

Marlborough Primary Academy

SAFEGUARDING AND CHILD PROTECTION POLICY

Updated January 2021

The name of the Designated Safeguarding Lead is: Rachel Summers

The name of the Deputy Designated Safeguarding Lead is: Andy Dore.

The name of the link Nominated Safeguarding Governor is: Lara Sinclair

The name of the Designated Teacher for Looked After Children is: Rachel Summers

1. Policy Statement and Commitment

Marlborough Primary Academy recognises its moral and statutory responsibility to safeguard and promote the welfare of all children and we will provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. This will be underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are listened to. We recognise that all staff have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. We will ensure that all adults who have contact with children in our school have been properly vetted and deemed suitable to work and support children in our care/charge. We will also ensure that all adults who have contact with children in our school have been trained to undertake their safeguarding responsibilities effectively. We maintain an attitude that 'it could happen here' where safeguarding is concerned.

2. Purpose

The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school, and to inform parents and guardians how we will safeguard their children whilst they are in our care/charge.

- Protecting children from maltreatment
- Preventing 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
- Taking action to enable children to have the best outcomes

All staff will be aware of systems within the school which support safeguarding, explained to them as part of their induction:

- Child Protection Policy

- Behaviour Policy
- Staff Code of Conduct
- Safeguarding response to children who go missing from education
- The role of the Designated Safeguarding Lead
- Copies of Keeping Children Safe in Education (September 2020) Part 1 will be provided on induction

All staff will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the DSL and DDSL, should consider whether children are at risk from abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

3. Definitions

Within this document:

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

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

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

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

Abuse could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and/or failure to provide proper care. Explanations of these types of abuse are contained within Appendix 1 to this policy document.

Safeguarding and promoting the welfare of children is defined for the purposes of this document as:

- protecting children from maltreatment;
- preventing 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

4. Principles and Values

Children have a right to feel safe and secure, and cannot learn effectively unless they do so.

All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.

5. Aims

The aims of this policy are to:

- Provide Staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.
- Ensure consistent good practice across the school.
- Demonstrate our commitment to protecting children.
- Support the child's development in ways that will foster security, confidence and resilience.
- Provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- Raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children.
- Acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- Develop a structured procedure within the school that will be followed by all members of the school community in cases of suspected abuse.
- Develop effective working relationships with all other agencies involved in safeguarding children.
- Ensure that all adults within our school who have access to children have been checked as to their suitability. This includes agency staff and other community users of our facilities.

6. Legislation and Guidance

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

- "Working Together to Safeguard Children" 2018.
- "Keeping Children Safe in Education" September 2020.
- Sexual Violence & Sexual Harassment between Children – May 2018
- Information Sharing – (2018)
- Disqualification under the Childcare Act (2006 as amended 2018)
- "South West Child Protection Procedures" Website (www.swcpp.org.uk).

7. Procedures

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

We will ensure that:

- the governing body understands and fulfils its safeguarding responsibilities;

- there is a Designated Safeguarding Lead and a Deputy Designated Safeguarding Lead, who have undertaken role specific training, and also multi agency Child Protection Awareness Training, delivered through the PSCB. Both staff members will undertake other training as recommended by the PSCB every two years;
- all staff will receive appropriate safeguarding and child protection training in order to develop their understanding of child protection and, in particular, the signs and indicators of abuse, that is regularly updated (at least every three years). In addition, all staff will receive safeguarding and child protection updates (for example via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;
- all staff will receive training on preventing radicalisation and extremism as part of the PREVENT duty;
- all staff are aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment, and in some cases, acting as the lead professional in undertaking an early help assessment;
- all staff are aware of the process for making referrals to Children, Young People and Families Services and for statutory assessments under the Children Act 1989, that may follow a referral, along with the role they may be expected to play in such assessments;
- all staff know how to respond to a pupil who discloses abuse, and the procedure to be followed in sharing, appropriately, a concern of possible abuse or a disclosure of abuse;
- all parents are made aware of the school's responsibilities in regard to child protection procedures, through publication of the school's Child Protection and Safeguarding Policy, and we will make reference to it in our prospectus/brochure and home school agreement;
- our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time;
- community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures;
- our recruitment and selection policy/code of practice includes all appropriate checks on staff suitability including Disclosure and Barring Service checks. A minimum of two individuals have completed Safer Recruitment Training (e.g. Headteacher, Member of School Leadership Team or a nominated Governor) and we will ensure that at least one trained individual participates in all recruitment within the school;
- the name of any member of staff considered not suitable to work with children (and the rationale for this decision) will be notified to the Disclosure and Barring Service and/or the relevant Government Department/Agency (where appropriate), depending on the nature of the concern, with the advice and support of the school's Human Resources Provider and/or the Local Authority Designated Officer;
- all relevant staff, visiting officers etc. have been vetted in accordance with the 'Childcare Disqualification Requirements' and 'Disqualification by Association' statutory guidance, and been deemed suitable for working with the relevant age range of children within the school;
- the name of the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and Nominated Safeguarding Governor will be clearly displayed in the school and on our website, with a statement explaining the school's role in referring and monitoring cases of suspected abuse;
- all staff (including those from a supply agency) new to our school, will be given or directed to a copy of the Child Protection and Safeguarding Policy, the booklet "What To Do if You're Worried A Child is Being Abused", and the name and contact details of the Designated

Safeguarding Lead will be explained as part of their induction into the school. In addition, all such staff will be made aware of the 'Guidance for Safer Working Practice for Adults who work with Children and Young People', available for reference within the school;

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

8. Responsibilities

We understand that our responsibility to safeguard children requires that we all share appropriately any concerns (as soon as it is suspected or known) that we may have about children. The first point of contact is the Designated Safeguarding Lead or the Deputy Designated Safeguarding Leads, in their absence. Where there are no Designated Safeguarding Leads available, staff are directed to a member of the School Leadership Team, to avoid any undue delay in making a referral. All members of the School Leadership Team are fully trained in how to manage a safeguarding concern in the absence of a Designated Safeguarding Lead or their Deputy. The Designated Safeguarding Lead will inform the Headteacher of the referral. If any staff member is involved, the report is made to the Headteacher. If the Headteacher is involved then the Chair of Governors should be informed.

