



## Mayfield School Safeguarding Guide



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## Induction checklist

### Safeguarding and promoting the welfare of children is defined as:

- ◇ protecting children from maltreatment;
- ◇ preventing impairment of children's mental and physical health or development;
- ◇ ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- ◇ taking action to enable all children to have the best outcomes.

Schools and colleges in England must have due regard for statutory guidance when carrying out their duties to safeguard and promote the welfare of children. For the purposes of this guide 'children' includes everyone under the age of 18.

Everyone who comes into contact with children at Mayfield School has a role to play in identifying concerns, sharing information and taking prompt action.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

<https://www.gov.uk/government/publications/working-together-to-safeguard-children>

<https://www.gov.uk/government/publications/prevent-duty-guidance>

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

### All staff at Mayfield School:

- ◇ Know who the Designated Lead for Safeguarding Children is.
- ◇ Receive a copy of the Child Protection and Safeguarding Policy.
- ◇ Are made aware of the various symptoms of abuse.
- ◇ Know how to raise a concern regarding child abuse.
- ◇ Are aware of their responsibility to report immediately if a child discloses.
- ◇ Are aware of the need for utmost confidentiality in matters of child protection.
- ◇ Read and understand Section 1 and Appendix A of Keeping Children Safe in Education.
- ◇ Read and understand the staff induction booklet.
- ◇ Read and understand the staff Code of Conduct.
- ◇ Within their first month at Trafalgar School will complete basic safeguarding training and every two years thereafter.
- ◇ Know how to log onto and report incidents through Class Charts and Report a Safeguarding Concern.

## Peer on Peer Abuse

Peer on peer abuse is when children abuse or harm each other. Peer on peer abuse can include:

- Bullying (including cyber bullying)
- Physical abuse which can include hitting, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Upskirting

Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up” as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All incidents of peer on peer abuse must be recorded via Class Charts or Report a Safeguarding Concern.

## Sexting (sharing of nudes and semi-nudes)

Mayfield School’s response to Sexting (sharing of nudes and semi-nudes) is in line with guidance from the UK Council for Child Internet Safety for all staff and for DSLs and senior leaders.

If you are made aware of an incident involving Sexting (sharing of nudes and semi-nudes) (also known as ‘youth produced sexual imagery’), you must report it to the DSL immediately.

You must **not**:

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

## Responding and recording procedures when a student makes a disclosure

**When you are with a student:**

- Stay calm and try not to look shocked
- Accept what the student tells you and take it seriously
- Allow them to give a spontaneous account; do not stop a child who is freely recalling significant events
- Listen to them and do not ask leading questions
- Avoid comments such as: ‘Are you sure?’, ‘I find that hard to believe’ and ‘why haven't you told anyone else?’
- Use useful phrases such as: ‘I am glad you have told me’ and ‘you have done the right thing’
- Let them know that you need to let Miss Osborne or Mr Cathie know. Do not promise confidentiality.
- Do not ask the student to repeat his or her account of events to anyone.

## Reporting a disclosure or concern via Class Charts or Report a Safeguarding Concern:

At Mayfield School, we keep accurate records and track all concerns and disclosures carefully, using online software. All information is stored securely and can only be accessed by staff with appropriate levels of permission.

- Write down what the student has told you in their own words. Do not write your own feelings or emotions about the disclosure
- Record the date, time, setting and people present
- Pass this information on immediately via Class Charts or Report a Safeguarding Concern:

<https://www.classcharts.com/nolesson/index>

<https://edukeyapp.com/safeguard/mayfield-school>

Only discuss with members of the safeguarding team.

**Member of staff has a concern about a student or a student makes a disclosure.**



**A concern**

Record your new concern on Class Charts or Report a Safeguarding Concern; Include as much detail as possible. Use the body map to identify any marks or bruises.



**No concerns**

No further child protection action but may need monitoring.

**Disclosure**

Record what the student has told you in their own words on Class Charts or Report a Safeguarding Concern; include accurate date, time and location of the disclosure and any other people who were present.



**Still have concerns**

An appropriate staff member will speak to Children's Social Care for advice or referral. If a referral is required, this will be followed up in writing and a copy will be sent to the Multi Agency Safeguarding Hub (MASH).



