



The Salterns Academy Trust: Admiral Lord Nelson School

Child Protection and Safeguarding Policy



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1. UNCRC

Article 3: (The best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children)

Article 19: (Protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 34 (Protection from sexual exploitation) Governments must protect children from all forms of sexual abuse and exploitation)

Admiral Lord Nelson School is committed to safeguarding and promoting the welfare of children and believes all students, regardless of age, special needs or disability, racial/cultural heritage, religious belief, gender or sexual orientation have the right to be protected from all types of harm and abuse. This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2020\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our three local safeguarding partners.

2. Definitions

Safeguarding and promoting the welfare of children is defined for the purposes of this policy 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
- taking action to enable all children to have the best outcomes.

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

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

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

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

Children includes everyone under the age of 18.

The following three **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs.

In Portsmouth the three partners are:

- The local authority (LA)
- Portsmouth clinical commissioning group
- The Chief Superintendent, Hampshire Constabulary

3. Aims

The aim of this policy is to ensure every child at Admiral Lord Nelson School is safe and protected. The policy applies to all staff (including supply, agency staff), parents/carers, Governors, volunteers, visitors and students and is compliant with the advice and guidance from the Portsmouth Safeguarding Children's Partnership.

This policy will give clear direction about the expected behaviour and responsibility when managing safeguarding concerns and the need to consider, always, what is in the best interests of the child.

Admiral Lord Nelson School aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly training in recognising and reporting safeguarding issues
- All staff have a responsibility to provide a safe environment in which children can learn

4. Our Ethos

Admiral Lord Nelson School will establish and maintain a child-centred ethos where students will feel secure, will be encouraged to talk and will be listened to. Students will always be given every opportunity to talk freely to any member of staff if they are worried or concerned about something.

Through induction and ongoing training, all staff and regular visitors will know how to recognise a disclosure from a child and how to manage this. We will not make promises to any child and every child will be told what happens to the information they provide.

The curriculum will endeavour to provide activities and opportunities that will equip our students with the skills they need to stay safe (including online safety). At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies.

5. Equality statement

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

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalization
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

6. Procedures

When staff join Admiral Lord Nelson School, they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's Safeguarding and Child Protection Policy and told whom the Designated Lead / Deputy for Safeguarding Children is and who alternative staff members are in their absence. Staff will be made aware that the Portsmouth Safeguarding Children Partnership

(PSCP) has a duty to ensure the effectiveness of practice in each service in the city to safeguard children and promote their welfare, which includes Admiral Lord Nelson School. The induction programme will include safeguarding information detailing: how to manage a disclosure from a child; signs and symptoms of abuse; the PREVENT duty; exploitation (CSE and CCE); when to contact the police and how to record and share information. They will also be informed on how to make a referral to the Multi Agency Safeguarding Hub (MASH) and the role of the Local Authority Designated Officer (LADO) and how and when to contact them. New staff will be given access to online basic safeguarding training and key documents to support their practice.

All regular visitors and volunteers to our school will be told where our policy is kept. They will be issued with a set of safeguarding procedures and our Designated Safeguarding Lead / Deputy, alongside alternative staff members, are clearly identified on notice boards around the school for information. When new students join our school, parents and carers will be informed that we have a Safeguarding Policy. The policy will be made available to parents / carers and awareness of it will be raised using appropriate methods, for example the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries, and what happens should we have cause to make a referral to MASH for consideration: MASH is a Multi-Agency team consisting of professionals from the Police, education, health and social care.

7. Roles and Responsibilities

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

7.1 The Designated Safeguarding Lead (DSL)

Our DSL is **Steve Fenner: Assistant Headteacher**. The DSL takes lead responsibility for child protection and wider safeguarding. During term time, the DSL is available during school hours for staff to discuss any safeguarding concerns. The DSL can also be contacted out of school hours if necessary, by email or phone (telephone numbers can be located in the staff handbook).

When the DSL is absent, the deputy DSL – **Katie Holnes, Assistant Headteacher** – will act as cover. In the unusual event the DSL and deputy DSL are not available, **Chris Doherty, Deputy Headteacher or Matt Hutton, Deputy Headteacher** will act as cover (for example, during out-of-hours/out- of-term activities).

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

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will also keep the Headteacher informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate. The full responsibilities of the DSL and deputy DSL are set out in their job description.

