

A photograph of a woman with blonde hair, seen in profile, holding a baby. They are outdoors, with a beach and ocean in the background. The image is overlaid with a semi-transparent grey filter.

PaRK IS Policies

CHILD PROTECTION & SAFEGUARDING

PaRK INTERNATIONAL
SCHOOL

PaRK IS | Child Protection and Safeguarding Policy

TABLE OF CONTENTS

PaRK Mission Statement	3
Introduction	4
Terminology	5
Concerns about a child	5
Types and signs of abuse	6
Procedures for dealing with concerns about a child	6
Early help	7
What staff should do if they have concerns about a child	7
What staff should do if a child is at risk of significant harm (either actual or likely)	7
What staff should do if a child is seen as at risk of radicalisation	7
What staff should do if they discover an act of Female Genital Mutilation (FGM)	8
What staff should do if a child goes missing from education	8
What staff should do if they have concerns about another staff member	8
What staff should do if they have concerns about safeguarding practices in the School	9
Learning Diversity	9
Arrangements for dealing with peer-on-peer allegations	9
‘Sexting’	10
Arrangements for dealing with allegations of abuse against teachers and other staff (including Head of Cycle, Governors and Volunteers)	12
Staff Code of Conduct	13
Safer Recruitment	13
Management of Safeguarding	14
Training	14
All Staff	14
DSL and DDSL	15
Oversight of safeguarding, including arrangements for reviewing policies and procedures	15
PaRK IS’ arrangements to fulfil other safeguarding responsibilities	15
Teaching children how to keep safe	15
Arrangements for visiting speakers	16

Events and activities involving multiple schools	16
Use of mobile phones and cameras	16
Virtual Schooling Online Sessions	17
Prior to running a session, the member of staff should:	17
General Staff and Student expectations of behaviours during a session	17
Procedure for online personal tutoring and 1-2-1s	17
Appendix 1: Signs and Types of Abuse	18
Appendix 2: Role of the Designated Safeguarding Lead and Deputy	21
Manage referrals	21
Work with others	21
Training	21
Raise awareness	22
Child Protection Files	22
Availability	22

1. PaRK Mission Statement

At PaRK International School we teach children the skills and give them the tools to become bilingual, curious, collaborative, caring, autonomous and agile learners while achieving their personal best in a fast moving world.

We are highly committed to guiding and inspiring students to be successful and happy in their adult lives.

This school is focused on the mental health and emotional wellbeing of its staff and students. Students will leave our school prepared for academic excellence, proficient in more than one language and comfortable with exploring their own academic curiosity through research and exploration. Students will make lifelong friends and learn about the importance of service within one's neighbourhood and the World. We are determined to guide each student in overcoming their individual challenges by using and developing their strengths and by working hard. Students will learn to embrace failures as necessary steps of growth. They will learn to be comfortable stepping out of their comfort zones and constantly challenge themselves. Practicing these values of academic excellence and personal growth will guide our students to live a productive and happy life.

Together, teachers, staff and students explore exciting academic and personal journeys and frontiers. Welcome to PaRK IS!

2. Introduction

PaRK International School recognises our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities.