**Still have concerns**

Any ongoing involvement with a family or with Children's Social Care will be tracked and recorded carefully on CPOMS. Copies of all confidential documents will be stored securely on our servers.

**Safeguarding Children**



Everyone has a responsibility to safeguard children and, when required, work with other agencies to achieve this. If you have any concerns, you have a statutory duty to report this to our safeguarding team. If a child is in immediate danger you should contact Children's Social Care or the Police.

**Local Authority Designated Officer (LADO)**

The Local Authority Designated Officer (LADO), also known as the designated officer, is a role set out in the government guidance Working Together to Safeguard Children.

Portsmouth's LADO is contactable by phone on 023 9288 2500 or email LADO@secure.portsmouthcc.gov.uk

The LADO should be alerted to all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed, a child
- possibly committed a criminal offence against children, or related to a child
- behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children
- behaved in a way that indicates they may not be suitable to work with children

Anyone can refer concerns to Children's Social Care through the Multi Agency Safeguarding Hub (MASH) - 02392 688793

If a teacher suspects Female Genital Mutilation (FGM), they must report this to the police - 999

For further advice and information on local procedures, visit HIPS website: <https://hipsprocedures.org.uk/>

Signed ..... Date .....

## Keeping Yourself Safe

### Social Media

The DfES 'Guidelines for Safer Working Practice for Adults who work with children and young people in Educational Settings' states that "all staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children" therefore staff need to be careful about any information shared in the public domain. Under no circumstances should staff share pictures of, or reference students on their personal social media accounts. Nothing posted or 'liked' in the public domain should bring your professional status into question. All privacy settings should be 'private' (the IT team can help with this). Profile pictures should be professional e.g. no alcohol, no nudity, no offensive language. Comments should not mention the school by name or refer to Mayfield School or the workplace in a derogatory way.

It is an expectation no staff have 'friends' on social media who are ex-students, under the age of 18 (any exceptions to this e.g. family members should be brought to the attention of the Headteacher). Some staff prefer to disguise their name in order to limit the number of students able to easily find them on social media platforms.

### Identification

All staff are required to wear their ID badge and lanyard at all times. Anyone without an ID badge must be challenged. ID badges should not be lent to other members of staff or students. All staff are required to use their ID badge to sign in and out daily and any time they leave the school site.

### DBS

No staff without a valid DBS should ever be left unaccompanied with a child. DBS checks are carried out every three years and Mayfield School subscribes to the DBS update service. Nevertheless, all staff are expected to inform the Headteacher should they, or a close relative, be investigated in any other aspect of their lives or arrested.

## What is abuse?

There are four types of abuse – Physical, emotional, sexual and neglect. Somebody may abuse or neglect a child by causing harm or by failing to prevent harm from them. Children can be abused in a family, community or institutional setting by somebody that is known to them or by a stranger.

### Physical abuse

Physical abuse may involve hitting, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. It may be the result of a deliberate act but also it could be caused through the failure to act to protect. Physical harm can also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Indicators of physical abuse:

- Recurrent unexplained injuries or burns
- Pinch bruises, bite bruises
- Bruises around the ears and mouth, black eyes
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Explanation inconsistent with injury
- Untreated injuries
- Admission of excessive punishment
- Running away/ Fear of going home
- Aggression/ Self destructive tendencies
- Arms and legs covered during hot weather
- Withdrawal from physical contact
- Fear of medical help

## **Emotional abuse**

Emotional abuse is the persistent ill treatment of a child so as to cause severe and persistent adverse effects on the child's emotional development. It may involve making a child feel or believe that they are worthless or unloved, inadequate, or valued only as they meet the needs of another person. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

### **Indicators of emotional abuse:**

- » Delay in physical, mental and emotional development
- » Low self esteem
- » Withdrawal from relationships with other children, isolation and depression
- » Very passive behaviour
- » Self mutilation
- » Compulsive behaviour – carries out certain rituals and activities
- » Running away
- » Alcohol, drug, solvent abuse
- » Arriving early at school, leaving late.

## **Keeping Yourself Safe**

Mayfield School is committed to safeguarding and promoting the welfare of children and requires staff, volunteers and visitors to share this commitment. The following information is designed to keep staff safe in the workplace. See the Dfe document *Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings* and guidance from unions for further information regarding safer working practice.

