

**Child Safeguarding and Protection Policy**

MARINE ACADEMY PRIMARY POLICIES

VERSION CONTROL SHEET

**POLICY NAME: Child Safeguarding and Protection Policy**

**Policy Prepared by: Siobhan Easton**

Document date	Filename	Meeting submitted	Summary of changes required
28-04-13	MAP2 Child Safeguarding and Protection Policy	July 2013	New policy
01-09-14	MAP2 Child Safeguarding and Protection Policy	March 2015	Changes in light of the 'Keeping Children Safe in Education' document, September 2014.
13-04-15	MAP2 Child Safeguarding and Protection Policy	June 2015	Changes in light of the 'Working Together to Safeguard Children' document, March 2015. Changes in Designated Safeguarding Lead and Deputy.
01-09-15	Marine Academy Primary and Nursery Child Safeguarding and Protection Policy	November 2015	Policy review and made joint policy for Primary and Nursery.

**Child Safeguarding and Protection Policy and Associated Training**

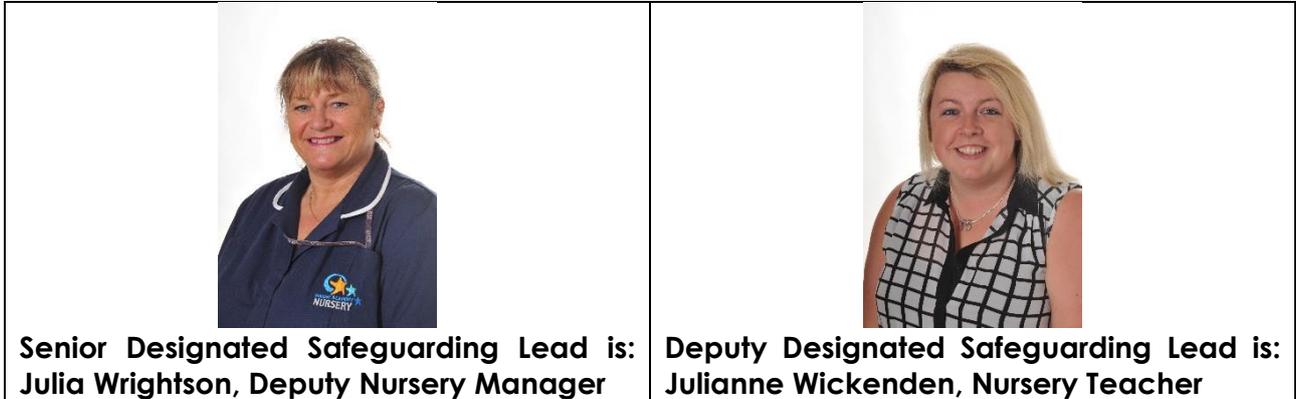
The Department for Education document 'Keeping Children Safe in Education' (2015) defines safeguarding as:

'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.

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

<b>Marine Academy Primary Safeguarding Leads</b>	
	
<b>Senior Designated Safeguarding Lead is: Siobhan Easton, Headteacher</b>	<b>Deputy Designated Safeguarding Lead is: Claire Jones, Reception and Nursery Leader</b>
<b>Marine Academy Nursery Safeguarding Leads</b>	



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

This policy has been developed in accordance with the principles established by the Children Act 1989 and in line with government publications:

- “Keeping Children Safe in Education” 2014
- “Working Together to Safeguard Children” 2015
- “Framework for the Assessment of Children in Need and their Families” 2000
- “What To Do If You Are Worried A Child Is Being Abused” 2003
- “Safeguarding Children and Safer Recruitment in Education Guidance” 2007
- “South West Child Protection Procedures” Website ([www.swcpp.org.uk](http://www.swcpp.org.uk))

The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm. It should also be read in conjunction with the Academy’s Prevent Policy (January 2016).

We recognise that all staff and governors have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern.

All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

The aims of this policy are:

- ★ To support the child's development in ways that will foster security, confidence and resilience.
- ★ To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- ★ To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- ★ To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children.
- ★ To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- ★ To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- ★ To develop effective working relationships with all other agencies involved in safeguarding children.
- ★ To ensure that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.

## Introduction

Marine Academy Primary and Nursery recognise 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 act in accordance with the Plymouth Local Safeguarding Children Board (LSCB) and the Disclosure and Barring Service (DBS) when required to do so.

## Procedures

Our school procedures for safeguarding children will be in line with the Plymouth Safeguarding Children's Board (PSCB) Multi Agency Child Protection Procedures ([www.swcpp.org.uk](http://www.swcpp.org.uk)).

