



Safeguarding and Child Protection

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and taking action to enable all children to have the best life chances.

Policy

Policy No:	18	Review Period:	Annual	Last Reviewed:	May 2016
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Person Responsible:	Assistant Principal	Reviewer:	Governor delegate
Related documents:	Keeping Children Safe in Education / Code of Conduct		

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PART ONE – THE SAFEGUARDING POLICY

1. INTRODUCTION

1.1 Safeguarding is defined as –

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances.

1.2 Plympton Academy is committed to safeguarding and promoting the welfare of all its students. We believe that:

- All children/young people have the right to be protected from harm;
- Children/young people need to be safe and to feel safe in academy;
- Children/young people need support which matches their individual needs, including those who may have experienced abuse;
- All children/young people have the right to speak freely and voice their values and beliefs;
- All children/young people must be encouraged to respect each other's values and support each other;
- All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy healthy sociable child/young person will achieve better educationally;
- Academies can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

1.3 Plympton Academy will fulfil local and national responsibilities as laid out in the following documents:-

- Working Together to Safeguard Children (**DfE March 2015**)
- **Keeping Children Safe in Education: Statutory guidance for academies and colleges (DfE March 2015)**
- **Information sharing:** Advice for Practitioners providing safeguarding services to children, young people parents and carers. (**March 2015**)
- South West Safeguarding and Child Protection Procedures
- The Children Act 1989 and 2004
- The Education Act 2002 **s175/s157**
- Mental Health and Behaviour in Academies: Departmental Advice (DfE 2014)
- “Framework for the Assessment of Children in Need and their Families” 2000.
- Sexual Offences Act 2003 (Position of Trust offence)
- Childcare (Disqualification) regulations 2009
- Counter Terrorism and Security Act 2015
- “What To Do If You Are Worried A Child Is Being Abused” March 2015.
- Child Protection in Plymouth, Notes and Information for Designated Persons in academies.
- Children and Families Act 2014
- Safeguarding and Vulnerable Group Act 2006
- Academy staffing regulations (England) 2009

- 1.4 The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard ¹ and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our academy to identify, assess, and support those children who are suffering harm.
- 1.5 We recognise that all staff² and governors have a full and active part to play in protecting our students from harm, and that the child’s welfare is our paramount concern.
- 1.6 All staff believe that our academy should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

2. OVERALL AIMS

- 2.1 This policy will contribute to safeguarding our students and promoting their welfare by supporting the child’s development in ways that will foster security, confidence and resilience.

¹ Safeguarding (as defined in the Joint Inspector’s Safeguarding report) is taken to mean “All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children’s welfare are minimised” and “where there are concerns about children and young people’s welfare, all agencies take all appropriate actions to address those concerns, working to agree local policies and procedures in full partnership with other agencies”

² “Staff” covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

- 2.2 Providing 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.
- 2.3 Raising 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.
- 2.4 Providing a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the academy, contribute to assessments of need and support plans for those children.
- 2.5 Acknowledging the need for effective and appropriate communication between all members of staff in relation to safeguarding students.
- 2.6 Developing a structured procedure within the academy which will be followed by all members of the academy community in cases of suspected abuse.
- 2.7 Developing effective working relationships with all other agencies involved in safeguarding children. Including appropriate work within the curriculum.
- 2.8 Ensuring that all adults within our academy who have access to children have been checked as to their suitability. This includes other community users of our facilities.

3. KEY PROCESSES

Our academy 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).

4. EXPECTATIONS

- 4.1 All staff and visitors will:
 - Be familiar with this safeguarding policy;
 - Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
 - Be involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
 - Be alert to signs and indicators of possible abuse (See Appendix One for current definitions and indicators);

- Record concerns and give the record to the Designated Teacher for Safeguarding; and
 - Deal with a disclosure of abuse from a child in line with the guidance in Appendix Two - you must inform the Designated Safeguarding Lead immediately, and provide a written account as soon as possible.
- 4.2 All staff will receive basic level one training at least once every three years. Key staff will undertake level two and level three training as agreed by the Governing Body.

