

Child Safeguarding and Protection Policy

MARINE ACADEMY PRIMARY POLICIES

VERSION CONTROL SHEET

POLICY NAME: Child Safeguarding and Protection Policy

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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	March 2016	Policy review and made joint policy for Primary and Nursery.
01-09-16	Marine Academy Primary and Nursery Child Safeguarding and Protection Policy	October 2016	Policy review following the update to Keeping Children Safe in Education (2016)
01-03-17	Marine Academy Primary and Nursery Child Safeguarding and Protection Policy	March 2017	Policy review following updated guidance from Plymouth City Council as a result of recommendations from Ofsted.

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.

The Department for Education 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.

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.

This policy has been developed in accordance with the principles established by the Children Act 1989 and in line with government publications, local guidance and procedures including:-

- ★ "Working Together to Safeguard Children" 26th March 2015.
- ★ "What To Do If You Are Worried a Child Is Being Abused" 26th March 2015.
- ★ "Keeping Children Safe in Education Guidance" 5th September 2016.
- ★ "South West Child Protection Procedures" Website (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.

Definitions

Within this document:

Child Protection is an aspect of safeguarding but is focussed on how we respond to children who have suffered significantly harm or are likely to suffer significant harm.

The term **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors.

Child or **Children** refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils of our school; however the policy will extend to visiting children and students from other establishments.

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

Abuse could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and/or failure to provide proper care.

Procedures

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

We will ensure that:

- ★ the governing body understands and fulfils its safeguarding responsibilities;
- ★ there is a Designated Safeguarding Lead and a Deputy Designated Safeguarding Lead, who have undertaken role specific training, and also multi agency Child Protection Awareness Training, delivered through the PSCB. Both staff members will undertake other training as recommended by the PSCB every two years;
- ★ all staff will receive appropriate safeguarding and child protection training in order to develop their understanding of child protection and, in particular, the signs and indicators of abuse, that is regularly updated (at least every three years). In addition, all staff will receive safeguarding and child protection updates (for example via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;

- ★ all staff are aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment, and in some cases, acting as the lead professional in undertaking an early help assessment;
- ★ all staff are aware of the process for making referrals to Children, Young People and Families Services and for statutory assessments under the Children Act 1989, that may follow a referral, along with the role they may be expected to play in such assessments;
- ★ all staff know how to respond to a pupil who discloses abuse, and the procedure to be followed in sharing, appropriately, a concern of possible abuse or a disclosure of abuse;
- ★ all parents are made aware of the school's responsibilities in regard to child protection procedures, through publication of the school's Child Protection and Safeguarding Policy, and we will make 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 recruitment and selection policy/code of practice includes all appropriate checks on staff suitability including Disclosure and Barring Service checks. A minimum of two individuals have completed Safer Recruitment Training (e.g. Headteacher, Member of School Leadership Team or a nominated Governor) and we will ensure that at least one trained individual participates in all recruitment within the school;
- ★ the name of any member of staff considered not suitable to work with children (and the rationale for this decision) will be notified to the Disclosure and Barring Service and/or the relevant Government Department/Agency (where appropriate), depending on the nature of the concern, with the advice and support of the school's Human Resources Provider and/or the Local Authority Designated Officer;
- ★ all relevant staff, visiting officers etc. have been vetted in accordance with the 'Childcare Disqualification Requirements' and 'Disqualification by Association' statutory guidance, and been deemed suitable for working with the relevant age range of children within the school;
- ★ the name of the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and Nominated Safeguarding Governor will be clearly displayed in the school and on our website, with a statement explaining the school's role in referring and monitoring cases of suspected abuse;
- ★ all staff (including those from a supply agency) new to our school, will be given or directed to a copy of the Child Protection and Safeguarding Policy, the booklet "What To Do if You're Worried A Child is Being Abused", and the name and contact details of the Designated Safeguarding Lead will be explained as part of their induction into the school. In addition, all such staff will be made aware of the 'Guidance for Safer Working

Practice for Adults who work with Children and Young People' booklet, available for reference within the school;

- ★ our child protection procedures will be reviewed annually and up-dated as necessary.

