staff /work room and only during breaks or outside of working hours.

Pupils are able to have mobile phones in school, but they must not be used or seen at any time when on school site. Staff, pupils or volunteers who break these rules will face disciplinary action in line with the school's disciplinary/behaviour policies.

Where there is suspicion that material on a mobile phone may be unsuitable, or may constitute evidence relating to a criminal offence, the guidelines set out in the Disciplinary Procedure for School Staff other than the Headteacher will be followed.

PPS may provide cameras, tablets and recording equipment for staff, pupils and volunteers to use to support their work with children, including observations within the EYFS provision. To ensure the appropriate use of this equipment, and to safeguard children, the following guidance should be followed:

- Only the cameras, tablets and recording equipment belonging to the school may be used to take appropriate and relevant images of children, i.e. observations, photographs of activities and events.
- Images must be used in accordance with the Data Protection Act 1998.
- Cameras, tablets and recording equipment should only be used where two or more staff members are present and not in areas where intimate care is carried out.
- It is not appropriate to take photographs of bruising or injuries on a child for child protection concerns.
- School mobile phones, cameras, tablets and recording equipment remain the property of the school at all times

Pupils receive ongoing education through Relationships, Sex and Health Education (RSHE), assemblies, thematic days and teaching about the risks of social media in relation to keeping safe online. With emerging technology there is a real potential for abuse. Risks associated with user interactive services are:

- Cyberbullying
- Grooming and potential abuse by online predator
- Exposure to inappropriate content, including racist and self-hate content as well as pornography
- Exposure to youth produced sexual imagery (sexting)
- Privacy issues associated with posting personal information that can identify and locate a child
- Privacy issues associated with adults posing as young people and using social media to contact other young people and inappropriate contact with a young person by a schooled adult.

Portfields Primary School has a maintained Twitter and Facebook account and a website which are used to share information relating specifically to school activities and events. Even with a controlled site there are difficulties, and information needs to be considered and appropriate. PPS is mindful of the importance that:

- Information displayed should follow normal conventions of safe behaviour. There should be no postings that will compromise staff, governors' or volunteers' own personal information boundaries and relationships
- Anything that is posted as text, photos, pictures and video clips on sites may be shared with and

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saved by people other than those for whom it was intended

- Once information is posted online individuals have little control over it and it could go well beyond the original purpose
- There should be no images of young people on the site without prior permission.

Each school has an *Online Safety policy*. Also see the **appendix** for further details of cyber bullying.

11. MENTAL HEALTH

Mental Health is a state of well-being, in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community. (*World Health Organisation*)

Portfields Primary School aims to promote positive mental health for every member of our staff and pupil body. We pursue this aim using both whole school approaches and specialist, targeted approaches aimed at vulnerable pupils. In addition, we aim to recognise and respond to mental ill health. In an average classroom there will be 3 children suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies, practices and procedures we can promote a safe and stable environment for the pupils affected both directly and indirectly by mental ill health.

Mental ill health issues can include self-harm, anxiety, panic attacks, phobias, obsessions, compulsions, depression, suicidal feelings and eating problems (this is not an exhaustive list).

There may be cause for concern if staff notice certain changes in a pupil's appearance or behaviour such as:

In primary and nursery pupils:

- Unusual play in the playground
- Unusual drawings
- Tendency to isolate themselves
- Compulsive lying
- Attention seeking, loud and disruptive behaviour
- Pulling out hair (self-harm), hurting other children
- Hiding lunch, over/under eating
- Soiling
- Change in personality i.e. mood swings, sleeping habits, activities
- Frequently missing lessons, in particular PE/Sport
- Change in clothing e.g. wearing long sleeves in warm weather
- Social isolation and secretive behaviours

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Any member of staff who is concerned about the mental health or wellbeing of a child or young person should speak to the Designated Safeguarding Lead (DSL) and make a referral on EduKey. If there is fear that the child or young person is in danger of immediate harm then the DSL will make an immediate referral to the Multi-Agency Safeguarding Hub (MASH) and/or to Children's and Adolescent Mental Health Services (CAMHS). If the pupil presents a medical emergency then normal medical emergency procedures should be followed. Parent/carers will be contacted as part of this procedure and advised accordingly regarding specialist help referrals.