5. PROCEDURES

We will ensure that:

- 5.1 The governing body understands and fulfils its safeguarding responsibilities.
- 5.2 We have a Designated Senior Person and a deputy for child protection who have undertaken Basic Child Protection Training delivered through the PSCB, and who undertake level two and level three training as agreed by The Governing Body.
- 5.3 We have a member of staff who will act in the Designated Senior Person's absence who has also received multi-agency training, and who will have been briefed in the role.
- 5.4 All members of staff are provided with opportunities every three years to receive INSET training by the Designated Senior Person [or other recognised trainer] in order to develop their understanding of child protection and in particular the signs and indicators of abuse.
- 5.5 All members of staff, volunteers, and governors know how to respond to a student who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.
- 5.6 All parents/carers are made aware of the academy's responsibilities in regard to child protection procedures through publication of the academy's Safeguarding and Child Protection Policy, and reference to it in our prospectus/brochure and home academy agreement.
- 5.7 Our lettings policy will seek to ensure the suitability of adults working with children on academy sites at any time.

- 5.8 Community users organising activities for children are aware of and understand the need for compliance with the academy's child protection guidelines and procedures.
- 5.9 Our recruitment and selection policy includes all appropriate checks on staff suitability including Disclosure and Barring Service checks (formerly Criminal Records Bureau checks).³ A minimum of two individuals have completed Safer Recruitment Training (i.e. Principal and a nominated Governor).
- 5.10 The name of any member of staff considered not suitable to work with children will be notified to either the Disclosure and Barring Service or the relevant Government Department/Agency (where appropriate), depending on the nature of the concern, with the advice and support of Local Authority Personnel and/or the Local Authority Designated Officer.
- 5.11 Our procedures will be annually reviewed and up-dated.
- 5.12 The name of the Designated Senior Person and Deputy Designated Senior Person will be clearly shown in the academy, with a statement explaining the academy's role in referring and monitoring cases of suspected abuse.
- 5.13 All adults, (including supply teachers, non-teaching staff and volunteers), new to our academy will be given or directed to a copy of the Safeguarding and 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 Designated Senior Person will be explained as part of their induction into the academy. In addition all such staff and volunteers 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 academy.

6. RESPONSIBILITIES

- 6.1 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 Senior Person for Child Protection or other member of the Safeguarding Team (in their absence). The Designated Senior Person will inform the Principal of the referral. If any staff member is involved the report is made to the Principal. If the Principal is involved then the Chair of Governors should be informed.

³ Safer recruitment practice includes scrutinising applicants, verifying identity and qualifications, obtaining character and professional references, checking previous employment history and that a candidate has the health and physical capacity for the job, and a face to face interview as well as the mandatory check of the Disclosure & Barring Service (DBS) Children's Barring List, and, where appropriate, a Criminal Records Check.

- 6.2 The Designated Senior Person is a member of the Academy Leadership Team and is responsible for:-
- 6.2.1 Referring by telephone, 01752 308600, 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 sent 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 academy day.
 - 6.2.2 Ensuring that written records of concerns about a child are kept even if there is no need to make an immediate referral.
 - 6.2.3 Ensuring that all such records are kept confidentially and securely and are separate from general student records, with a front sheet listing dates and brief entry to provide a chronology.
 - 6.2.4 Ensuring that an indication of further record-keeping (e.g. a separate child protection file) is marked on the student records.
 - 6.2.5 If a student moves from our academy, child protection records will be forwarded on to the Designated Teacher for Safeguarding at the new academy, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two academies may be necessary, especially on transfer from primary to secondary academies. We will record where and to whom the records have been passed and the date.
 - 6.2.6 If sending by post student records will be sent by "Special/Recorded Delivery". For audit purposes a note of all student records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.
 - 6.2.7 Acting as a focal point for staff to discuss concerns and liaising with other agencies and professionals.
 - 6.2.8 Attending (or delegating this requirement to another appropriately informed member of staff) Common Assessment Framework (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.

- 6.2.9 Ensuring that any student currently with a child protection plan who is absent without explanation for two days is referred to their key worker in Children's Social Care.
- 6.2.10 Ensuring that all academy staff are aware of this policy and know how to recognise and refer any concerns.
- 6.2.11 Providing, with the Principal, an annual report for the governing body, including any changes to the policy and procedures; training undertaken by the Designated Senior Person 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) etc.
- 6.2.12 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.

7. SUPPORTING CHILDREN

- 7.1 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.
- 7.2 We recognise that the academy may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 7.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal, too aggressive or being withdrawn.
- 7.4 Our academy will support all students by:
 - 7.4.1 Encouraging the development of self-esteem and resilience in every aspect of academy life including through the curriculum.
 - 7.4.2 Promoting a caring, safe and positive environment within the academy.
 - 7.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - 7.4.4 Notifying Children's Social Care as soon as there is a significant concern.
 - 7.4.5 Ensuring that a named teacher is designated for Looked After Children (LAC) and that an up to date list of LAC is regularly

reviewed and updated. The Virtual Academy for Children and Young People in care must be made aware of all LAC in the academy.

