



# **SAFEGUARDING and CHILD PROTECTION POLICY**

## **1 Policy statement**

- 1.1 This policy has been authorised by the Governors, is published on the school website and is available in hardcopy to parents on request. This policy is available in large print or other accessible format if required. This policy and its procedures apply wherever staff or volunteers are working with children and young people even where this is away from the school, for example an educational visit.
- 1.2 Every child and young person should feel safe and protected from any form of abuse. UTC Plymouth is committed to safeguarding and promoting the welfare of children and young people. We will operate at all times with the best interests of the child at heart. We expect all staff and volunteers to share this commitment to prevent any concerns from escalating. Staff must demonstrate vigilance and always raise any concerns with the DSL, regardless of whether the child is open to Children's Services or any other level of professional involvement, e.g. CP plan, or in care.

The Academy will take all reasonable measures to:

- 1.2.1 ensure that we practice safer recruitment by checking the suitability of staff, and volunteers (including members of the governing body and staff employed by another organisation) to work with children and young people.
- 1.2.2 ensure that, where staff from another organisation are working with our children and young people on another site, we will obtain written confirmation that appropriate checks and safer recruitment procedures have been completed on those staff;
- 1.2.3 follow the local inter-agency procedures of the Local Safeguarding Children Partnership (LSCP);
- 1.2.4 be alert to signs of abuse both in the school and from outside and to protect each child or young person from any form of abuse, whether from an adult or another child or young person;
- 1.2.5 deal appropriately with every suspicion or concern of abuse and to support children and young people who have been abused in accordance with their agreed child protection plan;
- 1.2.6 design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;
- 1.2.7 be alert to the medical needs of children and young people with physical, mental, or certain health conditions;
- 1.2.8 operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse;

- 1.2.9 assess the risk of children and young people being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area;
  - 1.2.10 identify children and young people who may be vulnerable to radicalisation, and know what to do when they are identified;
  - 1.2.11. teach children and young people about safeguarding, for example through the use of online resources through the curriculum and PSHE. Together with guidance on adjusting behaviour to reduce risks including the safe use of electronic devices and the internet. Build resilience in children and young people to protect them and their peers, and information about who they should turn to for help (see also the school's policy on the acceptable use of IT and e-safety)
  - 1.2.11 take all practicable steps to ensure that the school premises are as secure as circumstances permit;
  - 1.2.12 consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children and young people in our school or in our local area;
  - 1.2.13 have regard to regulations and standards issued by the Secretary of State for Education (**DfE**) in accordance with section 94 of the Education and Skills Act 2008 and sections 29 and 38 of the Counter-Terrorism and Security Act 2015 and associated regulations.
- 1.3** The ***Prevent Duty Guidance for England and Wales*** emphasises that the duty to have due regard to the need to prevent children from being drawn into terrorism is an aspect of safeguarding.
- 1.4** Being drawn into terrorism includes not just violent extremism but also non-violent extremism. This can create an atmosphere conducive to terrorism and can popularise views, which terrorists exploit.
- 1.5** Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

**Keeping Children Safe in Education 2021 defines safeguarding and promoting the welfare of children (under the age of 18) as protecting children from**

- protecting children from maltreatment;
- preventing the impairment of children’s mental and physical 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.

**2 The Designated Safeguarding Lead (DSL) – Justine Hardie (Strategic), Jasmin Chapple (Operational)**

- 2.1 The UTC has appointed a senior member of staff with the necessary status and authority as the Strategic DSL to be responsible for matters relating to child protection and welfare.
- 2.2 The UTC also has an Operational DSL.
- 2.3 The DSL for the Trust site is Justine Hardie, Deputy Headteacher, who may be contacted on 01752 284250.
- 2.4 The main responsibilities of the DSL are set out in Appendix 1.
- 2.5 If the Designated Safeguarding Lead (Strategic) is unavailable her duties will be carried out by the Operational DSL. The Operational DSL is Jasmin Chapple who may be contacted on 01752 284250. In this policy, reference to the DSL includes the Operational DSL where the DSL (Strategic) is unavailable.
- 2.6 The DSL and the Deputy DSL have undertaken child protection training and training in inter-agency working and will attend refresher training at least every two years. Any training should be in line with LSCP guidance.

