



*Succeeding
Together*

Safeguarding at Plymstock School

A Staff Summary Guide



2020-2021

Our safeguarding aims at Plymstock School

1. A culture of safeguarding exists where every member of staff understands risks, roles and responsibilities in safeguarding students.
2. Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
3. Raising awareness of child protection/safeguarding issues and equipping children with the skills needed to keep them safe.
4. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
5. Supporting students who have been abused in accordance with his/her agreed child protection plan.
6. Establishing a safe environment in which the needs of all children are met so they can learn and develop successfully.

Our commitment

Safeguarding is the responsibility of all staff who come into contact with children and their families. Our Child Protection/Safeguarding Policy applies to all staff (including supply staff), governors and volunteers working in the school.

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse.

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the Life Education/Relationship and Sex Education and Health (RSE) curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Be committed to successful inter-agency working and adopt the Seven Golden Rules to Information Sharing.

Please note: It is the legal responsibility of EVERY member of staff to have read the latest version of ‘Keeping Children Safe in Education – Part 1’ provided each September.

Plymstock School's Child Protection / Safeguarding Team

Designated Safeguarding Lead (DSL) and Single Point of Contact (SPOC): Leeshia Walton–
ext. 288

N.B. The DSL retains overall responsibility for safeguarding even when the activities associated with the role are delegated to deputies

Additional Safeguarding Officers:

- Rob Pearsall (Headteacher)
- Wil Sprenkel (Deputy Headteacher)
- Mark Taylor (Assistant Headteacher)
- Tamsin Summers (SENCO Lead)
- Karen Fenwick (Assistant SENCO)
- Beckie Littler (Assistant Head of Post-16)
- Sophie Harris (Head of Year 11)
- Cheryle Robb (Head of Year 8)
- Sam Smith (Assistant Head of Year 11)
- Sally Holton (Assistant Head of Year 9)
- Kirsty Davis (Acting Assistant Head of Year 9)
- Claire Offer (Assistant Head of Year 8)
- Sharon Cambridge (Safeguarding Admin)

Pastoral team

Heads of Year

- Simon Wookey (Head of Year 9)
- Dave Wyatt (Head of Year 10)
- Miranda Kirk (Head of Year 7)

Assistant Heads of Year

- Phil Chivers (Year 7)
- Anthony Dott (Year 9)
- Steph Harvey

The Child Protection / Safeguarding Governor is
David Chapman (email: dchapman@plymstockschool.org.uk)

The Designated Officer (Plymouth LA) is Marie Partridge (Tel: 01752 306340)

Early Help

All Staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life. In the first instance staff should discuss early help requirements with the Designated Safeguarding Lead. Staff may be required to support other agencies and professionals in an early help assessment.

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care.

Effective early help relies upon local agencies working together to:

- identify children and families who would benefit from early help;
- undertake an assessment of the need for early help; and
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child. Local authorities, under section 10 of the Children Act 2004, have a responsibility to promote inter-agency cooperation to improve the welfare of children.

Signs and symptoms of abuse

Child abuse occurs when a child is neglected, harmed or not provided with proper care. All Staff are well placed to observe changes in students' appearance, behaviour, learning progress, attendance or language, which may indicate incidents of actual or possible child abuse. Details on categories of abuse and related symptoms are outlined below. Such symptoms may be due to other medical, emotional or psychological reasons but it is in the best interests of all students that concerns about the possibility of abuse should not go unreported.

General safeguarding alerts to look out for include:

- Sudden changes in behaviour.
- Unexplained bruising, injuries or burns.
- High anxiety or low self-esteem or unreasonable fear of certain people or places.
- Knowledge of sexual matters beyond what is expected of that age group.
- Acting out in an inappropriate way, perhaps with toys or other objects.
- Strong need for affection sometimes expressed in physical terms.
- Difficulties in trusting people or showing extreme defiance.
- Fear of medical examinations.
- Reluctance to change for PE or swimming.
- Becoming excessively withdrawn/clingy.
- Drug/alcohol/solvent abuse.
- Depression.
- Eating disorders.
- Outbursts of anger.
- Socially withdrawn.
- Extended absences from school or home.