The governing body understands and fulfils its safeguarding responsibilities here at Marine Academy Primary:

- ★ We have a Primary Designated Safeguarding Lead, Mrs. Meredith and a Deputy Designated Safeguarding Lead, Mrs. Jones, for Child Protection and Nursery Designated Safeguarding Lead, Miss Wickenden and a Deputy Designated Safeguarding Lead, Miss James, 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 received Level 3 Safeguarding Training and 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, Mrs. Meredith [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 staff will receive training on preventing radicalisation and extremism as part of the PREVENT duty.
- ★ 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.¹ A minimum of two individuals have completed Safer Recruitment Training (e.g.: Mrs. Meredith, 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, Mrs. Meredith and a Deputy Designated Safeguarding Lead, Mrs. Jones, for Child Protection and Nursery Designated Safeguarding Lead, Miss Wickenden and a Deputy Designated Safeguarding Lead, Miss James 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, Mrs. Meredith and a Deputy Designated Safeguarding Lead, Mrs. Jones, for Child Protection and Nursery Designated Safeguarding Lead, Miss Wickenden and a Deputy Designated Safeguarding Lead, Miss James 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, Mrs. Meredith 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 Mrs. Meredith, 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, Young People and Families Services. A written record of the referral will be faxed/posted/emailed to Children, Young People and Families Services, using the multi-agency referral form, 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 general pupil records, with a front sheet (in chronological order) listing significant events in the life of the child;
- ★ Ensuring that an indication of further record-keeping (e.g. a separate child protection file) is marked on the general pupil records;
- ★ Acting as a focal point for staff to discuss concerns (including signposting to pastoral support services if required by staff) and liaising with other agencies and professionals;
- ★ Attending (or delegating this requirement to another appropriately informed member of staff) Common Assessment Framework (CAF) meetings; case conferences; family support meetings; core groups; allegations management strategy meetings or other multi-agency planning meetings, contributing to the Framework for Assessment Process, and providing a report (when required) 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 in Children, Young People and Families Services;
- ★ Ensuring that all staff are aware of this policy and know how to recognise and refer any concerns;
- ★ Providing, an annual report for the governing body, including any changes to the policy and procedures; child protection training undertaken by the Designated Safeguarding Lead, their Deputy and by all other staff and governors; relevant curricular issues, number and type of incidents/cases, and number of children referred to Children, Young People and Families Services, allegations against staff and numbers of children subject to child protection plans (anonymised);
- ★ Keeping up to date with knowledge to enable them to fulfil their role, including attending relevant training provided by the PSCB, or the Local Authority.

Full details of the role of the Designated Safeguarding Lead can be found in Annex B within the Keeping Children Safe in Education Guidance 5th September 2016.

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, Mrs. Meredith and a Deputy Designated Safeguarding Lead, Mrs. Jones, for Child Protection and Nursery Designated Safeguarding Lead, Miss Wickenden and a Deputy Designated Safeguarding Lead, Miss James, 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 Mrs. Meredith or Mrs Jones and to seek further support. This could be provided by, for example, Mrs. Meredith, 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.

Mrs. Meredith 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) 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.

Abuse of Position of Trust

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

Staff understand, that under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where the person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of school staff and a pupil under age 18 may be a criminal offence, even if that pupil is over the age of consent.

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.

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

Full details of the Academy's Whistleblowing Policy are available on our website.

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.

The school has a single "Equality Policy" that has a section on racial tolerance. This includes information about what the school, through education, challenge and discussion, will do to ensure incidents do not happen.

Racism is tackled in both the RE and in the SMSC curricula. The children will take part in discussions designed to raise awareness and address prejudices. This work ensures that racial tolerance is at the forefront of everything we do.

Domestic Violence

Our response on Domestic Abuse is set out in the Child Protection guidance from the PSCB (please see www.swcpp.org.uk and search 'domestic abuse'). It recognises that exposure to domestic abuse 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 abuse.

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 when away from the school, when undertaking school trips and visits.

Mrs. Meredith, Headteacher, with the Site Supervisor, Nick McKeegan, and a nominated school governor with responsibility for health and safety oversee the policy and 'Person in Control (PIC)' log book. Any concerns from staff or children are reported to any of these individuals and the site supervisor carries out an initial examination, assessing what remedial action needs to take place.

Each term there is a fire drill, that practices the efficient evacuation from the school buildings.

The school conducts an annual fire risk assessment.

There is a critical incident plan that details what staff and parents should do in the case of emergencies.

First Aid

At Marine Academy Primary, all teachers and many Teaching Assistants and Playworkers are trained to oversee first aid:

When a child is unwell, or has suffered an accident in school, or on the school grounds, the following steps are followed:

- Step 1: A trained first aider is immediately called to provide assistance and advice.
- Step 2: The incident/accident is logged in the incident/accident register.
- Step 3: The parent is notified of the incident/accident as soon as necessary.
- Step 4: The Local Authority Health and Safety Team and/or the Health and Safety Executive are notified of the incident/accident where there is a statutory duty to do so.

Supporting Pupils in School with Medical Conditions

The school will ensure that relevant staff are trained to administer medicines.