We will ensure that:

The governing body understands and fulfils its safeguarding responsibilities.

- ★ We have a Primary Designated Safeguarding Lead, Miss Easton and a Deputy Designated Safeguarding Lead, Mrs. Jones, for Child Protection and Nursery Designated Safeguarding Lead, Julia Wrightson and a Deputy Designated Safeguarding Lead, Miss Wickenden, for Child Protection who have undertaken Basic Child Protection Training delivered through the PSCB, and who undertake other training as recommended by the Local Authority every year.
- ★ We have a member of staff who will act in the Designated Safeguarding Lead's absence, Mrs Jones, who has also received basic multi-agency training, and who will have been briefed in the role. We also ensure that there is always at least one of the Safeguarding team of four on site.
- ★ All members of staff are provided with opportunities to receive INSET training by the Designated Safeguarding Lead, Miss Easton [or other recognised trainer, Mr Bindon] in order to develop their understanding of the signs and indicators of abuse every year.
- ★ All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.
- ★ All Parents/Carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Child Protection Policy, and reference to it in our prospectus/brochure and home school agreement.
- ★ Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
- ★ Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.
- ★ Our selection and recruitment policy includes all appropriate checks on staff suitability including DBS checks.<sup>1</sup> A minimum of two individuals have completed Safer Recruitment Training (e.g.: Miss Easton, Mrs. Jones and members of the Governing Body).

- ★ The name of any member of staff considered not suitable to work with children will be notified to either the Independent Safeguarding Authority or the General Teaching Council (where appropriate), depending on the nature of the concern, with the advice and support of Education Personnel and/or the Local Authority Designated Officer.
- ★ Our procedures will be annually reviewed and up-dated.
- ★ Primary Designated Safeguarding Lead, Miss Easton and a Deputy Designated Safeguarding Lead, Mrs. Jones, for Child Protection and Nursery Designated Safeguarding Lead, Julia Wrightson and a Deputy Designated Safeguarding Lead, Miss Wickenden will be clearly shown in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse. This is on a Safeguarding Poster in every classroom, community areas and across the Campus.
- ★ All adults, (including supply teachers, non-teaching staff and volunteers), new to our school will be given or directed to a copy of the Child Protection Policy, the booklet "What To Do if You're Worried A Child is Being Abused", and the name and contact details of the Primary Designated Safeguarding Lead, Miss Easton and a Deputy Designated Safeguarding Lead, Mrs. Jones, for Child Protection and Nursery Designated Safeguarding Lead, Julia Wrightson and a Deputy Designated Safeguarding Lead, Miss Wickenden will be explained as part of their induction into the school.

## Responsibilities

We understand that our responsibility to safeguard children requires that we all appropriately share any concerns [as soon as a staff member or volunteer suspects/knows of a concern] that we may have about children. The first point of contact is Designated Safeguarding Lead for Child Protection or other member of the Leadership Group Designated Safeguarding Lead, Miss Easton and a Deputy Designated Safeguarding Lead, Mrs. Jones. The Designated Safeguarding Lead will inform the Safeguarding Governor, Karl Sweeney, of the referral. If any staff member is involved the report is made to the Headteacher. If the Headteacher is involved then the Chair of Governors, Vikki Matthews should be informed.

The Designated Safeguarding Lead is Miss Easton, Headteacher and is responsible for:-

- ★ Referring by telephone a child's details if there are concerns about his/her welfare, possible abuse or neglect to Children's Social Care. A written record of the referral will be faxed/posted/emailed to Children's Social Care, (using the multi-agency referral form), and a copy to the Local Authority Senior Education Welfare Officer for

Child Protection within one hour of the telephone call or as soon as possible within the school day.

- ★ Ensuring that written records of concerns about a child are kept even if there is no need to make an immediate referral.
- ★ Ensuring that all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology.
- ★ Ensuring that an indication of further record-keeping is marked on the pupil records.
- ★ Acting as a focal point for staff to discuss concerns and liaising with other agencies and professionals.
- ★ Attending (or delegating this requirement to another appropriately informed member of staff), CAF meetings, case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributing to the Framework for Assessments process, and providing a report which has been shared with the parents.
- ★ Ensuring that any pupil currently with a child protection plan who is absent without explanation for two days is referred to their key worker's Social Care Team.
- ★ Ensuring that all school staff are aware of this policy and know how to recognise and refer any concerns.
- ★ Providing, with the Headteacher, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the Designated Safeguarding Lead, Miss Easton and a Deputy Designated Safeguarding Lead, Mrs. Jones and by all staff and governors; relevant curricular issues, number and type of incidents/cases, and number of children referred to Children's Social Care and subject to a child protection plan (anonymised).
- ★ Keeping themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training provided by the PSCB, or the Local Authority.

