

Marine Academy Plymouth

Child Safety and Protection Policy

Marine Academy Plymouth

MARINE ACADEMY PLYMOUTH POLICIES

VERSION CONTROL SHEET

POLICY NAME: Child Safety and Protection Policy

Policy Prepared by: Helen Mathieson

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01-09-10		July PSG	New policy
01-09-11	Review		Minor changes
01-09-12	Review		No changes
21-02-14	Review		
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26-07-16	Review		Minor Changes

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Child Safeguarding and Protection Policy and Associated Training

The Department for Education's document 'Keeping Children Safe in Education' 2016 defines safeguarding as:

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

- Children includes everyone under the age of 18.
- Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if that are not suffering harm or are at immediate risk

The Marine Academy Plymouth Campus is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Introduction

The Marine Academy Plymouth Campus recognises that because Academy staff are in regular and frequent contact with children/students, they are particularly well placed to observe signs of abuse or neglect.

The Academy is aware of the responsibilities which all staff have with regard to the protection of children/students from abuse and from inappropriate and inadequate care. Therefore, the Academy is committed to reacting in accordance with the Local Authority procedures in all cases where there is concern.

The Academy will register with the Independent Safeguarding Authority and act in accordance with the Vetting and Barring Scheme when required to do so.

The Marine Academy Plymouth Campus schools; Marine Academy Plymouth, Marine Academy Primary and Nursery are all committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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Marine Academy Plymouth Safeguarding Leads



Senior Designated Safeguarding Lead is:
Matthew Bindon, Assistant Vice Principal



Deputy Designated Safeguarding Lead is:
Issy Stace, Child Protection and Welfare
Lead Professional

Marine Academy Primary Safeguarding Leads



Senior Designated Safeguarding Lead is:
Siobhan Easton, Headteacher



Deputy Designated Safeguarding Lead is:
Claire Jones, Assistant Headteacher

Marine Academy Nursery Safeguarding Leads



Senior Designated Safeguarding Lead is:
Julianne Wickenden, Nursery Teacher



Deputy Designated Safeguarding Lead is:
Emma Potter, 0-2 Nursery Leader

The name of the link Child Protection Governor is: Karl Sweeney

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Designated Safeguarding Lead

The Principal shall ensure that all staff and Governors are aware that the Child Protection teams' responsibilities include:

- ensuring that effective communication and liaison takes place between the Academy and Children's social care and any other relevant agencies, and any other relevant agencies, where there is a child protection concern in relation to an Academy student;
- ensuring that all staff have an understanding of child abuse, neglect and its main indicators by providing regular training; and
- advising all staff on the Academy's and their own child safeguarding responsibilities and supporting staff in their child safeguarding role;
- responsibility to ensure that all documentation is up to date and kept in a secure environment.

They will possess skills in recognising and dealing with child welfare concerns. Appropriate training and support will be given. The Designated and Deputy Safeguarding Leads and the Child Protection and Welfare Lead will be the first people to whom staff report concerns. It is then the responsibility of the designated DSL and child protection and welfare lead to discuss the situation with the relevant agencies.

The Academy will consult with the DSL's from the primary and nursery if designated DSL and/or child protection and welfare lead are absent.

The DSL is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by their Local Safeguarding Children Board and LA. They must initiate appropriate proceedings to address any allegations made against members of staff.

The DSL will act as a source of advice, support and expertise within MAP and be responsible for co-ordinating action regarding referrals by liaising with Social Services and other relevant agencies over cases and allegations of abuse, regarding both children and members of staff.

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The DSL and child protection and welfare lead will ensure each member of staff has access to, and is aware of, the Academy's Child Safeguarding and Protection policy. Each member of staff is also given a safeguarding leaflet at their annual training. This information is essential in respect of staff who work on a part time basis or work with more than one Academy, such as Careers South West, Personal Advisors, trainee teachers and supply teachers.

The DSL and child protection and welfare lead will liaise with the Principal to inform him of any issues and ongoing investigations and to ensure there is always cover for the role.