Key Personnel | Contacts

	Alfragide	Restelo	Praça de Espanha	Cascais
Designated Safeguarding Lead (DSL)	Inês Appleton	Inês Appleton	Inês Appleton	Inês Appleton
Deputy DSL	ELS and JS: Madalena Gonçalves Ferreira SS: Shanthini Cowley-Sathiakumar	Joana Bandeira	Cristina Marques	Gisela Gonçalves
Safeguarding Committee	DSL DDSL Head of Cycle (Executive) Head of School Marta Villarinho Pereira	DSL DDSL Head of Cycle Head of School Marta Villarinho Pereira	DSL DDSL Head of Cycle Head of School Marta Villarinho Pereira	DSL DDSL Head of Cycle Head of School Marta Villarinho Pereira
Local Police	Estrada de Alfragide, n.º 53 2610-006 Amadora Tel: 214710665	Praça Afonso de Albuquerque, 1, 1300-004 Lisboa Tel: 213 619 626	Rua Cardeal Saraiva 1070 045 Lisboa 808202036	Av. Adelino Amaro da Costa, 580 2750-277 Cascais Tel: 214 839 100
LADO (School Police Officer)	Agente Pina Tel. 911103910 969893952	Chefe Cunha escolasegura.4div.lisboa@psp.pt Tel: 213619620 969893931 969893943	Agente Mira 969894080	Tiago Freitas 150642 Tel: 964630054
Local CPCJ	R. Ernesto Melo Antunes, nº8-4ª 2700-405 Amadora Tel: 214369096 Email cpcj.amadora@cnpdp.cj.pt	Rua Diogo de Silves Lj. 33 B e 35 A 1250-243 Lisboa Tel: 21 241 61 66 Email: cpcj.lisboaocidental@cnpdp.cj.pt	Largo de São Mamede, nº7 1250 236 Lisboa Tel: 218070354 Email: cpcj.lisboacentro@cnpdp.cj.pt	Av. 25 de Abril, 1011C Galerias O Navegador 2750-515 Cascais email: cpcjc@cm-cascais.pt
Safeguarding Referral Form (SRF)	Alfragide SRF link		Praça de Espanha SRF link	

Relevant statutory agencies and enforcing authorities are:

- Escola Segura (PSP) (<https://www.psp.pt/Pages/atividades/programa-escola-segura.aspx>)
- Comissão de Proteção de Crianças e Jovens (CPCJ) (<https://www.cnpdpcj.gov.pt/>)
- Linha Crianças em Perigo Tel. 961231111
- APAV - Associação de Apoio à Vítima Emergency Line: 116006 (apav.sede@apav.pt)
Rua José Estevão, 135A; 1150-201 Lisboa Tel: 213587900

Portuguese Law for children

<https://www.dgs.pt/accao-de-saude-para-criancas-e-jovens-em-risco/legislacao-relacionada/lei-n-1471999-de-1-d-e-setembro-pdf.aspx>

http://www.pgdlisboa.pt/leis/lei_mostra_articulado.php?nid=542&tabela=leis

UK safeguarding Policy KCSIE 2021 update

[Keeping children safe in education \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90421/Keeping_children_safe_in_education.pdf)

3. Terminology

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care and acting to ensure all children have the best outcomes.

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Staff refers to all those working for or on behalf of the schools, full or part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18.

Parent/Guardian refers to birth parents and other adults in a parenting role, for example step-parents, foster carers and adoptive parents.

Child Protection Services - government agency responsible for providing child protection.

4. Concerns about a child

The School has a duty to always consider the best interests of the student and take action to enable all students to achieve the best outcomes. Safeguarding and promoting the welfare of children is everyone's responsibility.

The School has arrangements for listening to children and providing early help.

5. Types and signs of abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Abuse can be:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

6. Procedures for dealing with concerns about a child

If staff suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must follow the relevant procedure below. **Staff should not assume that somebody else will take action and always share information that might be critical in keeping children safe.**

All staff should:

- listen carefully
- avoid asking leading questions
- reassure the individual that the allegation/complaint will be taken seriously
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken.

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded in writing, in full, on the PaRK IS Safeguarding Referral Form. The record should include the date and time of the conversation and detail of what was said and done by whom and in whose presence and signed by the person making it. Where the allegation relates to harmful sexual behaviours, if possible the disclosure should be managed with two members of staff present (preferably one of them being the DSL or DDSL).

Where there is a safeguarding concern, the School will ensure the child's wishes and feelings are considered when determining what action to take and what services to provide. This is particularly important in the context of harmful behaviours, such as sexual harassment and sexual violence.

The School manages this by providing:

- **Vigilance:** good relationships with staff will mean adults notice when things are troubling children.
- **Understanding and action:** all aspects of the process or procedures will be explained to children and staff will listen to concerns and worries raised, with action taken where appropriate because of this.
- **Stability and support:** a member of staff will be assigned as a point of contact for children to be able to develop an on-going stable relationship of trust with those helping. Children are supported in their own right as well as a member of their family.
- **Respect:** there is the understanding from staff that children are competent and are treated with respect.
- **Information, engagement and explanation:** children are informed about and involved in procedures, decisions, concerns and plans. Children are informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response.
- **Advocacy:** Staff will accompany children to any meetings and conferences to provide them with advocacy to assist them in putting forward their views.

