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Child Protection and Safeguarding Policy

Mayfield School fully recognises its responsibilities for safeguarding and child protection.

Aims

Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of safeguarding (including online safety) and child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse and exploitation.
- Supporting children who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

Purpose

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse early, provide help for children and prevent concerns from escalating. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Ensure that all staff are aware of what to do if they are worried about a child or if they receive a disclosure of abuse.
- Ensure that all staff are aware that there is a legal duty on teachers to report any acts of Female Genital Mutilation (FGM) on girls under the age of 18 to the Police.

Procedures

We will follow the procedures set out by Portsmouth Safeguarding Children Partnership and take account of guidance issued by the Department for Education and Skills: Keeping children safe in education- Statutory guidance for schools and colleges (September 2019) to:

- Ensure we have a designated safeguarding lead for safeguarding who is a senior member of staff and is on the school leadership team. The DSL has received appropriate training and support for this role.
- Ensure other staff have the appropriate training to support the DSL when needed.
- Ensure we have a nominated governor responsible for safeguarding and that they are aware of their obligations.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated safeguarding lead responsible for safeguarding and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated safeguarding lead responsible for safeguarding.
- Ensure that all staff in school have read section 1 of KCSIE 2020.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding by setting out its obligations in the school prospectus.
- Notify Children's Social Care if there is an unexplained absence on the day of a child who has a Child Protection Plan.
- Notify MASH should information suggest that a child is being privately fostered.
- Have robust attendance procedures to ensure that children are, when necessary, reported as a 'Child Missing Education'.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including attendance at multi agency meetings.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records, both on the school network or written documents, are kept securely, separate from the main pupil file, and in locked locations.
- Ensure that staff are working in line with Information Sharing, Data Protection Act 2018 and GDPR.
- Continue to review and follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Ensure that where a child and family would benefit from co-ordinated support from more than one agency there will be an inter-agency assessment, led by a trained lead professional.
- Ensure that when an alternative provision provider is used that relevant safeguarding checks have been carried out.

Further information regarding some of the points above can be found in the Appendices.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may

be challenging and defiant or they may be withdrawn. The school also recognises that it has a responsibility to support children who have SEND, are Looked After Children or Post LAC who may need extra support. The school will endeavour to support the child through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives children a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which they may have experienced. Risk assessments will be carried out when necessary.
- Liaison with other agencies that support the child such as social care, Child and Adult Mental Health Service, Educational Psychology Service, etc.
- Ensuring that, when a child who has a Child Protection Plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Roles and Responsibilities

At Mayfield School safeguarding children is everyone's responsibility.

The Designated Safeguarding Lead (DSL) is a senior member of staff on the leadership team and has responsibility for leading on safeguarding and child protection.

The Designated Safeguarding Lead is Mrs Erika Anders, Assistant Headteacher. They can be contacted via email anderse@mayfield.portsmouth.sch.uk or 07908 676756.

The Deputy Designated Safeguarding Leads are:

- Mrs Joanne Buck, Head of Infants buckj@mayfield.portsmouth.sch.uk
- Mrs Fiona Rogers, Head of Primary rogers@mayfield.portsmouth.sch.uk

The Designated Teacher for Looked After Children for all children is Mrs Anders. Available on the contact details above.

The nominated Safeguarding governor is Jason Crouch. They can be contacted through the Clerk to Governors patjaniec@ntlworld.com

Additionally, through appropriate training, knowledge and experience key staff including the Home Family Link Worker, the Education Welfare Officer and Heads and Assistant Heads of House will liaise with Children's Services and other agencies.

During term time, the designated safeguarding lead and/or a deputy is always available (during school hours) for staff in the school to discuss any safeguarding concerns, or alternative arrangements made and communicated to staff. During any out of hours/out of term activities the DSL can be contacted via email.

See Appendix 1 for contact details of other agencies who can support. Attempts to contact the DSL should not delay progressing a contact to the MASH.

The designated safeguarding lead and any deputies have completed training to provide them with the knowledge and skills required to carry out the role. The training is updated every two years.

Child Protection

There is a flow diagram at the end of this section explaining the schools safeguarding procedures.

Staff at Mayfield are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child. If staff have any concerns about a child's welfare, they should act on them immediately.

There are five main indicators of abuse and neglect:

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children 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 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.

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 from 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.

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, or

grooming a child in preparation for abuse. 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. The sexual abuse of children by other children is a specific safeguarding issue 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, for example, 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding issues: All staff should have an awareness of safeguarding issues that can put children at risk of harm. Further information regarding these issues are outlined in more detail in the appendices.

The designated safeguarding lead (or a deputy) should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. 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.