They will make sure the Academy's Child Safeguarding and Protection policy is updated and reviewed annually and work with the designated governor for Child Protection regarding this.

The DSL and child protection and welfare lead will ensure parents see copies of the Child Safeguarding and Protection policy in order to alert them to the fact that the Academy may need to make referrals. (Raising parents' awareness may avoid later conflict if the Academy does have to take appropriate action to safeguard a child).

Where students leave the Academy roll, the DSL and child protection and welfare lead will ensure their file is transferred to the new Academy or School as soon as possible (This can be done electronically). If a student leaves and the new Academy or School is not known, the DfE should be alerted so that these students can be included on the database for lost students.

The DSL and child protection and welfare lead will also have an important role in ensuring all staff and volunteers receive appropriate training.

Training in Child Safeguarding and Protection

All new staff are made aware of the Academy Child Safeguarding and Protection Policy and Procedures during their induction. The document is available to staff electronically. Staff have access to the training materials used when delivering child protection training through the Academy's portal. At each training session staff are given a Marine Academy safeguarding leaflet with essential facts and details on.

All staff working at the Academy receive training adequate to familiarise themselves with safeguarding children including child protection issues, their responsibilities and the Academy procedures and policies with refresher training every year.

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Staff involved in the recruitment and appointment of staff have refresher Safer Recruitment training every 2 years.

The designated person(s) for child protection undertake specific training with a recognised body e.g. NSPCC or LSCB **annually**.

Every interview panel will contain at least one person who has undertaken the Safer Recruitment

Training provided and assessed by the National College for School Leadership. This person will ensure that the 'Safeguarding Children and Safer Recruitment in Education (ref: 04217-2006BKT-EN)' guidance is adhered to throughout the recruitment process.

Reporting a Concern about a student

In the event of a member of staff having a child protection concern about a student, they must immediately report that concern to the DSL and child protection and welfare lead. This includes cases of self harm. The member of staff will be asked by the DSL or child protection and welfare lead to document briefly the events which have given rise to the concern.

The Academy follows the LSCB guidance for Child Protection, liaising with the Social Services and other agencies, as appropriate. The action taken by the DSL and child protection and welfare lead will, therefore, be in line with the Plymouth City Council guidelines.

The DSL and child protection and welfare lead will report back to the member of staff who made the initial report on a 'need to know' basis but informs the member of staff that appropriate action has been taken.

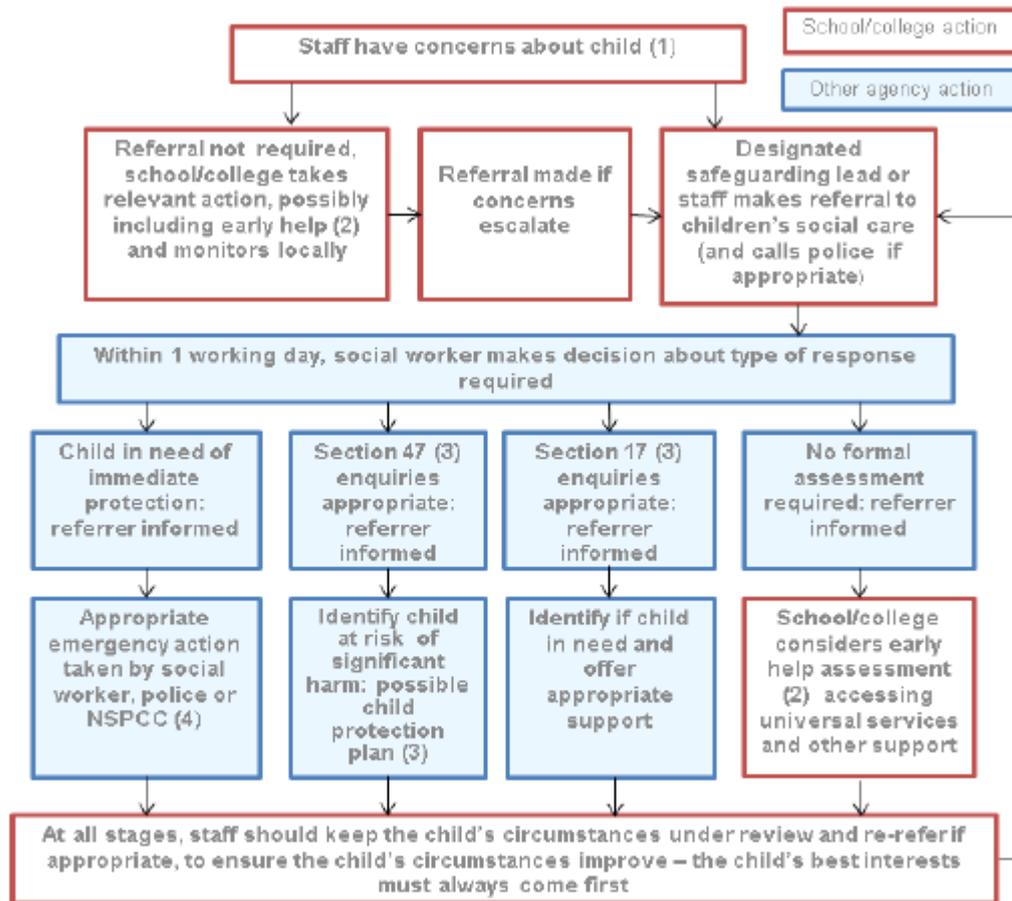
If at any point there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. This should be done by the DSL and child protection and welfare lead first, and then any member of the campuses senior leadership team.