The School operates its processes with the best interests of the student at their heart.

6.1. 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 antisocial or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently missing/goes missing from care or from home
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Has returned home to their family from care
- Is showing early signs of abuse and/or neglect
- Is at risk of being radicalised or exploited
- Is a privately fostered child

All staff are expected to identify when a child may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

In the first instance, staff who consider that a child may benefit from early help should discuss this with the DSL. The DSL will consider the appropriate action to take. The DSL will liaise with external agencies and professionals in an inter-agency assessment and support staff, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to CPS if the student's situation does not appear to be improving.

6.2. What staff should do if they have concerns about a child

If any member of staff has any concerns about a child (as opposed to a child being in immediate danger), they should speak with the DSL to agree a course of action. Although staff can make a direct referral to CPS, the school recommends that the DSL is informed and takes part in that action. As set out above, staff should not assume that somebody else will take action and should share information that might be critical in keeping children safe. If a child's situation does not appear to be improving, the DSL should press CPS for reconsideration. Staff should challenge any inaction and follow this up with the DSL and CPS as appropriate. All concerns, discussions and decisions made and the reasons for those decisions will be recorded by completing the PaRK IS Safeguarding Referral Form.

6.3. What staff should do if a child is at risk of significant harm (either actual or likely)

If staff believe that a child is in immediate danger or at risk of significant harm (actual or likely), they should make an immediate referral to CPS of the child's residence or contact Escola Segura (PSP). Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Any staff member can make a referral, but must inform the DSL immediately. Parent/Guardian consent is not needed for referrals to statutory agencies such as the PSP and CPS. Staff should challenge any inaction and follow this up with the DSL and CPS as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

6.4. What staff should do if a child is seen as at risk of radicalisation

When any staff member has concerns that a child may be at risk of radicalisation or of involvement in terrorism, they should speak to the Head of Cycle and to the DSL. This may include a referral to CPS depending on the level of risk. If the matter is urgent then the Police must be contacted.

The School, in recognition that a child may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the Police) of the potential risk in the local area. Such risk assessments are discussed with the Head of School, DSL and Governors responsible for safeguarding to ensure the school's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

PaRK IS values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning society's values. Both children and staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. The School applies a procedure with regard to visiting speakers.

The current threat from terrorism may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. PaRK IS is clear that this exploitation and radicalisation should be viewed as a safeguarding concern and seeks to protect children against the messages of all violent extremism.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

6.5. What staff should do if they discover an act of Female Genital Mutilation (FGM)

If a staff member discovers an act of FGM, it must be reported to the DSL who must contact the Police. Unless the member of staff and DSL has good reason not to contact the Police, DSL should involve CPS and act on the advice provided. Staff are referred to Appendix 1 of this policy for the procedure to be followed where they suspect that a student may be at risk of FGM.

6.6. What staff should do if a child goes missing from education

When a child goes missing from education, particularly on repeat occasions, it is a good indicator that they may be at greater risk of harm, including abuse, neglect or exploitation. PaRK IS' procedures for unauthorised absence and for dealing with children who go missing from education are detailed in the PaRK IS Attendance Policy.

According to the Portuguese Law, if a child is absent one week without parent/guardian justification, the School should report that situation to the authorities (CPCJ and Police). Tutor informs the Head of Cycle, who will request the DSL to contact the authorities.

6.7. What staff should do if they have concerns about another staff member

If staff have concerns about another staff member, this should be referred immediately to the Head of Cycle and DSL. Where there are concerns about the Head of Cycle, this should be referred to the Executive Head of School. In the event of allegations of abuse being made against the Head of Cycle, staff are referred to the procedures below regarding managing allegations of abuse against staff (including support staff).

Where it is thought that an offence may have been committed, the Police must be immediately notified. The DSL is also available for discussions about any concerns relating to the conduct of adults in the school towards children. In the event of specific concerns arising the DSL will report to the Head of Cycle and Executive Head of School in accordance with the procedure above.

6.8. What staff should do if they have concerns about safeguarding practices in the School

The School aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding regimes, these should be raised in accordance with the PaRK IS Whistleblowing Policy procedure.