A-Early Help

If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with the family and 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 acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

B-Statutory Assessments

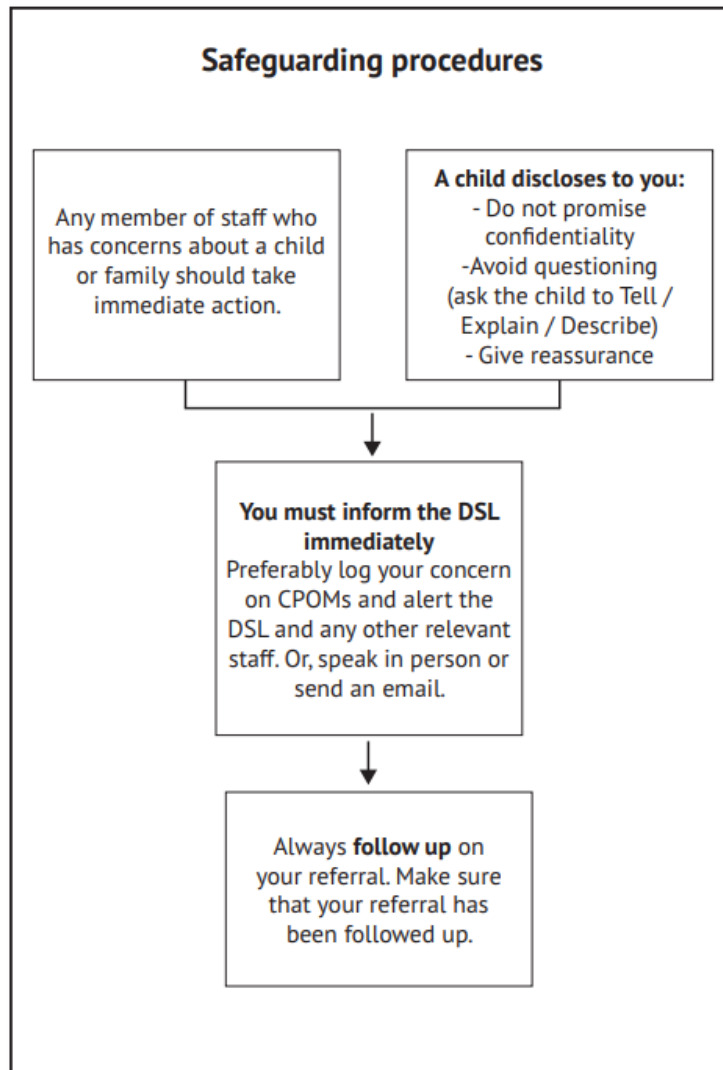
Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. This can be done by completing an Inter-Agency Contact Form and emailing to the MASH. If verbal contact is made then this must be followed up within 24 hours. It is also advisable to follow this up with a phonecall. MASH will send a read receipt and may contact the call depending on the severity of the contact form.

Following a referral it may be that Social Care complete an assessment and identify a child / children to fall into one of the following categories:

Children in need: A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm: Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

In any situation, school staff should do everything they can to support the assessment.



Dealing with a disclosure

If a child volunteers information about abuse to a member of staff, it may be done obliquely, rather than directly, e.g. through 'think books', role play etc. The role of the member of staff or volunteer hearing this is to listen but not undertake an investigation of the potential abuse. That is the role of the safeguarding agencies.

(a) When a child confides in you:

Things you should do:

- Give the child undivided attention;
- Show concern, support and warmth but don't show emotions, distress or negative reaction; be reassuring (you can say 'that must have been sad/hard for you'; 'it's right to tell someone because you need help' 'ask if the child has told his/her parents if the alleged abuse is outside the home or the other parent if one parent is implicated)

- Listen carefully;
- Allow the child to tell what s/he wants to say but do not ask unnecessary questions or details except to be clear that the child is indicating abuse or neglect. It is important to know what the child is saying and if the child is hurt or might be in need of medical attention
- Deal with the allegation in such a way that the child does not have to repeat the information to different people within the school; It is important to know if an incident has happened recently and whom the child is saying has hurt her/him
- Make careful records of what was said, straight away, record the time, date, place and people who were present, as well as what was said, using child's own language and colloquialisms. If possible write things down.
- Negotiate getting help;
- Find help quickly;
- Do not malign the character of the alleged perpetrator.

Things you should not do:

- Promise confidentiality or make promises you can't keep. Always tell the child that whatever they are about to disclose will have to be passed onto the Designated Safeguarding Lead;
- Jump to conclusions;
- Ask for lots of details about the alleged event(s);
- Speculate or accuse anybody yourself;
- Pre-empt or prejudice an investigation by leading the child with closed questions.