7.2 The Governing Body

The Governing Body will approve this policy at each review, ensure it complies with the law

and hold the Headteacher to account for its implementation. The Governing Body have appointed **Tina Henley** as link governor to monitor the effectiveness of this policy in conjunction with the full governing body.

Tania Osborne, 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 (see appendix 3).

All Governors will read Keeping Children Safe in Education.

7.3 The Headteacher

Nys Hardingham, the Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary or supply staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring all staff undertake appropriate safeguarding and child protection training and update this 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).

7.4 Alternative Members of Staff

Alternative members of staff who undertake regular, specific safeguarding training **are Lee Morgan**, SENCO and Director of Alternate Provision and Helen Blakeledge, Looked after and Safeguarding support worker. These staff, as required, will liaise with Children's Services and other agencies.

8. Confidentiality

Confidential information and records are only available to those who have a right or professional need to see them. When sharing safeguarding information, and information of a confidential nature, with the three safeguarding partners and other agencies as required we know:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the Designated Safeguarding Lead (or deputy)
- Confidentiality is also addressed in this policy with respect to record keeping and allegations of abuse against staff in appendix 3.

9. Immediate Action to Ensure Safety

Immediate action may be necessary at any stage in involvement with children and families.

If emergency medical attention is required, this can be secured by calling an ambulance (dial 999) or taking a child to the nearest Accident and Emergency Department.

Make a referral to Children's Social Care and/or the police immediately if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.** Tell the DSL as soon as possible if you make a referral directly.

Portsmouth Safeguarding Children Partnership (PSCP) Multi Agency Safeguarding Hub (MASH) can be contacted directly on **0845 671 0271/ 023 9268 8793** or the out-of-hours service on **0300 555 1373**. Additionally, more information on how to make contact with Children's Social Care, including Portsmouth's **inter-agency contact form** can be found [here](#).

Key staff in the school are made aware of specific occasions [when to call the police](#).

10. What to do if a Child Makes a Disclosure

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

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Avoid comments such as, 'Are you sure?', 'I find that hard to believe' and 'why haven't you told anyone else?'
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Complete an incident referral via **Child Protection Online Monitoring and Safeguarding system** CPOMS. Alternatively, if appropriate, make a referral to Children's Social Care and/or the police directly and tell the DSL as soon as possible that you have done so
- Do not ask the child to repeat his or her account of events to anyone.

11. Communicating a Concern or a Disclosure

If you are concerned about a child, you must share your concerns. Admiral Lord Nelson School uses **Child Protection Online Monitoring and Safeguarding system** (CPOMS) to keep accurate records of concerns and disclosures. You should only discuss concerns in person with one of the people named with a role for safeguarding children and this should be done as soon as possible, if not immediately. Details of concerns, disclosures and any subsequent actions or advice are recorded confidentially.

12. Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents. If we believe that notifying the parents would increase the risk to the child, we will discuss this with Portsmouth MASH team before doing so. In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

Concerns will not be discussed with parents/carers in the following circumstances:

- Where sexual abuse or sexual exploitation is suspected
- Where organised or multiple abuse is suspected

- Where fabricated or induced illness (previously known as Munchausen Syndrome by proxy) is suspected
- Where female genital mutilation is suspected
- In cases of suspected forced marriage.
- Where contacting parents/carers would place a child, yourself or others at immediate risk
- Where concerns regarding possible radicalisation or extremist behaviour are associated with family members.

13. Female Genital Mutilation (FGM)

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs". FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a student has already been subjected to FGM, and factors that suggest a student may be at risk, are set out in appendix 4. Under no circumstances should staff examine students.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a child under 18 **must immediately report this to the police, personally**. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate. The duty for teachers mentioned above does not apply in cases where a student is *at risk* of FGM or FGM is suspected but is not known to have been carried out.

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

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

Figure 1 illustrates the procedure to follow if you have any concerns about a child's welfare. Where possible, speak to the DSL first to agree a course of action. If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the wider safeguarding team, Senior Leadership Team and/or take advice from Portsmouth's MASH. You can also seek advice at any time from the NSPCC helpline on 0800 800 5000.

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

14. Early Help

Any Child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs.
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Is a young carer
- Is showing signs of being drawn in to anti-social behaviour , including gang involvement and association with organized crime groups.
- Is frequently missing / goes missing from care or from home.
- Is at risk of modern slavery, trafficking, or exploitation.
- Is at risk of being radicalized or exploited
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health, and domestic abuse.