Types of abuse

Neglect

The persistent or significant neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or persistent failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

Physical

Physical injury to a child, whether deliberately inflicted or knowingly not prevented. Signs of physical harm can present as hitting, shaking, throwing, poisoning, burning or scalding, drowning and suffocation (this list is not exhaustive). Physical harm may also be caused when a parent or carer invents symptoms or causes illness in a child.

Sexual

The sexual exploitation of a child or young person for an adult's or another young person's own sexual gratification; the involvement of children or young people in sexual activities of any kind (including exposure to pornography) which they do not understand, to which they are unable to give informed consent or that violate normal family roles

Emotional

Persistent or significant emotional ill treatment or rejection, resulting in severe adverse effects on the emotional, physical and/or behavioural development of a child.

Child Criminal Exploitation

Child criminal exploitation (CCE) This is where an individual or group takes advantage of an imbalance in power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange of something the child needs or wants and/or (b) financial advantage of the perpetrator and/or (c) through violence or the threat of violence. Child Criminal Exploitation can include children being forced to shoplift, pickpocket, move drugs or money across the country (see County Lines).

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitive situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim, which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit signs of this abuse.

So-called 'Honour Based' Abuse

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including: FGM, forced marriage, and practices such as breast ironing. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the Designated Safeguarding Lead.

Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Peer on Peer Abuse/Child on Child 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 and within intimate partner relationships. Peer on peer abuse can manifest itself in many ways and this may include:

- bullying including cyberbullying
- 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
- upskirting
-

Upskirting is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, to cause the person humiliation, distress or alarm. It is a criminal offence, and this can affect anyone of any gender.

Detailed guidance around the school procedure for managing peer on peer abuse can be found in the Behaviour Policy.

A girl who has experienced FGM may:

- Have difficulty walking, sitting or standing
- Spend longer than normal in the bathroom or toilet
- Have unusual behaviour after an absence from school or college
- Be particularly reluctant to undergo normal medical examinations
- Ask for help, but may not be explicit about the problem due to embarrassment or fear.

Please note: Since 31st October 2015 there is a legal obligation to report all suspected cases of FGM to the Police

Children Missing from Education

All 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 education in their area. Children missing education are children of compulsory school age who are not registered students at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Local authorities should focus their resources effectively in intervening early in the lives of vulnerable children to help prevent poor outcomes.

These 'missing' children can be vulnerable; it is essential that all services work together to identify and re-engage these children back into appropriate education provision as quickly as possible. It is important to establish the reasons for the child being missing at the earliest possible stage.

Possible reasons that should be considered include:

- Failure to start appropriate provision and never enter the system.
- Stopped attending, due to illegal exclusion or withdrawal by parent/carers.
- Failure to complete a transition between schools.
- Children from refugee and asylum seeking families.
- Children from families who are highly mobile.
- Children at risk of a forced marriage.
- Children experiencing abuse and neglect.

Children who remain disengaged from education are potentially exposed to higher degrees of risk.

Children who go missing or run away from home or care may be in serious danger and are vulnerable to crime, sexual exploitation or abduction as well as missing education.

Staff at Plymstock School should be alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

By law Plymstock School is required to have both an admission register and attendance register. All students will be placed on both registers

If any student is to be removed from our admission register, we will inform the LA of why and where they are going through our weekly admissions return. Reasons for this will include where they:

- have been taken out of school by their parents and the school has received written notification from the parent that they are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded. The local authority must be notified when a school is to delete a student from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the student's name from the register.

Plymstock School will comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

Plymstock School will inform the local authority of any student who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

Plymstock School will notify the local authority within five days when a student's name is added to the admission register at a non-standard transition point. The school will provide the local authority with all the information held within the admission register about the student.

Spiritual, Cultural and Religious Beliefs

Definition and Concerns

Definition of 'belief in spirit possession'

The term 'belief in spirit possession' is the belief that an evil force has entered a child and is controlling him or her. Sometimes the term 'witch' is used and is the belief that a child is able to use an evil force to harm others. There is also a range of other language that is connected to such abuse. This includes black magic, kindoki, ndoki, the evil eye, djinns, voodoo, obeah, demons, and child sorcerers. In all these cases, genuine beliefs can be held

by families, carers, religious leaders, congregations, and the children themselves that evil forces are at work. Families and children can be deeply worried by the evil that they believe is threatening them, and abuse often occurs when an attempt is made to 'exorcise', or 'deliver' the child. Exorcism is the attempt to expel evil spirits from a child. (See report: Safeguarding Children from Abuse Linked to a Belief in Spirit Possession 2007)

The belief in 'possession' or 'witchcraft' is widespread. It is not confined to particular countries, cultures or specific religions, nor is it confined to new immigrant communities in this country.