The Designated Safeguarding Lead is a member of the School Leadership Team and is responsible for:-

- ensuring that a child's details are referred by telephone to Children, Young People and Families Services if there are concerns about his/her welfare, possible abuse or neglect. A written record of the referral will be faxed/posted/mailed to Children, Young People and Families Services, using the multi-agency referral form, as soon as possible within the school day;
- ensuring that written records of concerns about a child are kept, even if there is no need to make an immediate referral;
- ensuring that all such records are kept, confidentially and securely, and are separate from general pupil records, with a front sheet (in chronological order) listing significant events in the life of the child;
- ensuring that an indication of further record-keeping (e.g. a separate child protection file) is marked on the general pupil records;
- acting as a focal point for staff to discuss concerns (including signposting to pastoral support services if required by staff) and liaising with other agencies and professionals;
- attending (or delegating this requirement to another appropriately informed member of staff) Early Help Assessment Tool (EHAT) meetings; case conferences; family support meetings; core groups; allegations management strategy meetings or other multi-agency planning meetings, contributing to the Framework for Assessment Process, and providing a report (when required) which has been shared with the parents;
- ensuring that any pupil currently with a child protection plan, who is absent without explanation for two days, is referred to their key worker in Children, Young People and Families Services;
- ensuring that all staff are aware of this policy and know how to recognise and refer any concerns;
- providing, with the Headteacher, an annual report for the governing body, including any changes to the policy and procedures; child protection training undertaken by the Designated Safeguarding Lead, their Deputy and by all other staff and governors; relevant curricular issues, number and type of incidents/cases, and number of children referred to Children, Young People and Families Services, allegations against staff and numbers of children subject to child protection plans (anonymised);
- keeping up to date with knowledge to enable them to fulfil their role, including attending relevant training provided by the PSCB, or the Local Authority.

Should this school make the decision to combine the roles of Designated Safeguarding Lead and SENCO, cases and concerns will be discussed regularly with the Senior Leadership Team and formally recorded.

Full details of the role of the Designated Safeguarding Lead can be found in Annex B within the Keeping Children Safe in Education Guidance September 2020.

9. Supporting Children

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

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

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

Our school will support all pupils by:

- encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum;
- promoting a caring, safe and positive environment within the school;
- liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- notifying Children, Young People and Families Services as soon as there is a significant concern;
- ensuring that a named teacher is designated with responsibility for the attainment, progress and welfare of all Looked After Children (LAC) within the school and that an up to date list of LAC is regularly reviewed and updated. The Virtual School for Children and Young People in care, within the Local Authority, will be made aware of all LAC in the school (including those enrolled from other local authorities);
- ensuring that the named teacher for LAC provides relevant staff with the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child;
- providing continuing support to a pupil (about whom there have been concerns) who leaves the school, by ensuring that such concerns and school medical records are forwarded under confidential cover to the Headteacher at the pupil's new school as a matter of urgency.

10. Confidentiality

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

The Headteacher or Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff on a need to know basis only.

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

All staff will 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.

We will always undertake to share our intention to refer a child to Children, Young People and Families Services 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, Young People and Families Services.

11. Supporting Staff

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

We will support such staff by providing an opportunity to talk through their anxieties and concerns with the Designated Safeguarding Lead and to seek further support where necessary. This could be provided by, for example, the Headteacher, Occupational Health and/or a teacher/trade union representative as appropriate.

Staff will have access to advice on the boundaries of appropriate behaviour. The "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 abuse. These matters form part of staff induction and are referred to in the staff handbook.

We recognise that designated staff should have access to support in the same way as all staff above. In addition they will be encouraged to engage in appropriate workshops, courses or meetings as organised or arranged through the Local Authority or other recognised body.

12. Allegations against staff

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. (Further information around these matters can be found in the 'Guidance for Safer Working Practices for Adults who work with Children and Young People).

All staff should be aware of the Whole School Behaviour Policy. This can be found in the staff Y Drive.

We understand that a pupil may make an allegation against a member of staff, including supply teachers and volunteers.

- If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.

- The Headteacher/senior teacher on all such occasions will immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO) and follow the process for managing the concern laid down in the South West Child Protection Procedures (www.swcpp.org.uk) and the School's Managing Allegations Policy.
- If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors, who will consult the LADO as above, without notifying the Headteacher first. Where the Chair of Governors cannot be contacted, the LADO (Jane Parmenter) should be contacted, immediately, for advice.
- In all occasions identified above, the school will follow the South West Child Protection Procedures and the School's Managing Allegations Policy for managing allegations against staff and volunteers, a copy of which can be found on the staff server in REACH SOUTH Policies.
- Suspension of the member of staff, against whom an allegation has been made, needs careful consideration, and we will consult with the LADO and our HR Provider or, in the case of a member of staff not directly employed by the school or trust, the agency from which they have been employed, in making this decision.
- In line with this policy and other school procedures for incident reporting/recording, staff and pupils may provide accounts of events that will be stored under our own secure systems and may be produced in the event of any allegation. We recognise that such accounts must not constitute an official statement and the reporting person must not be questioned over their disclosure at this stage. All such accounts will be hand written by the individual completing the report, signed and dated, with the full name of the writer clearly visible on the document.
- Our lettings agreement, for other users of school premises, requires that the organiser will manage the suspension of adults, where necessary, from the relevant school site.

13. Abuse of Position of Trust

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

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

14. Whistleblowing

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

All staff are aware of their duty to raise concerns about the attitude or actions of colleagues or any other person working on the school site. If necessary, they should speak to the Designated 'Whistleblowing' Governor or the Local Authority Designated Officer within Children, Young People and Families Services for further advice and guidance. Full details of the school whistleblowing policy are available in the staff on server Policies folder.

15. Physical Intervention/Positive Handling

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

Such events should be recorded and signed by a witness or witnesses.

Staff that are likely to need to use physical intervention will be appropriately trained in accordance with agreed standards.

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.

