



Child Protection Policy & Safeguarding Policy

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1. Policy Statement, Principles and Aims

Safeguarding statement

At the Oporto British School, we recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils, in accordance with our explicit endorsement of the [UN Convention on the Rights of the Child](#). 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. We are also alert to signs of children in need such as those under severe academic pressures, at risk from eating disorders and mental health concerns.

The procedures contained in this policy apply to all staff, parents, volunteers, visitors and governors and to pupils on and off the school premises whilst they are the responsibility of the school.

Safeguarding principles

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance.
- Safer children make more successful learners.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- Pupils and staff involved in child protection issues will receive appropriate support.
- Policies will be reviewed regularly.

Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities.
- To ensure consistent good practice.
- To demonstrate the school's commitment with regards to safeguarding pupils, parents and other partners.
- To support the development of all students in ways that will foster security, confidence and independence.
- To provide an environment in which students feel safe, secure, valued and respected.

To develop and promote effective working relationships with other agencies, especially the Local Authority (Comissão de Proteção de Crianças e Jovens- CPCJ). **Key Terminology**

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

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

Child refers to all young people who have not yet reached their 18th birthday or who are in full time education at OBS

Parent refers to birth parents and other adults who are in a parenting or guardianship role, for example step-parents, foster carers, guardians and adoptive parents.

2. Legal Framework

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in Portugal as well as in England.

- Estatuto do Aluno e Ética Escolar, Lei n.º 51/2012
- Lei de protecção de crianças e jovens em perigo (Lei n.º 147/99, de 01/09)
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2023)
- Information Sharing (2018)
- Prevent Duty Guidance for England and Wales (July 2015)

3. Roles and responsibilities

Role	Name	Contact details	
Designated Safeguarding Lead (DSL)	Rita Quintas	Rita.quintas@obs.edu.pt	919302943
Designated Safeguarding Lead (DSL)- Secondary	Nuna Sousa	Nuna.sousa@obs.edu.pt	226166660
Designated Safeguarding Lead (DSL)- Primary	Stacey Howard	Stacey.howard@obs.edu.pt	969471246
Deputy DSL	Shaun O'Keeffe	Shaun.okeeffe@obs.edu.pt	226166660
Deputy DSL	Jonathan Bridges	Jonathan.bridges@obs.edu.pt	938284096
Named Safeguarding Governor	Jimmy Scragg	Jimmy.scragg@obs.edu.pt	226166660
Headmaster (where the concern is about a member of staff)			
Headmaster	Nick Sellers	Nick.sellers@obs.edu.pt	938284094
Chair of the Board of Governors (where the concern is about the Headmaster)			
Chair of the Board of Governors	Maria João Carrapato	mariajoao.carrapato@obs.edu.pt	226166660
EXTERNAL CONTACTS Comissão de Protecção de Crianças e Jovens			
CPCJ DE PORTO ORIENTAL Telefone 225191620 Email cpcj.portooriental@cnpdpcj.pt	CPCJ DE MATOSINHOS Telefone 229392500 Email cpcj.matosinhos@cnpdpcj.pt	CPCJ DE MAIA Telefone 229490333 Email cpcj.maia@cnpdpcj.pt	
CPCJ DE PORTO OCIDENTAL Telefone 226198080 Email cpcj.portoocidental@cnpdpcj.pt	CPCJ DE VILA NOVA DE GAIA NORTE Telefone 223742971 Email cpcj.vilanovagaianorte@cnpdpcj.pt	CPCJ DE VILA DO CONDE Telefone 252248400 Email cpcj.vilaconde@cnpdpcj.pt	

It is the responsibility of *every* member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

The governing body

The Governing Body of OBS is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding within the school.

The Governing body ensures that the school has:

- A DSL for child protection who is a senior member of staff, being a member of the Extended Senior Leadership Team, and who has undertaken advanced child protection training.
- A Safeguarding policy and procedures reviewed at least annually and made available to parents.

- Procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headmaster are identified in the Whistle Blowing Policy and with reference to the guidance for dealing with allegations of abuse against teachers and other staff.
- Safer recruitment procedures that include the requirement for appropriate checks.
- A training strategy that ensures all staff, including the Headmaster, receive child protection training annually, with external refresher training at three-yearly intervals; and the DSL receives refresher training at two-yearly intervals.
- Arrangements to ensure that all temporary staff and volunteers are made aware of the school's child protection provision.

The governing body nominates a member to be responsible for liaising with the local agencies in the event of an allegation being made against the Headmaster.

The Headmaster:

At OBS the Headmaster is responsible for:

- Identifying a senior member of staff to be the Designated Safeguarding Lead (DSL). This role will usually be fulfilled by the Pastoral and safeguarding Lead.
- Ensuring that the child protection policy and procedures are implemented and followed by all staff.
- Allocating sufficient time and resources to enable the DSLs and deputies to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings.
- Ensuring that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures.
- Ensuring that pupils' safety and welfare is addressed through the curriculum.