- Be professional at all times
- Be careful how you interact with or speak to a child as the child may interpret it differently
- Avoid physical contact with children unless you are preventing them from immediately harming themselves or others. In this instance, always complete a physical intervention form (accessible via CURA or available in the staffroom)
- Avoid being on your own with a child, always ensure that a door is open and that you are visible to others
- Do not accept friend requests from students or parents on social media accounts (inform the Headteacher in exceptional circumstances)
- Do not take photographs of students on personal devices, only use equipment provided by the school
- Do not contact students or parents from personal devices
- Always tell someone if a child touches you or speaks to you inappropriately. Log down the incident time and date it and pass it on to the Headteacher.

If you are concerned about the safety of any student in our school, you must report this to the Designated Safeguarding Leads—Mr Mark Cathie or Miss Rachael Osborne.

If you are concerned about the conduct of any visitor or staff member in our school, you must contact the Head of School— Mr Ashley Howard.

## Exploitation

**Child sexual exploitation (CSE)** is when people use the power they have over children to sexually abuse them. Their power may result from a difference in age, gender, intellect, strength, money or other resources.

**Child criminal exploitation (CCE)** is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child.

Any child or young person can be a victim of exploitation, but children are believed to be at greater risk of being exploited if they:

- lack a safe/stable home environment, now or in the past
- have feelings of low self-esteem
- are in care
- have a physical or learning disability
- are excluded from mainstream education

### Indicators of grooming and exploitation:

- going missing for periods of time or regularly returning home late
- skipping school or being disruptive in class
- appearing with unexplained gifts or possessions that can't be accounted for
- having mood swings and changes in temperament
- using drugs and/or alcohol
- displaying inappropriate sexualised behaviour, such as over-familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ("sexting")
- they may also show signs of unexplained physical harm, such as bruising and cigarette burns.

## Sexual abuse

Sexual abuse involves forcing or enticing a young person to take part in sexual activities, whether or not the child is aware of, or consents to, what is happening. It may involve physical contact, including rape or oral sex or non-penetrative acts such as fondling. Boys and girls can be sexually abused by males and/or females and by other young people. It also includes non contact activities such as involving children in watching or taking part in the making of pornographic material or encouraging children to behave in inappropriate ways.

### Indicators of sexual abuse:

- Overly compliant behaviour
- Acting out aggressive behaviour
- Hints about sexual behaviour
- Arriving early for school and leaving late with very few absences
- Poor peer relationships or inability to make friends
- Lack of trust, particularly with significant others
- Inability to concentrate at school
- Sudden drop in school performance
- Seductive behaviour with opposite sex
- Extraordinary fear of the opposite sex
- Frequent complaints of unexplained abdominal pains
- Running away from home
- Withdrawal
- Clinical depression and suicidal feelings
- Pregnancy
- Eating disorders



## Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to: provide adequate food, clothing and shelter, protect a child from physical and emotional harm or ensure adequate supervision, or failing to ensure that a child gets appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### Indicators of Neglect:

- Running away
- Constant hunger
- Constant tiredness
- Frequent lateness or non attendance at school
- Low self esteem
- Untreated medical problems
- No social relationships
- Compulsive stealing or scavenging
- Underweight
- Inappropriate dress

## The Prevent Duty

The aim of the Prevent Duty is to stop people becoming, or supporting, terrorists and to do this by challenging ideologies, protecting vulnerable individuals and supporting institutions, such as our school. It is part of the National Counter Terrorism Strategy.

The Prevent Strategy has three main objectives:

1. To challenge ideology that supports extremism/ terrorism and those who promote it;
2. To protect vulnerable individuals from being drawn into extremism;
3. To support sectors where there are risks of radicalisation.

The internet provides a discreet opportunity for extremists to target young, vulnerable individuals within their own homes. Staff can report suspected online terrorist activity or material to:

[www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism) or to social media platforms directly.

Indicators of vulnerability to radicalisation:

- Identity crisis
- Low self-esteem
- Changes in behaviour or attitude
- Social exclusion
- Criminality
- Extended absences
- Extreme views or graffiti.

*Protecting children from the risk of radicalisation should be seen as part of a school's wider safeguarding duties and is similar in nature to protecting children from other harms such as drugs, gangs, neglect and sexual exploitation.*

*Home Office, The Prevent Strategy*