**3 Duty of employees, governors and volunteers**

- 3.1 Every member of staff and governor of the school, as well as every volunteer who assists the school is under a general legal duty:
  - 3.1.1 to protect children and young people from abuse;
  - 3.1.2 to know how to access and implement the school's child protection procedures, independently if necessary;
  - 3.1.3 to keep sufficient records of any significant concerns, conversations, observations, or events in accordance with this policy; and

- 3.1.4 to report any matters of concern to the DSL without delay.
- 3.2 The Local Governing Body ensures that the UTC's safeguarding arrangements take into account the procedures and practice of Plymouth's Local Authority. The Local Governing Body has nominated one of its members to manage child protection incidents on its behalf and to liaise with external agencies where this is required. The Nominated Safeguarding Governor is Sam Smith.
- 3.3 A Designated Teacher will be appointed by the Governors to promote the educational achievement of looked after children (LAC). The name of the Designated Teacher for LAC is Jasmin Chapple. The Governors will ensure that staff have the skills, knowledge and understanding necessary to keep LAC safe. In particular, they will ensure that the information they need in relation to the child's looked after status, his / her care arrangements and the levels of authority delegated to the carer by the Local Authority looking after him / her is made available to them.

## 4 Training

### 4.1 Induction

- 4.1.1 All staff, including temporary staff, casual workers and volunteers, will be provided with induction training that includes:
- This Policy
  - Appropriate Workplace Behaviour Policy
  - Low-level Concerns Policy
  - Contact information for the Head of Safeguarding
  - Whistleblowing Policy
  - Social Media Policy
  - Sexually Harmful Behaviour Policy
  - Peer on Peer Abuse Policy
  - Online Safety
  - The named DSL and his / her identity and contact details together with that of the Deputy;
  - Child protection training in accordance with Plymouth Local Authority
  - A copy of Part 1 of Keeping Children Safe in Education 2021 and
  - The online general awareness training on Prevent training delivered by Channel.

### 4.2 Child protection training

- 4.2.1 All staff including the Headteacher will receive a copy of this policy and Part 1 of ***Keeping Children Safe in Education 2021***, and will be required to confirm that they have read and understood the arrangements and that they understand their responsibilities to safeguard children. Leaders will be on-going in checking staff knowledge of safeguarding and child protection.
- 4.2.2 The Headteacher and all staff members will undertake appropriate child protection training which will be updated every 2 years and following consultation with the Plymouth LA Safeguarding Children's Partnership. Training will include guidance on the duties of staff in

relation to both children in need and children at risk of harm.

- 4.2.3 Staff development training will also include training on online safety and, where they have not been able to access other Prevent training assessed as appropriate for them by the school, the online general awareness training module on Channel.
- 4.2.4 Additionally, the school will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child criminal and sexual exploitation, female genital mutilation, cyberbullying and mental health.
- 4.2.5 The Nominated Safeguarding Governor and the Chair of Governors will receive appropriate training to enable them to fulfil their safeguarding responsibilities and to monitor the effectiveness of safeguarding within our school.



## SAFEGUARDING EVERYBODY EVERYDAY

 <b>Jo Ware</b> Prevent jo.ware@utcplymouth.org	 <b>Justine Hardie</b> Designated Safeguarding Lead (Strategic) justine.hardie@utcplymouth.org	 <b>Jasmin Chapple</b> Operational DSL jasmin.chapple@utcplymouth.org	 <b>Sam Smith</b> Governor sam.smith@utcplymouth.org	
 <b>Marcus Williams</b> Year 7 marcus.williams@utcplymouth.org	 <b>Nathan Tills</b> Year 8 nathan.tills@utcplymouth.org	 <b>Jamie Morrison-Hill</b> Year 9 jamie.morrisonhill@utcplymouth.org	 <b>Mike Hall</b> Year 10 michael.hall@utcplymouth.org	 <b>Bex Waters</b> Year 11 bex.waters@utcplymouth.org
 <b>Leigh Hotchin</b> Sixth Form leigh.hotchin@utcplymouth.org	 <b>Hayley Hall</b> Key Stage 4 hayley.hall@utcplymouth.org	 <b>Rebecca Avery</b> Key Stage 3 rebecca.avery@utcplymouth.org	 <b>Gemma Laing</b> Director of Pastoral Care, English Teacher gemma.laing@utcplymouth.org	 <b>Amy Brown</b> Family Liaison Officer amy.brown@utcplymouth.org