The Designated Safeguarding Lead (DSL) role is to:

- Receive and fully investigate any reported safeguarding concern.
- Report concerning issues to outside agencies under the terms of the school's Agencies Reporting Policy.
- Promote safeguarding to ensure that it is integral to OBS's ethos and practice.
- Help ensure that all staff are familiar with and adhere to the Policy and ensure that staff sign to indicate that they have read and understood the Safeguarding Policy.
- Ensure that regular training for staff on safeguarding is provided and to keep a record of staff attendance at this training.
- Contribute to staff INSET on safeguarding and child protection.
- Ensure staff, students and parents understand safeguarding within the context of online safety.
- Ensure that online safety features in training and induction for all staff.
- Ensure that children have online safety sessions.
- Help ensure that the Safeguarding Policy is annually updated, implemented and promoted.
- Act as a first point of contact for, and act as a source of support, advice and expertise to, staff on issues of safeguarding.
- Encourage a culture of listening to and taking account of pupils' wishes and feelings among the staff.
- Keep an up-to-date knowledge and understanding of the area of safeguarding including attending appropriate training.
- Ensure that all relevant information around safeguarding is communicated to SLT and the nominated governor, and if required to outside agencies under the terms of the school's Agencies Reporting Policy, and refer all cases of suspected abuse to children's social care or the police as appropriate usually following consultation with the school lawyer. Provide guidance on relevant matters to SLT and to other members of staff as appropriate.
- Contribute to the content and delivery of the PSHE programme with regards to safeguarding.
- Make the Safeguarding Policy available to parents.
- Maintain accurate, full, thorough, confidential and up-to-date documentation on all cases of safeguarding,

and securely stores them.

- Help plan induction of all new staff in safeguarding.
- Develop and maintain effective reporting and recording systems for all safeguarding issues.
- Ensure that information regarding safeguarding is passed onto the new school of a pupil where there have been safeguarding issues.

The deputy designated safeguarding lead is appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

All Staff must:

- Prioritise safeguarding and adopt a preventative approach to engagement.
- Promote a safe environment for students and promote their welfare.
- Identify students who are experiencing or are likely to experience significant harm.
- seek assistance from the DSL when appropriate including promptly sharing any concerns with the DSL in a written format on which the DSL will advise.
- Ensure that OBS students feel secure, valued and listened to.
- Promote student health and safety and access relevant support when required.
- Recognise students experiencing distress and to act to support them.
- Challenge inappropriate behaviour.

Under their Duty of Care, staff are accountable for the way in which they exercise authority, manage risk, use resources and actively protect children from discrimination and avoidable harm. Staff should develop respectful, caring and professional relationships between themselves and young people. Staff behaviour should actively demonstrate the values of the Oporto British School.

4. Good practice guidelines

To meet and maintain our responsibilities towards pupils we have in place agreed standards of good practice.

Good practice applies to all staff and includes:

- Treating all pupils with respect.
- Setting a good example by conducting ourselves appropriately.
- Involving pupils in decisions that affect them.
- Encouraging positive and safe behaviour among pupils.
- Being a good listener.
- Being alert to changes in pupils' behaviour.
- Recognising that challenging behaviour may be an indicator of abuse.
- Recognising that safeguarding issues can manifest themselves via child-on-child abuse.
- Reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing.
- Asking the pupil's permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid.
- Maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language.
- Being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse.

5. Abuse of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

6. Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- Taking all suspicions and disclosures seriously.
- Nominating a link person (DSL) who will keep all parties informed and be the central point of contact.
- Nominating separate link people for the child and member of staff, where a member of staff is the subject of an allegation made by a pupil, to avoid any conflict of interest.
- Responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety.
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- Storing records securely.
- Offering details of helplines, counselling or other avenues of external support.
- Following the procedures laid down in our whistle-blowing, complaints and disciplinary procedures.
- Co-operating fully with relevant statutory agencies.

7. Complaints procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Complaints are managed by senior staff, the Headmaster and governors.

Complaints from staff are dealt with via the Complaints Policy.

If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's **whistle-blowing policy** enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Headmaster. Complaints about the Headmaster should be reported to the Chair of Governors.

Staff who are the subject of an allegation

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported to the Headmaster. Allegations against the Headmaster should be reported to the Chair of Governors.

The procedures for dealing with allegations against staff can be found in Part four: Allegations of abuse made against other teachers and staff in the Keeping Children Safe in Education September 2023 document.

What happens when an allegation has been made?

We will deal with any allegation of inappropriate behaviour that harms, or may cause harm to a pupil, as an immediate priority.