Staff must also be aware that if they feel it is appropriate they can report directly to social care. For staff wanting to report a general concern or to seek advice there are to call the Gateway on 01752 668000.

If a member of staff had an immediate concern over a child's safety then they would call the HUB on 01752 305200

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Below is a diagram from "Keeping children safe in education 2016" for action that should be taken when there are concerns about a student.



This document also contains definitions of abuse and neglect. This will be issued to staff at the start of every year and is also available in the safeguarding and child protection folder in portal.

Staff must always maintain an attitude of "it could happen here" and this is particularly relevant to FGM and radicalisation.

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1. Child sexual exploitation:

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. This can be in person or online.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

2. Female genital mutilation:

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Details of warning signs and potential indicators are on pages 16-17 in the multi-agency practice guidelines on FGM that are in the Child protection folder on portal.

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The DSL and child protection and welfare lead will follow the best practice guidelines contained within this document if there are any concerns around a student and FGM.

If a **teacher**, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police

3. Safeguarding students who are vulnerable to extremism

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Marine Academy Plymouth values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students and teachers 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.

Due to the increasing concerns in this area the Academy campus has a specific Prevent policy detailing our actions and response to concerns about radicalisation. This policy is contained on our website if you require further information on this subject.

The single points of contact – who have all attended Prevent and Wrap Training – for any concerns about radicalisation are:

 <p>MARINE ACADEMY PLYMOUTH</p>	 <p>MARINE ACADEMY PRIMARY</p>	 <p>MARINE ACADEMY NURSERY</p>
<p>Matthew Bindon Matthew.Bindon@marineacademy.org.uk 01752 213987</p>	<p>Siobhan Meredith Siobhan.Meredith@marineacademy.org.uk 01752 213962</p>	<p>Claire Jones Claire.Jones@marineacademy.org.uk 01752 213941</p>

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Record keeping

The DSL and child protection and welfare lead is required to manage the keeping of records in relation to safeguarding children matters. These records must be stored securely. Where a person makes an oral statement, a written record should be produced, signed and dated by the author.

Staff should be given as much information as possible in order to help the student concerned. In general, this will mean that, where a student is on a Child Protection plan, or where there are concerns about a student, the member of staff chosen by the student to provide support will be kept informed. It may be appropriate in some cases to inform other staff, giving few details but raising general awareness, that there are issues that may affect a student's behaviour and level of achievement at that time.