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up

an inter-agency assessment (also known as an early Help assessment, EHA) 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. The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed. Further information can be found through [Portsmouth Safeguarding Partnership](#) or by emailing EarlySupportReferralPanel@Portsmouthcc.qcsx.gov.uk.

15. Referral

If it is appropriate to refer the case to Children's Social Care or the police, the DSL will make the referral or support you to do so. If you make a referral directly, you must tell the DSL as soon as possible. The local authority will decide within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

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

Important Information Required when Making a Referral

Be prepared to give as much of the following information as possible: (in emergencies, not all of this information may be available)

- Your name, telephone number, position and request the same of the person to whom you are speaking
- Full name and address, telephone number of family, date of birth of child and siblings
- Gender, ethnicity, first language, any special needs
- Names, dates of birth and relationship of household members and any significant others
- The names of professionals known to be involved with the child/family e.g.: GP, Health Visitor, School
- The nature of the concern(s) and foundation for them
- An opinion on whether the child may need urgent action to make them safe
- Your view of what appears to be the needs of the child and family
- Whether the consent of a parent with parental responsibility has been given to the referral being made.
- Unavailability of some information should not stop you making a referral.

16. Extremism

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

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

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or Portsmouth's Children's Social Care team.

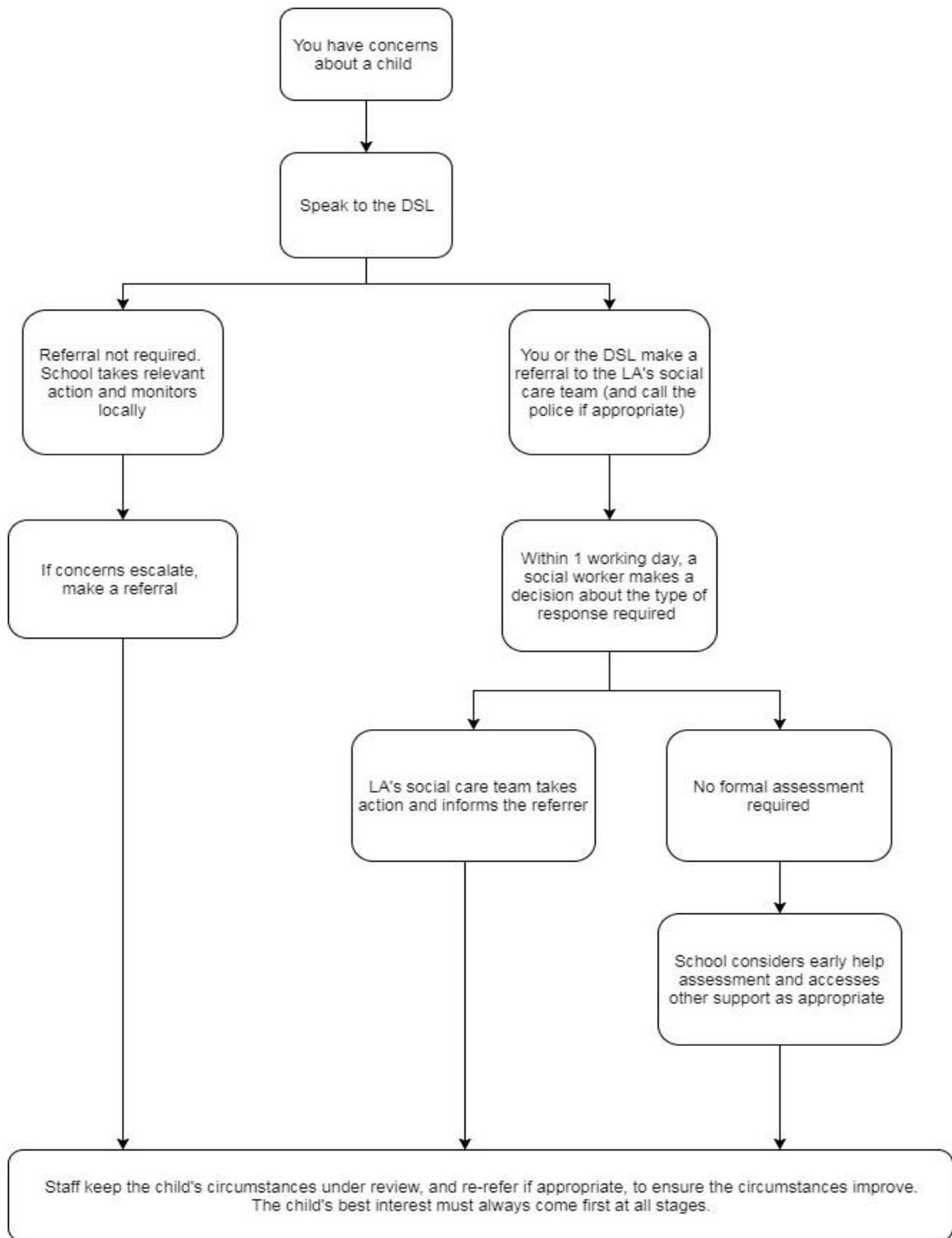
The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a student. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergencies.