**If you notice or have a concern about one of our students or another adult in school please talk to one of our safeguarding team.**

## **5 Procedures**

### **5.1 Concerns of abuse**

- 5.1.1 Every concern or suspicion of abuse from within or outside the school will be taken seriously and action taken in accordance with this policy and in line with Local Authority procedures.
- 5.1.2 The child protection training provided to staff enables them to identify and respond to the different types of signs of abuse. Further details are set out in Appendix 2.
- 5.1.3 If a member of staff is concerned that a child or young person may be suffering harm, the matter should be referred to the DSL as soon as possible.
- 5.1.4 Staff will record concerns on CPOMS and clearly document the rationale for any next steps or actions to be taken.
- 5.1.5 DSL's should record the rationale of when actions are taken to provide detailed evidence of their decision-making.
- 5.1.6 If, at any point, there is a risk of serious harm to a child a referral should be made to children's social care immediately and, in the event of an immediate serious risk, dial 999 and report to the Police. Anybody can make a referral. If the child's situation does not appear to be improving, the staff member with concerns should press for re-consideration and/or escalation.
- 5.1.7 From October 2015, teachers must report to the police cases where they discover that an act of female genital mutilation appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and Trust's Head of Safeguarding and involve children's social care as appropriate.
- 5.1.8 Normal referral processes must be used when there are concerns about children who may be at risk of being drawn into terrorism.

### **5.2 Action by the DSL**

- 5.2.1 On being notified of a concern or suspicion of abuse, the action to be taken by the DSL will take into account:
  - (a) the local inter-agency procedures of Plymouth LA Safeguarding Children's Partnership;
  - (b) where relevant, local information sharing protocols relating to CPOMS referrals;
  - (c) the nature and seriousness of the suspicion or concern. A concern involving a serious criminal offence, including the identification of someone who may already be engaged in illegal terrorist activity, will always be referred to local authority children's social care services, and if appropriate the police;
  - (d) the child's wishes and feelings; and



(e) duties of confidentiality, so far as applicable.

- 5.2.2 If there is any doubt as to whether a referral should be made, the DSL will consult with the Trust's Head of Safeguarding and/or Children's Social Care on a 'no names' basis without identifying the family. However, as soon as sufficient concern exists that we have good reason to suspect a child may be at risk of significant harm, a referral to the Local Authority Children's Social Care services **must** be made without delay (and in any event within 24 hours).
- 5.2.3 If the initial referral is made by telephone, the DSL will confirm the referral in writing to the local authority children's social care services within 24 hours. If no response or acknowledgment is received within three working days, the DSL will contact the local authority children's social care services again.
- 5.2.4 In circumstances where a pupil has not suffered and is not likely to suffer significant harm but is in need of additional support from one or more agencies, the DSL will liaise with children's social care and where appropriate an inter-agency assessment will take place.
- 5.2.5 Decisions to seek any support for a child or young person will be taken in consultation with parents unless there are reasonable grounds for suspecting that in doing so, the child or young person will be at risk.
- 5.2.6 Where relevant, the school will co-operate with the Channel Panel and the Police in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The school will respond to requests for information from the police promptly and in any event within five to ten working days.

### **5.3 Dealing with allegations against staff, including agency staff, Governors and Volunteers**

- 5.3.1 The Academy has procedures for dealing with allegations against staff, agency staff, Governors and volunteers who work with children and young people. Please refer to the Allegations Against Staff Policy.
- 5.3.2 The Local Authority has a designated officer for allegations against staff, they are known as the LADO/DOFA. The LADO/DOFA will be informed **immediately** and in any event within one working day of all allegations against staff, Governors and volunteers that come to the Academy's attention that meet the criteria set out in the Allegations Against Staff Policy.
- 5.3.3 The LADO/DOFA will provide advice and guidance to the Academy when they receive an allegation against people that work with children.