Appendices: Further Information

This contains important additional information about specific forms of abuse and safeguarding issues. If you are concerned about any of these issues then you must report it to the Designated Safeguarding Lead or the deputy. If any member of staff feels that there is an immediate child protection concern then they must follow the procedures on the flow chart on page 9.

Part 1 - High risk and emerging safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk or harm. These are listed in the next section.

A- Preventing Radicalisation and Extremism

See separate policy <https://www.mayfield.portsmouth.sch.uk/about-us/policies-and-premiums>

If any staff have any concerns regarding students they should refer to the designated DSL who will follow up as appropriate.

B- Gender based Violence/Violence against women and girls

The government strategy highlights specific issues which women and young girls face around issues of: gender based violence

- Female Genital Mutilation (FGM)
- Forced marriage
- Honour based violence
- Teenage relationship abuse

Symptoms which may suggest this in students could range from but not exclusive to:

- Withdrawal from social situations
- Anxiety and depression
- Suicidal thoughts or self harm
- Mental health issues
- Physical bruises, burns, other injuries

If any staff have any concerns regarding students they should refer to the designated DSL who will follow up as appropriate.

C- Female Genital Mutilation (FGM)

FGM is known as the practice of partially or completely removing external genitalia of girls for nonmedical reasons, often for religious or cultural purposes. Symptoms may be but not exclusive to:

- Frequent visits to the medical room
- Recurring water infections
- Frequent visits to the toilet

All staff should speak to the DSL (or deputy) with regard to any concerns about FGM including any potential risk of this occurring. There is a specific **legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the **teacher** must report this to the police and follow the MASH procedures.

D- Forced marriage

Forced marriage is where one or both people do not or cannot consent to marriage. This is recognised as a form of domestic violence and is a serious abuse of human rights. Symptoms may be but not exclusive to:

- Withdrawal from social situations
- Extended absence from school

- Evidence of extreme parental restriction.
- Fear and feelings of isolation
- Depression
- Behaviour consistent with distress
- Symptoms similar to those suffering from domestic violence

If any staff have any concerns regarding students they should refer to the designated DSL who will follow up as appropriate.

E- Honour Based Violence (HBV)

Violence which is used to control behaviour within the family home or amongst other social groups in order to protect religious/cultural beliefs. This often occurs when a member of the family/social group have brought shame on the wider social grouping, thereby breaking their code of honour. Behaviours which cause HBV may be but not exclusive to:

- Inappropriate dress/makeup
- Rejection of forced marriage
- Existence of a boyfriend/girlfriend
- Pregnancy
- Symptoms which may suggest HBV are similar to those suffering from domestic violence

If any staff have any concerns regarding students they should refer to the designated DSL who will follow up as appropriate.

F- Teenage relationship abuse

Teenage relationship abuse is where teenagers do not recognise or understand what is controlling behaviour or have little concept of what constitutes a healthy relationship. This can lead to controlling behaviours and could turn into a form of domestic abuse. Linked to this is the concept of consent and the difference between consenting of their own free will or consenting due to pressure being exerted upon them by their partner. Symptoms displayed are similar to those found in domestic violence.

Experience of any of the above issues can lead to psychological, emotional or physical issues and could contribute to other issues such as chaotic lifestyle, substance misuse, gang involvement and mental health issues. It is crucial therefore that staff are able to recognise symptoms and follow up immediately.

The government approach is to tackle all of the above issues through prevention and early intervention.

Aspects of this are also referred to in the schools Sex and Relationships Policy

<https://www.mayfield.portsmouth.sch.uk/about-us/policies-and-premiums>

If any staff have any concerns regarding students they should refer to the designated DSL who will follow up as appropriate.

G- Peer on Peer abuse

All staff should recognise that children are capable of abusing their peers. There are different forms of peer on peer abuse can take, which could be but not exclusive to:

- sexual violence and sexual harassment.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals.

Any reports of peer on peer abuse will get dealt with through the behaviour system and the DSL will follow up.

Managing allegations against pupils policy and the Behaviour policy can be found here

<https://www.mayfield.portsmouth.sch.uk/about-us/policies-and-premiums>

The department for Education provides <https://www.gov.uk/government/publications/searching-screening-and-confiscation> for schools. The UK Council for Internet Safety (UKCIS) Education Group has published <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

H- Upskirting

In 2019 the Voyeurism Offences Act came into force and made the practice of upskirting illegal. Upskirting is defined as someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks, with or without underwear. The intent of upskirting is to gain sexual gratification or to cause the victim humiliation, distress or alarm. If this is between pupils, we will follow the peer on peer abuse procedure. If staff in the school are made aware that upskirting has occurred, then this will be treated as a sexual offence and reported accordingly.