### Supporting Children

We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Marine Academy Primary and Nursery will support all pupils by:

- ★ Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
- ★ Promoting a caring, safe and positive environment within the school.
- ★ Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- ★ Notifying Children's Social Care as soon as there is a significant concern.
- ★ Ensuring that a named teacher is designated for Looked After Children (LAC) and that an up to date list of children is regularly reviewed and updated. The Virtual School for Children and Young People in care must be made aware of all LAC in the school.
- ★ Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Head at the pupil's new school as a matter of urgency.

### Confidentiality

We recognise that all matters relating to child protection are confidential.

Primary Designated Safeguarding Lead, Miss Easton and a Deputy Designated Safeguarding Lead, Mrs. Jones, for Child Protection and Nursery Designated Safeguarding Lead, Julia Wrightson and a Deputy Designated Safeguarding Lead, Miss Wickenden, will disclose personal information about a pupil to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being, or that of another.

We will always undertake to share our intention to refer a child to Children's Social Care with their parents/carers consent unless to do so could put the child at greater risk of harm, or

impede a criminal investigation. If in doubt, we will consult with the Children's Social Care Advice and Assessment Team.

### Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with Miss Easton or Mrs Jones and to seek further support. This could be provided by, for example, Miss Easton, by Occupational Health and/or a teacher/trade union representative as appropriate.

We understand that staff should have access to advice on the boundaries of appropriate behaviour. The booklet "Guidance for Safer Working Practice for Adults who work with Children and Young People" provides advice on this and the circumstances which should be avoided in order to limit complaints against staff of abuse of trust, and/or allegations of physical or sexual abuse. These matters form part of staff induction and are referred to in the staff handbook.

We recognise that designated staff should have access to support and appropriate workshops, courses or meetings as organised by the Local Authority.

### Allegations against staff

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

All staff should be aware of the Whole School Behaviour Policy – Positive Behaviour Management Policy. This can be found on the Academy website.

We understand that a pupil 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 Headteacher or the most senior teacher if the Headteacher is not present.

Miss Easton and Mrs Jones 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](http://www.swcpp.org.uk)) and the School's Managing Allegations Policy.

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

In all occasions identified above, the school will follow the South West Child Protection procedures / Local Authority procedures for managing allegations against staff and volunteers, a copy of which can be found on the Academy website.

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 school procedures for incident reporting/recording, staff and pupils 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 children cannot be expected to raise concerns in an environment where staff fail to do so.

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 or the Local Authority Designated Officer within Children's Social Care.

### **Physical Intervention/Positive Handling**

Our policy on physical intervention/positive handling by staff is set out separately, as part of our Whole School Positive Behaviour Policy.

Such events should be recorded and signed by a witness.

Staff who are likely to need to use physical intervention should be appropriately trained.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

## **Anti-Bullying**

Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

## **Racist Incidents**

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

## **Domestic Violence**

Our response on Domestic Violence is set out in the Child Protection guidance from the Local Authority. It recognises that exposure to domestic violence can have a serious impact on a child's development and emotional well-being and acknowledges that staff themselves can be victims or perpetrators of domestic violence.

## **Prevention**

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- ★ Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.
- ★ Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- ★ Provide across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

## Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school when undertaking school trips and visits.

## Monitoring

The Academy will monitor students whose names are on the Child Protection Register in line with what has been agreed in the Child Protection 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. following a case conference

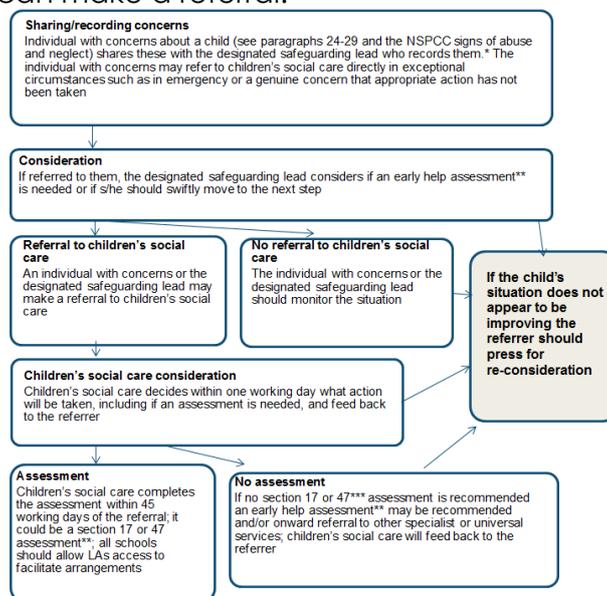
### Who?