Where a referral to CAMHS or another mental health support agency is required this will be led by either the DSL or DDSL, with parental/carers awareness.

Staff will receive regular training and updates about recognising and responding to mental health issues to enable them to keep the children and themselves safe from harm.

12. PHYSICAL INTERVENTION

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be recorded and signed by a witness. Staff who are likely to need to use physical intervention will be appropriately trained.

13. SUPPORTING PUPILS AND STAFF

We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth.

- We recognise that a child in these circumstances may feel helpless and humiliated
- We recognise that a child may feel self-blame
- We recognise that the school may provide the only stability in the lives of pupils who have been abused or who are at risk of harm
- We accept that research shows that the behaviour of a pupil in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Portfields Primary School will support all pupils by:

- Encouraging high self-esteem and self-assertiveness and not condoning acts of aggression or bullying
- Promoting a caring, safe and positive environment within the school
- Liaising and working together with all other support services and those agencies involved in the safeguarding of pupils
- Notifying Social Services via the designated member of staff if there is a significant concern

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- Providing continuing support to any pupils of concern who leave our school, by ensuring the appropriate information is forwarded under confidential cover to the new site of education.

Portfields Primary School recognises that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and seek further support as appropriate.

14. STAFF TRAINING

The Designated Safeguarding Leads will undertake specialist safeguarding and child protection training, which will be updated at a minimum of every two years. All new staff are required to attend a safeguarding induction session with the Designated Safeguarding Lead. All staff will receive regular safeguarding training throughout the academic year on current issues such as female genital mutilation (FGM), Prevent, Child Sexual or Criminal exploitation (CSE/CCE), online safety, signs and types of abuse, substance abuse, mental health – this list is not exhaustive. The DSL will use weekly updates from Andrew Hall Safeguarding and NSPCC to keep staff informed of current safeguarding issues, policy changes and resources to maintain a culture of vigilance around safeguarding and early help.

All governors will receive safeguarding training at the point of induction to ensure their understanding of their important strategic role, as well as their legislative responsibilities, and those set out by their local multi-agency safeguarding arrangements, and that will be regularly updated.

Staff on contracts to companies supplying contracted services, for example catering and cleaning staff, will receive basic safeguarding training from the DSL in the school to complement that supplied by their employer.

15. LOCKDOWN

Whilst Portfields Primary School is unable to cover every possible scenario regarding the need to implement a lockdown procedure, the following guidance is intended to provide some structure and advice in the event of a lockdown and therefore minimise and mitigate risk. The school will always act in the best possible way to protect all stakeholders and act on the most reliable and up-to-date information available to ensure we safeguard and discharge our duty of care to staff, pupils and visitors.

Lockdown procedures may be activated in response to any number of situations, but some of the more typical may be:

- A reported incident in the local community (with the potential to pose a risk to staff and pupils in the school)
- An intruder on the school site (with the potential to pose a risk to staff and pupils)
- A warning being received regarding a risk locally, of air pollution (smoke plume, gas cloud etc.)
- A major fire in the vicinity of the school (fire evacuation procedures, regular practices take place)
- The close proximity of a dangerous dog roaming loose.

The Lockdown Procedure will be shared with staff and pupils. The written details of the procedure will be held with the Headteacher and Chair of Governors.

16. THE ROLE OF THE GOVERNING BODY

The Portfields Primary School Governing Body will ensure that they comply with their duties under legislation and that the policies, procedures and training in the school are effective and comply with the law at all times.

We will ensure that we contribute to inter-agency working in line with statutory guidance *Working Together to Safeguard Children* and that the schools' safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by Milton Keynes Safeguarding Board.

The Governing Body has formally adopted this policy and will **review its contents annually** or sooner if any legislative or regulatory changes are notified to it by the designated governor, the Headteacher or DSL.

The DSLs will provide a termly report to the Governing Body which will include:

- Any updates on safeguarding from the DfE
- Updates on training undertaken by the designated staff, all staff and volunteers
- Confirmation that all new staff and volunteers have been recruited safely and records of vetting that have been recorded on the Single Central record (SCR) are correct
- Confirmation that all new staff have received the safeguarding induction training
- EduKey data – an overview of the type of safeguarding issues raised
- Total numbers of Child Protection referrals made to Children's Services, number on Child Protection plans, Looked After Children (CLA) register (no pupil names are shared)
- Total number of LADO referrals made
- Details of any incidents when physical restraint of pupils has been used.

These reports will be recorded, but will respect all issues of confidentiality and will not therefore identify any person(s) by name. As good practice, the nominated governor will meet on a regular basis with the DSL to monitor both the volume and progress of cases where a concern has been raised to ensure that both the school are meeting their safeguarding duties.

17. MONITORING THE SAFEGUARDING POLICY

Our Safeguarding and Child Protection policy and procedures will be monitored and evaluated by:

- Safeguarding and Welfare Governor visits to the school and annual report
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- EduKey data analysis of current safeguarding concerns as well as bullying/racist/behaviour incidents for SLT and LGB to monitor
- Review of parental concerns and parent questionnaires
- Review of the use of the support for vulnerable pupils at break/lunchtimes

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with schooled adults, supportive friends and an ethos of

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protection. The school community will therefore:

- Work to establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, school council meetings etc
- Ensure that all children know an adult in the school, whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including opportunities in PHSE which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular, this will include anti-bullying work, online safety and personal safety.

The Safeguarding and Child Protection policy is submitted annually, or following any significant changes, to the Portfields Primary School Governing Body. The Governing Body and the Safeguarding and Welfare Governor will ensure that any recommendations are implemented by the DSLs following the PPS annual safeguarding review.

Up to date guidance and support on specific safeguarding issues will be disseminated to all staff, parent/carers and pupils (as deemed appropriate) via staff training, school websites, newsletters, and weekly staff update emails. Current safeguarding issues highlighted in *Keeping Children Safe in Education* that schools need to be aware of include:

- Children missing from home/care/education
- Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)
- County lines
- Domestic violence
- Drugs / substance abuse
- Fabricated illness
- Faith abuse
- Forced Marriage
- Gangs and youth violence
- Gender based violence
- Honour based violence
- Mental health
- Child on child abuse
- Private fostering
- Preventing radicalisation
- Relationship abuse
- Sexual abuse and Harassment
- Trafficking

18.LEGISLATION AND GUIDANCE

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2024\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- 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](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

APPENDIX

1. **SIGNS AND TYPES OF ABUSE**

a) **Signs of Physical Abuse**

This involves physical injury to a child, including deliberate poisoning, where there is definite knowledge or a reasonable suspicion, that the injury was inflicted or knowingly not prevented. Typical signs of Physical Abuse are:

- **Bruises and abrasions** – especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child's explanation does not match the nature of injury, or when it appears frequently.
- **Slap marks** – these may be visible on cheeks or buttocks
- **Twin bruises on either side of the mouth or cheeks** – can be caused by pinching or grabbing, sometimes to make a child eat or to stop a child from speaking
- **Grip marks on arms or trunk** – gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child; i.e. a brain haemorrhage, as the brain hits the inside of the skull. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse
- **Black eyes** – are most commonly caused by an object, such as a fist, coming into contact with the eye socket. N.B. An accidental heavy bang on the nose can also cause bruising to spread around the eye, but a doctor will be able to tell if this has occurred
- **Damage to the mouth** – e.g. bruised/cut lip or torn skin where the upper lips join the mouth
- **Bite marks**
- **Fractures**
- **Poisoning or other misuse of drugs** – e.g. overuse of sedatives
- **Burns and/or scalds** – a round, red burn on tender, non-protruding parts, like a mouth; inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a hot cup of tea. In contrast, a child who has been deliberately 'dipped' in a hot bath will not have splash marks.

b) **Sexual Abuse**

The involvement of dependent, developmentally immature pupils and adolescents in sexual activities they do not truly comprehend, to which they are unable to give informed consent, or that violate the social taboos of family roles. Typical signs of Sexual Abuse are:

- **Detailed sexual knowledge** inappropriate to the age of the child
- **Behaviour that is excessively affectionate or sexual** towards other pupils or adults
- **Attempts to inform**, by making a disclosure about the sexual abuse - often by the initial sharing of limited information with an adult. It is also very characteristic of such pupils that they have an excessive pre-occupation with secrecy and try to bind the adults to secrecy or confidentiality
- **Fear of medical examinations**
- **Fear of being alone** – this applies to friends/family/neighbours/baby-sitters etc.
- **Sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa**

- **Excessive masturbation**
- **Promiscuity**
- **Sexual approaches or assaults** – on other pupils or adults
- **Urinary tract infections (UTI) and/or sexually transmitted disease (STD)** are cause for immediate concern in young pupils, or in adolescents if his/her partner cannot be identified
- **Bruising** to the buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place
- **Discomfort or pain** particularly in the **genital** or **anal areas**
- **Drawing of pornographic or sexually explicit images.**

c) Emotional Abuse

Emotional abuse is defined as the severe and adverse effect on the behaviour and emotional development of a child caused by persistent or severe emotional ill treatment or rejection. All abuse involves some emotional ill treatment – this category should be used where it is the main or sole form of abuse.

d) Physical Neglect

Physical neglect is defined as the persistent or severe neglect of a child (for example, by exposure to any kind of danger, including cold and starvation), which results in serious impairment of the child's health or development, including non-organic failure to thrive. Persistent stomach aches, feeling unwell and apparent anorexia can be associated with physical neglect. However, typical signs of Physical Neglect are:

- **Underweight** – a child may be frequently hungry or pre-occupied with food, or in the habit of stealing food or procuring food. There is a particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip. Some pupils also lose weight or fail to gain weight during school holidays when school lunches are not available and this is a cause for concern
- **Inadequately clad** – a distinction needs to be made between situations where pupils are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant, and those where the lack of care is preventing the child from thriving.

Physical neglect is a difficult category because it involves the making of a judgement about the seriousness of the degree of neglect. Much parenting falls short of the ideal but it may be appropriate to invoke safeguarding procedures in the case of neglect where the child's development is being adversely affected

2. **CHILD SEXUAL EXPLOITATION (CSE) and CHILD CRIMINAL EXPLOITATION (CCE)**

Both Child Sexual Exploitation (CSE) and Child Criminal exploitation (CCE) are forms of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity e.g. working in cannabis factories, shoplifting or pickpocketing. This power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Young people in exploitative situations and relationships may receive gifts, money, drugs, alcohol, increased status or affection in exchange for taking part in sexual or criminal activities.

The abuse can be perpetrated by groups or individuals, males or females, children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may

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not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Young people may be tricked into believing they are in a loving, consensual relationship. They often trust their abuser and do not understand that they are being abused. They may depend on their abuser or be scared to tell anyone what is happening. They may be invited to parties and given drugs and alcohol before being sexually exploited. They can also be **groomed** and exploited online.

Some children and young people are **trafficked** into or within the UK for the purpose of sexual or criminal exploitation. Sexual and criminal exploitation can also happen to young people in **gangs**. CSE and CCE can involve violent, humiliating and degrading sexual assaults and involve multiple perpetrators.

CSE and CCE can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour. The experience of girls who are criminally exploited can be very different to that of boys although the indicators can be the same.

Young people who are being sexually exploited may:

- Go missing from home, care or education
- Be involved in abusive relationships, appearing intimidated and fearful of certain people or situations
- Hang out with groups of older people, or anti-social groups, or with other vulnerable peers
- Get involved in gangs, gang fights, gang membership
- Have older boyfriends or girlfriends
- Suffer from sexually transmitted diseases or become pregnant
- Spend time at places of concern, such as hotels or known brothels
- Not know where they are, because they have been moved around the country
- Be involved in petty crime such as shoplifting
- Have access to drugs and alcohol
- Have new things, such as clothes and mobile phones which they can't or won't explain
- Have unexplained physical injuries.

3. SEXUAL VIOLENCE AND SEXUAL HARASSMENT

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

Sexual violence and harassment can occur between children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. The sexual violence and harassment may occur online or offline (both verbal and physical) and is never acceptable. It is important that all victims are taken seriously and offered appropriate support. All Portfields Primary School staff should make it aware that sexual violence, sexual harassment or child-on-child abuse is not acceptable, will never be tolerated and is not an inevitable part of growing up. It will not be dismissed as 'banter' or 'part of growing up', 'just having a laugh' or 'boys being boys'. Challenging behaviour such as

grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts is not acceptable, and dismissing or tolerating such behaviour risks can normalise them. (*Keeping Children Safe in Education*)

When responding to reports of sexual violence or sexual harassment the adult should report the disclosure to the Designated Safeguarding Lead / deputy on EduKey and follow the following procedures:

- listen carefully to the child
- be non-judgemental
- be clear about boundaries
- do not ask leading questions
- explain how the report will be progressed.

The DSL should carefully consider:

- the wishes of the victim on how to proceed
- the nature of the alleged incident, including whether a crime may have been committed
- the ages of the children involved
- the developmental stages of the children involved
- any power imbalance between the children. For example if the alleged perpetrator is older, more mature, or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or part of a sustained pattern of abuse
- are there any ongoing risks to the victim, other children, adult pupils or school staff?
- other wider contextual safeguarding

The DSL will manage any report on a case-by-case basis and will make the required referrals to MASH, Children's Social Care or the Police. Support will be provided for all parties involved.

4. CHILD ON CHILD ABUSE

All staff should be aware that children can abuse other children (often referred to as child on child abuse). This is most likely to include, but may not be limited to:

- **Bullying** (including cyberbullying, prejudice-based and discriminatory bullying)
- **Physical abuse** such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- **Sexual violence**, such as rape, assault by penetration and sexual assault
- **Sexual harassment**, such as sexual comments, remarks, jokes and online sexual harassment which may be stand alone or part of a broader pattern of abuse
- **Causing someone to engage in sexual activity without consent** such as forcing someone to strip, touch themselves sexually or to engage in sexual activity with a third party.
- **Sexting** (also known as youth produced sexual imagery which includes consensual and non-consensual sharing of nudes and semi-nudes images and/or videos).
- **Upskirting**, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to gain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim. The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April

2019. It is a criminal offence.

- **Initiation/hazing** type violence rituals.

Staff report any concerns on EduKey and the school's safeguarding and behaviour policies will be followed.

5. DOMESTIC ABUSE

Domestic or family violence adversely affects pupils, whether or not it is significant enough to warrant action under Child Protection Procedures. Domestic Abuse is any type of controlling, bullying, threatening or violent behaviour between people who are or were in an intimate relationship. There are different types of abusive behaviours that can occur including emotional, sexual, financial, psychological and physical abuse.

In situations of domestic abuse, both males and females can be abused or be the abusers. It can happen in relationships regardless of age, sexuality, gender identity or orientation, race or religious identity.

Children's exposure to domestic abuse between parents and carers is child abuse. Children can be directly involved in incidents of domestic abuse or they may be harmed by seeing or hearing abuse happening. The developmental and behavioural impact of witnessing domestic abuse is similar to experiencing direct abuse. Children in homes where there is domestic abuse are also at risk of other types of abuse or neglect.

Children who witness domestic abuse may:

- Become aggressive
- Display anti-social behaviour
- Suffer from depression or anxiety
- Not do well at school, due to difficulties at home or disruption of moving to and from refuges. (*NSPCC: Definitions and signs of child abuse. Dec 2017*)

6. FEMALE GENITAL MUTILATION (FGM)

All staff need to be aware of the circumstances and occurrences that may point to FGM happening, or being planned, as well as signs and symptoms that may indicate the child has already undergone FGM.

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision or cutting. The age at which FGM is carried out varies. It may be carried out when a girl is new born, during childhood or adolescence, just before marriage or during pregnancy (*Home Office, 2016*). Religious, social or cultural reasons are sometimes given for FGM.

However, FGM is child abuse. It's dangerous and a criminal offence. There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It's used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

Spotting the signs of female genital mutilation: A girl at immediate risk of FGM may not know what's going to happen. But she might talk about or you may become aware of:

- a long holiday abroad or going 'home' to visit family
- relative or cutter visiting from abroad
- a special occasion or ceremony to 'become a woman' or get ready for marriage
- a female relative being cut – a sister, cousin or an older female relative such as a mother or aunt
- missing school repeatedly or running away from home.

A girl who has had FGM may:

- have difficulty walking, standing or sitting
- spend longer in the bathroom or toilet
- appear withdrawn, anxious or depressed
- have unusual behaviour after an absence from school
- be particularly reluctant to undergo normal medical examinations
- ask for help, without being explicit about the problem, due to embarrassment or fear.

Reporting requirements: Regulated health and social care professionals and teachers in England and Wales must report 'known' cases of FGM in under-18s to the police (Home Office, 2016).

7. CHILD TRAFFICKING

Child trafficking involves moving children across or within national borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/sweatshop, drug dealing, shoplifting and benefit fraud. The use of 'county lines' is often prominent. Where a school is made aware of a child who is suspected of or actually being trafficked/exploited, we will report our concerns to the appropriate agency.

8. HONOUR BASED ABUSE

Honour based abuse is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community. It is important to be alert to the signs of distress and indications such as self-harm, absence from school, truancy, infections resulting from female genital mutilation, isolation from peers, close monitoring by the family, not participating in school activities and unreasonable restrictions at home. Where it is suspected that a child/young person is at risk from honour based abuse, the school will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

9. FORCED MARRIAGE

This is an entirely separate issue from arranged marriage. A forced marriage where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used to coerce them. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic/child abuse violence.

The pressure put on people to marry against their will can be physical (including threats, actual physical and sexual violence) or emotional and psychological (for example, when someone is made to feel that they are bringing shame on their family). Financial abuse (taking a person's wages or not giving them any money) can also be a factor. No faith supports the idea of forcing someone to marry without his/her consent.

Whistleblowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours.

10. FABRICATED OR INDUCED ILLNESS

Fabricated or Induced Illness (FII)/Munchausen's by proxy is a form of child abuse whereby a parent or carer exaggerates or deliberately causes symptoms of illness in the child. The term FII is preferred because

it places emphasis on the person carrying out the abuse, rather than the victim. FII covers a range of cases and behaviours involving parents seeking healthcare for a child, from extreme neglect (failing to seek medical care) to induced illness. Symptoms of FII include:

- A parent or carer who convinces their child they are ill when they are perfectly healthy
- A parent or other carer who exaggerates or lies about their child's symptoms
- A parent or other carer who manipulates test results to suggest the presence of illness – For example, by putting glucose in urine samples to suggest the child has certain disorders
- A parent or other carer who deliberately includes symptoms of illness – for example, by poisoning the child with unnecessary medication or other substances.

Where there are concerns that FII is occurring, the Designated Safeguarding Lead should be notified immediately.

11. BULLYING AND CYBERBULLYING

Bullying is behaviour that hurts someone else. It usually happens over a lengthy period of time and can harm a child both physically and emotionally (*Relationships and Behaviour policy and Online Safety policy–school variations will apply*). Bullying includes:

- verbal abuse, such as name calling
- non-verbal abuse, such as hand signs or glaring
- emotional abuse, such as threatening, intimidating or humiliating someone
- exclusion, such as ignoring or isolating someone
- undermining, by constant criticism or spreading rumours
- controlling or manipulating someone
- racial, sexual or homophobic language
- physical assaults, such as hitting and pushing
- making silent, hoax or abusive phone calls.

Bullying can happen anywhere – at school, at home or online. When bullying happens online it can involve social networks, games and mobile devices. Online bullying can also be known as **cyberbullying**. Cyberbullying includes:

- sending threatening or abusive text messages
- 'sexting' which specifically refers to creating or sharing nude and semi-nude images and/or videos
- 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- setting up hate sites or groups about a particular child

- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name

Spotting the signs of bullying and cyberbullying

It can be hard to know whether or not a child is being bullied. They might not tell anyone because they're scared that the bullying will get worse. They might also think that the bullying is their fault.

No one sign indicates for certain that a child is being bullied, but you should look out for:

- belongings getting 'lost' or damaged
- physical injuries such as unexplained bruises
- being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- not doing as well at school as they previously did
- asking for, or stealing, money (to give to a bully)
- being nervous, losing confidence or becoming distressed and withdrawn
- problems with eating or sleeping
- bullying others.