- 7.4.6 Providing continuing support to a student (about whom there have been concerns) who leaves the academy by ensuring that such concerns and academy medical records are forwarded under confidential cover to the Head at the student's new academy as a matter of urgency.

8. CONFIDENTIALITY

- 8.1 We recognise that all matters relating to child protection are confidential.
- 8.2 The Principal or Designated Senior Person will disclose personal information about a student to other members of staff on a need to know basis only. Staff will be informed of relevant details only when the Designated Senior Person feels their having knowledge of a situation will improve their ability to deal with an individual student/family. A written record will be made of what information has been shared, with whom, and when.
- 8.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 8.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's own safety or well-being, or that of another child.
- 8.5 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.

9. SUPPORTING STAFF

- 9.1 We recognise that staff working in the academy 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.
- 9.2 We will support such staff by providing an opportunity to talk through their anxieties and concerns with the Designated Senior Person and to seek further support where necessary. This could be provided by, for

example, the Head Teacher, by Occupational Health and/or a teacher/trade union representative as appropriate.

- 9.3 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.
- 9.4 We recognise that designated staff should have access to support (as in 9.2 above) and appropriate workshops, courses or meetings as organised or arranged through the Local Authority.

10. ALLEGATIONS AGAINST STAFF

- 10.1 All academy 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. (See also 9.3)
- 10.2 All staff should be aware of the Behaviour Policy. This can be found on the Y: drive.
- 10.3 All staff should be aware of the Guidance for Safer Working Practices for Adults who work with Children and Young People.
- 10.4 All staff will sign the E-Safety Acceptable Use Agreement. This sets out responsibilities for all staff, ensuring they have an up-to-date awareness of e-safety matters and all digital communications with students/parents/carers should be a professional level and only carried out using official academy systems. (See E-Safety Policy and Acceptable Use Agreement – Staff/Volunteer)
- 10.5 We understand that a student may make an allegation against a member of staff:-
- 10.5.1 If such an allegation is made, the member of staff receiving the allegation will immediately inform the Principal or the most senior teacher if the Principal is not present.
- 10.5.2 The Principal /senior teacher on all such occasions will immediately discuss the content of the allegation with the Local Authority Designated Officer/Team and follow the process for managing the concern laid down in the South West Child Protection Procedures (www.swcpp.org.uk) and the Academy’s Managing Allegations Policy.

- 10.5.3 If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 10.3.2 above, without notifying the Principal first.
- 10.5.4 In all occasions identified in 10.3.2 and 10.3.3 above, the academy 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 in the Academy's Managing Allegations Policy.
- 10.5.5 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult (as in 10.3.2 above) in making this decision.
- 10.5.6 In line with this policy and other academy procedures for incident reporting/recording, staff and students may provide accounts of events which will be stored under our own secure systems and may be produced in the event of any allegation. However, such accounts must not constitute an official statement and the reporting person must not be questioned over their disclosure at this stage.
- 10.5.7 Our lettings agreement for other users requires that the organiser will manage the suspension of adults where necessary from academy premises.

11. WHISTLEBLOWING

- 11.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 11.2 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 Principal, Chair of Governors or the Local Authority Designated Officer/Team

12. PHYSICAL INTERVENTION/POSITIVE HANDLING

- 12.1 Our policy on physical intervention/positive handling by staff is set out separately, as part of our Whole Academy Behaviour Policy.
- 12.2 Such events should be recorded and signed by a witness or witnesses.
- 12.3 Staff who are likely to need to use physical intervention will be appropriately trained.

- 12.4 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.

13. ANTI-BULLYING

- 13.1 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.

14. RACIST INCIDENTS

- 14.1 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.

15. DOMESTIC ABUSE

- 15.1 Our response on Domestic Abuse is set out in the Child Protection guidance from the Local Authority (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.

16. OUR ROLE IN THE PREVENTION OF ABUSE

- 16.1 We recognise that the academy plays a significant part in the prevention of harm to our students by providing students with effective lines of communication with trusted adults, supportive friends and an ethos of protection.
- 16.2 The academy community will therefore:
- 16.2.1 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.
 - 16.2.2 Ensure that all children know there is an adult in the academy whom they can approach if they are worried or in difficulty.
 - 16.2.3 We will provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.
 - 16.2.4 The curriculum

Relevant issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety and bullying.