If technology that is designed for covert placement and could be used to take upskirting or indecent images is discovered in the school it will be confiscated. If the technology is in location and potentially may have captured images, this will be reported to the police and left in situ so that appropriate forensic measures can be taken to gather evidence.

Any confiscated technology will be passed to the behaviour team to make a decision about what happens to the items and will be carried out under the principles set out in the government guidance on searching, screening and confiscation

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

If the image is taken on a mobile phone, the phone will be confiscated under the same principles. This may need to be passed to the police for them to investigate, if there is evidence that a crime has been committed.

If there is any area of the school which anyone thinks is open to upskirting taking place then this must be reported to the DSL immediately.

I- Domestic Abuse

Domestic abuse is any incident or patterns of incidents which involve controlling, coercive or threatening behaviour. This kind of behaviour can be found between anyone aged 16 or over who have been intimate partners or family members, regardless of gender or sexuality. Domestic abuse can be one of the following but not exclusive to:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Controlling behaviour is acts which can isolate people and limits sources of support. Exploitation for personal gain or deprivation of the means to be independent and regulating everyday behaviour. Coercive behaviour can include assault, threats, humiliation and intimidation or any other forms of abuse which could harm, punish or intimidate their victim.

Children witnessing domestic abuse are at risk and this is recognised as 'Significant harm in law'. Indicators that children are witnessing such abuse can be as follows, but not exclusive to:

- Aggressive behaviours
- Signs of depression/anxiety
- Becoming withdrawn
- Lack of educational progress
- Clingy
- Problems sleeping
- Eating disorders
- Wets the bed
- Prolonged periods spent at the medical office
- Truancy
- Drugs
- Alcohol
- Self harm

If any staff have any concerns regarding students who display any of these symptoms, they should refer to the designated DSL who will follow up as appropriate.

J- Parental Mental Health

Mental health issues cover a wide range of illness such as depression, anxiety, psychosis such as schizophrenia and bipolar. Parental mental health illness does not always impact on student lives within school, however it is vital for staff to be aware of the impact this could have on students. This could include students caring for parents, neglect, students with restricted social lives, lack of concentration, lack of food, witnessing self-harm/suicidal episodes.

If staff are concerned or become aware of any of the above or other concerns that would suggest a child is suffering due to parental mental health, a referral should be made to the relevant DSL who will follow up as appropriate.

K- Parental Substance Misuse

This is defined as the misuse of both alcohol, prescription drugs and illegal substances and is defined by the Advisory Council for the Misuse of Drugs as drug use which has: 'serious negative consequences of a physical, psychological, social and interpersonal, financial or legal nature for users and those around them.'

This can have an adverse effect on the student when substance misuse means their parenting is severely incapacitated or where caring responsibility is falling on the student's shoulders. The impact of this can include, but not be exclusive to;

- Students caring for parent and family siblings.
- Parental lack of interest in student progress
- Behavioural difficulties
- Lack of concentration
- Inappropriate conversations linked to substance misuse
- A drop in attendance and /or performance

Whilst the above may not necessarily indicate substance misuse, this should be considered as an issue. If staff recognise any of these symptoms and are concerned, a referral to the DSL should be made who will then consider appropriate action which may include a referral to children's services.

L- Missing, Exploited and Trafficked Children (MET)

In Portsmouth the acronym MET is used to identify all children who are missing, believed to be at risk of or being sexually exploited, or who are at risk of or are being trafficked.

If any staff have any concerns regarding students they should refer to the designated DSL who will follow up as appropriate.

M- Children Missing from Education

The above refers to all children who are not on a school role or who have been out of any educational provision for a period of time (usually 3 days with no explanation). All agencies need to work together to identify these children and re-engage them as soon as possible. Reasons to be considered, but not exclusive to are:

- Failure to start educational provision and no follow up
- Stop attending or are withdrawn by parents with no explanation
- Failure to complete transition between schools
- Students from refugee and asylum seeking families
- Students experiencing neglect or abuse
- Missing lessons and patterns which occur as well as missing days and patterns of absence. Is parental contact with school regular on these occasions and if not why not?

The school has robust systems when children are reported as missing in education including daily contact with the family and informing the Local Authority if no contact within 20 days. After 3 days of no contact the EWO will start to investigate the child's whereabouts. This may include home visits, asking peers and social media search.

A student's name may not be removed from the school roll until the Local Authority have completed any investigations and give the school permission to do so. A migration report must be filed within 24 hours through the secure network with the Local Authority.

This section should be read in conjunction with the following policies:

School attendance policy <https://www.mayfield.portsmouth.sch.uk/about-us/policies-and-premiums>

Children missing education statutory guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

If any staff have any concerns regarding students attendance they should refer to the designated DSL who will follow up as appropriate.