7. Learning Diversity

PaRK IS recognises that a child with special educational needs and disabilities can be more prone to peer on peer group isolation than other children and thus have additional pastoral support. The Learning Diversity Coordinator provides personalised notes for each student which are available only to teachers who have been granted access rights. Alongside the details of the SEN (Special Education Needs) are notes that share information on how the student's needs might present in the classroom and any social difficulties which may present, as a result of the condition.

Every learning diversity child has the opportunity to have the ideal conditions to develop and progress in their learning. The teacher and learning diversity support staff's role is to support the child across one or several subjects, and check the wellbeing of the child during the school day. The child has an individual educational plan that is adapted to their needs and reviewed and adapted when required.

8. Arrangements for dealing with peer-on-peer allegations

Peer-on-peer abuse is abuse by one or more students against another student. It can manifest itself in many ways and can include sexting, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment. Abusive comments or interactions, and harmful sexual behaviours, should never be passed off or dismissed as "banter", "just having a laugh" or "part of growing up". PaRK IS recognises that a child is likely to disclose an allegation to someone they trust: this could be any staff member. By making such a disclosure, the child is likely to feel that the staff member is in a position of trust.

The School takes the following steps to minimise the risk of peer-on-peer abuse:

- We are a Listening school where children are encouraged to express concerns, pertaining to their own safeguarding or that of other children, to any staff member.
- The Social Skills curriculum covers aspects of e-safety, anti-bullying, age appropriate safeguarding, and appropriate and respectful relationships.
- Training on e-safety and anti bullying is given in the school.

Where an issue of child behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures below rather than the School's Behaviour and Anti-Bullying policies.

A child against whom an allegation of abuse has been made may be suspended from the school during the investigation.

PaRK IS will take advice from relevant agencies on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all children involved including the alleged victim and perpetrator.

If it is necessary for a child to be interviewed by the Police in relation to allegations of abuse, the School must ensure that parental /guardian authorization has been provided and is supported during the interview by an appropriate adult until the investigation is completed. Confidentiality will be an important consideration for the school and advice will be sought as necessary from external agencies and/ or the Police as appropriate.

Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the Police. If the DSL decides to make a referral to CPS and/or a report to the Police against a victim's wishes, the reasons should be explained to the child and appropriate specialist support offered. PaRK IS' approach to sexting can be found below.

In the event of a disclosure of peer-on-peer abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Victims will be supported by the DSL, Head of Cycle, Head of Year and Nurse and support from external agencies will be sought, as appropriate.

When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- The victim
- The alleged perpetrator
- The other children (and, if appropriate, staff) at the school

Risk assessments will be recorded and kept under review. In relation to a report of sexual violence or sexual harassment, the DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report. The DSL will consider the risks posed to students and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport.

'Sexting'

Whilst PaRK IS refers to 'sexting' there is no clear definition of this. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.' Yet when a child is asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'. Similarly, many parents/guardians think of sexting as flirty or sexual text messages rather than images.

Creating and sharing sexual photos and videos of under-18s is a crime and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks, which need careful management. On this basis PaRK IS uses the phrase 'youth produced sexual imagery' and uses this instead of 'sexting.'

When an incident involving youth produced sexual imagery comes to the school's attention, the incident should be referred to the DSL as soon as possible. The DSL will hold an initial review meeting with appropriate school staff and there should be subsequent interviews with the children involved (if appropriate). Because it is a crime, the school must inform the authorities.

Parent/Guardians should be informed at an early stage and involved in the process unless there is good reason to believe that involving parent/guardians would put the child at risk of harm.

At any point in the process if there is a concern a child has been harmed or is at risk of harm, the DSL should refer the case to the CPS and/or the Police immediately.

Disclosures about youth produced sexual imagery can happen in a variety of ways. The child affected may inform a teacher, the DSL or any staff member. They may report through an existing reporting structure, or a friend or parent/guardian may inform someone in school or Police directly.

All staff members are made aware of how to recognise and refer to any disclosures of incidents involving youth produced sexual imagery.

Any direct disclosure by a child should be taken very seriously. A child who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves. An initial review meeting should be held to determine the next steps.