16. Anti-Bullying

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

17. Equalities and Racial Tolerance

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

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

18. Racist Incidents

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

19. Domestic Abuse

Our response on Domestic Abuse is set out in the Child Protection guidance from the PSCB (please see www.swcpp.org.uk and search ‘domestic abuse’). It recognises that exposure to domestic abuse can have a serious impact on a child’s development and emotional well-being and acknowledges that staff, themselves, can be victims or perpetrators of domestic abuse.

20. General Prevention of Harm

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

The school community will:

- establish and maintain an ethos, that is understood by all staff, that enables children to feel safe and secure and encourages them to talk, knowing that they will be listened to;

- ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty;
- provide opportunities across the curriculum, including PSHE, that equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

21. Health & Safety

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

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

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

The school conducts an annual fire risk assessment.

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

22. First Aid

In the school, the majority of teaching assistants and meal time assistants are trained to oversee first aid:

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

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

23. Supporting Pupils in School with Medical Conditions

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

24. Site Security

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

- gates are locked except at the start and end of each day;
- gates are kept closed to prevent intrusion;

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

25. Self-Harm

Self-harm is any self-injurious behaviour where the intent is to deliberately cause harm to one's own body or suicidal thoughts or actions. When staff become aware that a child is self-harming they must inform the DSL, or deputy DSL as a matter of urgency. The issue will be investigated further to ascertain the context and nature of the self-harming behaviour. If it is genuine self-harm, the safeguarding officer will decide whether to discuss the matter with parents and/or to escalate the incident to Children's Social Care in accordance with the PSCB Plymouth Assessment Framework for Safeguarding Children, Young People and their Families.

26. Preventing Radicalisation

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

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

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

This school will help build pupils' resilience to radicalisation by promoting fundamental British values (as set out in DfE documentation 'Promoting Fundamental British Values' 2014) and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, the school will provide a safe space in which

children, young people and staff can understand the risks associated with radicalisation (that can lead to terrorism) and develop the knowledge and skills to be able to challenge extremist arguments.

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

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

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

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers to carry out unnecessary intrusion into family life but, as with any other safeguarding risk, they will take action when they observe behaviour of concern.

27. Female Genital Mutilation (FGM)

The Female Genital Mutilation Act (as inserted by Section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and health professionals, 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 age 18.

This school will ensure that all relevant staff working in the school receive appropriate training to understand and/or recognise when FGM may be likely to happen or has happened.

This school will ensure that where all relevant staff working in the school discover that an act of FGM appears to have been carried out, the Schools' Designated Safeguarding Lead will be notified and the matter reported to the Police immediately.

This school will ensure that where all relevant staff working in the school suspect that an act of FGM may be undertaken, the matter will be discussed with the Schools' Designated Safeguarding Lead who will involve Children, Young People and Families Services as appropriate.

This school recognises that it will be rare to see visual evidence that an act of FGM has taken place and that it should not be examining pupils but the definition of what is meant by ‘to discover that an act of FGM appears to have been carried out’ is used for all professionals to whom the mandatory duty applies.

28. Safer Recruitment and Selection

This school pays full regard to current government guidance ‘Keeping Children Safe in Education’ September 2020. We will ensure that all appropriate measures are applied in relation to everyone who works in the school, who is likely to be perceived by the children as a safe and trustworthy adult, including staff, volunteers, those employed/engaged by contractors and governors.

Best safer recruitment practices include scrutinising applications, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capability for the job. It also includes undertaking interviews and, where appropriate, undertaking Disclosure and Barring Service (DBS) Children’s Barring List checks, full Enhanced DBS checks, Prohibition Order and s.128 checks (where necessary), Childcare Disqualification Order checks (where necessary) and providing honest and accurate references when individuals move on.

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

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

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

Headteacher: Rachel Summers

School Governor: Lara Sinclair

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

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues, where possible, in situations open to question;

- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incident or decisions made;
- apply the same professional standards regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity;
- are aware of the confidentiality policy;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

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

29. The Design of the Curriculum

The curriculum deals with safeguarding in two ways.

Firstly, in subjects such as Personal, Social and Health Education, Citizenship and RE, relevant learning and assessment regarding related issues take place with the children. Topics include such themes as Drugs, Alcohol, Sex and Relationships, Stranger Danger, and Online safety issues (including safer use of social media and gaming). Children are encouraged to explore and discuss these issues.

Secondly, the curriculum is designed so that safety issues, within the subject, are discussed and safe practices explained, such as using equipment properly in PE and Design and Technology.

Appropriate staffing levels will be maintained, at all times, when the curriculum is being delivered within and outside of the school site.

Appropriate and agreed pupil/adult ratios will always be maintained.

The lead adult (the School Educational Visits Coordinator) will always risk assess visits and trips to ensure children are safeguarded and protected from harm before the event is finally authorised by the Headteacher.

Visiting speakers, with correct clearance and/or constant supervision are always welcome into school so that they can give specialist knowledge to the children.

30. Internet/Online Safety

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

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

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

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

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

The school will ensure that:

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

As pupils of Marlborough increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, we work hard as a school to ensure that appropriate filters and appropriate monitoring systems are in place. Additional information to support keeping children safe online (including when they are online at home) is provided in Annex C of Keeping Children Safe in Education (2020) and also in our E-safety policy which can be found on staff on server.

31. Inclusion Opportunities

At Marlborough we welcome all children. Where a child has a recognised disability we will make all reasonable adjustments to accommodate their needs in school. This will include the availability of resources and accessibility of the school building and site. We will make every effort to ensure that children with Special Educational Needs maintain their entitlement when they enter the school.

32. Whole School Behaviour Policy

The full, Whole School Behaviour Policy is set out in a separate document. It is recognised that good behaviour is essential in any community and at Marlborough Primary Academy we have high expectations in this area. The school has a Whole School Behaviour Policy and a Code of Behaviour that must be adhered to by all children and the document is published on the school website. Although the emphasis is always on the positive, there are also times when children have to be disciplined in order to maintain the safety and security of all children.

Staff are discouraged from handling children but where they deem it the safest thing to do, after exhausting all other de-escalation strategies, guidance and training has been given on safe methods of restraining a child so that they do not harm either themselves or others.

33. Anti-Bullying Policy

The school's response to this is unequivocal.

The Headteacher, Deputy Headteacher must be informed immediately and action will take place.