If an allegation is made against anyone working or volunteering at the school, we will not undertake our own investigation into the allegation without prior consultation with the Designated Officer (Comissão de Proteção de Crianças e Jovens), or in the most serious cases, the police, so as not to jeopardise statutory investigations. It is important that staff do not carry out their own investigations prior to informing the Headmaster or Chair of the Board of Governors for the same reason. In borderline cases the Headmaster and Chair of the Board of Governors are allowed to informally discuss the issue with the Comissão de Proteção de Crianças e Jovens on a, 'no names' basis.

Once an allegation has been made, which appears to meet the reporting criteria we (either the Headmaster or Chair of the Board of Governors, depending on who the allegation has been made against), will immediately contact the Comissão de Proteção de Crianças e Jovens to discuss the nature, content and context of the allegation and agree a course of action. The Comissão de Proteção de Crianças e Jovens must be informed within one working day of any allegation reported to the school that appears to meet the criteria or of any allegations that are made directly to the police. All discussions with the Comissão de Proteção de Crianças e Jovens will be recorded in writing. We will follow advice from the Comissão de Proteção de Crianças e Jovens about how to approach the matter in question, whether the police are to be involved and whether there is to be a strategy meeting. We will also take direction from the Comissão de Proteção de Crianças e Jovens as to what we may communicate to:

- a) the person about whom allegations have been made,
- b) the person who has raised the allegation, and
- c) (if it concerns a pupil) their parents.

The Headmaster or Chair of the Board of Governors will ensure that the individual against whom the allegation has been made is notified as soon as possible and given an explanation of the likely course of action (unless there is an objection from the police). A named representative will be appointed to keep the individual informed of the progress of the case and to arrange appropriate support.

Careful consideration will be given to whether the circumstances of the case warrant suspension whilst the allegation is investigated or whether alternative arrangements can be put in place. Alternative accommodation will be arranged (away from pupils) in cases where a member of boarding staff is suspended pending an investigation of a child protection nature.

The Headmaster or Chair of the Board of Governors (depending on who the issue was reported to) will, after consultation with the Comissão de Proteção de Crianças e Jovens and/or the police, inform the parents and provide regular updates as soon as permissible.

Where an allegation is made against a staff member not directly employed by us such as supply staff or agency staff, the Headmaster will immediately contact both the company concerned and the Comissão de Proteção de Crianças e Jovens to discuss the nature, content and context of the allegation, in order that all parties can work together to agree a course of action. We will continue to support any investigation that is required.

Low Level Concerns

Concerns that do not meet the harm threshold are called low level concerns. Examples of these could be using inappropriate language with pupils, being over-friendly, showing favouritism, etc. Low level concerns should still be reported to the Headmaster in order to encourage an open and transparent culture; enabling the school to identify concerning, problematic or inappropriate behaviour early, to minimise the risk of abuse and to ensure

that adults working in or on behalf of the School are clear about professional boundaries and how to act within those boundaries.

Staff should also feel confident to self-refer a low-level concern if they have found themselves in a situation which could be misinterpreted. All low-level concern reports will be handled sensitively and proportionately with the primary aim to strengthen procedures within the School's safeguarding system and to support individuals to correct behaviour at an early stage.

8. Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

All staff, including the Headmaster and governors will receive annual training. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record, the processes for referral to Comissão de Proteção de Crianças e Jovens as well as the remit of the role of the Designated Safeguarding Lead (DSL). The training will also include information about whistleblowing in respect of concerns about another adult's behaviour and suitability to work with children. All staff will be trained to manage a report of child-on-child sexual violence and sexual harassment. The DSL will also receive advanced training updated at least every two years. In addition to formal training, the DSL should update staff knowledge e.g., via e- bulletins and reading at least annually. Staff members will receive safeguarding and child protection updates – both through staff meetings and electronic updates - as required but at least annually, to provide them with the relevant skills and knowledge to safeguard effectively.

The staff code of conduct is available to all staff and is reviewed and updated regularly. In order to encourage an open and transparent culture, staff are asked to report on staff who do not adhere to the staff code of conduct.

The Board of Governors should ensure that all governors receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place at school are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

9. Staff Induction

New staff and governors will receive training during their induction. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record, the processes for referral to Comissão de Proteção de Crianças e Jovens as well as the remit of the role of the Designated Safeguarding Lead (DSL). New staff and governors will be given copies of the Child Protection and Safeguarding Policy, KCSIE 2023 part one, Missing Child Policy and Staff Code of Conduct.

10. Safer recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff.

Safer recruitment means that all applicants will:

- Complete an application form.
- Provide two referees, including a request to comment on the applicant's suitability to work with children
- provide evidence of identity and qualification.
- Where possible, provide an enhanced DBS certificate.
- Be checked through the Teacher Services' system, the EEA regulating authority or similar authority based upon all countries in which they have been working as appropriate to their role.
- Be checked to ensure they do not have a prohibition to manage order (if applying for a management position).
- Be formally interviewed.

As part of the shortlisting process, the school will carry out an online search as part of due diligence on the shortlisted candidates. The Headmaster will identify a member of the Senior Management Team (SLT) to carry out this search for each recruitment process. This may help identify any incidents or issues that have happened, and are publicly available online, which the school might want to explore with the applicant at interview.