Site Security

Marine Academy Primary aims to provide a secure school site and recognises that the site is only as secure as the people who use it. Therefore, all people on the site have to adhere to the rules that govern it. It is recognised that laxity can cause potential problems to safeguarding and so the school ensures that:

- ★ gates are locked except at the start and end of each day;
- ★ gates are kept closed to prevent intrusion;
- ★ whenever possible visitors and volunteers only enter through the main pedestrian entrance and must sign in at the office;
- ★ children are only allowed home with adults/carers with parental responsibility or confirmed permission has been received in advance;
- ★ empty classrooms have closed windows;
- ★ children are not allowed to leave school alone during school working hours and, if collected by an adult (whose responsibility for the child has been confirmed beforehand), signed out;
- ★ should a child leave the school premises, without permission, then staff have been informed never to chase after a child, but rather to report immediately to the school office. Parents and Police will then be immediately informed of the circumstances;
- ★ at break and lunchtimes, staff are on duty to provide a presence at dedicated key points on the school site.

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?

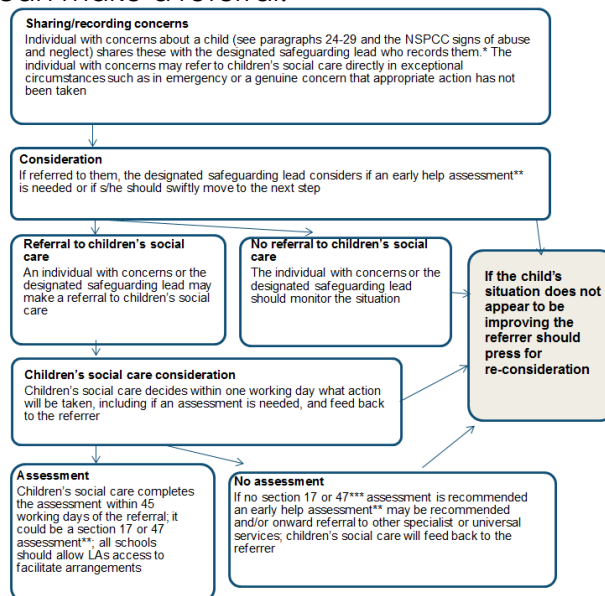
- ★ Teachers
- ★ Other Academy staff

- ★ 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.

All staff in this school have received training to help them identify children who have either suffered child sexual exploitation or may be at risk of child sexual exploitation and are aware that indicators of child sexual exploitation can include children who:

- ★ appear with unexpected gifts or new possessions;
- ★ exhibit secretive behaviour;
- ★ associate with other young people involved in exploitation;
- ★ have older boyfriends or girlfriends;
- ★ suffer from sexually transmitted infections or become pregnant;
- ★ suffer from changes in emotional well-being (e.g. unusually quiet or withdrawn, low self-esteem etc.);
- ★ misuse drugs and/or alcohol;
- ★ go missing for periods of time or regularly come home late; and
- ★ regularly miss school or education or do not take part in education.

This school understands that Child Sexual Exploitation is a crime and where staff suspect child sexual exploitation has occurred or may have occurred, a referral will be made to

Children, Young People and Families Services and/or the Police in accordance with local safeguarding procedures.

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. 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.

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.

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.

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 Mrs. Meredith or Mrs. Jones and then any member of the campuses senior leadership team.

The Counter Terrorism and Security Act 2015 "places a duty on specified authorities, including local authorities and childcare, education and other children's services providers to have due regard to the need to prevent people from being drawn into terrorism ('the Prevent duty'). The Counter Terrorism and Security Act 2015 also places a duty on local authorities to ensure 'Channel' panels are in place. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism. Schools and Colleges are listed in the Act as "partners of the panel". The Act requires partners (such as Schools and Colleges) of Channel panels to cooperate with the panel in carrying out its functions and with the Police in undertaking the initial assessment as to whether a referral is appropriate.

Channel is a programme which focuses on providing support at an early stage, to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals, if they are concerned that an individual might be vulnerable to radicalisation. It should be noted that an individual's engagement with the programme is entirely voluntary at all stages. Our school staff understand when it is appropriate to make a referral to the Channel programme.

This school is committed to working with the local authority, Police and the Channel Panel to maintain a safe learning environment for children and young people in our care/charge. Wherever possible, preventing radicalisation will be promoted through both the curriculum and all other school related activities.

This school will help build pupils' resilience to radicalisation by promoting fundamental British values (as set out in DfE documentation 'Promoting Fundamental British Values' 2014) and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, the school will provide a safe space in which children, young people and staff can understand the risks associated with radicalisation (that can lead to terrorism) and develop the knowledge and skills to be able to challenge extremist arguments.