### **5.4 Allegations against children and young people**



- 5.4.1 Allegations against children and young people should be reported in accordance with the procedures set out in this policy.
- 5.4.2 The DSL will take advice from Children's Social Care on how best to proceed when there is a peer on peer allegation. Please refer to our Peer on Peer Abuse Policy for further information.
- 5.4.3 Any actions to investigate such allegations will be proportionate and ensure the safety, well-being and welfare of all children and young people. This will include the child or young person accused of abuse.

## **5.5 Missing child / Child missing from education procedures**

### **5.5.1 Missing child**

- (a) All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting any child or young person missing from the Academy. The procedure includes the requirement to record any incident, the action taken and the reasons given by the child or young person for being missing.
- (b) Please see the school's separate Missing Child Policy for further details.

### **5.5.2 Children Missing from Education**

- (a) The Academy recognises that when children go missing from education this is a potential indicator of abuse or neglect. The procedures in this policy will be followed when dealing with children and young people who go missing from education, particularly on repeat occasions, to help to identify the risk of abuse and neglect and to help prevent the risks of them going missing in the future. Where a child is going to be deleted from the pupil roll, the school will inform the local authority in which the child resides in the applicable circumstances.
- (b) The school will inform the applicable local authority of any child or young person who fails to attend school regularly. The local authority will be informed if a child or young person has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

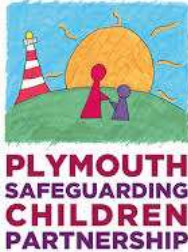
## **6 Confidentiality and information sharing**

- 6.1 Legally, we **must** share information within the school on a 'need to know basis', so that everyone who needs to know information can work in partnership to keep children and young people safe. When we are worried about a child or young person, it is essential we record the concern and inform the DSL promptly. Some information within the school will be restricted, for example:
- Where there is an allegation about a member of staff the Headteacher will decide who will lead on the concern and contact other agencies.
  - Where the allegation relates to the Headteacher, the Safeguarding Governor or Chair of Governors will take the lead responsibility.
  - Where the detail of information is particularly sensitive this can be restricted, for example the details of sexual abuse or a young person sharing worries about their mental health or sexuality. Staff involved in their direct care may need to know in general terms the nature of the concern.
- 6.2 The school will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children.
- 6.3 The school will co-operate with Police and local authority children's social care services to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of *Working together to safeguard children* (March 2015), the Prevent Duty Guidance for England and Wales (2015) and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015).
- 6.4 Where allegations have been made against staff, the school will consult with the LADO/DOFA and, where appropriate, the police and local authority children's social care services to agree the information that should be disclosed and to whom.
- 6.5 Parents will usually be kept informed of any action we take in line with this policy. However, there may be times when the DSL will need to consult the Headteacher and/or the LADO/DOFA, Children's Social Care, and / or the Police before discussing details with parents.
- 6.6 In relation to Channel referrals, the DSL will consider seeking the consent of the child or young person (or their parent/guardian) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public.

## **7 Monitoring**

- 7.1 Any child protection incidents at the school will be followed by a review of the safeguarding procedures and a prompt report to the Governors.
- 7.2 Where an incident involves a member of staff, the local authority designated officer (LADO / DOFA) will be asked to assist in this review to determine whether any improvements or developments can be made to strengthen the school's procedures.
- 7.3 In addition, the DSL will monitor the operation of this policy and it's procedures and will make an annual report to the Governors.
- 7.4 The Governors will undertake an annual review of this policy and it's procedures and of the efficiency with which the relevant duties have been discharged.
- 7.5 The Governors will ensure that any deficiencies or weaknesses about child protection arrangements at any time are remedied immediately.
- 7.6 The Trust's Head of Safeguarding will carry out an annual audit/review on the arrangements for safeguarding. A report of findings will be presented to the Headteacher and the Trust, with a clear evidence trail of findings, actions and any recommendations.