16.2.5 Relevant issues will be addressed through other areas of the curriculum, for example, circle time, English, History, Drama, Art, ICT.

16.2.6 Other areas of work
All our policies which address issues of power and potential harm, for example bullying, equal opportunities, handling, positive behaviour, will be linked to ensure a whole academy approach.

16.2.7 Our safeguarding policy cannot be separated from the general ethos of the academy, which should ensure that students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

17. SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO EXTREMISM

17.1 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.

17.2 Plympton Academy 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.

17.3 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. Plympton Academy is clear that this

exploitation and radicalisation should be viewed as a safeguarding concern.

- 17.4 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix Four.
- 17.5 Plympton Academy seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to religious ideologies, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Risk reduction

- 17.6 The academy governors, the Head Teacher and the Designated Senior Person for Safeguarding will assess the level of risk within the academy and put actions in place to reduce that risk. Risk assessment may include consideration of the academy's RE curriculum, SEND policy, assembly policy, the use of academy premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the academy's profile, community and philosophy.
- 17.7 When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Senior Person.
- 17.8 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

18. SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION, OR TRAFFICKING

- 18.1 Our safeguarding policy, through the academy's values, ethos and behaviour policies, provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.
- 18.2 Our academy keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

- 18.3 Our staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum,
- 18.4 Our academy works with and engages our families and communities to talk about such issues,
- 18.5 Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- 18.6 Our Designated Safeguarding Lead knows where to seek and get advice as necessary.
- 18.7 Our academy brings in experts and uses specialist material to support the work we do.

19. WHAT WE DO WHEN WE ARE CONCERNED

- 19.1 Where risk factors are present but there is no evidence of a particular risk then our Designated Senior Person for Safeguarding advises us on preventative work that can be done within academy to engage the student into mainstream activities and social groups. The Designated Senior Person may well be the person who talks to and has conversations with the student's family, sharing the academy's concern about the young person's vulnerability and how the family and academy can work together to reduce the risk.
- 19.2 In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible) –
- The Designated Senior Person can decide to notify Advice and Assessment at Children, Young People and Families of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and
 - The academy will review the situation after taking appropriate action to address the concerns.
- 19.3 The Designated Senior Person will also offer and seek advice about undertaking an early help assessment such as the family Common Assessment Framework (CAF) and/or making a referral to Children, Young People and Families.

20. HEALTH & SAFETY

- 20.1 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 academy environment, and when away from the academy when undertaking academy trips and visits.

21. POLICY REVIEW

- 21.1 The Governing Body of our academy will review the Child Protection Policy on an annual basis.

22. CHILDREN IN SPECIFIC CIRCUMSTANCES

- 22.1 Guidance on children in specific circumstances as listed below:

Abuse linked to spiritual belief

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/175437/Action_Plan_-_Abuse_linked_to_Faith_or_Belief.pdf

Bullying

<http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying>

Child Sexual Exploitation

<http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation>

Children affected by Gang Activity

<http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/staying-safe-away-from-home/gangs-young-people>

Children and Families that go missing

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/307867/Statutory_Guidance_-_Missing_from_care__3_.pdf

Children missing from education

<http://www.nspcc.org.uk/preventing-abuse/child-protection-system/case-reviews/learning/home-education>

Children of parents who misuse substances

<http://www.nspcc.org.uk/preventing-abuse/child-protection-system/case-reviews/learning/parents-misuse-substances>

Children of parents with Learning Difficulties

<https://www.mencap.org.uk/sites/default/files/documents/2011-03/making%20the%20difference.pdf>

Children of parent with Mental Health Difficulties

<http://www.mentalhealth.org.uk/help-information/mental-health-a-z/P/parents/>

Disabled Children

<http://www.nspcc.org.uk/fighting-for-childhood/news-opinion/disabled-children-equal-right-protection-abuse>

Domestic Violence and Abuse

<http://www.nspcc.org.uk/preventing-abuse/research-and-resources/children-families-experiencing-domestic-violence>

E-Safety – Children Exposed to Abuse through digital media

<http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety>

Fabricated or Induced Illness

<http://www.nhs.uk/conditions/Fabricated-or-induced-illness/Pages/Introduction.aspx>

Female Genital mutilation

<http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm>

Forced Marriage

<https://www.gov.uk/stop-forced-marriage>

Honour Based violence

http://www.cps.gov.uk/legal/h_to_k/honour_based_violence_and_forced_marriage/

Peer Abuse – Children and Young People who abuse others

<http://www.nspcc.org.uk/preventing-abuse/research-and-resources/provision-young-people-displayed-harmful-sexual-behaviour/>