In the event of a student causing concern transferring to another school, the Academy will:

- find out the name of the receiving school;
- contact the relevant member of staff at that school to discuss the transfer;
- send all information relating to the student to the receiving school;

- check with the receiving school that the student has actually arrived there on the expected day; and
- inform all of the relevant agencies of the transfer.

Listening to students

The Academy recognises the importance of listening to students at all times, particularly when they are distressed, worried or concerned. It is appreciated that at times students may feel stressed and confused. The Academy shall identify quiet areas and provide the opportunity for students to take respite from the normal day when necessary.

All staff shall be made aware that children who are not known to be the subjects of concern may, however, be experiencing ill treatment, neglect or abuse. This means that staff should be aware of the need for sensitivity when dealing with all students at all times.

The Academy recognises that students who are distressed through experiences outside the classroom may be less able to achieve their potential. While it is clear that such students need firm boundaries, staff will take into account the student's distress when managing behaviour.

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Confidentiality

The right of the student to confidentiality and privacy will be respected and all communications about the case will be kept to a minimum on a 'need to know' basis. Students should be reassured that their best interests will be maintained. **However, staff cannot offer or guarantee confidentiality and should ensure that the student understands that all disclosures made to the adult will be shared with the DSL and child protection and welfare lead.**

When confidentiality has to be broken, the student should be supported, as appropriate and reassured about the Academy's 'duty of care'.

Parents will not be informed of concerns if it is deemed by the DSL and child protection and welfare lead that it would place the child at risk of harm. (In this policy statement, "parents" means all those having a parental responsibility for a child.)

Monitoring

The Academy will monitor students who are subject to a Child Protection Plan in line with what has been agreed in the plan.

Parents/carers should be made aware of the Academy's Child Safeguarding and Protection policy and the fact that this may require cases to be referred to the investigative agencies in the interests of the child.

Guidelines for monitoring

When?

When there is concern about:

- marks on the body
- unusual/different behaviour (including academic functioning)
- mood changes
- puzzling statements or stories by a student
- information from others
- if requested by another agency e.g. Children's social care, Strategy meeting, Police
- a disclosure
- attendance.

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Who?

- Teachers.
- Other Academy staff.
- Other staff in regular contact with the student.
- Outside agencies.

What?

- Patterns of attendance.
- Changes of mood.
- Changes in classroom functioning.
- Relationships with peers and adults.
- Behaviour.
- Statements, comments, stories, 'news', drawings.
- General demeanour and appearance.
- Parental interest and comments.
- Home/family changes.
- Medicals.
- Response to PE/sport.
- Injuries/marks, past and present.
- Previous records.

People with a disability or Special Educational Needs

Children/students with a disability are particularly vulnerable to abuse for several different reasons depending on the nature of their difficulties or disabilities. Dependency on others may make a young person feel powerless to report abusive treatment. Different communication methods or an individual's lack of vocabulary might also prove to be a barrier for a student wanting to communicate their concerns.

The Academy will ensure appropriate methods are used to communicate with and support all students and young people and will consult the Academy SENCo where necessary.

Preventative approaches

Students can be taught, through the curriculum and Active Tutorial, about how to recognise healthy and unhealthy relationships, the risks of different kinds of abuse and neglect.

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A safeguarding programme should seek to support the students' development in ways which will foster security, confidence and independence. It should be regarded as central to the well-being of the individual and is, therefore, seen to be an intrinsic part of all aspects of the curriculum. The most appropriate approach is skills-based, set alongside a knowledge component, with an emphasis on helping students to develop the personal and social skills they need to keep themselves safe and to become responsible and independent adults.

Included within this education is informing students about peer on peer abuse. This can take many forms including, online, physical, verbal and sexual. Students are taught how to identify when they are being abused and also how to report it.

Student safeguarding can be interwoven with many aspects of the existing curriculum. It can help students to:

- promote their understanding of relationships, the interaction between relationships and the key concepts
- increase self-esteem and awareness
- make judgements and solve problems
- be assertive
- recognise, accept and express feelings
- explore the nature of trust
- Identify 'ok' adults within personal safety networks
- take decisions and accept responsibility for self and others
- be self-reliant and independent.