The statutory guidance makes clear that schools are expected to assess the risk of children being drawn into radicalisation (that can lead to terrorism), including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the local area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

The general risks affecting children and young people may vary from area to area, and according to their age. This school is in an important position to identify risks within the local context. It is important that the school understands any particular risks so that it can respond in an appropriate and proportionate way. In addition, the school continues to be aware of the increased risk of online radicalisation, as terrorist organisations seek to radicalise young people through the use of social media and the internet. The School is able to obtain contextual information around these matters from both the local authority and the Police to help understand such risks in the area.

It is recognised that there is no single way of identifying an individual who is likely to be susceptible to radicalisation (including terrorist ideology). As with managing other safeguarding risks, staff will be alert to changes in children's behaviour that could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. Our school staff will use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require

teachers to carry out unnecessary intrusion into family life but, as with any other safeguarding risk, they will take action when they observe behaviour of concern.

Staff must 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.

4. Managing Self-Harm

Marine Academy Primary is committed to supporting children who self-harm or attempt to self-harm and our full response/commitment is laid out in a separate 'Managing Self Harm Policy' document available on the school website.

Self-harm is any self-injurious behaviour where the intent is to deliberately cause harm to one's own body or suicidal thoughts or actions.

This Managing Self Harm Policy document describes the school's approach to self-harm and is intended as guidance for all staff.

The Managing Self Harm Policy aims to:

- ★ increase understanding and awareness of self-harm;
- ★ alert staff to warning signs and risk factors;
- ★ provide support to staff dealing with students who self-harm;
- ★ provide support to students who self-harm and their peers and parents/carers.

5. 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, Mrs. Meredith, where necessary.

6. Honour Based Violence

So-called 'honour based' violence (HBV) is a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. HBV manifests itself in a diverse range of ways with children and young people, including Female Genital Mutilation (see also section 2 above), forced marriage (i.e. one that is entered into without the full consent of one or both parties and where violence, threats or any other coercion is used to cause a person to enter into a marriage), physical assaults, kidnap, threats of violence and practices such as breast ironing. Such violence can also occur when perpetrators perceive that a relative has shamed the family and/or community by breaking the 'honour' code.

HBV can be distinguished from other forms of violence, as it is often committed with some degree of approval and/or collusion from family and/or community members.

All forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such in this Academy.

This Academy understands that in addition to the physical risks that a child may suffer as a result of HBV, a child may also suffer significant emotional harm through the threats of violence or witnessing this directed at a sibling or other family member.

All staff in this Academy are aware that a child could be the victim of violence/abuse in the name of 'honour' for what an outside person may perceive to be a 'minor' issue.

Behaviours that could be seen to transgress concepts of 'honour' include:

- ★ Inappropriate make-up or dress;
- ★ The existence of a boyfriend;
- ★ Rejecting a forced marriage;
- ★ Pregnancy outside of marriage;
- ★ Being a victim of rape;
- ★ Perceptions that the victim is gay/lesbian;
- ★ Inter-faith relationships (or same faith but different ethnicity);
- ★ Leaving a spouse or seeking divorce;
- ★ Kissing or intimacy in a public place.

This Academy recognises it is likely that awareness that a child is the victim of an honour based crime will only come to light after the commission of an assault of some kind. There

are inherent risks to the act of disclosure for the victim and possibly limited opportunities to ask for help for fear that their families will find out.

Where staff are unsure whether or not HBV has occurred or has the potential to occur, they will always seek the advice of the Designated Safeguarding Lead, Mrs Meredith (or Deputy Designated Safeguarding Lead, Mrs Jones, in their absence) in the first instance.

This Academy will ensure that any suspicion or disclosure of violence or abuse against a child in the name of 'honour' will be treated equally seriously as any other suspicion or disclosure or significant harm against a child and will activate local safeguarding procedures, reporting the matter directly to Children, Young People and Families Services and/or the Police accordingly.

7. Forced Marriage

This Academy is aware that forcing a person into a marriage is a crime in England and Wales.

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.

All staff in this Academy are aware that any such threats can be physical or emotional and psychological, and that a lack of full and free consent can be where a person does not consent or where they cannot consent (e.g. if they have learning disabilities).

Staff are also aware that despite forced marriage being a crime in England and Wales, and the implications around full and free consent, some communities use religion and culture as a way to coerce a person into marriage.