N- Students Missing from Home/Care

Students who go missing are giving a clear indication that something is wrong at home and they are not happy. This could be for a variety of reasons such as neglect, abuse, grooming. A missing person is classified by police as 'Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be a subject of a crime or at risk of harm to themselves or another.'

At Mayfield we endeavour to notify parents immediately if students are missing from class or have not turned up at the beginning of the school day. In cases where parents cannot be contacted and school is concerned, the Behaviour and Attendance manager or Home Family Link Worker may be sent to the family home to make contact. Where there is increasing concern for vulnerable students, the police and children's services may be notified. In the case of a Looked After Child going missing, police and children's services will be notified immediately and the student will be reported as a missing person.

If any staff have any concerns regarding students they should refer to the designated DSL who will follow up as appropriate.

Further information can be found

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/117793/missing-persons-strategy.pdf

O- Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and 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; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, 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.

Some of the following signs, but not exclusive to, may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

If any staff have any concerns regarding students they should refer to the designated DSL who will follow up as appropriate.

P- Child Criminal Exploitation (including County Lines)

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

The DSL will refer to children's social care in the first instance. If a referral to the police is also required as crimes have been committed on the school premises, these will also be made.

If there is information or intelligence about child criminal exploitation, we will report this to the police via the community partnership information form.

<https://www.safe4me.co.uk/portfolio/sharing-information/>

Q-Trafficked Children and modern slavery

Trafficked children are those who may have been trafficked into the UK and are at a high risk of going missing. Any child who has been transported for exploitative reasons is considered to be a trafficking victim. Indicators which could suggest trafficking are, but not exclusive to:

- Signs of physical/sexual abuse.
- History of moving around a lot and missing information
- Limited freedom of movement
- Goes missing for periods of time.
- Attendance issues and difficulty contacting the family members.
- Substance misuse
- Truancy/disengagement with education

- Inappropriate use of the internet

These behaviours do not always indicate trafficked children but staff need to be mindful that these may raise concerns. Any concerns around trafficked children should be reported to the DSL who will deal with the situation appropriately.

R- Technologies and E-Safety (including Cyber-Bullying)

Technological hardware and software is developing continuously with an increase in functionality of devices that people use. The majority of children use online tools to communicate with others locally, nationally and internationally. Access to the Internet and other tools that technology provides is an invaluable way of finding, sharing and communicating information. While technology itself is not harmful, it can be used by others to make children vulnerable and to abuse them.

Also see E-Safety & the use of Social Media Policy and Behaviour Policy

<https://www.mayfield.portsmouth.sch.uk/about-us/policies-and-premiums>

If any staff have any concerns regarding students they should refer to the designated DSL who will follow up as appropriate.

Part 2 -Safeguarding Issues relating to individual student needs

This contains important additional information about specific forms of abuse and safeguarding issues. If you are concerned about any of these issues then you must report it to the Designated Safeguarding Lead or the deputy. If any member of staff feels that there is an immediate child protection concern then they must follow the procedures on the flow chart on page 9.

A- Students with medical conditions (in school)

As a school we have a team of trained first aid staff who are well equipped to dealing with medical concerns. The Welfare Assistant is responsible for overseeing students with individual medical conditions who may require regular medication. The Welfare Assistant will liaise with parents and complete the necessary paperwork to keep records up to date and inform staff as and when necessary of individual student needs.

See separate policy at <https://www.mayfield.portsmouth.sch.uk/about-us/policies-and-premiums>

If any staff have any concerns regarding students they should refer to the designated DSL who will follow up as appropriate.

B- Students with Medical Conditions (outside of school)

There may be times when students are unable to attend school due to illness or hospitalisation. These may include long term illness, post-operative periods or students with long term mental health issues. At these times the Welfare Assistant or SENCO will liaise with parents and outside agencies to ensure the student is supported with their needs. Heads of House can arrange for work to be provided for the student and will help to ensure that transition back into school is made as easy as possible for the student concerned. It may be necessary for students to be provided with a part time timetable for a period of time and this will be managed by the SENCO or Head of House. Where an absence due to medical conditions may be longer than 15 consecutive days the Education and Inclusion service will be informed in order to support with the student's education via medical tuition.

If any staff have any concerns regarding students they should refer to the designated DSL who will follow up as appropriate.

C- Fabricated or Induced Illness

Indications of fabricated illness could include falsification of medical documents, induction of illness by a variety of methods, fabrication of symptoms.

If staff are concerned that parents may be fabricating their child's illness or medical condition, they should refer to the DSL who will follow up.