We will encourage students to feel safe and to talk about their feelings. It can:

- reduce isolation in the emotions they experience
- relieve tension by enabling students to talk and be listened to
- provide an opportunity to develop an appropriate vocabulary, making violence less likely as a way of expressing needs
- allow students to perceive situations more clearly for planning an action or change
- make students feel protected by a culture which actively promotes a 'listening environment'.

All students need to know what to do in case someone tries to harm them and who to speak to. Knowing that the vast majority of children are abused or harmed by someone they know, teaching them to avoid dangerous situations, to recognise inappropriate touching and comments, can encourage them to trust their own judgement and to feel safer, more aware and

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confident.

Use of photography, video recording, image recording and mobile phone cameras

There is national evidence that some people have used events as an opportunity to take inappropriate photographs or film footage of young people.

When using professional photographers or inviting the press to an Academy activity, the Academy will:

- provide a clear brief about what is considered appropriate in terms of content and behaviour
- not allow unsupervised access to young people or one to one photo sessions at events
- parents and spectators intending to photograph or video at an event will be required to register with the event organiser if they wish to use photographic equipment
- individuals registered to use photographic equipment will be issued with identification
- young people and their parents will be informed to report any concerns to the event organiser
- concerns raised over inappropriate or intrusive photography will be reported to the event organiser and recorded as a child protection concern.

Organised photographic opportunities

The majority of promotional and press releases are organised through the Academy SLT. These are generally agreed by both parties in advance. We undertake not to use the young person's images unless we have written consent for both the taking and publication of films or photographs from the parent. Specific permission will be sought if the images are to be used on the Academy website.

When a media photographer arrives at our venue he/she will be required to have formal ID and have it to hand at all times. If there is any doubt about the ID, the Principal of the Academy will be contacted. The Academy will ensure that the young person's names are not mentioned in publications if requested by the parents/guardians.

Internet

Young people on work experience or others participating in one of our clubs may need supervised access to the internet. At the Academy there is a block through the Internet provider on

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inappropriate web sites and chat rooms. There are systems in place for monitoring usage of the internet and all employees have log in passwords, which can easily be traced. Any employees discovered to have accessed or placed inappropriate material on the Internet will be subject to the ICT Policy and Procedures.

The Academy will follow appropriate guidance on safe internet use and ensure all students are taught how to protect themselves when using the internet.

Bullying by text message and mobile phones

- Students will be warned about the need for care when giving out their mobile phone number
- A record will be kept of the date and time of any offensive messages
- Students will be encouraged to show the messages to a member of Academy staff
- Students who report harassment by text message will be taken seriously
- These text messages can be sexual in content and students may need support from resultant abuse from these messages
- The student's family may need to contact the police
- If such bullying is carried out on a persistent basis or if there is threat of violence, it will be treated as any other serious bullying incident. In serious cases we would advise parents to contact the Police.
- Malicious e-mails will be dealt with in the same manner
- Students who take photographs on their phones with malicious intent will be dealt with in the same manner
- Any malicious or upsetting content that is exchanged between peers will be dealt with by the Academy's behaviour for learning policy.

The role of the Governing Body

The governing body will review this policy annually, monitor and evaluate its effectiveness and be satisfied that it is complied with.

They will ensure that a designated teacher and a nominated governor for child safeguarding and protection are in place.

Governors will ensure that there are safe and effective recruitment policies and disciplinary procedures in place which adhere to 'Safeguarding Children and Safer Recruitment in Education DCSF 2007'.

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Governors will recognise the contribution the Academy can make in helping children keep safe through the teaching of self-protection skills and encouraging responsible attitudes to adult life through the Active Tutorial program.

The role of the Principal

The principal will;

Establish procedures for handling cases of suspected abuse (including allegations against staff and volunteers). These will be accessible to all staff.