Any concerns about a child which arise in this context must be taken seriously.

Concerns

A number of faith groups have beliefs, which affect how they use health services and specifically treatment and immunisations for children. A number of churches and faith groups believe in the power of prayers and faith in God and as a result may refuse medical interventions and treatments including assistance at child births, health checks and immunisations. Where a practitioner becomes aware of a belief held by the parents, where it may impact on the health and development of the child, the practitioner should consult with other professionals to assess the potential risks of significant harm to the child.

Risks

The number of known cases of child abuse linked to accusations of 'possession' or 'witchcraft' is small, but children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem. It is likely that a proportion of this type of abuse remains unreported.

Such abuse generally occurs when a carer views a child as being 'different', attributes this difference to the child being 'possessed' or involved in 'witchcraft' and attempts to exorcise him or her.

A child could be viewed as 'different' for a variety of reasons such as, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child.

There are various social reasons that make a child more vulnerable to an accusation of 'possession' or 'witchcraft'. These include family stress and/or a change in the family structure.

The attempt to 'exorcise' may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives.

Any siblings or other children in the household may be well cared for with all their needs met by the parents and carers. The other children may have been drawn in by the adults to view the child as 'different' and may have been encouraged to participate in the adult activities.

The parent/s may have a perspective on child rearing practices underpinned by culture or faith which are not in line with UK law and cultural norms, and they may put their child at risk of harm through actions such as exercising harsh physical punishment, forcing a child into marriage etc.

Indicators

Concerns reported in the cases known from research have involved children aged 2 to 14, both boys and girls, and have generally been reported through schools or non-governmental organisations. The referrals usually take place at a point when the situation has escalated and become visible outside the family.

Note: This means that the child may have been subjected to serious harm for a period of time already.

The initial concerns referred have been about:

- Issues of neglect such as not being fed properly or being 'fasted', not being clothed, washed properly etc. but left to fend for themselves especially compared to the other children in the household;
- Often the carer is not the natural parent and the family structure can be complex;
- Children often appear distressed and withdrawn;
- The child is seen as the scapegoat for a change in family circumstances for the worse;
- In a group of children, it may be the child who is relatively powerless vis-a-vis the parents/carers, maybe a child with no essential role in the family;
- The child is seen as someone who violates the family norms by being physically different perhaps because of illness, disability or, in some cases, a suspicion by the father of adultery by the mother.
- Child abuse linked to faith or belief may occur where a child is treated as a scapegoat for perceived failure.

All agencies should be alert to the indicators above and should be able to identify children at risk of this type of abuse and intervene to prevent it.

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism 12 should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Other potential safeguarding issues

- Bullying including Cyber-bullying.
- Self-harm.
- Domestic violence.
- Drug use.
- Fabricated or induced illness.
- Faith abuse.
- Forced marriage.
- Gangs and youth violence.
- Gender-based violence/violence against women and girls (VAWG).
- Mental health.
- Radicalisation (where an individual adopts extreme political, social or religious ideals).
- Sexting (using internet/media devices to send sexually explicit material).
- Online grooming.
- Teenage relationship abuse.
- Trafficking.

Self-harm

Self-harm is any deliberate behaviour that inflicts physical harm on someone's own body and is aimed at relieving emotional distress.

Self-harm can include:

- cutting themselves.
- scratching themselves.
- burning or scalding their body.
- banging and bruising themselves.
- scrubbing or scouring their body.
- deliberate bone-breaking.
- punching themselves.
- sticking things into their body.
- swallowing inappropriate objects or liquids.
- taking too many tablets (overdose).
- biting themselves.
- pulling their hair or eye lashes out.
- attempting to terminate an unwanted pregnancy.

Less obvious self-harm behaviours also include:

- Controlled eating patterns – anorexia, bulimia, over-eating.
- Indulging in risky behaviour / risky sexual behaviour destructive use of drugs or alcohol.
- An unhealthy lifestyle.
- Getting into fights.