The initial review meeting should consider the initial evidence and aim to establish:

- Whether there is an immediate risk to a child(ren)
- If a referral should be made to the Police and/or CPS
- If it is necessary to view the imagery to safeguard the child – 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 (may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the child involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parent/guardian of the children involved - in most cases parent/guardians should be involved

An immediate referral to Police and/or other external agencies should be made if at this initial stage:

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

If none of the above apply, then the School may decide to respond to the incident without involving the Police or other external agencies. The School can choose to escalate the incident at any time if further information/concerns come to light.

The decision to respond to the incident without involving the Police or other external agencies would be made in cases when the DSL is confident that they have enough information to assess the risks to the child involved and the risks can be managed within the school's pastoral and wellbeing support and disciplinary framework and, if appropriate, their local network of support.

The decision should be made by the DSL with input from the Head of Cycle and Safeguarding Committee with input from other members of staff if appropriate. The decision should be recorded and should be based on consideration of the best interests of the children involved. This should take into account proportionality as well as the welfare and protection of the children. The decision should be reviewed throughout the process of responding to the incident.

If a child has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the School to manage the incident directly. In contrast any incidents with

aggravating factors, for example, a child sharing someone else's imagery without consent and with malicious intent, should generally be referred to Police and/or other external agencies.

The circumstances of incidents can vary widely. If at the initial review stage, a decision has been made not to refer to Police and/or other external agencies, the DSL should conduct a further review (including an interview with the children involved) to establish the facts and assess the risks.

When assessing the risks, the following should be considered:

- Why was the imagery shared? Was the child coerced or put under pressure to produce the imagery?
- Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the student in the imagery?
- Are there any adults involved in the sharing of the imagery?
- What is the impact on the children involved?
- Do the children involved have additional vulnerabilities?
- Does the child understand consent?
- Has the child taken part in this kind of activity before?

DSLs should always use their professional judgement in conjunction with the Safeguarding Committee to assess incidents. The DSL will seek advice from external agencies where significant issues emerge.

9. Arrangements for dealing with allegations of abuse against teachers and other staff (including Head of Cycle, Governors and Volunteers)

PaRK IS' procedures for managing allegations against current members staff follows Department for Education's statutory guidance and local authority arrangements and applies when staff (including volunteers) have (or are alleged to have):

- Behaved in a way that has harmed or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child in a way that indicated that they would pose a risk of harm if they were to work regularly or closely with children

Allegations against a staff member who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse should also be referred to the Police.

If an allegation is made against any adult working with children in the school, the school will not undertake their own investigation of allegations without prior consultation to the Police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the LADO on a no-names basis.

All allegations should be investigated as a priority to avoid any delay.

1. All allegations which appear to meet the above reporting criteria are to be reported straight away to the Head of Cycle (in their absence to the DSL). If an allegation is reported to the DSL, the DSL will keep the Head of Cycle informed. Where the Head of Cycle and DSL is absent or is the subject of the allegation or concern, reports should be made to the Executive Head of School. Where the Head of Cycle is the subject of the allegation or concern, the Head of Cycle must not be informed of the allegation prior to contact with the Executive Head of School and Chair of Governors and, if required the LADO. The principle of upward reporting must be observed. A Case Manager (from the Senior Leadership Team) will be appointed to the case.
2. The Case Manger should immediately discuss the allegation with the LADO and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where

the Case Manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, they will involve the Police immediately.) All discussions should be recorded in writing, and any communication with both the individual and the parent/guardians of the child(ren) agreed. The LADO should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or CPS.

3. The Case Manager will ensure that the individual who is subject to the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by the CPS or Police. The Case Manager will appoint a named school representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.
4. The Case Manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The Case Manager will give due weight to the views of the LADO and Lei de Proteção de Crianças e Jovens em Perigo No. 147/99 when deciding about suspension. Where the individual is suspended, the Case Manager will ensure they know who their point of contact is in the School and shall provide them with their contact details.
5. The Case Manager will ensure that parent/guardians are informed as soon as possible and kept informed about progress of the case, subject to any advice from CPS or the Police.
6. In conclusion of the case, the Case Manager should review the circumstances of the case with the LADO to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

PaRK IS will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with Lei de Proteção de Crianças e Jovens em Perigo No. 147/99 and a copy will only be provided to the individual concerned.