- ★ Teachers
- ★ Other Academy staff
- ★ Other staff in regular contact with the student

**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

Staff must always maintain an attitude of "it could happen here". The diagram below from 'Keeping Children Safe in Education' (2015) illustrates what action should be taken and who should take it where there are concerns about a child. 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. Anybody can make a referral.



## Staff should also be aware of...

### 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.

The Safeguarding Leads will follow the best practice guidelines contained within this document if there are any concerns around a student and FGM.

### 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 Primary and Nursery 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.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Marine Academy Primary and Nursery are clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 3.

Marine Academy Primary and Nursery seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

## 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, Miss Easton, where necessary.

## Preventative approaches

Students can be taught, through the curriculum, about the risks of different kinds of abuse and neglect and equip them with the skills they need to help them stay safe.

A safeguarding programme should seek to support the student's 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.

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. 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 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 Headteacher 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 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 bullying by text message will be taken seriously
- ★ 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
- ★ 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

## 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'.

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 PSHE and Citizenship programmes of study.

## The role of the Headteacher

The Headteacher, Miss Easton, will;

- ★ Establish procedures for handling cases of suspected abuse (including allegations against staff and volunteers). These will be accessible to all staff.
- ★ Liaise with Karl Sweeney, nominated governor on child safeguarding and protection issues and Academy policy.
- ★ Be the Designated Safeguarding Lead and appoint a Deputy Designated Safeguarding Lead (Mrs Jones) to co-ordinate action within the Academy and liaise with other agencies on suspected abuse cases.
- ★ Ensure that both 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.

## Policy Review

The Governing Body of our school is responsible for ensuring the annual review of this policy.

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



Marine Academy Primary and Nursery: Child Concern Form

**CONFIDENTIAL**

Name of the Person Completing This Form: .....

Date: .....

Time: .....

Child's Name: .....

Class: .....

Date of disclosure/incident: .....

Time of disclosure/incident: .....

PLEASE RECORD DETAILS OF YOUR CONCERN OR ANY ALLEGATIONS/DISCLOSURES MADE. THIS SHOULD INCLUDE EXACT DETAILS: WHO SAID WHAT, THE TIME OF THE INCIDENT/ALLEGATION AND ANY DATES. INFORMATION INCLUDED SHOULD BE FACTUAL AND WHERE POSSIBLE SHOULD ACCURATELY RECORD THE CHILD'S EXACT WORDING.

Signed: .....

Date: .....

Time: .....

PLEASE PASS A SIGNED COPY OF THIS FORM AND EMAIL AN ELECTRONIC COPY TO THE PRIMARY DESIGNATED PERSON FOR CHILD PROTECTION, AARON MEREDITH (HT) OR THE DEPUTY DESIGNATED PERSON, SIOBHAN EASTON (AHT) IMMEDIATELY. IN THE NURSERY PLEASE PASS A SIGNED COPY TO THE NURSERY DESIGNATED PERSON, RUTH SMITH OR THE DEPUTY DESIGNATED PERSON, JULIA WRIGHTSON.

## 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:

- ★ Chronology Sheet
- ★ Facing sheet with name, address, DOB, family members and name, address and contact number of Social Services (if the child is on the child protection register 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 DOB 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
- ★ 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?
Name and contact number of key worker (Social Services), if known
Name and contact number of GP, if known

**Appendix 3**

Marine Academy Plymouth Campus Safeguarding Poster

 <b>Designated Child Protection Staff</b>	
 <b>Marine Academy Plymouth</b> Mr M. Bindon Assistant Vice Principal	 <b>Marine Academy Plymouth</b> Mrs I. Stace Child Protection and Welfare Lead Professional
 <b>Marine Academy Primary</b> Miss S. Easton Headteacher and Designated Safeguarding Lead	 <b>Marine Academy Primary</b> Mrs C. Jones Nursery & Reception Leader and Deputy Designated Safeguarding Lead
 <b>Marine Academy Nursery</b> Miss J. Wrightson Deputy Nursery Manager and Designated Safeguarding Lead	 <b>Marine Academy Nursery</b> Miss J. Wickenden Nursery Teacher and Deputy Designated Safeguarding Lead
<p><b>Safeguarding is everyone's responsibility.</b></p>	

## Appendix 4

### INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;  
Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

- Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

- Personal Circumstances – migration; local community tensions; and events affecting the student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.