Children are told that silence is the bully's best friend. Although bullying in this school is rare, the school always acts swiftly with a process of investigation, communication and action. Bullies will not be tolerated.

There is a more detailed Anti-bullying Policy available on the school website.

34. Photographing and Videoing of Children in School

At Marlborough we have taken a sensible and balanced approach to photographing and videoing children on the school site. We have a formal policy regarding "taking photographs and video images of children" and a copy of the document is available from the school website.

Taking photographs and video images of children's achievements and activities is a wonderful way of capturing a memory and promoting successes. The policy document explains, in detail, the school's requirement to obtain parental permission (where necessary) while taking such images and the safeguards in place to ensure anonymity (wherever possible) in their usage.

35. Children Missing Education

All school age children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

This school recognises that a child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. As a result, we will follow the 'Children Missing Education' (CME) Policy for Plymouth which sets out the joint responsibilities of all agencies, all staff in schools, the Local Authority and the Plymouth Safeguarding Children Board in ensuring that all children and young people have the opportunity to access appropriate and suitable education provision. This CME policy document has been developed in accordance with the provisions of the 'Children Missing Education' Statutory Guidance (September 2016) for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions. This will help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in the future.

This school recognises that we have a safeguarding duty in respect of our pupils to investigate any unexplained absences.

When considering the absence of a pupil or repeat absence, staff in this school are alert to signs to look out for and the individual triggers to be aware of when considering the potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage.

In accordance with its statutory duty, this school will always:

- monitor pupil's attendance through our daily register;
- inform the local authority Inclusion and Attendance Manager of the details of pupils who fail to attend regularly, or who have missed ten school days or more without permission.
- notify the local authority when we are about to remove a statutory school age pupil's name from the school admission register;
- make reasonable enquiries to establish the whereabouts of the child, jointly with the local authority, before deleting the pupil's name from the register;
- notify the local authority within 5 days of adding a pupil's name to the admission register at a non-standard transition point;
- make reasonable enquiries to establish the whereabouts of a child who has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days or more without permission, before removing them from the admissions register. Removal from the register in these circumstances will only happen if the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause; and
- Arrange full-time education for excluded pupils from the sixth school day of a fixed period exclusion.

36. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online

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

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

This school understands that Child Sexual Exploitation and Child Criminal Exploitation are crimes and where staff suspect this has occurred or may have occurred, a referral will be made to Children, Young People and Families Services and/or the Police in accordance with local safeguarding procedures.

37. Honour Based Violence

So-called ‘honour based’ violence (HBV) is a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. HBV manifests itself in a diverse range of ways with children and young people, including Female Genital Mutilation (see also section 27 above), forced marriage (i.e. one that is entered into without the full consent of one or both parties and where violence, threats or any other coercion is used to cause a person to enter into a marriage), physical assaults, kidnap, threats of violence and practices such as breast ironing. Such violence can also occur when perpetrators perceive that a relative has shamed the family and/or community by breaking the ‘honour’ code.

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

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

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

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

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

- inappropriate make-up or dress;
- the existence of a boyfriend;
- rejecting a forced marriage;
- pregnancy outside of marriage;
- being a victim of rape;
- perceptions that the victim is gay/lesbian;
- inter-faith relationships (or same faith but different ethnicity);
- leaving a spouse or seeking divorce;
- kissing or intimacy in a public place.

This school recognises it is likely that awareness that a child is the victim of an honour based crime will only come to light after the commission of an assault of some kind. There are inherent risks to the act of disclosure for the victim and possibly limited opportunities to ask for help for fear that their families will find out.

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

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

38. Forced Marriage

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

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage (see also section 37 above).

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

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

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

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

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

39. Peer on Peer Abuse

All staff in this school are clear that children are capable of abusing their peers and understand the school policy and procedures with regard to peer on peer abuse.

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age. Peer on peer abuse can manifest itself in many ways and this may include:

- sexual violence and harassment
- physical abuse such as hitting, shaking, biting, hair pulling, or otherwise causing physical harm
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals

Research suggests that girls and young women are more at risk of abusive behaviours perpetrated by their peers but it can also affect boys and young men, those with learning difficulties or disabilities, LGBTQ children and young people, and those who are from different communities.

It should be noted that situations where young people are forced or coerced into sexual activity by peers or associates can be related with gang / serious youth violence activity but that is not always the case. Peer influence or peer pressure is a major factor in the decisions made by young people to join groups. Many young people see it as a “way out” from their day to day life and feel a strong bond with their peers, one which they may be lacking at home.

Peer on peer abuse in this school will not be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up” and the school will take swift action to intervene where it occurs.

In this school we will use lessons and assemblies to help children understand, in an age appropriate way, what peer on peer abuse is and we will encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable.

Sexual Violence and Harassment

All staff in this school are aware of what constitutes sexual violence and the fact that children can, and sometimes do, abuse their peers in this way. When referring to sexual violence, we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

- **Rape:** A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent* to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration:** A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent* to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent* to the touching and A does not reasonably believe that B consents*.

*Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent may be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

This school will always ensure that where a report of sexual violence and harassment is received, all victims will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence and harassment, and neither will a victim be made to feel ashamed of making a report.

In the context of child on child sexual harassment, all staff in this school are aware that we mean ‘unwanted conduct of a sexual nature’ that can occur both online and offline and is likely to violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment can include:

- sexual comments.
- sexual jokes or taunting.
- physical behaviour, such as brushing against someone, interfering with someone's clothes, or displaying pictures, photos or drawings of a sexual nature.
- online sexual harassment which may include non-consensual sharing of sexual images or videos; sexualised bullying; unwanted sexual comments and messages, including on social media; sexual exploitation, coercion and threats.

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

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Sexting

Sexting is sometimes called 'youth produced sexual imagery'.

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops or any other device that allows you to share media and messages.

Sexting may also be called 'trading nudes', 'dirties' and 'pic for pic'.

All staff in this school are aware that whilst some children may believe sexting is harmless, the creating or sharing of explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they:

- take an explicit photo or video of themselves or a friend.
- share an explicit image or video of a child, even if it's shared between children of the same age.
- possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

All incidents of sexting or 'youth produced sexual imagery' are taken very seriously by the school. This school recognises that a young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is also likely they may have already tried to resolve the issue themselves.