Liaise with the nominated governor on child safeguarding and protection issues and Academy policy

Ensure that the DSL and child protection and welfare lead receive appropriate training and support

Ensure that all staff recognise, and are alert to, signs of possible abuse and know what to do if they have any concerns or suspicions

Make parents aware of the Academy's Child Safeguarding and Protection policy

Work with local partners such as Plymouth City Council's Children's Services to create a safe environment for children at the Academy.

Allegations against staff

All school staff should take care not to place themselves in a vulnerable position with a student. It is always advisable for interviews or work with individual students or parents to be conducted in view of other adults. We understand that a student may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Principal.

The Principal or DSL on all such occasions will immediately discuss the content of the allegation with the Local Authority Designated Officer and follow the process for managing the concern laid down in the South West Child Protection Procedures (www.swcpp.org.uk) and the school's disciplinary policy.

If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the Chair of Governors who will consult, without notifying the Principal first.

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In all occasions identified above, the Academy will follow the Local Authority procedures for managing allegations against staff and volunteers.

Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult in making this decision.

In line with this policy and other Academy procedures for incident reporting / recording, staff and students may provide accounts of events which will be stored under our own secure systems and may be produced in the event of any allegation. However, such accounts must not constitute an official statement and the reporting person must not be questioned over their disclosure at this stage.

Our lettings agreement for other users requires that the organiser will manage the suspension of adults where necessary from school premises.

Whistleblowing

We recognise that students cannot be expected to raise concerns in an environment where staff fail to do so.

These concerns are where a member of staff has;

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

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the designated 'whistleblowing' governor Karl Sweeney, Principal, Chair of Governors or Simon White 01752 307144 - Local Authority Designated Officer within Children's Social Care.

All staff should ensure that they date and sign a written account of any allegations made.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at- [Advice on whistleblowing](#)
- The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

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Safer recruitment

All staff are employed in line with our safer recruitment policy and details of the Academies safeguarding employment procedures are contained within this. Specific details include information on the academies single central record, Disclosure Barring Service checks and the procedures on disqualification by association. If you have any further questions about the Academies safer recruitment policy or procedures please contact our Human Resources department.

Appendix 1: Logging a Concern about a Child's Safety and Welfare – all staff and other Academy personnel

Student's Name:		d.o.b.
Date:		Time:
Name: Print	Signature	
Position:		
Note the reason(s) for recording the incident.		

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Record the following factually:	Who?
Use dates and times if known	What?
	Where?

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	When?
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Offer an opinion where relevant (how and why might this have happened?)

Substantiate the opinion. Note action taken, including names of anyone to whom your information was passed.

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Check to make sure your report is clear now - and will also be clear to another professional reading it next year.

PLEASE PASS THIS FORM TO YOUR DESIGNATED PERSON FOR CHILD SAFEGUARDING

Appendix 2

Auditing Child Safeguarding Files Kept by the Academy

The DSL will, as good practice, carry out an occasional audit of the Academy's safeguarding children files to ensure that adequate records are being kept in an appropriate manner.

The check should cover the following:

- Facing sheet with name, address, d.o.b., family members and name, address and contact number of Social Services (if the child is on a child protection plan this should be the key worker).
- Note on student's regular Academy file
- File cross-referenced with other family members, if appropriate
- Cross reference to additional files, if appropriate
- Records and notes typed or written in legible handwriting
- Incident date (including year!), time, place
- Name, address and d.o.b. of individual(s) concerned recorded on each sheet
- Factual outline of incident /concern/allegation/disclosure
- Opinion substantiated, if given
- Clear names, job titles of staff involved
- Signature, printed name, job title of person making record

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- Note of action taken, and with whom information was shared
- Note of copy sent to Children's Services Social Care and Education.

FRONT SHEET: CHILD PROTECTION RECORD

Date file started
Name of student
Any other names by which this student is known, if relevant
Date of birth
Address
Other family members (include full name, relationship e.g. mother, stepfather etc. For U18s, include age, if known)
Are any other child protection files held in Academy relating to this child or another child closely connected to him or her? YES/NO
If yes, which files are relevant?

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Name and contact number of key worker (Social Services), if known

Name and contact number of GP, if known



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