D- Mental Health

Mental health is becoming an increasing concern within schools and is therefore important for staff to build positive relationships with students. Any changes in behaviour which are sudden or extreme can be a sign that students are suffering from issues which have occurred outside school. These can include family illness or bereavement, family conflict which results in separation or children being taken into local authority care. Life changes and or traumatic events such as abuse, bullying etc can all contribute to changes in student wellbeing and mental health.

Where staff identify concerns, students should be given the opportunity to talk through any issues. The decision can then be made with regard to informing parents and ways to support the student can be shared. Where necessary, staff should inform the Head of House who can liaise with the DSL who will ensure follow up action is taken which is appropriate to individual cases.

E- Self-Harm/Injury

Self-injury is a coping mechanism for young people who are attempting to cope with high levels of distress and emotional pain. It is any deliberate, non-suicidal behaviour, which causes physical pain or injury and is

aimed at reducing the emotional pain and distress of the individual concerned. These behaviours may include deliberate bone-breaking, cutting, bruising, banging and non-suicidal overdosing and the behaviours are usually chronic, repetitive and habitual.

Young people who self-injure will generally attempt to hide any scarring or injuries and can find it extremely difficult to discuss their behaviours, and the emotions behind them, with others. We understand these behaviours not to be about seeking attention but rather to be about seeking relief and release from emotional distress. We also understand that self-injury is not suicidal behaviour. However, the emotional distress that causes these behaviours can lead to suicidal thinking and actions. We will consequently take ALL incidents of self-injury seriously, investigate them and attempt to provide the most appropriate emotional support possible.

If any staff have any concerns regarding students they should refer to the designated DSL who will follow up as appropriate.

F- Looked After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. At Mayfield School the SENCO is the designated teacher for looked after children. They should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

If any staff have any concerns regarding students they should refer to the designated DSL who will follow up as appropriate.

G- Teenage Pregnancy

Please also refer to Sex & Relationships Education policy <https://www.mayfield.portsmouth.sch.uk/about-us/policies-and-premiums>

Where it is suspected that a female student is pregnant all staff should inform the DSL. The DSL will investigate this further and refer to the relevant support agencies.

Where the female is under the age of 13 years old, her parents/carers must be informed immediately along with a referral to Multi Agency Safeguarding Hub (MASH).

Where the female is 13 years and over they will be encouraged to inform their parent/carer in the first instance. If the student is not able to do so within 24 hours then a member of school staff will have this conversation. If appropriate a referral will also be made to MASH.

If any staff have any concerns regarding students they should refer to the designated DSL who will follow up as appropriate.

H- Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. There can be additional barriers when recognising abuse and neglect in this group of children. These can include:

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

Some students with special educational needs have an Education Health Care Plan and will be provided with the statutory provision outlined in this plan. For other students who still have a level of SEN there is extra support available from the SEN department. All staff can refer to the SENCO stating what their concerns are for that child. There is also Emotional Literacy Support (ELSA) available to all students.

If any staff have any concerns regarding students they should refer to the designated DSL who will follow up as appropriate.

Part 3 – Other safeguarding issues impacting students

This contains important additional information about specific forms of abuse and safeguarding issues. If you are concerned about any of these issues then you must report it to the Designated Safeguarding Lead or the deputy. If any member of staff feels that there is an immediate child protection concern then they must follow the procedures on the flow chart on page 9.

A- Bullying

See Anti Bullying Policy <https://www.mayfield.portsmouth.sch.uk/about-us/policies-and-premiums>

If any staff have any concerns regarding students they should refer to the designated DSL who will follow up as appropriate.

B- Drugs and substance misuse

If any staff have any concerns regarding students they should refer to the designated DSL who will follow up as appropriate.

C- Gangs and Youth Violence

Gang and youth violence is a concern in schools, as well as in the community and can have a significant impact on student education, even at its lowest level. It is therefore important that this is tackled through the curriculum in order for students to be educated in this area.

Any incidents which occur and are of a gang style nature are investigated fully, parents informed and interventions may be put into place, dependant on individual incidents such as meetings with local community police officers, restorative conversations between victim and perpetrators.

As a school we will:

- develop skills and knowledge to resolve conflict as part of the curriculum;
- challenge aggressive behaviour in ways that prevent the recurrence of such behaviour;
- understand risks for specific groups, including those that are gender-based, and target interventions;
- safeguard, and specifically organise child protection, when needed;
- make referrals to appropriate external agencies;
- carefully manage individual transitions between educational establishments; and
- work with local partners to prevent anti-social behaviour or crime.

If any staff have any concerns regarding students they should refer to the designated DSL who will follow up as appropriate.

D- Parenting

Parents who struggle at times with the behaviour of their children do not necessarily generate safeguarding concern. Parenting can become a safeguarding concern when there is repeated lack of supervision, basic care needs are not met or children are placed in situations of risk or harm.