Schools and colleges can play an important role in safeguarding children from forced marriage and in this Academy, staff training has raised an awareness that indicators of forced marriage may include:

- ★ request(s) for extended leave of absence and failure to return from visits to country of origin;
- ★ fear about forthcoming school holidays;
- ★ surveillance by siblings or cousins at school;
- ★ decline in behaviour, engagement, performance or punctuality;
- ★ poor exam results;
- ★ being withdrawn from school by those with parental responsibility;
- ★ removal from a day centre of a person with a physical or learning disability;
- ★ not allowed to attend extra-curricular activities;
- ★ sudden announcement of engagement to a stranger; and
- ★ being prevented from going on to further/higher education.

Where staff have evidence or information to suggest that a person is being forced into marriage in accordance with the above definitions/explanations/examples, the matter will be reported directly to the Police and where necessary (i.e. the forced marriage involves a person under the age of 18) to Children, Young People and Families Services.

Safer Recruitment and Selection

This school pays full regard to current government guidance 'Keeping Children Safe in Education' 5th September 2016. We will ensure that all appropriate measures are applied in relation to everyone who works in the school, who is likely to be perceived by the children as a safe and trustworthy adult, including staff, volunteers, those employed/engaged by contractors and governors.

Best safer recruitment practices include scrutinising applications, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capability for the job. It also includes undertaking interviews and, where appropriate, undertaking Disclosure and Barring Service (DBS) Children's Barring List checks, full Enhanced DBS checks, Prohibition Order checks (where necessary), Childcare Disqualification Order checks (where necessary) and providing honest and accurate references when individuals move on.

In line with statutory changes, underpinned by regulations, the following will apply:

- ★ an Enhanced DBS Disclosure check (with or without a Children's Barring List check in accordance with 'regulated activity' requirements and statutory guidance) will be obtained for all new appointments to our school workplace (including volunteers, where appropriate);
- ★ this Academy is committed to keeping an up to date single central record detailing a range of pre-employment checks carried out on our staff, volunteers and governors;
- ★ all new appointments to our school workforce from overseas or UK nationals, who have lived or worked outside of the UK for more than 3 months, will be subject to additional checks as appropriate (e.g. Certificate of Good Conduct);
- ★ our Academy ensures that supply staff have undergone the necessary checks and will be made aware of this policy;
- ★ identify/right to work in the UK checks will be carried out on all appointments to our school workforce before the appointment is confirmed.

The following staff have undertaken and completed Safer Recruitment training and one of these staff members will be in attendance at interview for all staff and volunteer appointments:-

Headteacher:	Siobhan Meredith
School Governor:	Liam Gallagher and Vikki Matthews
Other Staff:	Claire Jones

Safer working practices ensure that children are kept safe and that all staff:

- ★ are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- ★ work in an open and transparent way;
- ★ work with other colleagues, where possible, in situations open to question;
- ★ discuss and/or take advice from school management over any incident which may give rise to concern;
- ★ record any incident or decisions made;
- ★ apply the same professional standards regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity;
- ★ are aware of the confidentiality policy;
- ★ are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Our school Recruitment and Selection Policy/Code of Practice, set out in a separate document, explains the schools for commitment to safer recruitment practices both pre and post-employment.

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.

We will also ensure that pupils are aware of peer on peer abuse and that 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.

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

The school Internet/Online Safety Policy set out in a separate document states that children are encouraged to use the internet in a safe way.

Parents will be asked to give permission for their children to use the internet on entry to the school.

Parents, children and staff must sign an appropriate usage form to ensure that they understand the risks and sanctions relating to misuse of the IT system in and beyond the school. If staff know of misuse, either by a teacher, other staff member, volunteer or child, the issue must be reported to the Headteacher without delay.

The Headteacher has overall responsibility for internet safety and will have access to all email addresses and passwords provided.

The Academy follows guidelines for Internet use/Online safety laid down by a range of organisations including the South West Grid for Learning, the Local Authority, Plymouth Safeguarding Children Board and in its Acceptable Use Policy.

The Academy will ensure that:

- ★ software is in place to minimise access and to highlight any person accessing inappropriate sites or information;
- ★ pupils will be encouraged to discuss, openly, their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns, the Designated Safeguarding Lead should be informed immediately);
- ★ every effort is made to encourage pupils not to give out their personal details, phone numbers, school, home addresses, computer passwords etc;
- ★ pupils adhere to the school policy on mobile phones;
- ★ training is provided to pupils, staff and volunteers on e-safety matters where necessary.

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, Mrs. Meredith, 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.

Child Safeguarding and Protection Policy and Associated Training

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 Meredith, 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: Rachel James, 0-2 Nursery Practitioner

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

**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

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

Appendix 4

Types of Abuse and Neglect

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Definition of the term Abuse

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

Physical Abuse

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

Emotional Abuse

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

Sexual Abuse

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

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 abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.