Self-harm warning signs

Self-harm may present as visible or invisible signs. The latter can include ingested materials or cuts/bruises under the clothing.

Staff, parents and fellow students may become aware of warning signs that might indicate that a student is experiencing difficulties that may lead to self-harm or suicide. These warning signs should always be taken seriously and anyone observing any of these should seek further advice from one of the school nurses or a Designated Person for Child Protection.

Warning signs may include:

- Visible signs of injury (e.g. scarring).
- A change in dress habit that may be intended to disguise injuries (e.g. an unexpected or sudden change to wearing long sleeved tops).
- Changes in eating or sleeping habits.
- Increased isolation from friends or family; becoming socially withdrawn.
- Changes in activity or mood (e.g. becoming more introverted or withdrawn).
- Lowering of academic achievement.
- Talking or joking about self-harm or suicide.
- Abusing drugs or alcohol.
- Expressing feelings of failure, uselessness or loss of hope.
- Changes in clothing/image.

Links to emotional distress (including abuse)

Those who self-harm are usually suffering emotional or psychological distress and it is vital that all such distress is taken seriously to assist in alleviating that distress or to minimise the risk of increasing distress and potentially suicide. Any young person who suggests they are experiencing suicidal feelings must be taken extremely seriously and safeguarding procedures put in place immediately; a young person showing this level of distress must NOT be left unattended.

Emotional/psychological risk factors associated with self-harm can be:

- Recent trauma e.g. death of a friend or relative, parental divorce.
- Negative thought patterns and low self-esteem.
- Bullying.
- Abuse – sexual, physical, emotional or through neglect.
- Sudden changes in behaviour and/or academic performance.
- Relationship difficulties (with family or friends).
- Learning difficulties.
- Pressure to achieve (from teachers or parents).
- Substance abuse (including tobacco, alcohol or drugs).
- Issues around sexuality.

Other causal or risk factors:

- Inappropriate advice or encouragement from internet websites or chat-rooms.
- Experimentation, 'dares' or bravado, 'copycat behaviour'.
- Concerns by a girl that she may be pregnant (including an attempt to terminate this).
- A history of abuse of self-harming in the family.
- Parental separation.
- Domestic abuse and/or substance misuse in the home.
- Media influence.
- Issues surrounding religious or cultural identity.

Procedures for dealing with self-harm

At Plymstock School we view self-harm as a child protection/safeguarding issue. If there is concern that a student may be self-harming or is thinking of self-harming, this should be reported immediately to a Designated Safeguarding Officer using the school's child protection procedures.

Preventing Radicalisation and Extremist Views

Plymstock School uses the following accepted Governmental definition of extremism (outlined in the Prevent Strategy 2015) which is:

“Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas”

As part of wider safeguarding responsibilities staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Students accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Local schools, local authority services, and police reports of issues affecting students in other schools or settings
- Students voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or ‘hate’ terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious.
- Views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.
- Attempts to impose extremist views or practices on others.
- Anti-Western or Anti-British views.

All staff have a duty to challenge extremist views by students.

In each case, this should be reported urgently to the Designated Safeguarding Lead (DSL)/Single Point of Contact (SPOC) –Leeshia Walton Ext 288 who in turn will investigate and where necessary alert key agencies such as the Police and Children’s Services.

For further reading on all safeguarding issues, Plymstock School recommends viewing the NSPCC website: www.nspcc.org.uk

Please be aware that this key information along with Child Protection/Safeguarding referral forms can be found in the display in the staffroom.

Staff at Plymstock School should always maintain an attitude of ‘It could happen here’

Raising a Child Protection / Safeguarding concern

Where a staff member has a concern about a child, he/she will need to decide what action to take. Where possible, he/she should discuss this with the DSL or a Designated Safeguarding Officer. Possible courses of action include referral to children's services, referral to other agencies, or an early help assessment.

Where a child is in immediate danger or at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral.

If a member of staff wants to raise a safeguarding concern with the safeguarding team, then a referral form must be completed (Available in Staff Area).

The completed form will be taken to the Head/Assistant Head of year within your year hub for assessment and action.

Where a referral is made by someone other than the DSL in either case, the DSL should be informed as soon as possible afterwards.

Email referrals are **NOT** acceptable.