## External and other contacts for safeguarding concerns



### Local Authority Designated Officer (LADO)

**Name :** Jane Parmenter  
**Contact number :** 01752 304769  
**Email :** LADO@plymouthgov.co.uk

You can contact the LADO directly to raise any concerns about staff.

### Worried About a Child?

Call 999 if the child is in real danger now  
If you are worried about a child or young person, or think, they are being abused, even if you are unsure, please contact:  
Plymouth Gateway Service  
Tel: 01752 668000  
Select Children's Services – Option 1  
Email: gateway@plymouth.gov.uk.



## Appendix 1 Role of the DSL

- 1 The main responsibilities of the DSL are:
  - 1.1 to be the first point of contact for children and young people, parents, staff and external agencies in all matters of safeguarding and child protection;
  - 1.2 to co-ordinate the safeguarding and child protection procedures in the school;
  - 1.3 to ensure that all members of staff and volunteers receive the appropriate training on child protection and safer recruitment procedure and to keep and maintain records of this training;
  - 1.4 to advise and act upon all suspicion, belief and evidence of abuse reported to them;
  - 1.5 to liaise with the local authority designated officer, the local authority children's social care services and other external agencies on behalf of the school;
  - 1.6 keep the Headteacher informed of all actions unless the Headteacher is the subject of a complaint;
  - 1.7 to monitor the keeping, confidentiality and storage of records in relation to child protection. To ensure that any child protection file is transferred to the child's new school within 5 days;
  - 1.8 ensure that clear records are kept with a comprehensive summary of concerns and how these were followed up. Ensure actions are clearly documented, with a rationale of decisions reached and the outcomes for the child or young person.
  - 1.9 to monitor records of children and young people who are subject to a child protection plan to ensure that this is maintained and updated as notification is received;
  - 1.10 to liaise with other professionals to ensure that children who are subject to child protection plans are monitored and, where appropriate, to take part in child protection conferences or reviews.
  - 1.11 to foster a positive safeguarding culture of listening and reducing barriers to disclosures.
  - 1.12 in accordance with the Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) the DSL has, in addition, the following responsibilities:
    - 1.12.1 Acting as the first point of contact for parents, children and young people, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty;
    - 1.12.2 Co-ordinating Prevent duty procedures in the school;
    - 1.12.3 Liaising with local Prevent co-ordinators, the Police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and/or the Police where

indicated;

- 1.12.4 Attend appropriate training to enhance their knowledge of wider safeguarding issues;
- 1.12.5 Maintaining ongoing training programme for all school staff including induction training for all new staff and keeping records of staff training; and
- 1.12.6 Monitoring the keeping, confidentiality and storage of records in relation to the Prevent duty.
- 1.12.7 The Deputy DSL will carry out this role where the DSL is unavailable.



## Appendix 2 Types and signs of abuse

### 1 Types of 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. They may be abused by an adult or adults or another child or children.

- 1.1 **Physical abuse:** a form of abuse that 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.
- 1.2 **Emotional abuse:** 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.
- 1.3 **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.
- 1.4 **Neglect:** 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.

- 1.5 **Child sexual exploitation:** 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. 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.
- 1.6 **Child criminal exploitation:** Criminal exploitation is child abuse where children and young people are manipulated and coerced into committing crimes. Children as young as six are being forced to carry and sell drugs far away from their homes. They are made to skip school, sleep in drug dens, keep secrets from their loved ones. They are treated as criminals when they often feel trapped in a hopeless situation.
- 1.7 **County Lines :** County lines are a network between an urban centre and county location where drugs are sold often over a mobile phone. Children and vulnerable young people are used to transport drugs, cash or even weapons. It can involve intimidation, blackmail and serious violence. We recognise the potential for these issues near our school and are particularly aware of the risks to children and young people who are, or previously have, been subject to safeguarding concerns, where there are unstable home conditions, social isolation, significant money issues or homelessness, gang activity or where children have been excluded from education.
- 1.8 **Contextual Safeguarding :** Contextual Safeguarding is an approach to understanding, and responding to children and young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.
- 1.9 **Mental Health :** Mental health refers to our cognitive, and/or emotional wellbeing - it is all about how we think, feel and behave. Mental health, if somebody has it, can also mean an absence of a mental disorder. According to the mental health and behaviour in schools 2016 DFE guidelines, one in ten children and young people aged 5 to 16 has a clinically diagnosed mental health disorder and around one in seven has less severe problems. There is a clear correlation between children and young people with a diagnosis of SEND and mental health. Where any adult in the school has a concern about the mental health of a child or young person, they should discuss this in the first instance with the DSL, or in his/her absence, the Deputy SL. Discussions should be recorded and detail the concern and any

agreed action that is to be taken. The DSLs will agree the most appropriate level of response for the child.