Sexually Harmful behaviour

<http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful-sexual-behaviour>

Trafficked Children

<http://www.nspcc.org.uk/globalassets/documents/advice-and-info/child-trafficking-advice-immigration-officials.pdf>

Underage Sexual Activity

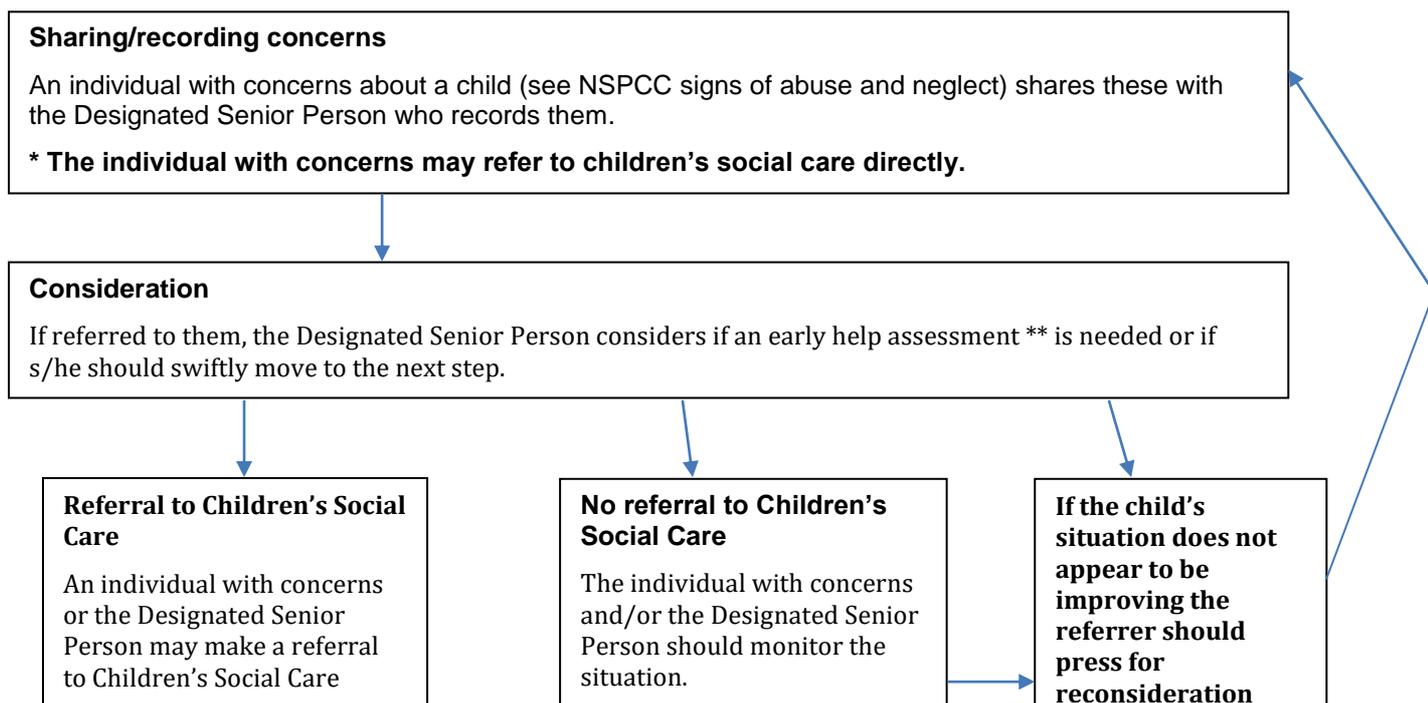
<http://www.nspcc.org.uk/fighting-for-childhood/news-opinion/40-percent-teenage-girls-pressured-into-sex>