All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and identification of their child protection training needs.

All staff sign to confirm they have received a copy of the child protection and safeguarding policy along with KCSIE (Sept 2022) Part 1 and annex A and that they have read and understood these documents.

11. Site security

All staff must wear their lanyards while on-site. The Safeguarding team will wear yellow lanyards so that they are recognised straight away. Visitors to the school are asked to sign in and are given a red lanyard, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations. Staff will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

12. Extended school and off-site arrangements

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures. When our pupils attend off-site activities, we must check that effective child protection arrangements are in place.

13. Photography and images

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

To protect pupils, we will:

- Seek parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications).
- Ensure pupils are appropriately dressed.
- Ensure that photos are only taken on school devices: school iPads and school mobile phones. Please bear in mind that photos taken on iPads will be transferred to our shared drive monthly and then deleted from the iPad. Photos on our server will only be kept more than a year with parental permission.
- encourage pupils to tell us if they are worried about any photographs or videos that are taken of them.

14. Online Safety (and use of devices in EYFS)

Mobile phones and computers are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these 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 online, webcam filming, photography or face-to-face meetings. The school will provide guidance for staying safe online and recognises that whilst a filter system is in place, appropriate access to the internet is important for pupils to learn how to maintain their safety online. Cyber-bullying by pupils, via texts, emails or any other social media, will be treated as seriously, if not more seriously as any other type of bullying and will be managed through our anti-bullying procedures. Generally speaking, due to the fact it is normally done to such a potentially wide audience, cyberbullying will be treated more seriously than more conventional bullying techniques.

Guidance on use of mobile devices by teaching staff in the EYFS:

The following points apply to all staff and volunteers working within the EYFS at OBS. They apply to all mobile devices including phones and tablets:

- Unless not accessible, e.g., on a remote trip, staff should only use school iPads, phones, cameras, or other devices such as personal messages, phone calls or social media in the presence of the children. Personal digital cameras can be used, but not if they have a 3 or 4G function.
- Staff must ensure that no illegal or inappropriate content is stored on their mobile device.
- Should any staff member become aware of inappropriate use of a mobile device they are obliged to report it to SLT.
- Staff should remind parents regularly of school policy regarding mobile device use with the following statement, when announcing events, on programmes for events or on school trips where parents may volunteer: 'You may photograph your child at this event providing the images are for personal use only (e.g., a family album). Please be aware these images (which may include other children) must not be shared on social networking sites or other web-based forums.'

15. Curriculum

The school curriculum has an important role to play in the protection of children. Throughout our curriculum we will provide activities and opportunities for children and young people to develop the skills they need to identify risks and stay safe. It will include covering relevant issues through Relationship Education, Relationships and Sex Education and Health Education. This will also be extended to include material that will encourage our students to develop essential life skills. Teaching pupils about how to stay safe and behave online, including identifying risks and how and when to seek support is crucial.

Some of Safeguarding objectives that will be taught throughout the academic year include:

- Developing student self-esteem.
- Developing communication skills.
- Informing about all aspects of risk.
- Developing strategies for self-protection.
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults.
- Developing non-abusive behaviour between students.
- Explaining levels of confidentiality.

16. Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

1. Physical abuse

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.

2. Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It

may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. It may feature age – or developmentally – inappropriate expectations being imposed on children. 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.

3. Sexual abuse

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

4. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Definitions taken from *Keeping Children Safe in Education* (Department for Education, September 2022).

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. (See anti-bullying policy)

Indicators of abuse – what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated senior person.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

Possible signs of abuse include the following (but are not limited to these and these signs do not necessarily mean that abuse is occurring):

- the pupil says that he has been abused or asks a question which gives rise to that inference
- there is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries
- the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour. For example they may become aggressive, challenging, disruptive or withdrawn
- the pupil does not want to change clothes in front of others or participate in physical activities

- the pupil is having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry
- the pupil talks about being left home alone, with carers that appear to be inappropriate or with strangers
- the pupil is regularly missing from school or education
- the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons
- the pupil's development is delayed in terms of emotional progress
- the pupil suddenly loses or gains weight
- the pupil drinks alcohol regularly from an early age
- the pupil is concerned for younger siblings without explaining why
- the pupil talks about running away
- the pupil shies away from being touched or flinches at sudden movements
- the pupil demonstrates undue anxiety, over-reacts to problems and demonstrates an excessive fear of making mistakes
- the pupil appears neglected, e.g. dirty, hungry or inadequately clothed
- the pupil is reluctant to go home, or has been openly rejected by his parents or carers.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

It is very important that staff report their concerns via CPOMS – they do not need ‘absolute proof’ that the child is at risk.

Impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

The school will do everything in its power to reduce the impact of abuse as far as is possible during the time that the child is in our care. The action points for this will vary from child to child depending on the type of abuse, their age, circumstances and personal development.