Allegations proven to be false, unsubstantiated or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Head of Cycle will consider whether any disciplinary action is appropriate against a child who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a child.

10. Staff Code of Conduct

The aim of the staff Code of Conduct is to provide clear guidance about behaviour and actions to not place students or staff at risk of harm or of allegation of harm to a student. The Code of Conduct is available to all staff and parents.

11. Safer Recruitment

PaRK IS is committed to safer recruitment processes. Members of the teaching and non-teaching staff at the school including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, A criminal register with a 6 month validity (it must specify that the purpose is to work with children), verifying identity, references from previous employment and checking work history.

Full details can be found in the **Safer Recruitment Policy**.

12. Management of Safeguarding

The School's DSL and DDSL are members of the Senior Leadership Team. This ensures there is the required cover for the role at all times.

The DSL and DDSL's contact details can be found in the key contacts page at the start of this policy.

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the school. The DSL's responsibility is to maintain an overview of safeguarding within the school, to open channels of communication with local statutory agencies, support staff in carrying out their safeguarding duties and to monitor the effectiveness of the school's policies and procedures in practice. The DSL works with the School Board to review and update the safeguarding policy and associated policies. When a child leaves the school, the DSL will also ensure their child protection file is transferred to the new school (separately from the main student file) on request.

The DSL regularly reviews the School's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to the CPS.

During term time, the DSL and/ or DDSLs will always be available (during school hours) for school staff to discuss any safeguarding concerns. For out of hours/out of term activities, the Head of Cycle or Executive Head of School should be contacted in the first instance.

The Job Description for the DSL/DDSL may be found in Appendix 3.

Ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

13. Training

13.1. All Staff

All new staff will be provided with induction training that includes:

- the safeguarding policy
- the role and identity of the DSL and DDSL
- the behaviour policy
- the staff code of conduct including the School's whistleblowing procedure and the acceptable use of technologies policy, staff/student relationships and communications including the use of social media
- the safeguarding response to children who go missing from education

Temporary staff and volunteers are given a verbal induction to safeguarding and child protection procedures where they are provided with a summary of the school's Safeguarding contacts. The Head of Cycle is responsible to inform the DSL of any entrance of temporary staff or volunteers to ensure the induction is completed.

All staff are also required to:

- Receive training in safeguarding and child protection regularly, in line with advice from external agencies. Training will include online safety and harmful sexual behaviours. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help.
- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The School provides these via, for example, emails, e-bulletins, regular coaching meetings and staff meetings.

13.2. DSL and DDSL

The DSL and DDSL receive updated child protection training at least every two years to provide the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children.

In addition to their formal training, the DSL's and DDSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role.

14. Oversight of safeguarding, including arrangements for reviewing policies and procedures

Mrs Marta Villarinho Pereira is designated to take a lead in relation to responsibility for the safeguarding arrangements in PaRK International School.

A review of the school's child protection policies takes place annually, including an update and review of the effectiveness of procedures and their implementation.

The school draws on the expertise of staff, including the DSL, in shaping the school's safeguarding arrangements and policies.

If there has been a substantiated allegation against a member of staff, the school will work with Inspired to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

15. PaRK IS' arrangements to fulfil other safeguarding responsibilities

15.1. Teaching children how to keep safe

The governing body ensures that all children are taught about safeguarding, including online, through the ICT and Social Skills curriculum to help children adjust their behaviour to reduce risks and build resilience, including radicalisation. This includes teaching children about the safe use of electronic equipment and the internet and the risks posed by adults or children, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children and vulnerable adults.

Internet safety is an integral part of the school's computing curriculum and embedded in Social Skills, as well as sex and relationship education.

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. PaRK IS has a Firewall for all devices and the Mobile Device (MDM) Management System for student ipads. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm.

Further detail of PaRK IS' approach to online safety can be found in the School's E-Safety Policy which also includes detail on the use of mobile technology in school and the School's IT arrangements to ensure that children are safe from terrorist and extremist material when accessing the internet through the School's systems.

15.2. Arrangements for visiting speakers

PaRK IS has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to children is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the school.

The School is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the school. This will take into account any vetting requirements considered appropriate in the circumstances. In all cases, the school will request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visiting Speakers, whilst on the school site, will be supervised by a school employee. On attending the school, Visiting Speakers will be required to show an original current identification document (with photograph) such as a passport, official identity card or drivers licence.

Therapists and other collaborators

For the benefit of learning diversity children, PaRK IS allows therapies and collaborations to occur in the school facilities. Therapists and collaborators must submit to PaRK IS parental authorization and provide a criminal record.

15.3. Events and activities involving multiple schools

When taking part in events organised by other schools or organisations, e.g. sports or music events, the schools involved will consider what image guidelines should apply. For larger events it is reasonable to expect that specific image guidelines should be in place. Where relevant these should include reference to press images. Consideration should be given as to how those attending the event will be informed of the image guidelines that apply, e.g. a letter before the event, announcement at the event, or information in any printed programme.

Although the School will make reasonable efforts to safeguard the digital images of children, parents should be made aware that at some types of events it is not always realistic to strictly enforce image guidelines. The School cannot therefore be held accountable for the use of images taken by parents or members of the public at events.

Adequate supervision from members of the school's staff will ensure the safety of children particularly where contact with the public occurs. Specifically, staff will be alert to any problems which may occur in bathrooms or changing rooms, and this should form part of the risk assessment.

15.4. Use of mobile phones and cameras

Staff must only take photographs or video of children (whether on a personal or school device) for legitimate education usage or for publishing on the school's social media pages. Staff who wish to use their personal mobile

devices or cameras in school for any other reason must first speak with the Head of Cycle. Staff who act in breach of this may be subject to disciplinary action.

16. Virtual Schooling | Online Sessions

This important information should be added to PaRK Safeguarding Policy, in order to cover the online sessions Teacher Students that we had to consider due the Pandemic.

16.1. Prior to running a session, the member of staff should:

1. Familiarise themselves with the Safeguarding Policy and procedures.
2. Ensure teachers and students are using an institutional account (not a personal account).

16.2. General Staff and Student expectations of behaviours during a session

1. When using cameras, the background should be blurred or a template should be used.
2. Be mindful of your surroundings and use an appropriate room for video calling. Preferably this would be a communal living space or a designated workspace and not a bedroom.
3. Video calls should not be carried out from a bedroom
4. When on a video call you must wear suitable clothing, as should anyone else in the household whilst the call is taking place.
5. Language must always be professional and appropriate, including other members of your household that may pass in the background.
6. If a video call is to be recorded, all participants must be notified at the start of the session.
7. Photographs or screenshots of a video call must only be taken with verbal consent.
8. If screens are shared at any point, the individual must ensure that all extraneous tabs or browsers have been shut down.

16.3. Procedure for online personal tutoring and 1-2-1s

This section refers to a long-term online engagement tutoring on 1-2-1 context:

1. All staff working in this context should be familiar with the Safeguarding Policy and Procedures prior to starting their work supporting students, and should be clear on how to report concerns.
2. Give the student the option of having a member of their household present (in the same room or close by) , or
3. The member of staff must record the session with the student. This video will stay in the teachers drive until the end of the year, after that it will be deleted.
4. Please note: if the meeting has an emotional parents should be advised when the meeting will take place. Teachers should keep the minutes of the meeting confidential, but in the student file.

Appendix 1: Signs and Types of Abuse

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. It is also important to consider situations where significant harm may be likely as opposed to actual, considering patterns of behaviour and concern.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent/guardian fabricates the symptoms of, or deliberately induces, illness in a child.