All staff have received training around how to manage a report of sexual violence and harassment, and sexting/youth produced sexual imagery. This training has included:

- advising the victim what the next steps will be and who the report/disclosure may be passed to;

- recognising a child is likely to disclose to someone they trust;
- listening carefully to the child, being non-judgemental, being clear about boundaries and how the report/disclosure will be progressed, not asking leading questions and only prompting a child where necessary with open questions such as where, when, what etc;
- considering the best way to make a record of the report/disclosure;
- only recording the facts as the child presents them;
- where the report includes an online element, not to view or forward illegal images of a child;
- managing reports/disclosures with two members of staff present where this is possible; and
- informing the designated safeguarding lead or deputy as soon as practically possible if they are not involved in the initial reporting.
- Referring the matter to the Police and/or Children Young People and Families Services' where it is believed a criminal offence has been committed and/or the child is at risk.

40. Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken.

41. Contextual Safeguarding

All staff understand that safeguarding incidents and/or behaviours can be associated with factors outside of school and/or can occur between children outside of school, and will consider the context within which such incidents/behaviours occur in managing the incident/situation. This is known as 'contextual safeguarding' which simply means, assessments of children should consider whether wider environmental factors are present in the child's life that are a threat to their safety and welfare.

This school will ensure that any referral/discussion with Children Young People and Families Services will include as much contextual information as possible, to inform their assessment process and decision making.

42. Children with Special Educational Needs and Disabilities (SEND)

We recognise that children with special educational needs and disabilities can face additional safeguarding challenges and staff in this school are aware that additional barriers can exist when recognising abuse and neglect in this group of children.

We will not make assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

We recognise that children with SEND are more prone to peer group isolation than other children and that there is potential for children with SEND to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

All staff are aware that there can be communication barriers and difficulties in overcoming these barriers where they exist.

This school will ensure that children with special educational needs and disabilities are provided with additional pastoral support when necessary, to ensure they feel safe and respected in the school community.

43. Welcoming other Professionals

Visitors with a professional role, such as the school nurse, social workers or members of the Police should have been vetted to work with children through their own organisation. When there is a planned visit to the school, the Headteacher will ensure that written confirmation has been received from the employing organisation that the said individual has been vetted through the DBS and deemed suitable to work with children.

When the said individuals make adhoc or unplanned visits to the school, they will be accompanied by a DBS vetted staff member, at all times, and not allowed to have any unsupervised access to the children until confirmation of their vetting status has been received. No examination/medical treatment of any child will be allowed unless the professional has suitable clearance prior to their visit.

It is recognised that in emergency situations, when the Police are called, perhaps to deal with an unruly pupil/adult, it may not always be possible to confirm their identity before access to the school site is allowed. The Headteacher will use their professional judgement to manage these situations effectively.

44. Safeguarding Information for Pupils

All pupils in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

45. Partnership working with Parents

This school shares a purpose with parents to educate, keep children safe from harm and promote their welfare.

We are committed to working with parents positively, openly and honestly.

We ensure that all parents are treated with respect, dignity and courtesy.

We respect parents' rights to privacy and confidentiality and will not share sensitive/personal information unless we have permission to do so or it is necessary to protect a child from harm or potential harm.

Marlborough Primary Academy will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with the school.

We make parents aware of our Child Protection and Safeguarding Policy and parents are aware that they can view the policy on our school website.

46. Policy Review

The Governing Body of our school will review the Child Protection and Safeguarding Policy at least annually.

Types of Abuse and Neglect

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

Definition of the term Abuse

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

Physical Abuse

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

Emotional Abuse

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

Sexual Abuse

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

abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding Policy Annex in response to Covid-19 operational requirements – updated January 2021

As of 5th January 2021 in accordance with the National Lockdown, we are following the guidance issued in March 2020 and last updated in May 2020. This guidance is written in accordance with the latest government guidance '*Coronavirus (COVID 19) safeguarding in schools colleges and other providers updated 20 May 2020.*' This is interim safeguarding guidance, it will to be reviewed in line with ongoing Government advice on returning to school.

This guidance does not replace the previous safeguarding annex that was introduced by the school following the announcement of school closures; it is an extension to ensure we comply with the most up to date guidance. The two annexes must run alongside one another to ensure a robust approach to safeguarding children.

A full copy of the revised guidance can be found here :

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

January 5th 2021 Lockdown – closure of school to the majority of pupils

From the 5th January 2021, the school will be using guidance from the previous lockdown of schools in Spring 2020. The school is open to children of critical workers and those children deemed vulnerable, with the majority of staff onsite each day. The DSL and DDSL are in school full time.

Safeguarding leads

- **Rachel Summers (Designated Safeguarding Lead)**
- **Andy Dore (Deputy Designated Safeguarding Lead)**

- Ensure all staff know the name of DSL/DDSL on site.
- The CPOMs programme to report any incidents will continue to be used. The Trust Safeguarding Lead will be utilised for any advice, guidance and support day to day.
- Staff should anticipate an increase of safeguarding concerns. This may include disclosures from children and parents/carers. We may also observe changes to behaviours and attitudes or observe a decline in the child's appearance that gives a cause for concern. All staff need to adopt a **heightened vigilance** and ensure that any concerns are immediately shared with the DSL/DDSL.
- Staff must keep accurate records where they have a concern about a child's well-being or welfare and report concerns using the CPOMs system.

- Ensure risk assessments for phased opening link together safeguarding arrangements and Health & Safety.
- Keep up to date safeguarding records via CPOMs
- Continue to working in partnership with key agencies.

Additional further information

Child Protection Policy and Procedures

- The schools child protection policy remains in place. Staff must follow the procedures within the policy should they have a safeguarding concern about a child or member of staff.
- Schools must have clear procedures in place when staff identify a concern about a child.
- Ensure that all staff are aware of how to keep up to date safeguarding records and information.
- Have clear procedures in place for allegations or concerns about staff. DSL to inform LADO /DOFA (Jane Parmenter) and Trust Safeguarding Lead of any allegations against staff.
- DSL will continue to liaise fortnightly with the Attendance Inclusion and Welfare team as agreed.
- It is essential that unsuitable people are NOT allowed to enter the school and/or gain access to children.
- Children should continue to be protected when they are online. See previous annex for keeping children safe online.