17. Specific Safeguarding Issues

Contextual safeguarding

At OBS we recognise that safeguarding incidents and/or behaviours can be associated with factors outside of the school environment and/or can occur between children outside of the school. This is known as contextual safeguarding. It is key that all school staff understand the definition of contextual safeguarding and consider whether children are at risk of abuse or exploitation in situations outside their families. Through training we will ensure that staff and volunteers are aware that extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. When reporting concerns, staff should include as much information and background detail as possible so the DSL can make a referral with a holistic view of the child. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Recognising Children in Need

We seek to keep children safe by highlighting and welfare concerns to the DSLs of the relevant school section. These welfare concerns may include, but are not limited to, severe academic pressure, concerns regarding eating and mental health issues.

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all our pupils receive equal protection, we will give special consideration to children who are:

- Disabled or have special educational needs (can be disproportionately impacted by things like bullying- without outwardly showing any signs).
- Young carers.
- Affected by parental substance misuse, domestic violence, or parental mental health needs.
- Asylum seekers.
- Living away from home.
- Vulnerable to being bullied or engaging in bullying.
- Living in temporary accommodation.
- Live transient lifestyles.
- Living in chaotic and unsupported home situations.
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality.
- At risk of sexual exploitation (CSE) and/or Child Criminal Exploitation (CCE): County Lines.
- Do not have English as a first language.
- At risk of female genital mutilation (FGM).
- At risk of HBV (Honour Based Violence).
- At risk of forced marriage.
- At risk of being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

Child-on-Child abuse

Oporto British School has a specific Harmful Sexual Behaviour/Child on Child Abuse Policy. The key points that relate to safeguarding found below.

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

Much child on child abuse takes place online. It can take place wholly online or technology may be used to facilitate offline abuse. Pupils are regularly reminded of the school's policy on bullying and on cyberbullying, and sign parents sign Home School Agreement which governs their behaviour on the school network. We work with pupils through a system of student council and digital leaders to give pupils a voice, to consider their concerns and to ensure that our policies are as up-to-date and effective as possible.

'Upskirting' is a form of abuse which typically involves taking a picture under a person's clothing without their knowledge, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It has now been classed as a criminal offence. This behaviour, if witnessed, should be notified to the DSL immediately. It is important to note that whilst the phrase is 'upskirting' it can apply equally to men and women as in addition to skirts it also includes photographs taken of people wearing kilts, cassocks, shorts or trousers.

Child on child abuse can take many forms, including:

- **Bullying:** Bullying is any behaviour that is repeated over time and intentionally hurts another pupil or group of pupils physically or emotionally. It can occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email) and always involves an imbalance of power. It can cause long lasting psychological effects. Bullying which amounts to child on child abuse is bullying of a serious or sexual nature between persons of a similar age which results in or has the potential to cause significant harm. For further information, see the school's Anti-bullying policy.
- **Physical abuse:** this includes hitting, kicking, shaking, biting, slapping, or otherwise causing physical harm to another young person.
- **Harmful Sexual Behaviour:** refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive or violent behaviours).
- **Serious Youth Crime (including sexual assault):** includes crimes of the most serious nature including murder, rape and GBH perpetrated on or between young people under 18.
- **Sexting:** this is when someone sends or receives a sexually explicit text, image or video. Pressuring someone into sending a nude or sexually explicit picture (forced sexting) can happen in any relationship and to anyone, whatever their age, gender or sexual preference, but extra vigilance is required in a residential setting. Once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere or be stored indefinitely. Possessing or distributing indecent images of a person under 18 is a crime.
- **Sexual harassment:** refers to 'unwanted conduct of a sexual nature' that can occur both online and offline. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment by other pupils can include:
 - Sexual comments such as telling sexual stories, making lewd comments, making sexual remarks about clothing or appearance and calling someone sexualised names.
 - Sexual "jokes" or taunting.
 - Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes or displaying pictures, photos or drawings of a sexual nature.
 - Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages and online sexual exploitation, coercion and threats.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Different gender issues can be prevalent when dealing with child-on-child abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

At our school, we take the following steps to minimise or prevent the risk of child-on-child abuse.

- An open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them.
- Assemblies are used to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying.
- PSHE is used to reinforce the message through stories, role play, current affairs and other suitable activities.
- Staff will endeavour always to create surroundings where everyone feels confident and at ease in school.

- We will ensure that the school is well supervised, especially in areas where children might be vulnerable.

All allegations of child-on-child abuse should be passed to the DSL immediately. They will then be investigated and dealt with as follows.