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

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

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm or in immediate danger)

(Note –if the DSL is unavailable, this should not delay action.)



17. Staff role following a referral

Once a referral has been made to MASH a lead will be identified to hold the case. In the case of Early Help intervention this will usually be the person who best knows the family which in most cases this would be the Head of House. For referred cases that require a Section 17 (children in need) or Section 47 (a child suffering, or likely to suffer, significant harm) this will be the DSL or Deputy DSL.

18. Concerns about a staff member or volunteer

If you have concerns about a member of staff (including temporary or supply staff) or volunteer, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, speak to **Nys Hardingham, Headteacher**. If the concerns/allegations are about the Headteacher, speak to the chair of governors. The Headteacher/Chair of Governors will then follow the procedures set out in appendix 3, if appropriate. Contact details for the Chair of Governors can be located on the school's website.

You should always share information, which suggests any adult who works with children (in a paid or unpaid capacity) has:

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

19. Allegations of abuse made against other students (peer on peer abuse)

We recognise that children can abuse their peers. 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 (Sexual comments, remarks, jokes and online sexual harassment which may be stand alone or a broader pattern of abuse)
- 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 obtain self-gratification, or cause the victim humiliation, distress, or alarm.
- Initiation / hazing type violence and rituals

Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Most cases of students hurting other students will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

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

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

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

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or

aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys

- Ensuring our curriculum helps to educate students about appropriate behaviour and consent
- Ensuring students know they can talk to staff confidentially
- Ensuring staff are trained to understand that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

20. Sexting (also known as Youth produced sexual imagery)

Admiral Lord Nelson School's response to sexting is in line with guidance from the UK Council for Child Internet Safety for [all staff](#) and for [DSLs and senior leaders](#); [Advice for Schools and Colleges on Responding to Sexting Incidents](#)

20.1 Your responsibilities when responding to an incident

If you are made aware of an incident involving sexting (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 student 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 student to delete it
- Ask the student(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 student(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved
- You should explain that you need to report the incident and reassure the student(s) that they will receive support and help from the DSL.

20.2 Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to student(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the students involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the students involved (in most cases parents should be involved)
- The DSL will make an immediate referral to police and/or children's social care if:
 - The incident involves an adult
 - There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any student in the imagery is under 13
- The DSL has reason to believe a student is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or

self-harming)

If none of the above apply then the DSL, in consultation with the Headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

20.3 Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or Children's Social Care, the DSL will conduct a further review. They will hold interviews with the students involved (if appropriate) to establish the facts and assess the risks. If at any point in the process there is a concern that a student has been harmed or is at risk of harm, a referral will be made to Children's Social Care and/or the police immediately.

20.4 Informing parents

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

20.5 Referring to the police

If it is necessary to refer an incident to the police, this will be done through the school's police liaison officer or by dialing 101.

20.6 Recording incidents

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in this policy also apply to recording incidents of sexting.

20.7 Curriculum coverage

Students are taught about the issues surrounding sexting as part of the PD curriculum, PSHEE education and computing programmes. Teaching covers the following in relation to sexting:

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

Students also learn the strategies and skills needed to manage:

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

This policy on sexting is also shared with students so they are aware of the processes the school will follow in the event of an incident.

21. Online Safety

We know that some men, women and young people will use online technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings.

Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful

behaviour and children are not allowed to access these sites while in school. Some children will undoubtedly 'chat' on mobiles or social networking sites at home and we have useful links on the school website offering support and advice to parents as to how they can help keep their child safe. Mobile phones are banned from being used in school to help safeguard students.

The use of filters in school ensure students are only able to access appropriate internet content. Regular trawls of student internet activity are taken as a precautionary measure. Students are clear that their personal network area and any activity on the school network and internet is not private and can be tracked.