If a student makes a disclosure to you it is important that you:

- Tell them that you cannot keep it a secret and you must tell the Designated Safeguarding Officer.
- Listen carefully to what they say but do not ask leading questions.
- Reassure them that they are doing the right thing.
- Do not write anything down whilst the child is present.
- Remain impartial – do not get emotionally involved or show emotion.
- Inform the Hub or a Designated Safeguarding Officer straight away.

In the absence of a Designated Safeguarding Officer **ANY** member of staff is authorised to make a referral using the procedures below.

Procedures for making a Child protection / Safeguarding referral

1. Referral arrives at the hub within your year group.
2. A member of the safeguarding team checks the online safeguarding log CPOMS.
3. Assess the referral - Is it child protection? Decide on category. Discuss with another member of the safeguarding team if needed.
4. Interview with student (Questions should be factual and open focusing on what, when and how. There should be no leading questions. For example, an inappropriate leading question might be "Is that a cigarette burn on your hand? Did your mum or dad do that to you?" Whereas an appropriate open-ended question would be "How did that happen to your hand?")

Advice or information to support children and young people in need of early help or where there is a concern for their vulnerability can be accessed through **The Gateway** (01752 668000, gateway@plymouth.gov.uk) or **Devon MASH** <https://www.dcfp.org.uk/training-and-resources/multi-agency-safeguarding-hub-in-devon/>

5. If it is deemed to be child protection (i.e. the child is in **IMMEDIATE DANGER**), **contact the Gateway on 01752 668000 or Devon Mash on 0345 155 1071 IMMEDIATELY** to make a referral (be clear what you are doing / use the correct language). The **Gateway** out of hours' number (after 5:00pm) is 01752 346984. **The Devon MASH out of Hours Team is 0845 6000388.**
6. If a referral is recommended follow up your call by submitting a Plymouth or Devon Safeguarding Hub Referral Form – (MASH) a copy must be uploaded to CPOMS. A **GATEWAY** referral form can be found at: <http://www.plymouthscb.co.uk/wp-content/uploads/2020/02/MASH-New-Referral-Form-2.docx>
A **Devon MASH** Enquiry form can be found at: <https://new.devon.gov.uk/making-a-mash-enquiry>

When contacting the **GATEWAY/Devon MASH** ensure the following details are to hand:

- Request to speak to a DUTY SOCIAL WORKER
 - Student name
 - DOB
 - Address
 - Family details
 - Clear details of your concern - are you making a referral?
 - Do not minimise your concerns
 - Record the name of the social worker you are talking to and the date/time you spoke to them
 - Be clear what the follow up will be BEFORE you end the call
7. If you are not satisfied with the response from the MASH referral form you must discuss with the DSL, who will take further action.
 8. If you have not heard anything back from the MASH referral form or allocated social worker within 24 hours – you must chase up.

9. If the MASH referral form does not need to be consulted, consider alternatives and seek advice from The Gateway - parental contact, in-school support or single/multi-agency support.

10. Update CPOMS

It is better to make a referral that turns out to be unsubstantiated than for a child to come to harm because we were indecisive.

Whistleblowing

If you have any concerns about a child in the school, you should raise this using the safeguarding procedures. If the concern is about the Designated Safeguarding Lead it should be raised with the Headteacher.

However, if you believe that your concern won't be dealt with properly or may be covered-up or If you've raised a concern but it hasn't been acted upon then your concern can be raised with Marie Partridge (Designated Officer for the LA) or through the NSPCC Whistleblowing Line (0800 028 0285 or <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/>).

Please see our Whistleblowing Policy for full details.

Allegations of abuse made against a member of staff or other adult at school

If an allegation of abuse is made against a member of staff or supply staff the allegation must be passed immediately to the Headteacher. Consultation is required with the Designated Officer (LA) and must take place within one working day. The consultation with the Designated Officer (LA) must take place prior to any form of investigation being undertaken by the school. Where there are concerns about the Headteacher, the matter must be referred to the Chair of Governors.

The school must consider carefully the possibility of abuse if a member of staff has:

- Behaved in a way that had harmed, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved in a way that indicates he/she is unsuitable to work with children

When a complaint of abuse is made against a member of staff on behalf of a pupil, there should be immediate consideration of whether the child is at risk and in need of protection.