DSL / DDSL

- Ensure a DSL/DDSL is on site where possible
- Trust Safeguarding Lead will be available for further advice and guidance as and when necessary.
- DSL/DDSL's must provide support to children in school and for children who are not in school.
- Where possible, staff should take time to speak directly to children to help identify any concerns or worries they have.
- DSL/DDSL's should continue to do what they reasonably can to keep up to date with safeguarding developments, such as via safeguarding partners, newsletters and professional advice groups. The Trust Safeguarding Lead will ensure that any changes to guidance and legislation are cascaded to the DSL/DDSL's and HT.
- The DSL, SENDCO and PSA, will meet weekly to monitor 'Vulnerable' pupils and families and make referrals to social care and other agencies as necessary.

Guiding principles for safeguarding

We will need to be really vigilant about children who have experienced abuse during the lock down. We know that a third of child sexual abuse and the majority of child abuse and murders occur within the family. There has been a significant rise in domestic abuse during the lock down. Children may have suffered significant harm during this time. We need to be aware of this as a possibility for all our children, not just the ones we had identified as vulnerable.

In addition, we need to be aware of the threats and possible abuse that children may have experienced online during this time. There are increased risks from adults and the exposure to harmful images and threats. Further, as the lock down has forced more and more of children's social lives to move online, we need to be aware of the increased risk of online peer on peer abuse.

We will ensure that children have safe spaces to talk about their experiences during the lockdown. We will ensure that all children have access to trusted adults who will listen them and are ready and trained to respond to them effectively.

We need to remember that it may take a long time for children to reveal any abuse. They may communicate it through behaviour and other indicators, rather than through disclosure. All staff need to be aware of this and able to respond appropriately and immediately.

A record of engagement for each class will be updated weekly. Contact will be made with all families. Where contact has not been established, there will be follow up actions, including referring to EWO and social care.

Safeguarding considerations

We should anticipate that staff and volunteers may identify new safeguarding concerns about individual children as they see them in person following partial school closures. Give consideration about DSL/DDSL capacity and allowing more time to ensure that concerns managed swiftly. Refresh staff with the procedures and importance of what they should do if they have any concerns about a child, including new concerns where children are returning. Allow time to reflect with staff the importance of ensuring relevant safeguarding and welfare information held on all children remains accurate.

Schools should be doing all they reasonably can to ask parents and carers to advise them of any changes regarding welfare, health and wellbeing that they should be aware of before a child returns.

Staff training and safeguarding induction

Existing staff should familiarise themselves with the safeguarding arrangements such as named DSL/DDSL. Safeguarding refresher training through the Key has been made available to all staff members at the start of term.

Mental health

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents.

Staff can access guidance on [mental health and behaviour in schools](#).

The guidance sets out how mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. This can include for example being fearful or withdrawn; aggressive or oppositional; or excessive clinginess. Support for pupils and students in the current circumstances can include existing provision in the school or college (although this may be delivered in different ways, for example over the phone for those children still not attending provision) or from specialist staff or support services.

Teachers should be aware of the impact the current circumstances can have on the mental health of those students/pupils (and their parents) who are continuing to work from home, including when setting expectations of children's work. The department has provided separate [guidance on remote education practices](#) during the coronavirus outbreak.

Marlborough Primary Academy

The way Marlborough Primary Academy is currently operating in response to coronavirus (COVID-19) is significantly different to business as usual, however, a safeguarding principles remain the same:

- The best interests of children must always continue to come first.
- Use the CPOMs online system to record any concerns you may have.
- If anyone in a school has a safeguarding concern about any child they should continue to act and act immediately.

Support can be found by contacting any of the following:

- **Rachel Summers – rsummers@marlborough.plymouth.sch.uk**
- **Andy Dore – adore@marlborough.plymouth.sch.uk**

The Trust Safeguarding Lead is Johanna Hughes and she can be contacted on 07592327824 or by email Johanna.hughes@reachsouth.org

If you are unable to get hold of any of these staff members, you must ring the MASH/Gateway team on 01752668000 or if you feel the child is at risk of immediate harm call 999.

Marlborough Primary Academy Annex – Covid-19 Safeguarding & Child Protection

This annex does not replace the Academy's existing child protection policy and should be used in conjunction with its existing safeguarding policies.

The way Marlborough Primary Academy currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual, however, a number of important safeguarding principles remain the same:

- The best interests of children must always continue to come first.
- If anyone in a school or college has a safeguarding concern about any child they should continue to act and **act immediately**. This can be done by contacting any of the following:

Rachel Summers – DSL – 01752 567681

Andy Dore – DDSL – 01752 567681

If you are unable to get hold of any of these staff members, you must ring the **MASH/Gateway team on 01752668000 (out of hours 01752 346984)** or if you feel the child is at **risk of immediate harm 999**. The safeguarding team will continue to meet (remotely) every Wednesday morning where any concerns or communications will be fed in, discussed and actioned.