Students are taught about staying safe online as part of the PD curriculum, PSHCE education and computing programmes to give them the skills to stay safe online in school and when at home. Where students are being asked to learn online from home, the school uses guidance provided by the DFE.

22. Students with special needs and disabilities

We recognise that students with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Students being more prone to peer group isolation than other students
- The potential for students with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers
- We offer extra pastoral support for students with SEN and disabilities. Concerns over safeguarding students with SEN or disabilities should always be discussed with the DSL or **Lee Morgan**, SENCO and Director of Alternate Provision.

23. Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is suffering abuse, neglect or exploitation. Staff should not attempt to make a diagnosis but should communicate such concerns to the DSL.

24. Mobile Phones and Cameras

Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when students are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with students. Staff will not take pictures or recordings of students on their personal phones or cameras unless the Headteacher has approved exceptional circumstances.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

25. Complaints and concerns about school safeguarding policies

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

26. Protected Disclosures (Whistle Blowing)

Protected Disclosures encourages and enables employees to raise serious concerns within the

organisation rather than overlooking a problem or 'blowing the whistle' outside. Employees are often the first to realise there is something seriously wrong. However, they may not express their concerns as they feel that speaking up would be disloyal to their colleagues or to the organisation. Admiral Lord Nelson School has a Protected Disclosures Policy that can be found in the staffroom and on the school website.

The aim of the policy is to:

- encourage all staff to feel confident in raising concerns and to question and act upon concerns about practice
- provide avenues for staff to raise concerns in confidence and receive feedback on any action taken
- ensure that staff receive a response to their concerns and that they are aware of how to pursue them if they are not satisfied
- reassure staff that they will be protected from possible reprisals or victimisation if they have a reasonable belief that they have made a disclosure in good faith.

27. Record Keeping

We will hold records in line with our records retention schedule. All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded. Admiral Lord Nelson School uses CPOMS to record any safeguarding concerns. If you are in any doubt about whether to record something, discuss it with the DSL.

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

Safeguarding records relating to individual children will be retained for a reasonable period after they have left the school (in line with NSPCC guidance). If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main student file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Safeguarding files and information will be kept in a locked, protected filing cabinet. These files will be the responsibility of the DSL and information will only be shared within school on a need to know basis for the protection of the child. Paper copies of referrals, invitations to child protection conferences, core groups and reports will be stored here and electronic records are kept securely through CPOMS.

28. Training

28.1 All staff

All staff and Governors will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the three safeguarding partners.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually. All staff will access Portsmouth's online safeguarding training every two years to refresh their understanding and to have a better understanding of any emerging concerns. Anyone can request to complete this training alongside the DSL.

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training and volunteers will receive appropriate training, if applicable.

28.2 The DLS and Deputy

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

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). They will also undertake Prevent awareness training.

28.3 Governors

All Governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities. As the Chair of Governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, they receive training in managing allegations for this purpose.

29. Recruitment – interview panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures. At Admiral Lord Nelson School, we require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. Appointment at Admiral Lord Nelson School is always subject to satisfactory references. We will undertake enhanced Disclosure and Barring Service (DBS) checks 3 yearly and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

30. Monitoring arrangements

Steve Fenner, Assistant Head, will review this policy annually. At every review, the full Governing Body will approve it.

This policy is based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of students at the school
- [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

31. Supporting Practices, Guidance and Advice:

- 'Keeping children safe in education: information for all school and college staff' September 2020 <https://www.gov.uk/government/publications/keeping-children-safe-in-education>
- 'Working Together to Safeguard Children' DfE Guidance, 2018 <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- Portsmouth Local Safeguarding Children Board <https://www.portsmouthscp.org.uk/>
- <https://hipsprocedures.org.uk/>
- Portsmouth Safeguarding Children Board Thresholds document

Appendix 1: Types of Abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

Physical abuse 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 is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

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
- 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 (including via the internet)
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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. Neglect may occur during pregnancy because 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) Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2: Safer Recruitment and DBS checks – policies and procedures

We will record all information on the checks carried out in the school's single central record (SCR) which is held on CPOMS. Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK for more than three months during their adult life, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- We will ask for written information about previous employment history and check that information is not contradictory or incomplete. We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [relevant conduct](#); or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the people presenting themselves for work are the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
- We will obtain the DBS check for self-employed contractors.
- We will not keep copies of such checks for longer than 6 months.
- Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
- We will check the identity of all contractors and their staff on arrival at the school.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

Governors

All trustees, local governors and members will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity. The chair of the board will have their DBS check countersigned by the secretary of state.