Any employee who becomes aware of a possible allegation or concern of a child protection nature must take immediate steps to ensure that the matter is reported to the Headteacher. It is important that the member of staff reporting the concern acts quickly and in the event that the Headteacher is not available the matter should be reported to the most senior person available at the time. An investigation may be impeded if a concern is reported late.

There will be three possible types of investigation:

1. By Children's Services and the Police under Section 47 of the Children Act 1989
2. By the Police under criminal law
3. By the school in line with staff disciplinary procedures

The Local Authority (LA) is responsible for managing child protection issues and any allegations against a member of staff must be reported immediately to the Designated Officer (LA). This initial consultation will determine whether the allegation reaches the threshold of significant harm to justify a referral to Children's Services. In cases of serious harm, the police will be informed from the outset.

If the consultation discussion determines that the allegation does meet the criteria for referral to Children's Services as a child protection concern, the Designated Officer (LA) will provide support to the school in making the referral and throughout the subsequent process as required.

The school undertakes to report to the Disclosure and Barring Service (DBS) within one month of leaving the school any person whose services are no longer used because he or she is considered unsuitable to work with children. The school will also consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and where a prohibition order may be deemed appropriate.

Should it be determined in the consultation discussion that the allegation does not meet the threshold for a child protection referral to Children's Services, then the Designated Officer

(LA) will advise on further action that may be taken by the school in investigating the matter internally in line with the staff disciplinary procedures.

Where a staff member feels unable to raise the issue with the Headteacher or Chair of Governors or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them – please refer to the **Whistleblowing Policy** for further information.

Please see the Managing Allegations of Abuse against Staff Policy for more details.

E-safety

What is E-safety?

E-safety can be described as the school's ability:

- To protect and educate pupils and staff in their use of technology.
- To have the appropriate mechanisms to intervene and support any incident where appropriate.

E-safety can be categorised into three areas of risk:

1. **CONTENT:** being exposed to illegal, inappropriate or harmful material.
2. **CONTACT:** being subjected to harmful online interaction with other users.
3. **CONDUCT:** personal online behaviour that increases the likelihood of, or causes harm.

E-safety is an important aspect of SAFEGUARDING and is the responsibility of EVERY member of staff.

Please read the school's E-safety Policy located on the school website.

What are the e-safety risks to young people?

How can you identify an e-safety issue?

1. Risks through content

- Exposure to inappropriate content, including online pornography, ignoring age ratings in games (exposure to violence associated with often racist language), substance abuse etc...
- Lifestyle websites, for example pro-anorexia/self-harm/suicide sites.
- Hate sites.
- Invalid content - authenticity and accuracy of online content.

2. Risks through contact

- Grooming.
- Cyber-bullying in all forms.
- Identity theft (including 'frape' (hacking Facebook profiles)) and sharing passwords.

3. Risks through conduct

- Privacy issues, including disclosure of personal information.
- Digital footprint and online reputation.

- Health and well-being (amount of time spent online (internet or gaming)).
- Sexting (sending and receiving of personally intimate images) also referred to as SGII (self-generated indecent images).
- Copyright (little care or consideration for intellectual property and ownership – such as music and film).

How can we keep our students safe online?

- The school's Internet filtering system.
- The student ICT Code of Conduct.
- ICT use expectations displayed in ICT suites
- E-safety assemblies (including additional assemblies if concerns arise).
- The Life Education programme.
- Support and advice through the student section of the school website.
- Discuss concerns with parents – do not assume that they know.
- Referral to Peer Mentors for advice and support.
- Discussing e-safety during Tutor periods and across the curriculum, particularly when using ICT in lessons.
- By taking e-safety concerns raised by students and parents seriously.
- Reporting all incidents of cyber-bullying to the Head of Year immediately.
- If an E-safety concern relates to child protection (e.g. grooming, sexting, pornography, illegal images, substance abuse, or lifestyle websites) **please refer immediately to a Designated Safeguarding Officer.**

We help parents to ensure their children are E-safe through:

- E-safety advice and guidance available through the school website (this includes documentation and links to specialist sites).
- Parent workshops with specialist speakers.
- Prompt communication with parents when an e-safety concern is highlighted.

What are the risks to you as a member of staff?

The vast majority of risks to young people equally apply to you as a member of staff at the school.

Particular risks to staff include:

- Copyright (little care or consideration for intellectual property and ownership – such as music and film).
- Use of social media such as Facebook and Twitter.
- Digital footprint and online reputation.
- Identity theft, including 'frape' (hacking Facebook profiles).
- Cyber-bullying by students and parents.
- Students taking images/videos of staff using mobile devices.
- Data protection.
- An overall lack of understanding of new technologies.

Reducing the risk for staff

- Ensure you have read, understood and adhere to the school's E-safety Policy.
- Ensure that you have read, understood and adhere to the school's ICT Code of Conduct.

- Attending annual safeguarding training every September, which includes e-safety.
- Do not share your password with other colleagues or students.
- Do not attempt to by-pass the school's Internet filtering system.
- If you use social media such as Facebook or Twitter you are not permitted to be 'friends' with any student currently attending the school.
- Familiarise yourself with the security settings on any social media site you may use – ensure that students, parents and strangers cannot access your information.
- Think carefully about what you post online using social media and websites e.g. photos, comments about colleagues/students/parents, comments that could be deemed offensive or anything that brings the name of the school into disrepute.
- Please ensure that copyright is not breached through the use of online media – including downloading content from YouTube
- Ensure you are vigilant in the classroom, ensuring that students are using new technology (including mobile devices) appropriately.
- Treat all staff, student and parent information as highly confidential – if you are taking content offsite ensure that it is stored on an encrypted USB drive (available through the Network Support Team).

If you have any E-safety concern about yourself or another colleague, please discuss ASAP with Leeshia Walton (DSL) or Wil Sprenkel (Deputy Headteacher).

If you wish to learn more about E-safety please visit the following websites:

Think You Know – <http://www.thinkuknow.co.uk/parents/>

Childnet – <http://www.childnet-int.org/>

Staying safe online – <https://swgfl.org.uk/resources/online-safety-guidance-for-parents/>

Child Exploitation and Online Protection – <https://www.ceop.police.uk/safety-centre/>

Glossary of terms

CEOP	Child Exploitation and Online Protection centre.
Cyber-bullying	Bullying using technology such as computers and mobile phones.
Digital footprint	This refers to the trail of information a person can leave behind when they've been online and can include websites visited, name, address, DOB, credit card details etc...
Encryption	Computer programme that scrambles data on devices such as laptops and memory sticks in order to make it virtually impossible to recover the original data in event of the loss of the device; schools often use this to protect personal data on portable devices.
E-safety mark	Accreditation for schools reaching threshold levels within 360 degree safe through assessment by external assessor.
Frape	Short for 'Facebook rape', referring to when a Facebook user's identity and profile are compromised and used by a third party to cause upset.
Games Console	Examples include XBOX One, Playstation 4 etc...

Grooming	Online grooming is defined by the UK Home Office as ‘a course of conduct enacted by a suspected paedophile, which would give a reasonable person cause for concern that any meeting with a child arising from the conduct would be for unlawful purposes’.
Hacker	Originally thought of as a computer enthusiast, but now a hacker is normally used to refer to computer criminals, especially those who break into other people’s computer networks.
ISP	Internet Service Provider (a company that connects computers to the internet for a fee).
Lifestyle website	An online site that covertly advocates particular behaviours and issues pertaining to young and often vulnerable children for example anorexia, self-harm or suicide.
Malware	Bad software or programs that damage your computer (viruses), steal your personal information (spyware), display unwanted adverts (adware) or expose your computer to hackers (Trojan horses).
Managed system	In a managed system the school has some control over access to websites and ideally offers age-appropriate filtering. Pupils in schools that have managed systems have better knowledge and understanding of how to stay safe than those in schools with locked down systems because they are given opportunities to learn how to assess and manage risk for themselves. Plymstock School uses this type of system.
Phishing	Pronounced the same as ‘fishing’ this is an attempt to trick people into visiting malicious websites by sending emails or other messages, which pretend to come from banks or online shops; the e-mails have links in them which take people to fake sites set up to look like the real thing, where passwords and account details can be stolen.
Profile	Personal information held by the user on a social networking site.
Sexting	Sending and receiving of personal sexual images or conversations to another party, usually via mobile phone messaging or instant messaging.
SGII	Self-generated indecent images (often referred to as “sexting” – see above)
Social networking	Social networking is a way of using the internet and the web to find, make friends and stay in touch with people. Facebook and Twitter are the most common social networking sites.
Spam	An e-mail message sent to a large number of people without their consent, usually promoting a product or service (also known as Unsolicited Commercial Email (UCE) or junk email).
Trojan	A malware program that is not what it seems to be. Trojan horses pretend to be useful programs like word processors but really install spyware or adware or open up a computer to hackers.
Upskirting	When someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, to cause the person humiliation, distress or alarm. It is a criminal offence, and this can affect anyone of any gender.

YouTube	Social networking site where users can upload, publish and share video.
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Safeguarding and visitors to the school site

All visitors to the school must follow the procedure below:

- Once on site, all visitors must report to reception first. No visitor is permitted to enter the school via any other entrance under any circumstances.
- At reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification if requested. People arriving from agencies and other organisations will be required to produce photographic ID.
- All visitors will be asked to sign in using the Inventory system making note of their name, organisation, who they are visiting and car registration.
- All visitors will be required to wear an Inventory photo identification badge – the badge must remain visible throughout their visit.
- **Visitors will then be escorted to their point of contact OR their point of contact will be asked to come to reception to receive the visitor.** The contact will then be responsible for them while they are on site. The visitor must not be allowed to move about the site unaccompanied unless they are registered on the Approved Visitor List.

Approved Visitor List

- The School will hold an approved visitor list for visitors who frequently visit the school site to undertake work within the school (including contractors and supply staff).
- To qualify for this, list the visitor must be approved by the Headteacher or Deputy Headteachers and have demonstrated, prior to the visit, that they have a current clear Enhanced DBS, and other appropriate checks, and details of this has been registered on the school's Single Central Record.
- Visitors on the Approved List **MUST** follow the same procedures on entry to the premises (i.e. come to reception and sign in the Visitors Record Book).
- A copy of the approved visitor list will be kept at reception at all times.

Guest speaker pre-checks

Prior to any guest speaker (or external contributor working with students) being invited into Plymstock School, it is important that some basic pre-checks are undertaken by the member of staff arranging for them to come in. This should include:

- Checking their identity.
- Verifying the organisation/company that the individual represents, ensuring that there is no conflict with the school's values and ethos.
- Google the individual – does anything controversial come up (e.g. hate preaching or discriminatory/extremist views)?
- Talking to any other school or organisation that you are aware that they have worked with?

Prior to the guest speaker or external contributor begins, the member of staff coordinating the visit must ensure that the content and vocabulary used is appropriate for the age of the student audience.

Lanyards

Red Visitor Lanyards - These visitors to be escorted at *all* times. They are to be collected and returned to main reception by the person that they are visiting. **If they are not with a member of staff, they must be challenged.**

Blue Visitor Lanyards -These visitors have permission from the Headteacher to be on the school site as they are DBS checked.

Orange School Governor Lanyards -Governors will sign in at main reception.

Green Contractor Lanyards - These visitors are DBS checked. They may have their badges in their pockets for safety reasons

Yellow Designated Safeguarding Officers – These identify the officers with enhanced training in child protection.

If any member of staff sees an unescorted individual, who is not wearing a school visitor badge, on the site at any time during the school day – you must challenge them.

Safer Recruitment in Education

The school pays full regard to 'Keeping Children Safe in Education' (2020).

Safe recruitment practice includes:

- Scrutinising applicants.
- Verifying identity and academic or vocational qualifications.
- Obtaining professional and character references.
- Checking previous employment history (including gaps in employment).
- Ensuring that a candidate has the health and physical capacity for the job.

It also includes undertaking interviews: Enhanced DBS checks, Barred List checks, Section 128 direction checks, further checks on people who have lived or worked outside the UK including a check for EEA restrictions and prohibited list checks.

Prohibition checks will be carried out using the 'Teacher Services System'.

All staff employed at the school and governors will be subject to a full Enhanced DBS check every three years. All recruitment materials will include reference to the school's commitment to safeguarding and promoting the welfare of its students.

The Headteacher, governors and appropriate senior staff will complete the NSPCC Safer Recruitment in Education training course.

All shortlisting and interviews will include at least one panel member who has completed Safer Recruitment Training.

Annual Staff Disqualification Declaration Form

All staff at Plymstock School are required to sign an Annual Disqualification Declaration Form, verifying that there are no reasons, since the last Enhanced DBS check, why an individual should not be able to work in a school setting with children.