- **Information gathering** – children, staff and witnesses will be spoken with as soon as possible to gather relevant information quickly to understand the situation and assess whether there was intent to cause harm.
- **Decide on action** – if it is believed that any young person is at risk of significant harm, a referral will be made to children’s social care. The DSL will then work with children’s social care to decide on next steps, which may include contacting the police.
- **Inform parents** - as with other concerns of abuse, the school will normally seek to discuss concerns about a pupil with parents. Our focus is the safety and well-being of the pupil and so if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care and/or the police before parents are contacted.
- **Recording allegations**- all allegations of child-on-child abuse will be recorded in the safeguarding register. **These records will be kept confidentiality and separate from pupil records.**

All staff will understand that they should follow our safeguarding procedures for reporting a concern if they are worried about child-on-child abuse. The DSL will respond to any concerns related to child-on-child abuse in line with guidance outlined in Part five of ‘Keeping Children Safe in Education’ and ‘Sexual violence and sexual harassment between children in schools and colleges’ (May 2018). We will ensure that all concerns, discussions and decisions reached are clearly recorded and any identified actions are followed up.

We will work with other agencies as required to respond to concerns about sexual violence and harassment. We will seek consultations where there are concerns or worries about developmentally inappropriate or harmful sexual behaviour from the Harmful Sexual Behaviour (HSB) Team as required so that we ensure we are offering the right support to the child(ren). Support will depend on the circumstances of each case and the needs of the child, it may include completion of risk assessments to support children to remain in school whilst safeguarding other children and the victim, delivery of early intervention in respect of HSB and/or referral to outside agencies.

Children with sexually harmful behaviour

It is normal for some children and young people (CYP) to display sexualised behaviour towards their peers as they develop. However, sexualised behaviour between peers that has become harmful or abusive is unacceptable and must be addressed.

Our school recognises that CYP are vulnerable to and capable of abusing their peers sexually. We consider any allegation of child-on-child sexual abuse seriously and do not tolerate or pass off harmful sexual behaviour as ‘banter’, ‘just having a laugh’ or ‘part of growing up’. These allegations are managed in the same way as any other child protection concern and follow the same procedures, including seeking advice and support from other agencies as appropriate.

This policy is in line with the safeguarding requirements in [Keeping Children Safe in Education](#) (Department for Education (‘DfE’), 2023), which we must work to; Part 5 of the Keeping Children Safe in Education statutory guidance sets out how schools should manage reports of child-on-child sexual violence and harassment. This policy also links to the guidance issued by the DfE in 2018: [Sexual violence and sexual harassment between children in schools and colleges](#).

Safeguarding responses to children who go missing

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing

on repeated occasions and/or are missing for periods during the school day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

At OBS, all staff should be aware of the safeguarding responsibilities for children who are missing education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.

Domestic Abuse

Domestic abuse can be psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.

Mental Health

At OBS all staff are made aware, through training, that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Our staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

We understand that where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Therefore, through training, staff are aware of how children's experiences, can impact on their mental health, behaviour and education. All staff are aware that if they have a mental health concern about a child that is also a safeguarding concern, they should take immediate action by passing the information on to a Designated Safeguarding Lead.

We have clear systems and processes in place for identifying possible mental health problems and work with other agencies as required to respond to these concerns.

Child Criminal Exploitation (CCE): is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity either in exchange for something the victim needs or wants, and/or for the financial or other advantage for the perpetrator and/or through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not have to include physical contact, it can also occur through the use of technology. The most prolific form of CCE is where children are exploited and coerced to carry drugs or other contraband from urban areas to suburban and rural areas ('**county lines**'). Indicators that may signal a pupil is at risk from or involved with CCE can include increased absences, a change in friendships or relationships with older individuals, a significant decline in performance, signs of self-harm or a significant change in well-being. Unexplained gifts or new possessions could also indicate that pupils have been approached by, or are involved with, individuals associated with criminal networks or gangs. If you are concerned you should contact a member of the safeguarding team.

Child Sexual Exploitation (CSE): involves young people who are sexually abused or coerced into sexual activity in the context of exploitative relationships by a person/persons of any age, including another young person. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not have to include physical contact, it can also occur through the use of technology. CSE can affect any child or young person under the age of 18, including children over the age of 14 who can legally consent to have sex in Portugal. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the young person's immediate knowledge (e.g. through others copying images they have created and posted on social media). Indicators of CCE (above) can also be indicators of CSE as can pupils who have older partners and pupils who suffer from sexually transmitted infections.

Modern Slavery: encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Whilst unlikely within a full boarding environment, staff should still be alert for the signs as pupils may be at risk during holiday periods or have friends who are vulnerable to this type of exploitation.

Honour Based Abuse (HBA)

Honour based abuse is a general term which includes 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. If any evidence of such practices within a family comes to light, you must report the matter to the DSL or DDSL immediately.

If you learn that an act of FGM appears to have been carried out on a girl aged under 18, you have a statutory duty to report it to the police. You should also follow the usual safeguarding procedures set out in this policy and report the matter to the DSL who will involve the Comissão de Proteção de Crianças e Jovens where appropriate. There is a range of potential indications that a girl may be at risk or has already suffered from FGM. Further information is available within *Keeping Children Safe in Education* (September 2022). See Appendix C.