All proprietors, trustees, local governors and members will also have the following checks:

- A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)).
- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Staff working in alternative provision settings

Where we place a student with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Adults who supervise students on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals

who supervise a student under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Students staying with host families

Where the school arranges for students to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

Appendix 3 – Allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff (including temporary and supply) or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation. In the case of allegations against supply staff, we will liaise fully with agencies.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for Salterns Academy Trust

Definitions for outcomes of allegation investigation

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the Headteacher (or chair of governors where the Headteacher is the subject of the allegation) – the 'case manager' – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting

the designated officer – for example, if the accused individual is deemed an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police).

- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible Salterns Academy Trust will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute

- appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the Headteacher, or other appropriate person in the case of an allegation against the Headteacher, will consider whether any disciplinary action is appropriate against the student(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a student.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record Keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other

records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven false, unsubstantiated or malicious or any history of allegations where all such allegations have been proven false, unsubstantiated or malicious.

Learning Lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations

Appendix 4 – Specific safeguarding issues

Worried about a child

Admiral Lord Nelson School works in partnership to safeguard its students. **Portsmouth MASH** is multi agency and brings together services from social care, education, health, police and children centres. The MASH aims to work together to offer the right help at an early stage to families who need support.

Consent to share

You should seek, in general, to discuss concerns with the family and, where possible seek the family's agreement to making a referral unless this may, either by delay or the behavioural response it prompts or for any other reason, place the child at increased risk of Significant Harm.

- A decision by any professional not to seek parental permission before making a referral to Children's Social Care Services must be approved by their manager, recorded and the reasons given
- Where a parent has agreed to a referral, this must be recorded and confirmed on the relevant referral form
- Where the parent is consulted and refuses to give permission for the referral, further advice and approval should be sought from a manager or the Designated Senior Person or Named Professional, unless to do so would cause undue delay. The outcome of the consultation and any further advice should be fully recorded

All recording with regards to consent to share information should be included in the inter-agency referral form and kept on individual organisation's record systems.

What to do if you are worried about a child suffering from harm

If you are concerned that a child or young person has suffered harm, neglect or abuse, please contact Portsmouth Multi Agency Safeguarding Hub (MASH) on the phone number below who can discuss this with you:

Portsmouth MASH:

Tel: 0845 671 0271 or 02392 688793

Out of office hours: 03000 555 1373

If a child is at immediate risk of harm, call the Police on 999.

Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveler families
Come from the families of service personnel
Go missing or run away from home or care
Are supervised by the youth justice system
Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to

requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points. Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Child Sexual Exploitation and Child Criminal Exploitation

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE). Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. 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. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse 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. It can involve force and/or enticement-based methods of compliance and may, or may 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.

Child sexual exploitation (CSE) is a form of child sexual abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

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

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

Child criminal exploitation (CCE) is increasingly used to describe this type of exploitation where children are involved. Child criminal exploitation 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 or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology. Criminal exploitation of children is broader than just county lines, and includes for instance children forced to work on cannabis farms or to commit theft. All should be aware of indicators that may signal that children are at risk from, or are being exploited. These may include:

- Indicators of criminal exploitation can include a child: Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late Regularly missing school or education, or not taking part in education
- 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 seeking to exploit them or with criminal networks. Staff are made aware of the associated risks and understand the measures in place to manage these.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, student 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 (from both home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁰³ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Domestic Abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, children may blame themselves for the abuse or may have had to leave the family home as a result. The DSL works with Operation Encompass to identify children who are potentially affected by

domestic abuse.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and deputy will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes, which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of these dynamic and additional risk factors when deciding what form of safeguarding action to take.

All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a student is at risk of FGM.

Indicators that FGM has already occurred include:

- A student confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/student already being known to social services in relation to other safeguarding issues
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
 - Being reluctant to undergo any medical examinations
 - Asking for help, but not being explicit about the problem

Talking about pain or discomfort between her legs Potential signs that a student may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society

- Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication
- The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. Staff will receive training around forced marriage and the presenting symptoms. We are aware of the ‘one chance’ rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a student is being forced into marriage, they will speak to the student about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the student about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority’s designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk
- Refer the student to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our students to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in students’ behaviour.