12. COUNTY LINES

Gangs use children to traffic drugs, using dedicated mobile phones or "lines". The gangs will target children who are vulnerable, for instance those in care, seeking attention, disaffected or dissatisfied, through coercion, intimidation, violence and weapons to ensure their compliance. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs. If a child is suspected to be at risk of or involved in county lines, a referral to MASH and the police will be completed together with consideration of local services/ who offer support to victims of county lines exploitation.

13. PREVENT AND RADICALISATION

All staff receive training on the Prevent Duty and on making a referral.

Since the publication of the Prevent Strategy, there has been an awareness of the need to safeguard children, young people and families from violent extremism. Portfields Primary School values the freedom of speech and the expression of beliefs/ideology as fundamental rights, underpinning our society's values. Both children and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and the harm of others goes against the moral principles in which freedom of speech is valued.

The staff must report any concerns regarding extremism and radicalisation to the DSL. The DSL will immediately contact the Prevent Duty Police Officer to report the concern and seek advice as to how to proceed. A referral to the Channel panel may be required.

The Counter-Terrorism and Security Act 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism. Following a referral from the police, where considered appropriate and once necessary consent has been obtained, they will arrange for support to be provided to those individuals. The Act requires partners of Channel panels to cooperate with the panel in the carrying out of its functions and with the Police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel.

Concerns may be raised directly to Thames Valley Police by dialling 101.

The Department of Education has a dedicated telephone helpline:

02073407264

email: counter.extremism@education.gsi.gov.uk

If you are concerned that a child's life is in immediate danger, or that they may be imminently planning to travel to Syria or Iraq dial 999 or call the confidential Anti-Terrorist Helpline on 0800 789321

14. RACIST INCIDENTS:

The Crown Prosecution Service which defines a racist incident as: "*Any incident/crime which is perceived by the victim or any other person to be motivated by hostility or prejudice based on a person's race or perceived race.*"

Racism is not just about intentional attitudes or behaviour. A lack of intention does not stop the impact of racism being felt by individuals and communities. It is important to recognise that racist incidents are often complex and interrelated with other events and may involve group as well as individual behaviour. In any circumstances, racism is unacceptable and must be dealt with effectively and with sensitivity.

Examples of obvious racism

- Racist comments, name-calling, chants and jokes.
- Imitating accents.
- Racist graffiti, cartoons or any other written insult.
- Bringing into school racist materials such as badges and literature or any attempt to recruit people into racist organisations.
- Threatened and physical assault against a person or group because of colour or ethnicity.
- Isolating people because of colour or ethnicity.

Examples of less obvious racism

- Unacceptable stereotype views and images.
- A curriculum that does not acknowledge racism and thus perpetuates it.
- Not following up racist incidents vigorously, thus condoning it.
- Staff not being fully aware of how racism and stereotyping may affect the decisions they make.

Prevention

Portfields Primary School staff are actively encouraged to report all incidents involving racism. Portfields Primary School will actively work towards the prevention of racist incidents through:

- The utilisation of the Equality Policy (2010).
- The delivery of assemblies and preparing students for Life in Modern Britain.
- The inclusion of Racism as part of the rigorous work the schools carry out with regards to anti- bullying.
- Inclusion into the delivery of PSHE at each Key Stage.
- The delivery of a curriculum which recognises and celebrates diversity.

Reporting Racist incidents

- It is important that there is a prompt response to each racist incident.
- Staff will emphasise that the school has appropriate procedures and that there will be a structured follow up to the allegation or incident.
- Staff will make a written record of details in relation to any incident seen or reported to them on EduKey and flagged as racist or racist incident. The incident will be fully investigated to establish the facts. It is likely additional witness statements will be required.
- During the investigation staff will apply the definition of racism adopted by the school and will reinforce the expectation that racism in any form will not be tolerated.
- Parent/carers will be informed of the incident and reminded of the procedures that follow which will be in line with the school's Behaviour policy and the Equality policy.
- Allegations made against staff involving racism must be passed onto the DSL or the Headteacher for immediate investigation.

Support processes

- Treat all claims seriously.
- Make certain that the victim is fully informed of the procedure and the subsequent chain of events.
- Explain the action that will be taken and state the School's position regarding racism and racist behaviour.
- Talk through the incident. All involved must be interviewed.
- Establish counselling and support as appropriate.