When staff are made aware or have any concerns which may suggest a safeguarding concern, they should report it to the DSL who will deal with the matter as appropriate. We will endeavour as a school, to support parents and signpost them to agencies who can help to support parenting within the home, e.g. Early Help referrals, CAMHS referrals etc.

As a school we will support parents in understanding the parenting role and provide them with strategies to make a difference by:

- providing details of community based parenting courses;

- referring to the school parenting worker/home school link worker (where available)
- discussing the issue with the parent and supporting them in making their own plans of how to respond differently (using evidence based parenting programmes)
- Considering appropriate early help services

Part 4 - Safeguarding processes

This contains important additional information about specific forms of abuse and safeguarding issues. If you are concerned about any of these issues then you must report it to the Designated Safeguarding Lead or the deputy. If any member of staff feels that there is an immediate child protection concern then they must follow the procedures on the flow chart on page 9.

A- Safer Recruitment

The school operates a separate safer recruitment process as part of the school's recruitment processes. On all recruitment panels there is at least one member who has undertaken safer recruitment training. The process checks the identity, criminal record (enhanced DBS), mental and physical capacity, right to work in

the UK, professional qualifications and seeks confirmation of the applicant's experience and history through references.

The school obtains written confirmation from supply agencies that agency staff have been appropriately checked. The school maintains a single central record of DBS checks undertaken.

Volunteers, including governors will undergo checks commensurate with their work in the school and contact with students. There is also a separate Volunteer Policy found at <https://www.mayfield.portsmouth.sch.uk/about-us/policies-and-premiums>

If any staff have any concerns regarding students they should refer to the designated DSL who will follow up as appropriate.

B- Staff Induction

The DSL will provide all new staff with training to enable them to both fulfil their role and also to understand the child protection policy, the safeguarding policy and part one of Keeping Children Safe in Education.

This induction may be covered within the annual training if this falls at the same time; otherwise it will be carried out separately during the initial starting period. All staff training is logged.

Staff who come to school via an agency have had all the relevant safeguarding checks completed by the agency.

With regards to volunteers please see separate policy at <https://www.mayfield.portsmouth.sch.uk/about-us/policies-and-premiums>

C- Health and Safety

See separate policy at <https://www.mayfield.portsmouth.sch.uk/about-us/policies>

D- Site Security

The site is kept as secure as is possible during the school day.

Main student access gates are locked at the beginning and end of the school day.

Visitors to the school, including volunteers and contractors, must sign in at reception and are issued with an identity badge which should be worn at all times and which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe.

Visitors and volunteers must sign out and return identity badge when leaving the school site.

Students are only allowed home during the school day if parents have been contacted by the relevant staff. Students must then sign out and collect a slip from Pupil Services. On return to school they must sign in at Pupil Services.

A door security system is fitted throughout the school site with CCTV cameras in situ both inside and outside the school

Staff are on duty before and after school and during breaks and lunchtimes.

When deemed necessary the school will operate a lock down procedure.

If any staff have any concerns they should refer to the designated DSL who will follow up as appropriate.

E- Off Site Activities/Trips and Work Placements

- For students who participate in work experience, the school commissions Education Business Partnership (EBP) to carry out the relevant checks. They will then confirm with the school that the checks have been completed. This is for both school found or private placements.
- The school has an Educational Visits Co-ordinator (EVC) who liaises with the local authority's outdoor education adviser and helps colleagues in schools to manage risks and support with off site visits and provides training in the management of groups during off site visits, as well as First Aid in an outdoor context.

If any staff have any concerns regarding students they should refer to the designated DSL who will follow up as appropriate.

F- Alternative Provision

Where the school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that student, and should be satisfied that the provider meets the needs of the student. Mayfield will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

If any staff have any concerns regarding students they should refer to the designated DSL who will follow up as appropriate.

G- First Aid and Administration of Medication

See separate First aid policy <https://www.mayfield.portsmouth.sch.uk/about-us/policies-and-premiums>

If any staff have any concerns regarding students they should refer to the designated DSL who will follow up as appropriate.

H- Use of reasonable force

See Achievement & Behaviour Policy at <https://www.mayfield.portsmouth.sch.uk/about-us/policies-and-premiums>

Any form of restraint must be logged and reported to the Headteacher and the DSL.

I- Searching a student

See Achievement & Behaviour Policy at <https://www.mayfield.portsmouth.sch.uk/about-us/policies-and-premiums>

If any staff have any concerns regarding students they should refer to the designated DSL who will follow up as appropriate.