The government website [Educate Against Hate](https://www.gov.uk/guidance/educate-against-hate) and charity [NSPCC](https://www.nspcc.org.uk) say that signs that a student is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
Rejecting activities they used to enjoy
Converting to a new religion
- Isolating themselves from family and friends
Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
A sudden disrespectful attitude towards others
Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a student, they will follow our procedures set out in this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Peer on peer abuse:

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse) this may include but not limited to:

- Bullying (including cyber bullying)
- Physical abuse which can include hitting, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment (Sexual comments, remarks, jokes and online sexual harassment which may be stand alone or a broader pattern of abuse)
- 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 obtain self-gratification, or cause the victim humiliation, distress, or alarm.

Serious Violence

All staff should be aware of the indicators, which may signal that a child is at risk from, or are involved with serious violent crime. These may include but not limited to :

- Increased absence from school
- A change in friendships or relationships with older individuals or groups
- A decline in performance
- Signs of self-harm
- Significant changes in well-being
- Signs of assault or unexplained injuries.
- Unexplained gifts or new possessions.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to keep their mobile phone(s) or other devices, out of sight, in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise students or staff.

Non-collection of children

If a child is not collected at the end of the session/day, we will:

- Contact parents
- Contact another suitable named contact
- Contact MASH for further advice and guidance.

Missing students

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

- Contact parents / or suitable named contact
- Contact MASH for further advice and guidance
- Contact the police.

Appendix 5 – COVID-19 Safeguarding and Child protection arrangements for returning to Admiral Lord Nelson School

Context

From 20th March 2020, parents were asked to keep their children at home, wherever possible. Schools were asked to remain open for a limited number of children: children who are vulnerable, and children whose parents are critical to the COVID-19 response and could not be safely cared for at home. The vast majority of students have been educated from home since this date.

This addendum of Admiral Lord Nelson School's Safeguarding and Child Protection policy contains details to support all students return to school.

Returning to School

There is an expectation that all students will return to education settings from September, so long as they do not have significant underlying health conditions putting them at risk and they have received a letter from the Government advising them to continue shielding.

Where parents are concerned about the risk of their child(ren) contracting COVID-19, Admiral Lord Nelson School will talk through these anxieties with the parent/carer, following the advice set out by Public Health England.

Admiral Lord Nelson School will encourage all children to attend school, including remotely for those required to continue shielding.

Admiral Lord Nelson School staff will continue to work closely with and support children's social workers, the local authority and the virtual school Headteacher for looked-after and previously looked-after children, as well as any other relevant safeguarding and welfare partners.

Vulnerable children

Vulnerable children include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan
- have been assessed as otherwise vulnerable by educational providers or local authorities
- (including children's social care services). This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers and others at the provider and local authority's discretion.

Attendance monitoring

All students, including those who are vulnerable, will be expected to attend school from September. Admiral Lord Nelson School will agree with parents/carers exceptional circumstances where children cannot attend school e.g. if they need to continue shielding or the child/members of their household are exhibiting symptoms of COVID-19. Admiral Lord Nelson School will then follow up on any student they were expecting to attend, who does not.

Where a child does not attend school for a legitimate reason, they will remain subject to welfare calls to help ensure their safety (including online safety).

Concerns about students who are not attending school will be followed up, in line with our attendance procedures. When communicating with parents and carers we will continue to confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

We will continue to notify social workers where children with a social worker do not attend.

Designated Safeguarding Lead on site

There is a trained DSL (or deputy) available on site each day. Contact details for the DSL (or safeguarding trained staff) are found in the staff handbook.

The school will revert to its normal means of updating and managing CPOMS, liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments as detailed in the Child Protection and Safeguarding Policy.

The DSL will continue to engage with social workers, and ensure representation at all multi-agency meetings which can be done safely e.g. remotely.

Reporting a concern

Staff and volunteers may identify new safeguarding concerns about individual children as they see them in person following partial school closures.

Where staff have a concern about a child, they should continue to follow the process outlined in the school Child Protection and Safeguarding Policy; this includes making a report via CPOMS. In the unlikely event that a member of staff cannot access CPOMS, they should email the Designated Safeguarding Lead and the Headteacher. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately. The wider safeguarding team at Admiral Lord Nelson School has been increased to support any new concerns arising.

Where staff are concerned about an adult working with children in the school (including permanent staff, temporary staff, supply teachers and volunteers), they should report the concern to the Headteacher. Concerns around the Headteacher should be directed to the Chair of Governors: Jo Bennett.

Salterns Academy Trust will continue to offer support in the process of managing allegations.

Safeguarding Training and induction

DSL training will continue where possible but it will be carried out virtually or online. For the period COVID-19 measures are in place, where this does not happen, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training. All existing school staff have had safeguarding training and have read the updated Part 1 of Keeping Children Safe in Education (launched Sept 2020). The DSL will communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter Admiral Lord Nelson, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that: the individual has been subject to an enhanced DBS and children's barred list check
there are no known concerns about the individual's suitability to work with children
there is no ongoing disciplinary investigation relating to that individual.

For movement within the Trust, we will seek assurance from the HR Officer that the member of staff has received appropriate safeguarding training.

Upon arrival, they will be given a copy of the Child Protection and Safeguarding Policy, confirmation of local processes and confirmation of DSL arrangements.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce

or gain access to children. When recruiting new staff, Admiral Lord Nelson School will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2020) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact. Admiral Lord Nelson

School will continue to follow [guidance on standard and enhanced DBS ID checking](#).

Where Admiral Lord Nelson School are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Admiral Lord Nelson School will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult.

Admiral Lord Nelson School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per KCSIE and the TRA's 'Teacher misconduct advice for making a referral'. During the COVID-19 period any referrals will be made by emailing: Misconduct.Teacher@education.gov.uk Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that the school is aware, on any given day, which staff/volunteers will be in the school, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Admiral Lord Nelson School will continue to keep the single central record (SCR) up to date.

Children Moving Schools

Where children are attending another setting or moving schools during this period, we will continue to do whatever we reasonably can to provide the receiving institution with any relevant welfare and child protection information. This will be especially important where children are vulnerable. For looked-after children, any changes in school will be managed through DSLs and virtual school Headteachers. Receiving institutions will be made aware of reasons children are deemed vulnerable and any arrangements in place to support them. As appropriate, receiving institutions will have access to a vulnerable child's plans and know who the child's social worker (and, for looked-after children, who the responsible virtual school Headteacher) is. Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs co-ordinators with oversight of special educational needs (SEN) provision for children with EHC plans. Where this is not possible, a member of the Senior Leadership Team will take responsibility.

Supporting children in school

Admiral Lord Nelson School is committed to ensuring the safety and wellbeing of all its students. Negative experiences and distressing life events, such as the current circumstances, will have affected the mental health of some of our children. Admiral Lord Nelson School will ensure appropriate support is in place for these students and any concerns of this nature should be referred, via CPOMS, to the inclusion team.

Admiral Lord Nelson School will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID-19.

Where Admiral Lord Nelson School has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – we will discuss them immediately with the trust.

Online safety

Students in school:

Admiral Lord Nelson School will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

Students outside of school:

It is important all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection and Safeguarding Policy and where appropriate referrals should still be made to children's social care and as required, the police. Any concerns over student comments should be reported immediately to the DSL. Online teaching should follow the same principles as set out in the Admiral Lord Nelson School code of conduct and we will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Where virtual lessons / ELSA sessions are being delivered via google classroom, it is our expectation student webcams are not involved. Language in teacher feedback must be professional and appropriate. Staff must only use platforms provided by Admiral Lord Nelson School to communicate with students.

At any point during a session, if a teacher feels a student is being inappropriate in their communication, they will remove them from the session. All live interactions will be recorded by the teacher, purely for the purposes of safeguarding.

We will follow the DFE [guidance on safeguarding and remote education](#) to support remote learning. The school website contains useful information for parents to support them to keep their children safe online.

Peer on Peer Abuse

Admiral Lord Nelson School recognises that during this period, a revised process is required for managing any report of such abuse and supporting victims.

Where the school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within the Safeguarding and Child Protection Policy. The school will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on CPOMS and appropriate referrals made.

In the event of a local lockdown

Admiral Lord Nelson School will move to remote learning for all students in the event of a future, local lockdown. The principles set out in the [guidance for safer working practice for those working with children and young people in education settings](#) will be adhered to in this event.

Support from the Multi-Academy Trust

The Multi-Academy Trust (MAT) will provide support and guidance as appropriate to enable the DSL to carry out their role effectively.

This includes, remotely accessing Child Protection files for the purpose of quality assurance, support, guidance and direction. The MAT will also provide regular group and individual supervision sessions. This may take the form of an online meeting.