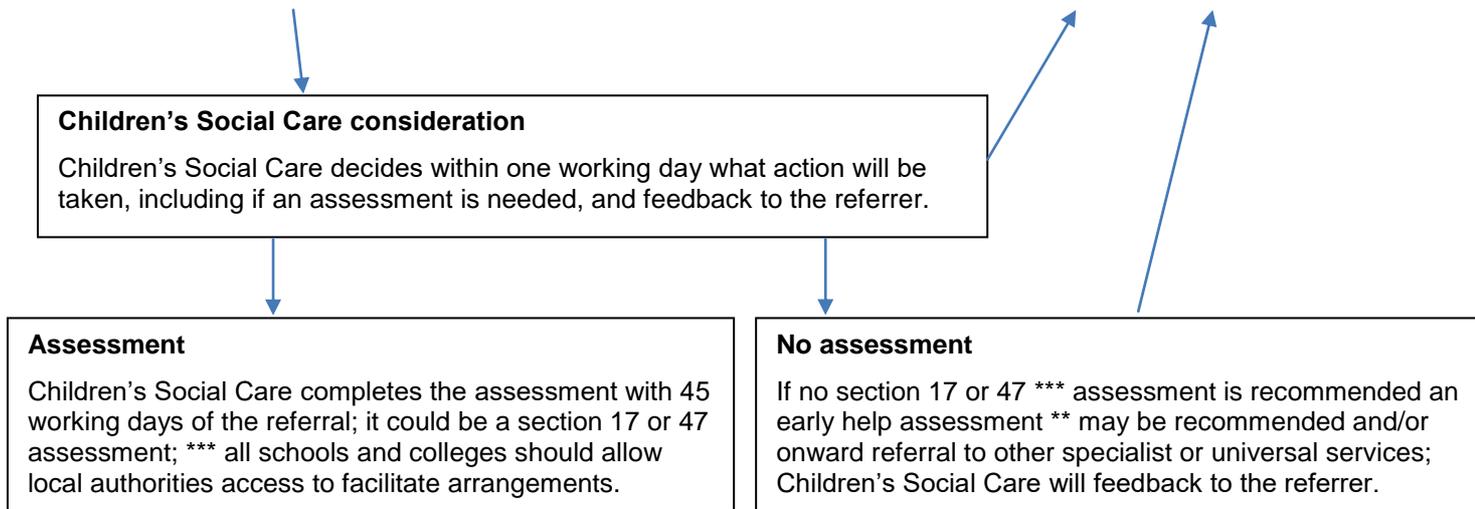
PART TWO – THE KEY PROCEDURES

ACTION WHEN A CHILD HAS SUFFERED OR IS LIKELY TO SUFFER HARM

This diagram illustrates what action should be taken and who should take it when 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:





*In cases which also involve an allegation of abuse against a member of staff, see part 4 of this guidance which explains action the academy should take in respect of a staff member.

**Where a child and family would benefit from co-ordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under The Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, SEN co-ordinator, GP, family support worker, and/or health visitor.

***Where there are more complex needs, help may be provided under section 17 of The Children Act 1989 (children in need). Where there are child protections concerns local authority services must make enquiries and decide if any action must be taken under section 17 of The Children Act 1989.

APPENDICES

APPENDIX ONE

DEFINITIONS AND INDICATORS OF ABUSE

1. 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.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor academy attendance or often late for academy;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from academy; or
- The child is left at home alone or with inappropriate carers

2. PHYSICAL ABUSE

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

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

3. 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 act of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

4. SEXUAL EXPLOITATION

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children's social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

5. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only 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 the 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 also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), 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

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;

- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

6. RESPONSES FROM PARENTS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household.

7. DISABLED CHILDREN

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child’s means of communication;
- Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;

- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

APPENDIX TWO

DEALING WITH A DISCLOSURE OF ABUSE

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Designated Senior Person.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who

has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Senior Person or Head Teacher.

APPENDIX THREE

ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

1. **Inappropriate behaviour by staff/volunteers could take the following forms:**
 - **Physical**
For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
 - **Emotional**
For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
 - **Sexual**
For example sexualised behaviour towards students, sexual harassment, sexual assault and rape.
 - **Neglect**
For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.

2. If a child makes an allegation about a member of staff, governor, visitor or volunteer the Head Teacher should be informed immediately. The Head Teacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head Teacher should not carry out the investigation him/herself or interview students.

3. The Head Teacher must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –
 - If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Head Teacher will notify the Local Authority Designated Officer (LADO) Team. The LADO Team will liaise with the Chair of Governors and advise about action to be taken, and may initiate internal referrals within children's social care to address the needs of children likely to have been affected.
 - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the student (s), these should be addressed through the academy's own internal procedures.

- If the Head Teacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.
4. Where an allegation has been made against the Head Teacher, then the Chair of the Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of this specific procedure see the Section on **Allegations against Staff and Volunteers** in the procedures of Plymouth Safeguarding Children Board.

APPENDIX FOUR

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. Students 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 academy 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; and
 - 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; and
 - 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.