- 1.10 **Peer on Peer abuse:** This occurs when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children. It includes bullying, cyberbullying, sexual violence, harassment and sexting. It should be recognised that the behaviour in question is harmful to both the perpetrator (who is a child) and the victim. Behaviour may be intimate or non-intimate. Although both the perpetrator and victim of peer on peer abuse are under 18, understanding the power dynamic between children and young people is very important in helping to identify and respond to peer on peer abuse. There will be a power imbalance and this may be due to age or status, social or economic, and the perpetrator in one situation may be the powerless victim in another so it is essential to try to understand the perpetrator and what is driving their behaviour before taking sanctions. Please refer to our Peer on Peer Abuse Policy.
- 1.11 **Female genital mutilation:** 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. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.
- 1.12 **All staff must be aware of the requirement for teachers to report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.** It will be rare for teachers to see visual evidence, and they should not be examining children or young people. This mandatory reporting duty commenced in October 2015. Teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate.
- 1.13 **Nudes & Semi Nudes :** Young people are increasingly using mobiles phones, tablets and computers on a daily basis. While mobile devices are a source of fun, entertainment, communication and education we know that some adults and young people will use these technologies to harm young people. The harm might range from hurtful and abusive texts and e-mails, to enticing young people to engage in sexually harmful conversations, webcam photography or face-face meetings. Our e-safety policy explains how we try to keep young people safe in the home. The school follows the UK Council for Internet Safety and Department for Education Guidance around sexting/ nudes : semi nudes – staff will immediately report concerns to the DSL.

“Chatrooms” and social networking sites are the more obvious sources of inappropriate and harmful behaviour and young people cannot access these on our IT system. We will work with young people on how to maintain their own safety and how to summon help if they are concerned about what they see online. Some young people will undoubtedly be chatting on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their young people safe.

- 1.14 **Upskirting** : Upskirting typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.
- 1.15 **Honor-based abuse / forced marriage:** Forced marriage is when a person faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if you are made to feel like you’re bringing shame on your family). ‘Honour’ based crime is intended to protect ‘family honour’ through violence, threats, insults or other acts around forced marriage, where a cross-cultural relationship is suspected, or where other ‘taboos’ are broken such as wearing of non-traditional clothes or attending events that violate a family or cultural ‘norms’. If staff become aware of either possibility, it must be reported immediately to the Safeguarding Team and/or the Police.
- 1.16 **County Lines:** Young people are at risk if they become caught in county lines networks. To reduce the risk to themselves the dealers will use people they think others will not suspect, so any young person on the periphery of drug use or drug taking, or otherwise coming into contact, is vulnerable. Sometimes gangs form a secure base in the home of a vulnerable person, forcing assistance through violence or exploiting a drug dependency. Leaders or dealers can enter into relationships with vulnerable young females, which can also lead to sexual exploitation or domestic violence. Young people can have drugs or money stolen and become indebted, needing to continue to supply to pay the money back. If you have any suspicions regarding drug taking or the potential for county lines you should contact the Police on 101 (or 999 if you feel someone is in imminent danger) and follow your safeguarding children procedures.
- 1.17 **Domestic abuse** : We recognise that Domestic Violence and Abuse (DVA) has a significant impact on a child’s development and emotional wellbeing and should always lead to a child protection referral. Domestic abuse is very widespread and where staff have concerns for other staff members they should talk to their line manager, DSL or Head Teacher. Domestic abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.

The Police notify the school about any domestic abuse incident where the child or young person has been present, to allow the school to take appropriate steps to support their pupil during what could be an emotionally difficult day. The school will talk to parents, young people and other agencies about such issues where required. We will work with the Police under Operation Encompass.