18. Taking action

Key points for staff to remember for taking action are:

- In an emergency take the action necessary to help the child, for example, call 112.
- Report your concern to the DSL (and certainly log on CPOMS) by the end of the day.
- Do not start your own investigation.
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- Record your concern 'Add Incident' on CPOMS
- Seek support for yourself if you are distressed.

If you suspect a pupil is at risk of harm

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should use **CPOMS** to record these early concerns. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL.

If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to a member of staff about any risks to their safety or well-being, **the staff member will need to let the pupil know that they cannot promise confidentiality and may need to pass the information on** – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the pupils, staff will:

- Allow them to speak freely.
- Remain calm and collected – the pupil may stop talking if they feel they are upsetting their listener.
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Not be afraid of silences – staff must remember how hard this must be for the pupil.
- **Under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this.
- Tell the pupil that to help them, the member of staff must pass the information on.
- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be interpreted by the child to mean that they have done something wrong.
- Tell the pupil what will happen next. The pupil may agree to go to see the designated senior person. Otherwise, it is the duty of the member of staff to inform the DSL of what has been discussed. If the pupil does agree to go and see the designated person, the staff member should inform the DSL that the child will be coming to see them at some point.
- Report verbally to the DSL even if the child has promised to do it by themselves.
- Write up their conversation as soon as possible on the **record of concern form** and hand it to the designated person.
- Seek support if they feel distressed.

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively, and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

Referral to children’s social care (Comissão de Proteção de Crianças e Jovens)

The DSL will make a referral to the Comissão de Proteção de Crianças e Jovens if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Reporting directly to child protection agencies

Staff will follow the reporting procedures outlined in this policy. However, they may also share information directly with **Comissão de Proteção de Crianças e Jovens** or police if:

- The situation is an emergency and the designated safeguarding person, their deputy, the Headmaster, The Pastoral Governor and the Chair of Governors are all unavailable.
- They are convinced that a direct report is the only way to ensure the pupil’s safety.

The school will report issues of concern routinely to outside agencies under the terms of its Agencies Reporting Policy.

Supporting those involved

The support required for the pupil who has been harmed will depend on their circumstance and the nature of the abuse. Support could include counselling, mentoring, the support of family and friends and/or support with improving peer relationships or some restorative justice work. Support may also be required for the pupil that harmed. We will seek to understand why the pupil acted in this way and consider what support may be required

to help the pupil and/or change behaviours. Once those needs have been met, the consequences for the harm caused or intended will be addressed.

19. Confidentiality and sharing information

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

Staff should only discuss concerns with the designated senior person, Headmaster, Pastoral Governor or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals. More recently, CPOMS information will be restricted to those with appropriate access and all safeguarding matters will be restricted on CPOMS to the Safeguarding Team.

Information is:

- Processed for limited purposes.
- Adequate, relevant and not excessive.
- Accurate.
- Kept no longer than necessary.
- Processed in accordance with the data subject's rights.
- Secure.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Headmaster.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

Sharing information with relevant agencies is permissible, where that information may help to protect a child.

Where children leave the school or college, the Pastoral and Safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and **within 5 days** for an in-year transfer or within the **first 5 days** of the start of a new term to allow the new school or college to have support in place for when the child arrives.

20. Monitoring and evaluating effectiveness of the policy

The Board requires the Headmaster to report to them regularly on the effectiveness of the OBS's Safeguarding Policy and on associated issues in the school. The DSLs prepare an annual report for the Headmaster that contains:

- The names of staff with designated child protection responsibilities.
- Confirmation that all new staff and volunteers have been recruited safely and that a record of all staff vetting checks is up-to-date and complete.
- Any training that has been undertaken by the designated staff.
- Training that has been undertaken by any other staff and volunteers.
- Details of any significant incidents when physical restraint of students has been used.
- Details of information and guidance that have been given to staff.
- Details of safeguarding issues taught as part of the curriculum.

- Confirmation that all child protection records are stored securely and where appropriate have been transferred to another school.
- Details of safeguarding and child protection information given to parents.
- Numbers of child protection referrals made to Comissão de Proteção de Crianças e Jovens, and numbers of referrals made under the terms of the Agencies Reporting Policy.

Note

School trips abroad including staying with a host family

Where the School is arranging for their students to stay with families overseas, OBS recognises that the DBS cannot access criminal records held overseas. Host families in other countries, therefore, cannot be checked in the same way by local authorities as schools and colleges in this country when students stay abroad. The school recognises the option available to contact the relevant foreign embassy or Consulate of the country in question and find out if similar checks can be made in that country. The school is committed to working with partner schools abroad to ensure that similar assurances are undertaken prior to a visit and that all risk assessments are undertaken in addition to written agreements/protocols with parents and the student so it is clear to parents and students the procedure for raising any concerns when students are staying with host families.