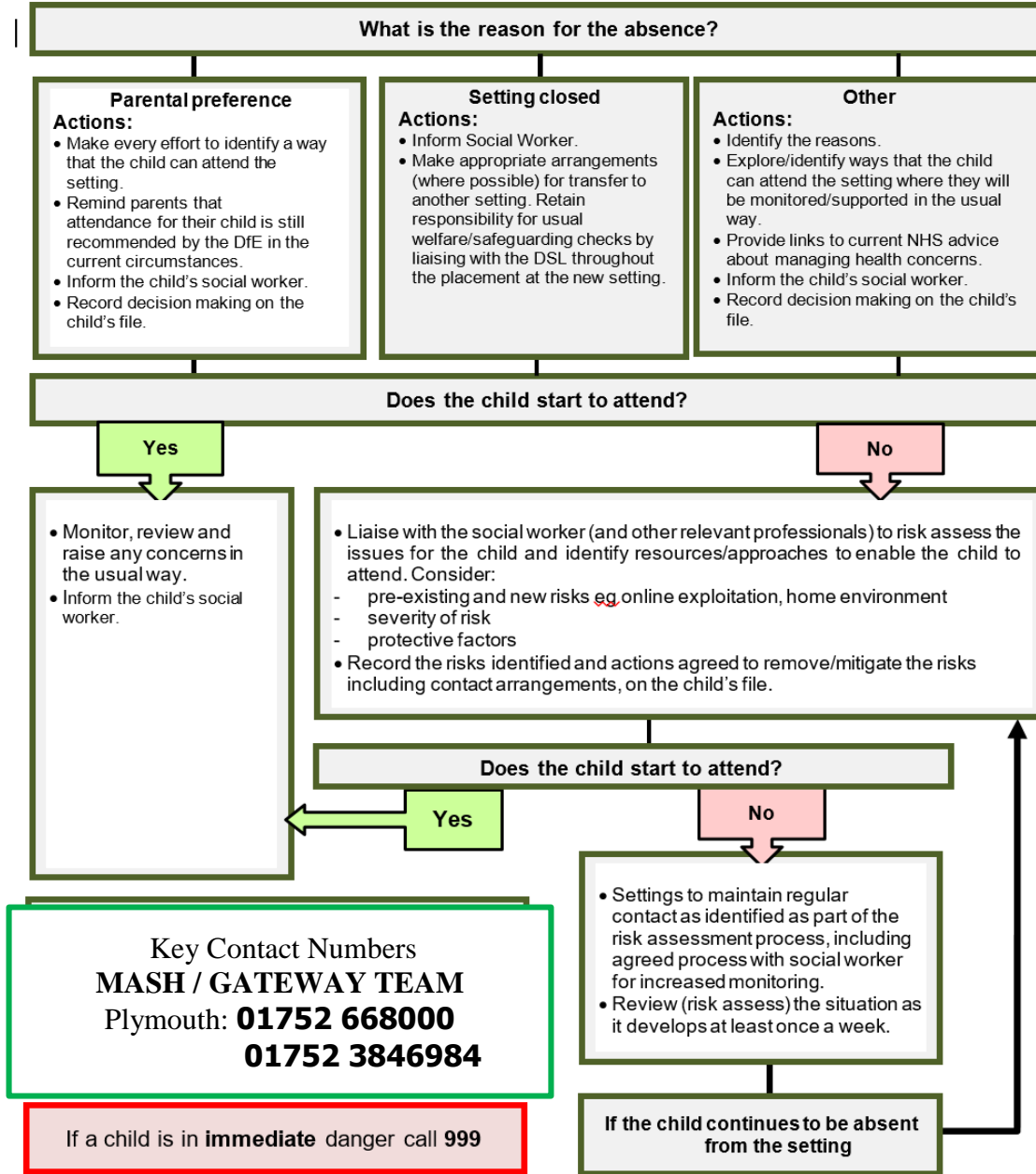
1. Child Protection

All staff have a copy of the schools 'key safeguarding' document which highlights all pupils who are CP, CIN, LAC or at risk in relation to specific safeguarding concerns. This document is updated weekly ensuring all staff have a clear idea of which children are at risk or vulnerable to significant harm. **All relevant (safeguarding related) communication with the parent/s/carers should be logged on CPOMS which will automatically copy in the safeguarding team.** This information, where relevant will be shared within a multi-disciplinary and social care framework. This protocol follows the local safeguarding guidance, set out below:

Settings attendance and children with a CIN or CP plan

'There is an expectation that vulnerable children will attend a setting, so long as it is safe for them to do so' (DfE).

Where circumstances arise, which mean that a vulnerable child does not attend a setting, the Manager/DSL/Childminder should take the following actions:



All pupils at the Academy are risk assessed. This risk assessment is dynamic and changes dependent on the information and need of the child.

2. Staff training and induction

Where new staff are recruited, or new volunteers enter the school or college, they will continue to be provided with a safeguarding induction, delivered by **Rachel Summers**. The Academy's child protection policy and part one of Keeping Children Safe in Education (2020) will support this process.

3. Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. If the Academy is recruiting new staff, we will continue to follow our relevant safer recruitment processes which includes reference to the relevant sections in part 3 of Keeping Children Safe in Education (2020).

4. Mental Health

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Staff are aware that children, parents/carers and families may find the current circumstances challenging and need access and signposting to specific support.

Apps and on-line sites for Mental Health wellbeing and support.

Anxiety UK – 08444775774

Bipolar UK – www.bipolaruk.org.

CALM - <https://www.thecalmzone.net/help/get-help/> - for men
Child line – 08001111

Community CAMHS advisory line to speak to duty worker Monday to Friday 1300-17.00 on Telephone 01752 431613.

Urgent /Crisis response please contact CAMHS Outreach on Telephone 01752 435122 8.00-8.00 7 days a week

Depression – www.depressionalliance.org

Domestic violence helpline – 08082000247

Eating disorders (Adults) – 08456341414

Eating disorders (Children) – 03456347650

Family lives (Deal all aspects of parenting Inc. bullying) – 08088002222

FRANK (Confidential drugs advice service) – 03001236600

<https://www.giveusashout.org/> - text helpline for anxiety

MIND (Mental health problems helpline) 03001233393 -
<https://www.mind.org.uk/information-support/helplines/>

NSPCC – 08088005000

OCD UK – 08451203778

PAPYRUS (Young suicide prevention society) – 08000684141

Relate (relationship advice) – 03001001234

Rethink mental illness – 03005000927

Samaritans – 116123 <https://www.samaritans.org/how-we-can-help/contact>

UK Drugs helpline – 08000241477

Young minds – <https://youngminds.org.uk/about-us/>

<https://www.youtube.com/watch?v=iIpvdMVnfGs&t=12s>
<https://www.calm.com/blog/take-a-deep-breath>

<https://www.stopbreathethink.com/blog/>

<https://www.facebook.com/stopbreathethink>

Apps

Headspace

Calm

SAM

Happify

MoodtoolsStop, Breathe and Think, Kids – mindfulness and meditation (and fun) app for children

At times staff may have to listen and support pupils, parents/carers through some difficult times. Staff may find the tool kit below useful when communicating with families.