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (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. Sexual abuse also includes sexual violence and sexual harassment which can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence are sexual offences under the *Decreto Lei nº48/95, Secção II artigo 171º*, such as rape, sexual assault and assault by penetration. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberating brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues: behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via peer-on-peer abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Safeguarding issues can also be linked to, for

example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

Child Sexual Exploitation: is a form of sexual abuse where a child is sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, a child is persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation when a child:

- appears with unexplained gifts or new possessions
- associates with other young people involved in exploitation
- has older boyfriends or girlfriends
- suffers from sexually transmitted infections or become pregnant
- suffers from changes in emotional well-being
- misuses drugs and alcohol
- goes missing for periods of time or regularly come home late
- regularly misses school or education or do not take part in education

So called 'Honour Based' Violence: encompasses 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.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. To give an example of indications that a girl has already been subjected to FGM, she may have:

- difficulty walking, sitting or standing and may even look uncomfortable
- frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating
- prolonged or repeated absences from school and/or noticeable behaviour changes (e.g. withdrawal or depression) on return
- reluctance to undergo a medical examination

In Portugal, FGM is a crime since 2015, and several institutions work to support the victims (APAV - Associação de Apoio à Vítima tel. 213587900).

If staff have a concern that a child may be at risk of FGM, they should follow the safeguarding procedures, and inform the DSL who will contact existing national and local protocols for multi-agency liaison with Police and Child Protection Services.

There is a statutory duty on staff to personally report to the Police where they **discover** (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the staff member has a good reason not to, they must consider and discuss any such case with the DSL and involve CPS as appropriate. If the staff member is unsure whether this reporting duty applies, they must discuss their concerns with the DSL in accordance with this policy.

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 Portuguese values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or

terrorist group may appear to provide an answer. The internet and the use of social media have become major factors in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in a child's behaviour, which could indicate that they may need help or protection. Staff should use their judgement in identifying a child who might be at risk of radicalisation and act proportionately.

Special Educational Needs and/or Disabilities: Students with SEND may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- the potential for children 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

Staff will support such children by expressing any concerns and be particularly vigilant to any signs or indicators of abuse, disclosing with the DSL as appropriate.

Lesbian, Gay, Bi or Trans (LGBT): Children who are LGBT can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as a child who identifies as LGBT.

Children who go missing from school: A child missing from school is a potential indicator of abuse or neglect. Staff must follow the School's procedures for dealing with children who go missing, particularly on repeat occasions. The School's procedure for dealing with children who go missing can be found in the PaRK IS Missing Children Policy. All unexplained absences will be followed up in accordance with the PaRK IS Missing Children Policy.

PaRK IS attendance registers are carefully monitored to identify any trends. Action should be taken in accordance with the policy if any absence of a student from the school gives rise to a concern about their welfare.

Appendix 2: Role of the Designated Safeguarding Lead and Deputy

The Designated Safeguarding Lead takes lead responsibility for safeguarding and child protection (including online safety). The DSL and DDSL all have a job description which is signed and held in their personnel folders. All staff appointed to these roles have appropriate status and authority within PaRK IS to carry out the duties of the post.

The DSL and DDSL are given time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and to support other staff to do so, and to contribute to the assessment of children. DDSLs receive training of an appropriate level which is the same as that of the DSL.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the DSL, this lead responsibility will not be delegated.

Manage referrals

The DSL is expected to:

- refer cases of suspected abuse to the CPS as required
- support staff who make referrals to the CPS
- refer cases where a crime may have been committed to the Police as required

Work with others

The DSL is expected to:

- act as a point of contact with the three safeguarding partners
- liaise with the Head of Cycle to inform them of issues
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN at PaRK IS) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
- act as a source of support, advice and expertise for all staff

Training

The DSL and DDSL must undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local CPS referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- ensure all staff members have access to, and understand, PaRK IS' Child Protection Policy and procedures, especially new and part time staff.
- are alert to the specific needs of children in need, those with special educational needs and young carers.
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.

- understand the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals.
- are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.
- can recognise the additional risks that learning diversity children face online, for example online bullying, grooming and radicalisation, and are confident they have the capability to support SEND children to stay safe online.
- obtain access to resources and attend any relevant or refresher training courses.
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raise awareness

The DSL should:

- ensure the school's child protection policies are known, understood and used appropriately.
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- ensure the child protection policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the school in this.
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Child Protection Files

Where children leave the school the designated safeguarding lead should ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

Receiving schools should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the Designated Safeguarding Lead (or a Deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns.

Last reviewed: January 2021



Reviewers: DSL | DDSL | Head of Cycle | (Executive) Head of School | Marta Pereira | Barbara Lancastre

Next review date: January 2022