Associated policies and documents:

Agencies Reporting Policy
 Anti-bullying policy
 Health and Safety policy
 Equal Opportunities policy
 Whistle Blowing policy
 Mental Health and Wellness policy
 Cyber Bullying policy
 Complaints policy
 Harmful Sexual Behaviour / Child on Child policy
 Keeping Children Safe in Education September 2023

Updated June 2023

Update as required

Appendix 1 - Guidelines on how a member of staff should respond if a student shares information relating to a disclosure:

DO

- Do treat any allegations extremely seriously and act at all times towards the student as if you believe what they are saying
- Do tell the student they are right to tell you
- Do reassure them that they are not to blame
- Do be honest about your own position, who you have to tell and why
- Do tell the student what you are doing and when, and keep them up to date with what is happening
- Do take further action – you may be the only person in a position to prevent future abuse – tell the DSL immediately
- Do write down everything said and what was done

DON'T

- Don't make promises you can't keep
- Don't interrogate the student – it is not your job to carry out an investigation
- Don't cast doubt on what the student has told you and don't interrupt or change the subject

- Don't say anything that could make the student feel responsible for the abuse
- Don't do nothing – make sure you tell the DSL immediately – they will know how to follow this up and where to go for further advice.

Appendix 2: Keeping Children Safe in Education September 2023 (recognising that paragraphs 21 to 34 inclusive are written for the UK and do not apply in Portugal, therefore the School's policy provides more location-specific guidance)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf

Appendix 3:

Child Protection and Safeguarding During Online Learning

Please refer to the [OBS Child Protection and Safeguarding Policy](#) and [Part 1 of the Keeping Children Safe in Education 2023 document \(KCSIE\)](#)

Coordination of Safeguarding During Online Learning

- The Safeguarding Team will contact pupils and parents, as required, from the Safeguarding Register and the Vulnerable Pupil List
- The Safeguarding Team will continue to work with external agencies as required
- The Safeguarding Team will meet, minimum, once a week and more often as required
- The DSL will liaise with the Safeguarding and pastoral governor, Jimmy Scragg, on a weekly basis

Reporting of concerns

- Staff should contact the DSL by telephone with a safeguarding concern
- Safeguarding concerns should **not** be sent by email
- The DSL will complete the Concerns Form and transcribe any verbatim record of disclosures
 - DSL Rita Quintas 919302943
 - DSL Primary Stacey Howard 969471246
 - DSL Secondary Nuna Sousa 226166660
 - DDSL Shaun O'Keeffe 226166660
 - DDSL Jonathan Bridges 938284096

If it concerns a member of staff, talk to:

Headmaster: Nick Sellers 938284094

Oporto British School Staff:

- should follow the staff code of conduct while delivering online lessons;
- ONLY use their school email account to contact students and set up virtual learning environments (VLEs);
- ONLY interact with students, virtually, during scheduled lessons and activities;
- are advised that recording video sessions is good practice and should do so whenever possible (see below);
- should be aware that all Google Meets are logged (time and participants) and can be accessed by the school administrator. The record of all other video conferences can be accessed if needed;
- ensure that Zoom, Meet or Team codes are shared with their line manager;
- inform their line manager if a one to one meeting is required outside of lesson time;
- avoid using their bedroom for video conferencing;
- Should end a video call immediately if they suspect something inappropriate (that may constitute a safeguarding concern) is happening*;
- report any concerns to the DSL by telephone as soon as possible.

*If something inappropriate has happened in a live lesson/video call, after immediately ending the lesson contact the DSL. If you have made a recording of the lesson and this contains video of inappropriate content, do not re-access the recording. Do not send the recording to anyone. Contact the DSL as soon as possible to describe what you saw. The DSL will provide further advice on what to do with the recording.

Recording:

Ideally live video lessons should be recorded and backed up to One Drive or Google Drive, and then deleted from the local computer or iPad. Although this is good practice, it is not always feasible given the different devices used, therefore when not recording, it is vital all the other necessary steps are taken to provide a safe learning environment. Recording helps to protect staff in cases of dispute and recording ensures that the lesson is available as a resource. This will assist any pupil who had technology problems during the course of the lesson or who was unable to access it.

Video and one-to-one interactions:

DfE guidance is that no one-to-one calling should take place. However, the school will allow this to happen in certain circumstances, as it recognizes the need for one-to-one specialist help, particularly with reading, exam classes, musical lessons, learning support or language practice.

Staff should consider whether the one-to-one session is necessary and whether there is an appropriate alternative. All such teaching must be carefully considered and must conform to the Staff Code of Conduct. Where necessary for one-to-one teaching, the use of webcams must be approved in advance by the relevant line manager.

Guidance for One to One Support and Counselling Sessions

- Parents should be informed about sessions before they are scheduled with the child/student
- Parents should be present at the start of the meeting
- Any safeguarding concerns should be passed onto the DSL as soon as possible, and logged on CPOMS.

Written March 2020

Last updated June 2023

Further updates as required