J- Using Images of Children

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect students we will:

- seek their consent for photographs or films to be taken or published (for example, on our website or in newspapers or publications).
- seek parental consent

Please also see E-Safety & the Use of Social Media Policy <https://www.mayfield.portsmouth.sch.uk/about-us/policies-and-premiums>

If any staff have any concerns regarding students they should refer to the designated DSL who will follow up as appropriate.

K- Disqualification under the Childcare Act of 2006

As a school we require all staff who may be impacted by this piece of legislation to complete a self declaration form and to inform the Headteacher immediately if they become aware of any changes to their circumstances that would require us to be aware.

We will continue to check for disqualification under the Childcare Act as part of our safer recruitment processes for any offences committed by staff members or volunteers.

If any staff have any concerns regarding students they should refer to the designated DSL who will follow up as appropriate.

Further information from the Department for Education be found here <https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006>

L- Whistleblowing

See Whistleblowing policy <https://www.mayfield.portsmouth.sch.uk/about-us/policies-and-premiums>

If any staff have any concerns regarding students they should refer to the designated DSL who will follow up as appropriate.

M- Confidentiality and sharing information

Please see Data Protection Policy <https://www.mayfield.portsmouth.sch.uk/about-us/policies-and-premiums>

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL, headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, Keeping Children Safe in Education emphasises that any member of staff can contact children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with Data Protection Act 2018 principles.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage. Child protection information will be stored separately from the student's school file and the school file will be 'tagged' to indicate that separate information is held.

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 promote the welfare and protect the safety of children.

N- School collection procedures

Year R to Year 5 students have to be dropped off to school and collected by an authorised adult. Year 6 students can walk to school and walk home from school providing their parents / carers have completed the MAP form to authorize this.

At the start of the school year parents/carers will complete a Main Authorised Person form. This informs the school which adults are authorised to collect the children at home time. There is also a password required. Should an un-authorised person attempt to collect a child from school the adult in school will not let the child leave until they have parent / carer consent. There are regular spot checks completed by the Headteacher.

Should a parent/carer be more than 10 minutes late to collect their child at 3.30pm the child will be placed in an extra-curricular activity.

Should a parent/carer be more than 10 minutes late to collect their child at 4.30pm the child will be placed into tea club and the parent/carer will be charged for this session.

Should a parent/carer be more than 10 minutes late to collect their child from tea club then attempts will be made to contact all the adults on the child's contact information. In severe incident the school may need to contact the Police or MASH.

If lateness of a parent is a regular occurrence then parent(s)/guardians will be invited into school or a meeting.

If any staff have any concerns regarding students they should refer to the designated DSL who will follow up as appropriate.

O- Volunteers

See separate policy <https://www.mayfield.portsmouth.sch.uk/about-us/policies-and-premiums>

P- Contractors

With a new build pending there will be many contractors on the site next to the school. There should be no reason for the contractors to interact with the students.

Any other contractors working in the building will have their identity checked on arrival to the school. The school will determine the appropriate level of supervision depending on the circumstances and the relevant safeguarding checks made.

If any staff have any concerns regarding students they should refer to the designated DSL who will follow up as appropriate.

Part 5 Useful contact information

Designated Safeguarding Lead (DSL)	Erika Anders 02392 693432 or 07908 676756 Anderse@mayfield.portsmouth.sch.uk
Deputy Designated Safeguarding Lead (DDSL)	Jo Buck 02392 693432 Buckj@mayfield.portsmouth.sch.uk Fiona Rogers 02392 693432 rogers@mayfield.portsmouth.sch.uk
Home Family Link Worker (HFLW)	Michele John 02392 693432 John@mayfield.portsmouth.sch.uk
Education Welfare Officer (EWO)	Sharon Rolfe 02392 693432 Rolfe@mayfield.portsmouth.sch.uk
Multi Agency Safeguarding Hub (MASH)	02392 688793
Police	Emergency:999 Non-emergency: 101
Social Care Duty Officer	02392839111
Social Care Out of Hours	0845 6004555
Local Authority Designated Officer	02392 882500

This policy should be read alongside our policies and procedures on:

- Achievement and Behaviour Policy
- Anti-Bullying Policy
- Attendance Policy
- Complaints Procedure
- Data Protection Policy
- Equality Policy
- E-Safety and the Use of Social Media Policy
- Freedom of Information Policy
- Health and Safety Policy
- Managing Allegations against other pupils
- Mayfield Information Report
- Prevent Duty
- Sex and Relationships Policy
- Volunteering Policy

- Whistleblowing Policy

These policies can be found here <https://www.mayfield.portsmouth.sch.uk/about-us/policies-and-premiums>

We are committed to reviewing our policy and good practice annually.
This policy was last reviewed on 10th February 2021