- 1.18 **Serious Violence:** There are indicators, which may signal that a child is at risk from, or involved in, serious crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or involved with, individuals associated with criminal networks or gangs.

## 2 Signs of abuse

Possible signs of abuse include, but are not limited to:

- 2.1 the child or young person says they have been abused or asks a question or makes a comment which gives rise to that inference;
- 2.2 there is no reasonable or consistent explanation for a child or young person's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries;
- 2.3 the child or young person's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the their behaviour;
- 2.4 the young person asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;
- 2.5 the child or young person's development is delayed;
- 2.6 the child or young person loses or gains weight or there is deterioration in their general wellbeing;
- 2.7 the child or young person appears neglected, e.g. dirty, hungry, inadequately clothed, unkempt and/or;
- 2.8 the child or young person is reluctant to go home, or has been openly rejected by their parents or carers.
- 2.9 inappropriate behaviour displayed by other members of staff or any other person working with children, for example inappropriate sexual comments; excessive one to one attention beyond the requirements of their usual role or responsibilities; or inappropriate sharing of images.
- 2.10 The Plymouth Safeguarding Children's Partnership can provide advice on the signs of abuse and the DfE advice 'What to do if you're worried a child is being abused' (2015) provides advice in identifying child abuse.
- 2.11 The NSPCC website is also a good source of information and advice.

### 3 Radicalisation and the Prevent duty

- 3.1 The school has a legal duty to have due regard to the need to prevent people from being drawn into terrorism.
- 3.2 The school aims to build children and young people's resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The school is committed to providing a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.
- 3.3 The school has adopted the Government's definitions for the purposes of compliance with the Prevent duty:

**Extremism:** "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"

**Radicalisation:** "the process by which a person comes to support terrorism and forms of extremism leading to terrorism"

- 3.4 There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should 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. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.
- 3.5 *Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism* (2015) notes the following:

"36. There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.



51. Example indicators that an individual is engaged with an extremist group, cause or ideology include:
- spending increasing time in the company of other suspected extremists;
  - changing their style of dress or personal appearance to accord with the group;
  - day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
  - loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
  - possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
  - attempts to recruit others to the group/cause/ideology; or
  - Communications with others that suggest identification with a group/cause/ideology.
52. Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:
- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
  - using insulting or derogatory names or labels for another group;
  - speaking about the imminence of harm from the other group and the importance of action now;
  - expressing attitudes that justify offending on behalf of the group, cause or ideology;
  - condoning or supporting violence or harm towards others; or
  - Plotting or conspiring with others.
- 3.6 Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.



**The DfE's briefing note “The use of social media for on-line radicalisation (2015)” includes information on how social media is used to radicalise young people and guidance on protecting those at risk.**

#### **Guidance for staff and volunteers on suspecting or hearing a complaint of abuse**

- 4 Action staff must take
  - 4.1 A member of staff or volunteer suspecting or hearing a complaint of abuse
  - 4.2 Must listen carefully to the child and keep an open mind. The member of staff should not take a decision as to whether or not the abuse has taken place;
  - 4.3 must not ask leading questions, i.e. a question which suggests its own answer;
  - 4.4 Must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the DSL who will ensure that the correct action is taken; and
  - 4.5 Must keep a sufficient written record of the conversation. The record should include:
    - (a) the date and time;
    - (b) the place of the conversation; and
    - (c) the essence of what was said and done by whom and in whose presence.
  - 4.6 The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the DSL as soon as possible.
  - 4.7 All evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be safeguarded and preserved and passed to the DSL.
  - 4.8 All suspicions or complaints of abuse must be reported to the DSL as soon as possible, unless it is an allegation against a member of staff in which case the procedures set out in Appendix 3 should be followed.
  - 4.9 If 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. If the child's situation does not appear to be improving, the staff member with concerns should press for re-consideration.

## POLICY HISTORY

Document review date	Filename	Mtg submitted	Summary of changes required
Sept 2021		SLT	
Dec 2021		JW	
Feb 2022		n/a	Updated Safeguarding Poster added to policy