Empathetic Dialogue which may help when speaking to parents /carers who may be affected by the pandemic.

Key phrases in initial conversations:

- Try not to compare and talk about your own experiences...EG; they may tell you someone in the family may be seriously ill...or at risk...or even died, don't then talk about you or someone you know being in a similar situation. You will no longer be coming from THEIR frame of reference!
- Recognise their pain by saying "That sounds difficult" "I sense you are finding these times challenging" "I'm sorry they have died we will offer support to your child by..." this affirms that it is hard from them and validates their fears. You are also there for their child and not them and need direct them to people who can support them. To avoid personal burnout.
- Suggest they talk to someone they trust and try to differ the conversation. It is important you don't take on their emotional stress as you have lots of others to deal with...this is not being selfish it is avoiding emotional burnout.
- Don't be afraid to use the words they have used back to them... it can be frightening to use the word death, ventilator, hospital but again it will affirm that you have listened to what they are saying.
- Answer their questions to the best of your knowledge...do not pretend or lie, re-iterate you are there for their child.
- Suggest social stories that support the issue eg.



- Talk to a peer or supervisor about some of the difficult conversations you have had...off load and compare empathetic ways of dealing with it.
- What to suggest to the parent? Tell them to acknowledge the child's worries, reassure the child that not everyone will react the same to the virus. Don't be afraid to have conversations with your child about coronavirus – not talking about something can sometimes make children worry more.

Staff well-being

Staff making contact with pupils, parent/carers may have concerns regarding the safety and well-being of pupils and should follow the procedures highlighted in the Academy's child protection policy and Covid-19 annex. These staff would under normal conditions be offered support and supervision on school site. These arrangements should and will continue. Staff will be offered support virtually, to ensure positive well-being is maintained and staff are managing the new working conditions.

Ways for you to cope whilst working from home:

These are suggestions from counsellors:

- **Keep a routine** - Many people are working from home for the first time in their lives, and some will now be juggling a full-time job and home-schooling their children. "Without a routine, negative thinking and anxiety can escalate. I would suggest that people create a day to day plan of things they will need to do e.g. create a morning exercise programme, work from home if possible, cook something different, get into an online course."
- **Think about restricting access to news media and social media** - This may involve choosing news sources you trust – and avoiding social media channels filled with speculation. Stick to the official government guidance and NHS advice websites or limit your access to the news to a certain time of the day. "Some people can be quite paralysed by this anxiety and may want to completely stop interacting with the news,"
- **Keep connected with friends and family (well those who make you happy??)** In our new world of self-isolation and social distancing, we can't meet up with family and friends like we used to. But keeping connected to them is vital. "Connecting online with friends and talking about other stuff, inventing new fun ways to connect. An online pub quiz among friends...learn a dance routine at home then share it? Play games online? Cook the same recipe in your own home whilst online?"
- **Be present** -Take time to take a breath and really experience where you are and how you are feeling. To take in your surroundings and thank the space/environment and people in your space - to actively be grateful is very powerful. Afterall that space could be keeping you safe;
- **Practise gratitude** - Some counsellor's recommend keeping a gratitude diary, where you write down three things you are grateful for every day.

- **Try some breathing and relaxation techniques** - Take a five-second breath in through the nose, hold that breath for five seconds and then breathe out for five seconds. Do this five times or Smile, take a (breath) and relax...breathing out longer than in to override fight and flight mechanism," I can recommend trying mindfulness or relaxation apps, like Calm, although you have to pay for it after a free trial and practising deep breathing.
- **Write down your anxieties and let them go** - It can help to express this anxiety in a way that you can control. That could be writing down what you feel or keeping a journal.
- **Look after your wellbeing** - Make sure you are looking after yourself, doing what you can to help get a good night's sleep, eating well and doing exercise. Do a well-being check, ask if you are Sleeping, eating, exercising. If we manage our health like this, it can help make us more robust against anxiety." Running either on the spot, or outside, releases endorphins or fools the brain and body that they've run away from the danger.
- **Use all your senses** - Try to use all your senses to notice where you are. You might want to notice five things you can see right now, five things you can hear right now, or any smells or tastes. These can help us resist the well-worn neural pathways around catastrophizing and feeling helpless.
- **No expectations, no pressure** - We have no idea how to deal with this as we have never experienced anything like it before, so I feel it is best just to take it day by day, week by week.
- **Positive thinking** - at times, this may feel very difficult to do depending on your personal situation. But re-framing a negative situation into a positive one can be very helpful. We live at such a fast, frenetic pace and sometimes don't stop to think about what it's all about and where we are heading. This is forcing us to do that. And we will grow as a result of this.

- **Ask for support - Make a list of everyone you know, friends, family, colleagues, neighbours etc. Now tick 9 people from this list, who can provide practical, psychological and moral support. Connect with them and sustain this support circle."**

If you would like support from a qualified professional, many counsellors offer online or telephone counselling.

5. Children and online safety away from school

The DFE have stated that 'all schools should be doing what they reasonably can to keep all of their children safe. In most cases, the majority of children will not be physically attending the school or college. It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk'. Any such concerns should be dealt with as per the child protection policy and the designated safeguarding lead Annie Blackie or the deputy designated safeguarding leads Isla Ellis contacted immediately.

All schools should consider the safety of their children when they are asked to work online. The starting point for online teaching should be that the same principles as set out in Marlborough Primary Academy code of conduct for safer working practice, acceptable use of technologies and social networking policy. Marlborough Primary Academy's online learning tools and systems are used in line with privacy and data protection/GDPR requirements.

Pupils who are being asked to work online can raise any concerns whilst online. As well as reporting concerns to the school pupils can access:

Childline - for support

UK Safer Internet Centre - to report and remove harmful online content

CEOP - for advice on making a report about online abuse

Staff at Marlborough Primary Academy are in regular contact with parents and carers. These communications should be used to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school their child is going to be interacting with online. Staff will actively signpost resources on the school website to ensure parent/carers can keep their children safe online. These resources include:

- [Internet matters](#) - for support for parents and carers to keep their children safe online

- [London Grid for Learning](#)- for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and careers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers