



# Safeguarding and Child Protection Policy Group

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# Safeguarding and Child Protection Policy



<b>Approved by:</b>	Bev Clark	<b>Date:</b> 2/9/21
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# Safeguarding and Child Protection Policy

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# P.L.O.T. Child Protection and Safeguarding Policy Framework

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interests** of the child.

(Keeping Children Safe in Education)

## 1. Ethos statement

P.L.O.T. recognises the moral and statutory responsibility placed on all staff to safeguard and promote the welfare of all children. We aim to provide a safe and welcoming environment, underpinned by a culture of openness where both children and adults feel secure, can raise concerns and believe they are being listened to, and that appropriate action will be taken to keep them safe.

## 2. Introduction

The governing body<sup>1</sup> recognises the need to ensure that it complies with its duties under legislation and this policy has regard to statutory guidance, Keeping children safe in education (KCSiE), Working Together to Safeguard Children and locally agreed inter agency procedures put in place by Suffolk Safeguarding Partnership Board. Although P.L.O.T. is a community interest company and not a maintained or Independent school, where possible we will follow and implement statutory requirements set out in Keeping children safe in education.

This policy will be reviewed regularly as a minimum annually and will be made available on request.

Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

This policy is for all staff, parents, governors, volunteers and the wider P.L.O.T. community. It forms part of the child protection and safeguarding arrangements for P.L.O.T. and is one of a suite of policies and procedures which encompass the safeguarding responsibilities of the centre.

The aims of this policy are to:

- Provide staff with a framework to promote and safeguard the wellbeing of children and young people and ensure that they understand and meet their statutory responsibilities.
- Ensure consistent good practice across the centre.

The head of centre expects and will ensure that all staff know and understand this child protection and safeguarding policy and their responsibility to implement it. Staff working directly with children must, as a minimum, have read and understand [Part One of KCSiE](#). The head of centre will ensure that they have read and understand [Parts One and Two of KCSiE](#). The head of centre will ensure that those staff who do not work directly with children will read either Part One or Annex A of KCSiE<sup>2</sup>.

The head of centre will ensure that arrangements are in place for all staff members to receive appropriate safeguarding and child protection training which is regularly updated.

<sup>1</sup>In maintained schools the governing body is responsible for ensuring their functions are exercised with a view to safeguarding and promoting the welfare of children in accordance with section 175 of the Education Act 2002, for pupil referral units it is the management committee, in independent schools, including academies and free schools this duty sits with the proprietor. References to the governing body throughout this policy framework includes management committees.

Annex A of KCSiE is a condensed version of Part One of KCSiE.

### 3. Statutory framework

Section 175 of the Education Act 2002 in the case of maintained schools and pupil referral units<sup>3</sup>, Section 157 of the Education Act and the Education (Independent Schools) Regulations 2014 for independent schools (including academies and free schools) place a statutory duty on governing bodies and proprietors to have policies and procedures in place that safeguard and promote the welfare of children and young people who are pupils of registered school which must have regard to any guidance given by the Secretary of State. In accordance with statutory guidance, Working Together to Safeguard Children 2018, local safeguarding arrangements must be established for every local authority area by the three safeguarding partners (Local Authority, Police and Clinical Commissioning Groups). All three partners have equal and joint responsibility for a range of roles and statutory functions including developing local safeguarding policy and procedures and scrutinising local arrangements. In Suffolk, all professionals including staff in schools and those who work with schools should work in accordance with the multi-agency procedures developed by the Suffolk Safeguarding Partnership (SSP) which can be found on their website at: <https://suffolksp.org.uk/>.

### 4. Key roles and responsibilities

The head of centre and governing board will ensure that P.L.O.T. has the correct policies and procedures in place to safeguarding children and young people and these will reflect local procedures and protocols. The head of centre will ensure the centre contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children. The head of centre and governing board will ensure that policies for special educational needs and disability, supporting pupils attending P.L.O.T. with medical conditions are in place and are reflective of safeguarding as appropriate.

It is the responsibility of the head of centre to ensure that staff and volunteers are properly vetted to make sure they are safe to work with the pupils who attend P.L.O.T. and that P.L.O.T. has procedures for appropriately managing allegations of abuse made against members of staff and those in a position of trust.

#### **Designated Safeguarding Lead (DSL)**

The DSL [B Clark] is head of centre and will take lead responsibility for safeguarding and child protection. The DSL and any alternate DSLs will liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children. During P.L.O.T. term time, the DSL and/or an alternate will always be available for staff to discuss any safeguarding concerns. Out of hours staff and parents are provided with the P.L.O.T. out of hours number. The DSL will undergo training to provide them with the knowledge and skills to carry out the role. This training will be updated every two years.

#### **Head of centre**

The head of centre will ensure that the policies and procedures adopted by the governing body are fully implemented and that sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

<sup>3</sup>Section 175, Education Act 2002 – for management committees of pupil referral units, this is by virtue of regulation 3 and paragraph 19A of Schedule 1 to the Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007

## All staff

All staff have a responsibility to provide a safe environment in which children can learn. All staff working directly with children must read and ensure they understand at least Part One of KCSiE. All staff must ensure they are familiar with the systems within P.L.O.T. which support safeguarding, including the child protection and safeguarding policy, the code of conduct/staff behaviour policy, the behaviour policy, lone working policy, the safeguarding response to children who go missing from education, and the role of the DSL (including the identity of the DSL and any deputies).

All staff are made aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Staff are made aware of the categories of abuse through training.

All staff are made aware of what to do if a child tells them he/she is being abused, neglected or exploited, and/or is otherwise at risk of involvement in criminal activity, such as knife crime, or involved in county lines drug dealing. .

All staff are made aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) along with the role they might be expected to play in such assessments. At P.L.O.T. we have regular training sessions that go through the process of referrals, staff are fully supported in sharing and making referrals if required.

All staff are made aware of the [early help process](#) and understand their role within it. This includes providing support as soon as a problem emerges, liaising with the DSL, and sharing information with other professionals in order to support early identification and assessment, focussing on providing interventions to avoid escalation of worries and needs .

P.L.O.T. understands any child can benefit from Early Help but we are also alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (SEN) (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues or domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is at risk of honour-based abuse such as Female Genital Mutilation (FGM) or forced marriage
- is a privately fostered child
- is persistently absent from education

Knowing what to look out for is vital to the early identification of abuse and neglect. If staff are unsure, they are taught and reminded to always speak to the DSL (or deputy). If in exceptional circumstances the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff are aware of the contact numbers to go to for social care teams to seek urgent advice. Many of our children already have allocated social workers, staff are aware to always talk the DSL, if however, the DSL is unavailable contact the social worker for all safeguarding concerns. If a child is in immediate danger and social worker is unavailable staff are to follow the protocol for referring to MASH.

<b>Role:</b>	<b>Name and contact details:</b>
Designated Safeguarding Lead (DSL)	B Clark 07505468327
Alternate DSL	J Skingsley 01728 747004
P.L.O.T. e-Safety Lead	Fran Southwell 01728 747004

## 5. Training

The governing body and head of centre will ensure that all staff receive appropriate safeguarding and child protection training which is regularly updated and [in line with advice from SSP](#). In addition, all staff members will receive regular safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and up to date knowledge of emerging and evolving safeguarding issues to safeguard children effectively. All new staff members will undergo safeguarding and child protection training at induction. This will include training on the P.L.O.T.s safeguarding and child protection policy online safety, the code of conduct/staff behaviour policy, the behaviour policy, the safeguarding response to children who go missing from education, and the role of the designated safeguarding lead. Copies of the P.L.O.T.'s policies, procedures and Part One of KCSiE are provided to new staff at induction. The Head of centre will ensure that an accurate record of safeguarding training undertaken by all staff is maintained and updated regularly.

## 6. Recognising concerns - signs and indicators of abuse.

All staff are made aware of indicators of abuse and neglect, and specific safeguarding issues such as exploitation, so that they are able to identify cases of children who may be in need of help or protection.

All staff are made 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.

All staff are made aware that that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as in day to day life. In many cases abuse will take place concurrently via online channels and in daily life.

**Abuse** is defined as 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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

The following indicators listed under the categories of abuse are not an exhaustive list:

**Physical abuse:** 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:** 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:** 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. The sexual abuse of children by other children is a specific safeguarding issue in education (See section 7: Specific safeguarding issues and Appendix A)

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

(Source Keeping Children Safe in Education)

## 7. Specific safeguarding issues

All staff have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as of drug taking, alcohol abuse, deliberately missing education and sharing self-generated indecent images (also known as sexting) can be signs that children are at risk.

**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 of power to coerce, manipulate or deceive a child into sexual or criminal activity.

### Female Genital Mutilation (FGM)

Whilst all staff should speak to the DSL (or deputy) with regard to any concerns about FGM, there is a specific legal duty to report cases of FGM to the police.

**Mental Health** All staff are made 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.

### Peer on peer abuse

All staff are made aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- abuse in intimate personal relationships between peers
- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttock to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- sharing self-generated indecent images (also known as sexting); and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

### Serious violence

All staff are made aware of the indicators which may signal that children are at risk from, or involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff are made aware that safeguarding incidents and/or behaviours can be associated with factors outside the P.L.O.T. and/or can occur between children outside of the centre. All staff should consider whether children are at risk of 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.

All staff, especially the DSL (or deputy), should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding. Children's social care assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. It is important that staff provide as much information as possible as part of the referral process. Additional information regarding contextual safeguarding can be found here: [Contextual Safeguarding](#). Further information about specific forms of abuse and safeguarding issues can be found in Appendix A. All staff should familiarise themselves with this.

### **Children potentially at greater risk of harm**

The governing body and head of centre recognises that the cohort of pupils attending P.L.O.T. often have complex needs and are aware of the additional risk of harm our pupils may be vulnerable to.

**Children with SEN and disabilities, and/or physical health issues** can face additional safeguarding challenges, both in terms of their vulnerability and also in terms of being able to report abuse.

Staff will be made aware to avoid making assumptions that indicators of possible abuse such as behaviour, mood and injury may relate to the child's disability or medical condition without further exploration.

Staff are made aware that these children may be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. Similarly, staff should be aware of the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying without outwardly showing signs or being able to communicate how they are feeling.

**Children who need a social worker (Child in Need and Child Protection Plans)** Children may need a social worker due to complex safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, education, behaviour and mental health.

The governing body and head of centre expects that the Local Authority and referring school will share the fact a child has a social worker, and the DSL will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both to safeguard and promote the welfare of children. Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

### **Children missing from education**

Children missing education, particularly persistently, can indicate a warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation. P.L.O.T. will notify the referring school or LA daily of the attendance of their children. CIC attendance will be telephoned through to LA Welfare group. It is the responsibility of the referring school and LA to follow up all children missing in education.

### **Children requiring mental health support**

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.

The governing body and head of centre will ensure there is a clear system and process in place for identifying possible mental health problems, including sharing with referring school or LA, sign posting routes to escalate.

## 8. Curriculum

The head of centre will support opportunities for children and young people to be taught about safeguarding, including online safety, through learning opportunities. This is in order to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to.

The head of centre will also support there are learning opportunities in regard to e-safety issues, enabling children and young people and their parents to learn about the risks of new technologies, communication and social media and how to use these responsibly.

## 9. Online safety

The use of technology has become a significant component of many safeguarding issues such as child sexual exploitation, radicalisation and sexual predation and technology often provides the platform that facilitates such harm.

Online safety issues can be categorised into three areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material, for example, pornography, fake news, racist, misogynistic, self-harm, suicide, anti-Semitic, or radical and extremist views;
- Contact: being exposed to harmful online interaction with other users, for example, peer to peer pressure, commercial advertising, as well as adults posing as children or young adults; and
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm, for example, making, sending and receiving explicit images, sharing others' explicit images, or online bullying.

The governing body and head of centre has had due regard to the additional information and support set out in KCSiE and will ensure that the P.L.O.T. has a whole P.L.O.T. approach to online safety with policies reflecting this. P.L.O.T.

## 10. Peer on peer/child on child abuse

In most instances, the conduct of pupils towards each other will be covered by the behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. At P.L.O.T. is clear that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

Staff are made aware that issues associated with disability, ethnicity, gender, and sexual orientation may make it more difficult for children to report abuse.

Peer on peer abuse can manifest itself in many ways and may include sexual violence and sexual harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexting (also known as self-generated indecent images), initiation/hazing type violence and rituals.

Any incidents of serious peer on peer abuse will be managed according to P.L.O.T. procedures which detail measures to minimise the risk of peer-on-peer abuse, how allegations of peer abuse will be recorded, investigated and dealt with, and processes for how victims, perpetrators and any other child affected by peer on peer abuse will be supported.

If staff notice any indicators of abuse/neglect or signs that a child or young person may be experiencing a safeguarding issue they should record their concerns on a P.L.O.T. recording form for safeguarding concerns and pass it to the DSL without delay. A suggested recording form is included at Appendix B.

## What to do if you are concerned.

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- Stay calm and listen carefully.
- Accept what is being said.
- Allow the child/young person to talk freely – do not interrupt or put words in the child/young person's mouth.
- Only ask questions when necessary to clarify, do not investigate or ask leading questions.
- Reassure the child, but don't make promises which it might not be possible to keep. ▪ Do not promise confidentiality.
- Emphasise that it was the right thing to tell someone.
- Reassure them that what has happened is not their fault.
- Do not criticise the perpetrator.
- Explain what has to be done next and who has to be told.
- Make a written record, which should be signed and include the time, date and your position in school.
- Do not include your opinion without stating it is your opinion.
- Pass the information to the DSL or alternate without delay.
- Consider seeking support for yourself and discuss this with the DSL as dealing with a disclosure can be distressing.

When a record of a safeguarding concern is passed to the DSL, the DSL will record the time and date the record of concern was received. The DSL will assess the concern and, taking into account any other safeguarding information known about the child/young person, consider whether it suggests that the threshold of significant harm, or risk of significant harm, has been reached. If the DSL is unsure whether the threshold has been met, they will contact the MASH Professional Consultation Line for advice (0345 606 1499).

Where appropriate, the DSL will complete and submit the SSP multi agency referral form (MARF) ([available on the SSP website](#))<sup>4</sup>.

Where the DSL believes that a child or young person may be at imminent and significant harm risk of harm they will call Customer First immediately and complete the SSP MARF within 24 hours to confirm the referral. In these circumstances, it is important that any consultation should not delay a referral to Customer First.

Where a safeguarding concern does not meet the threshold for completion of a MARF, the DSL will record how this decision has been reached and should consider whether additional needs of the child have been identified that might be met by a coordinated offer of early help.

P.L.O.T. staff may be required to contribute to multi-agency plans to provide additional support to children. This might include attendance at child protection conferences or core group meetings. P.L.O.T. is committed to providing as much relevant up to date information about the child as possible, including submitting reports for child protection conferences in advance of the meeting in accordance with SSP procedures and timescales.

Where reasonably possible, P.L.O.T. is committed to obtaining more than one emergency contact number for each pupil.

<sup>4</sup>N.B. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police, although the DSL should also be made aware.

## 11. Information sharing, record keeping and confidentiality

Information sharing is vital in safeguarding children by identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

As part of meeting a child's needs, P.L.O.T. understands that it is critical to recognise the importance of information sharing between professionals and local agencies and will contribute to multi-agency working in line with Working Together to Safeguard Children. Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data

Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. Staff will have regard to the Government guidance: [Information sharing: advice for practitioners providing safeguarding services](#) which

supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the DSL or a deputy.

Well-kept records are essential to good child protection practice. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the DSL.

P.L.O.T. recognises that confidentiality should be maintained in respect of all matters relating to child protection. Information on individual child protection cases may be shared by the DSL or alternate DSL with other relevant members of staff. This will be on a 'need to know' basis and where it is in the child's best interests to do so.

A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils) or promise a child to keep a secret which might compromise the child's safety or wellbeing.

As well as allowing for information sharing, in circumstances where it is warranted because it would put a child at risk of serious harm, the Data Protection Act 2018 and the GDPR allow schools to withhold information. P.L.O.T. will always liaise with the referring school and the LA. This may be particularly relevant where a child is affected by domestic abuse perpetrated by a parent or carer. Ordinarily, P.L.O.T. will always undertake to share its intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, staff will consult with the MASH Professional Consultation Line on this point.

## 12. Managing allegations made against teachers, including supply teachers, other staff, volunteers and contractors

P.L.O.T. will follow the SSP [Arrangements for Managing Allegations of Abuse Against People Who Work With Children or Those Who Are in A Position of Trust](#) if an allegation is made against an adult in a position of trust.

- An allegation is any information which indicates that a member of staff /volunteer may have:
- behaved in a way that has harmed a child, or may have harmed a child;
  - possibly committed a criminal offence against or related to a child; or
  - behaved towards a child or children in a way that indicates he/she may pose a risk of harm to children; or
  - behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This applies to any child the member of staff, supply teacher, volunteer or contractor has contact with in their personal, professional or community life. It also applies regardless of whether the alleged abuse took place in our school.

If any member of staff has concerns that a colleague, teacher, volunteer or contractor might pose a risk to children, it is their duty to report these to the headteacher. Where the concerns or allegations are about the head of centre, these should be referred to the Chair of Governors. The head of centre should report the concern to the Local Authority Designated Officer (LADO) within one working day.

The corporate director for Children and Young People's Services, has identified dedicated staff to undertake the role of LADO. LADOs can be contacted via email on [LADO@suffolk.gov.uk](mailto:LADO@suffolk.gov.uk) or by using the LADO central telephone number: **0300 123 2044** for allegations against all staff and volunteers.

**13. Use of P.L.O.T. premises for non-P.L.O.T. activities** P.L.O.T. premises will only be used for P.L.O.T. activities. The head of centre and governing body will ensure the premises and facilities are not used by any other organisation.

## 14. Whistleblowing

The governing body and head of centre recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider P.L.O.T. community) raises a concern about danger or illegality that affects others, for example, pupils attending P.L.O.T. or members of the public.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions/inactions of colleagues, poor or unsafe practice and potential failures in the PLOT's safeguarding arrangements.

The governing body and head of centre would wish for everyone in the P.L.O.T. community to feel able to report any child protection/safeguarding concerns through existing procedures within school, including the whistleblowing procedure adopted by the governing body.

## 15. Useful Contacts:

Multi-agency Safeguarding Hub (MASH) Professional Helpline: 0345 606 1499

Customer First (Professional Referral Line) for use in emergencies only: 0345 606 6167

Customer First: 0808 800 4005

Police (emergency only): 999

Suffolk Police main switchboard: 01473 613500

Suffolk Police Cybercrime Unit: 101

Suffolk Local Safeguarding Partnership [www.suffolksp.org.uk](http://www.suffolksp.org.uk)

Suffolk County Council: [www.suffolk.gov.uk/community-and-safety/staying-safe-online/e-safer-suffolk/](http://www.suffolk.gov.uk/community-and-safety/staying-safe-online/e-safer-suffolk/)

## 16. Appendix A

### Further information on specific safeguarding issues (source: Annex B, KCSiE)

#### Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances; and by strangers.

Other community safety incidents in the vicinity of a P.L.O.T. can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to P.L.O.T. on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

Is it important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org).

#### Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11 year olds](#) and [12-17 year olds](#).

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrenched conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

#### Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zone, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of P.L.O.T. unauthorised absence and children missing from education procedures.

#### Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

## Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss P.L.O.T. or education or do not take part in education.

## Child sexual exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

The DfE provides: [Child sexual exploitation: guide for practitioners](#)

## County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store drugs and money). Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drugs debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>5</sup> should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a young person's involvement in county lines is available in guidance published by the Home Office.

## Domestic abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial; and
- emotional

Children and young people can be victims of domestic abuse both in the context of their home life where domestic abuse occurs between parents or carers, but also within their own intimate personal relationships.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

[NSPCC-UK domestic-abuse signs symptoms effects](#)

[Refuge what is domestic violence/effects of domestic violence on children](#) [Safelives: young people and domestic abuse](#)

## Homelessness

Being homeless or at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties. [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

<sup>5</sup> National crime agency human-trafficking

In most cases P.L.O.T. and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year olds could be living independently from their family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have just published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [here](#)

## **So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)**

So-called honour-based abuse (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### **Actions**

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**<sup>6</sup> that requires a different approach (see following section).

### **FGM**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

### **FGM mandatory reporting duty for teachers**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2016) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence and they should **not** be examining pupils, but the same 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 this

mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

<sup>6</sup>Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

<sup>7</sup>Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.<sup>7</sup> Unless the teacher has good reason not to, they should still consider and discuss any such case with the P.L.O.T. or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

### **Forced marriage**

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent 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. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example.) Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), with pages 35-36 of which focus on the role of schools and colleges. P.L.O.T. and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmufco.gov.uk](mailto:fmufco.gov.uk)

### **Preventing radicalisation**

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be a part of a PLOT's or college's safeguarding approach.

[Extremism](#)<sup>8</sup> is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation<sup>9</sup> refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism<sup>10</sup> is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use of threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet). However, it is possible to protect vulnerable people from ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who may be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

The PLOT's DSL (and any deputies) should be aware of local procedures for making a Prevent referral.

<sup>8</sup>As defined in the Government's Counter Extremism Strategy

<sup>9</sup>As defined in the Revised Prevent Duty Guidance for England and Wales

<sup>10</sup>As defined in the Terrorism Act 2000 (TACT 2000)

## The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard<sup>11</sup> to the need to prevent people from being drawn into terrorism”.<sup>12</sup> This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools’ and colleges’ wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the [Revised Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76 which are specifically concerns with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

## Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to be drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, who will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the P.L.O.T. may be asked to attend the Channel panel to help with this assessment. An individual’s engagement with the programme is entirely voluntary at all stages.

. Guidance on Channel is available at: [Channel Guidance](#).

## Additional support

The department has published advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: [Prevent duty guidance: for further education institutions in England and Wales](#) that applies to colleges.

[Educate Against Hate](#), a website launched by Her Majesty’s Government has been developed to support and equip P.L.O.T. and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and P.L.O.T. and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

## Peer on peer/ child on child abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): abuse within intimate partner relationships bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

<sup>11</sup> According to the Prevent duty guidance ‘having due regard’ means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

<sup>12</sup> “Terrorism” for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

# Sexual violence and sexual harassment between children in schools and colleges

## Context

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risk normalising them.

## What is sexual violence and sexual harassment?

### Sexual violence

It is important that P.L.O.T. staff are aware of sexual violence and the fact 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<sup>13</sup> 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.

**What is consent?**<sup>14</sup> 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 can 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.<sup>15</sup>

<sup>13</sup> [Legislation.gov.uk](http://legislation.gov.uk)

<sup>14</sup> It is important P.L.O.T. and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped, More information [here](#)

<sup>15</sup> [PSHE Teaching about consent](#) from the PSHE association provides advice and lesson plans to teach consent at Key Stage 3 and 4.

## Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment 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.

- Whilst not intended to be an exhaustive list, sexual harassment can include:
- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
  - sexual “jokes” or taunting;
  - physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
  - online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.<sup>16</sup> It may include:
    - non-consensual sharing of sexual images and videos;
    - sexualised online bullying;
    - unwanted sexual comments and messages, including, on social media; and
    - sexual exploitation; coercion and threats; and
    - upskirting

## Upskirting<sup>17</sup>

‘Upskirting’ typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

**The response to a report of sexual violence or sexual harassment** The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 23 in Part 1 of KCSiE. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

<sup>16</sup> [Project deSHAME](#) from Childnet provides useful research, advice and resources regarding online sexual harassment.

<sup>17</sup> Additional information can be found at [GOV.UK](#)

## Additional advice and support

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	<a href="#">What to do if you're worried a child is being abused</a>	DfE advice
	<a href="#">Domestic abuse: Various Information/ Guidance</a>	Home Office
	<a href="#">Faith based abuse: National Action Plan</a>	DfE advice
	<a href="#">Relationship abuse: disrespect nobody</a>	Home Office website
Bullying	<a href="#">Preventing bullying including cyberbullying</a>	DfE advice
Children and the courts	<a href="#">Advice for 5-11-year-old witnesses in criminal courts</a>	MoJ advice
	<a href="#">Advice for 12-17-year-old witnesses in criminal courts</a>	MoJ advice
Children missing from education, home or care	<a href="#">Children missing education</a>	DfE statutory guidance
	<a href="#">Children missing from home or care</a>	DfE statutory guidance
	<a href="#">Children and adults missing strategy</a>	Home Office strategy
Children with family members in prison	<a href="#">National Information Centre on Children of Offenders</a>	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	<a href="#">County Lines: criminal exploitation of children and vulnerable adults</a>	Home Office guidance
	<a href="#">Child sexual exploitation: guide for practitioners</a>	DfE
	<a href="#">Trafficking: safeguarding children</a>	DfE and HO guidance
Drugs	<a href="#">Drugs: advice for schools</a>	DfE and ACPO advice
	<a href="#">Drugs strategy 2017</a>	Home Office strategy
	<a href="#">Information and advice on drugs</a>	Talk to Frank website
	<a href="#">ADEPIS platform sharing information and resources for schools: covering drug (&amp; alcohol) prevention</a>	Website developed by Mentor UK

## Additional advice and support

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
“Honour Based Violence”  (so called)	<a href="#">Female genital mutilation: information and resources</a>	Home Office
	<a href="#">Female genital mutilation: multi agency statutory guidance</a>	DfE, DH, and HO statutory guidance
	<a href="#">Forced marriage: statutory guidance and government advice</a>	Foreign Commonwealth Office and Home Office
Health and Well being	<a href="#">Fabricated or induced illness: safeguarding children</a>	DfE, Department for Health and Home Office
	<a href="#">Rise Above: Free PSHE resources on health, wellbeing and resilience</a>	Public Health England resources
	Medical conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	<a href="#">Homelessness: How local authorities should exercise their functions</a>	HCLG
Online	<a href="#">Sexting: responding to incidents and safeguarding children</a>	UK Council for Child Internet Safety
Private fostering	Private fostering: local authorities	DfE – statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for schools and colleges	Home Office advice
	<a href="#">Ending violence against women and girls</a>	Home Office strategy
	<a href="#">Violence against women and girls: national</a>	Home Office guidance
	<a href="#">Sexual violence and sexual harassment</a>	DfE advice
	Serious violence strategy	Home Office Strategy

## 17. Appendix B

### Record of concern about a child/young person's safety and welfare Part 1 (for use by any staff – must be handwritten and legible)

Check to make sure your report is clear to someone else reading it.

Pupil's name:	Date of birth:	Class/Form:
Date & time of incident:	Date & time (of writing):	
Name (print): Job title:		
Signature:		
Record the following factually: Nature of concern, e.g. disclosure, change in behaviour, demeanour, appearance, injury, witnesses etc. <i>(please include as much detail in this section as possible. Remember – the quality of your information will inform the level of intervention initiated. Attach additional sheets if necessary.)</i>		
What is the pupil's perspective?		
Professional opinion, where relevant <i>(how and why might this have happened?)</i>		
Any other relevant information. Previous concerns etc. <i>(distinguish between fact and opinion)</i>		
Note actions, including name of anyone to whom your information was passed and when		

Please pass this form to your DSL without delay

## Record of concern about a child/young person's safety and welfare Part 2

(for use by

Information received by DSL:	Date:	Time completed:	From whom:		
Any advice sought, if applicable	Date:	Time completed:	From: name/organisation:		
	Advice received:				
Action taken with reasons recorded (e.g. MARF completed, monitoring advice given to appropriate staff, CAF etc)	Date:	Time completed:	By whom:		
	<span style="float: right;">▼</span>				
Outcome	Date:	Time completed:	By whom:		
Parent/carer informed?	<b>Y</b>	Who spoken to:	Date:	Time:	By whom:
	<b>N</b>	Detail reason:			
Is any additional detail held, if so where?					
Prior safeguarding history	No. of previous records of concern:				
	Has the child been subject of CAF/Early Help assessment?				
	Currently on CP Plan (CPP) / Child in Need Plan (CiN)				
	Previously on CP Plan (CPP) / Child in Need Plan (CiN)				
	Is child known to other agencies?	Y / N			
Name of DSL:			Signature:		

## 18. Appendix C

(This must be completed at time of observation)

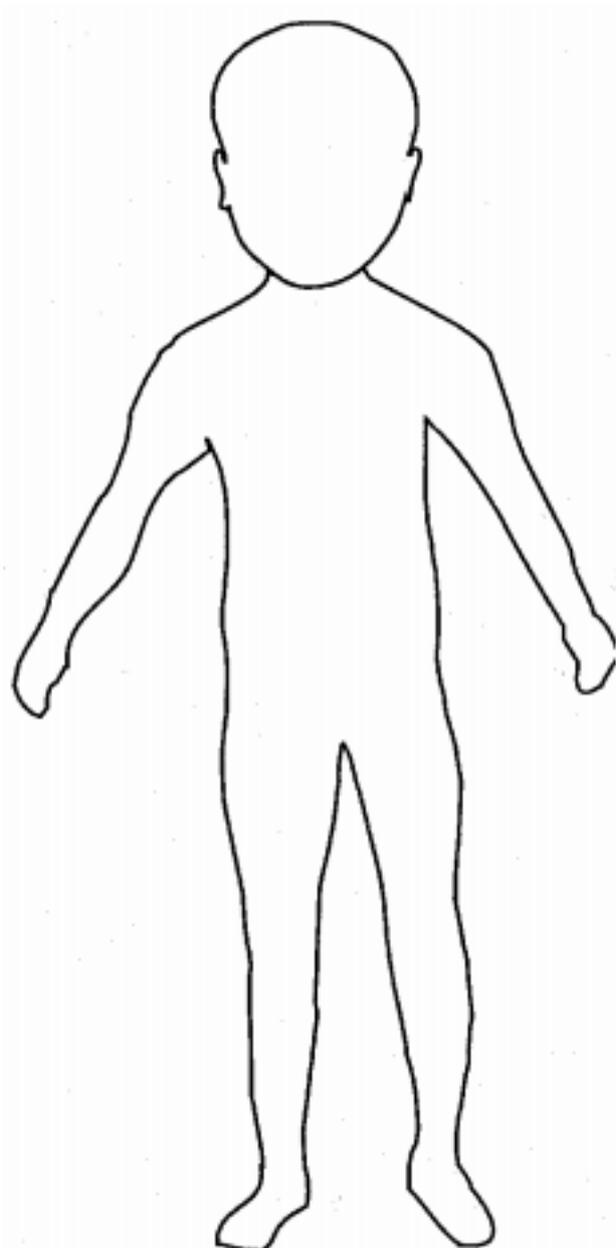
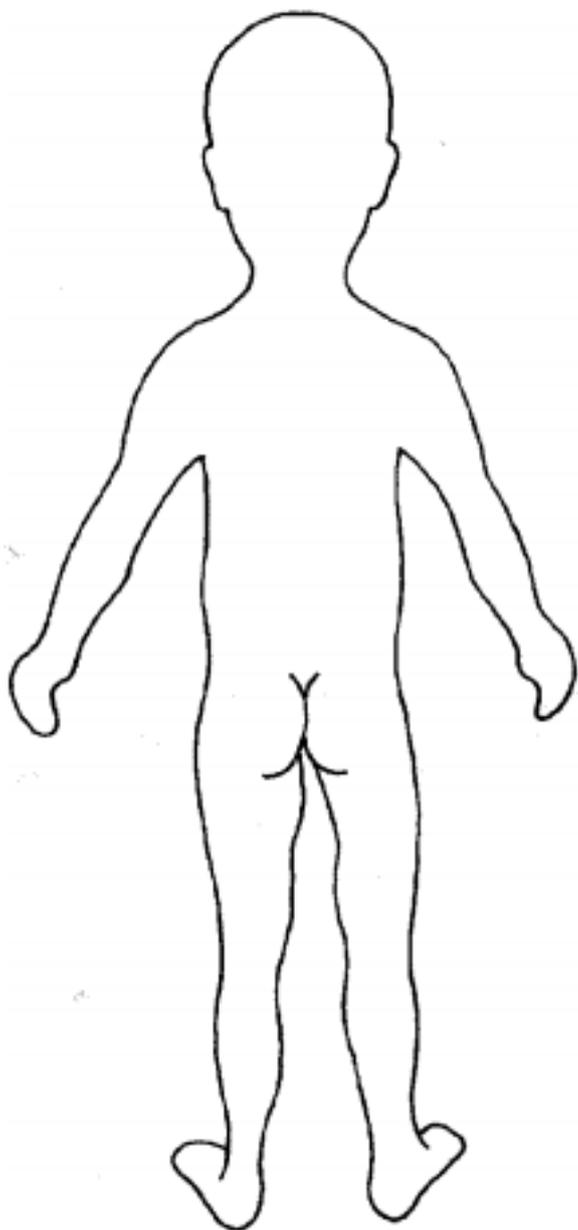
Name of Pupil:

Date of Birth:

Name of Staff:

Job title:

Date and time of observation:



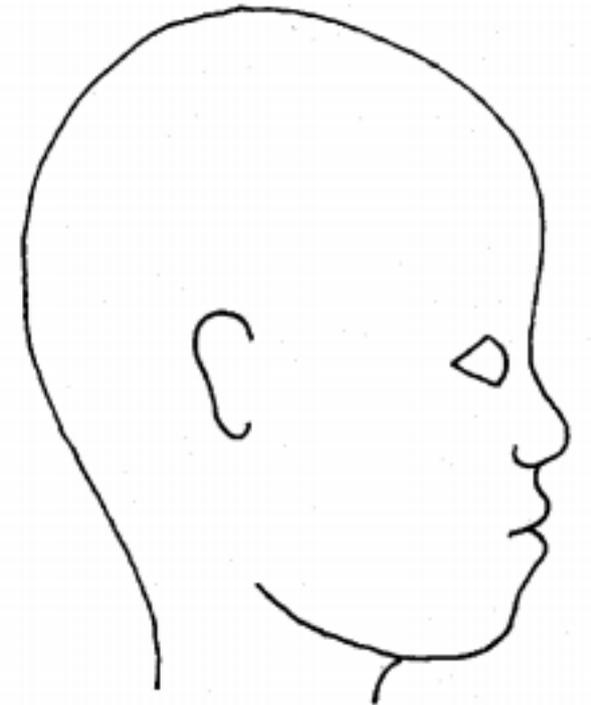
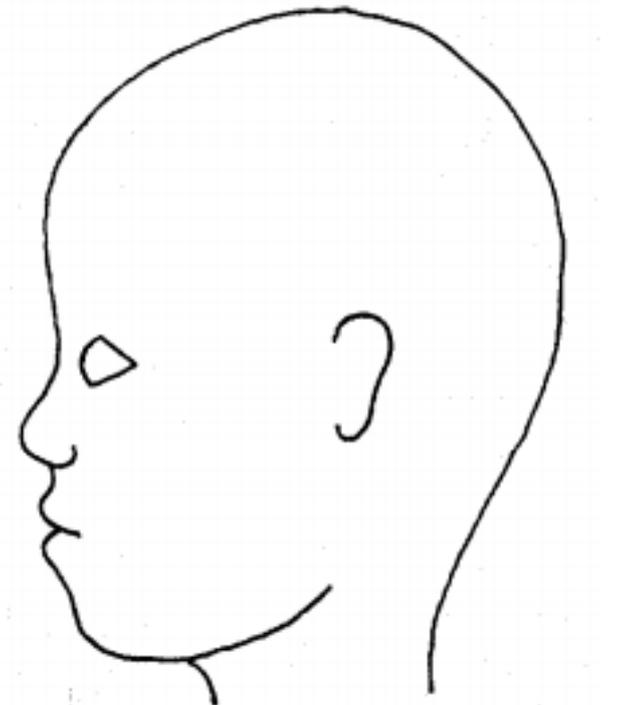
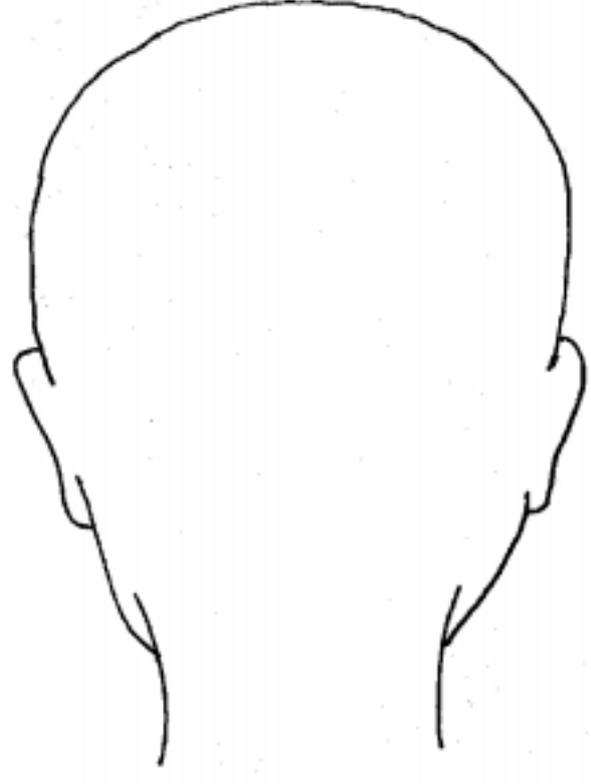
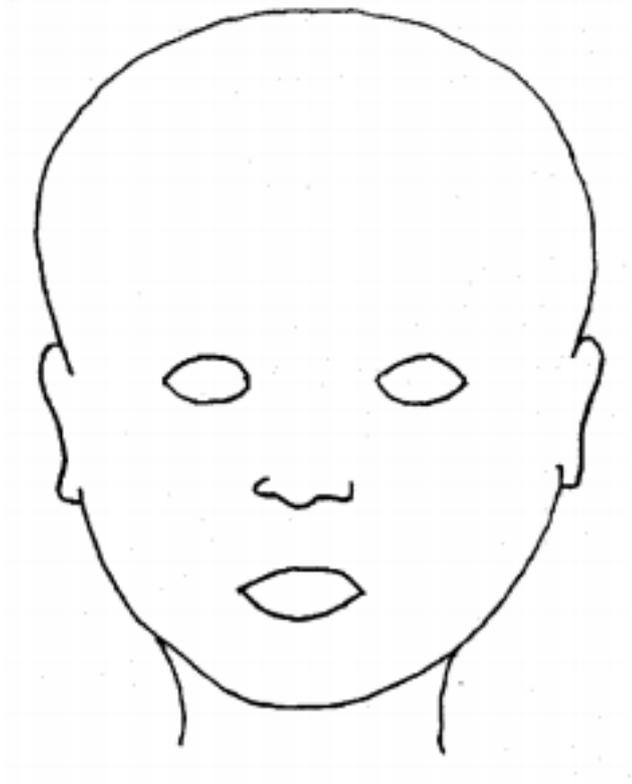
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Date of Birth:

Name of Staff:

Job title:

Date and time of observation:



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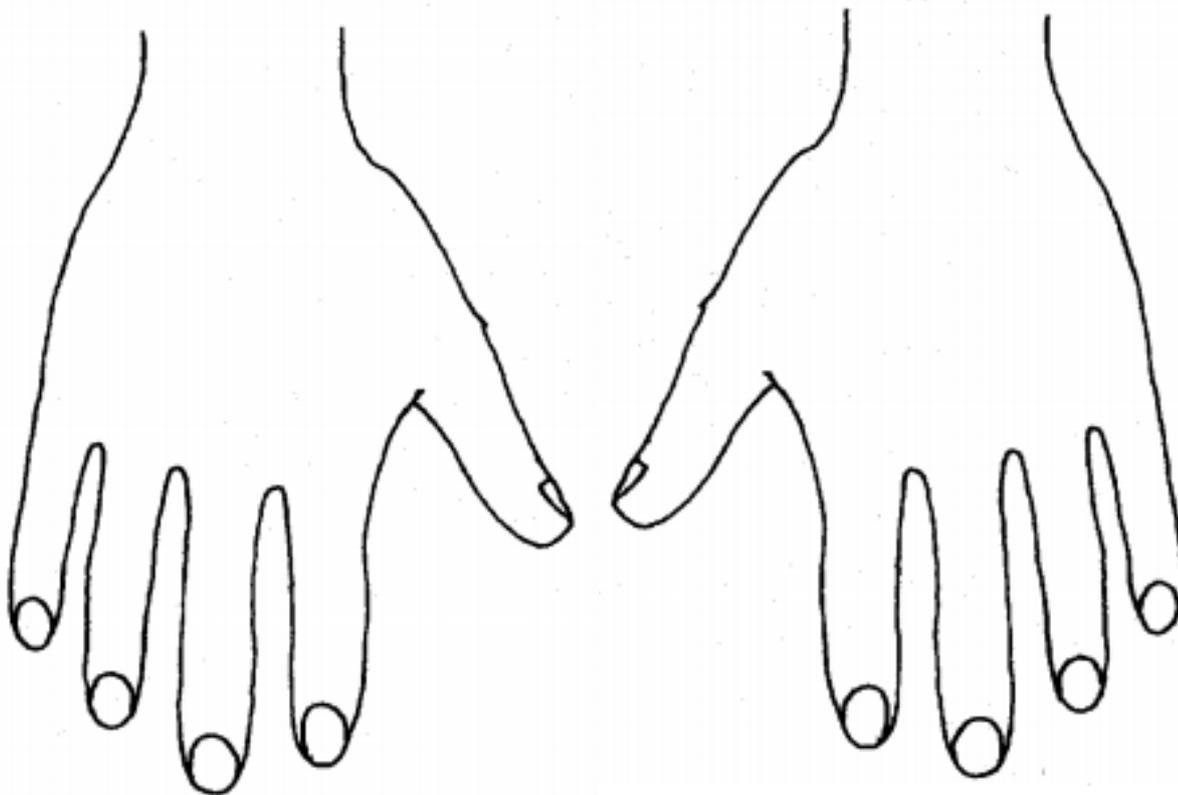
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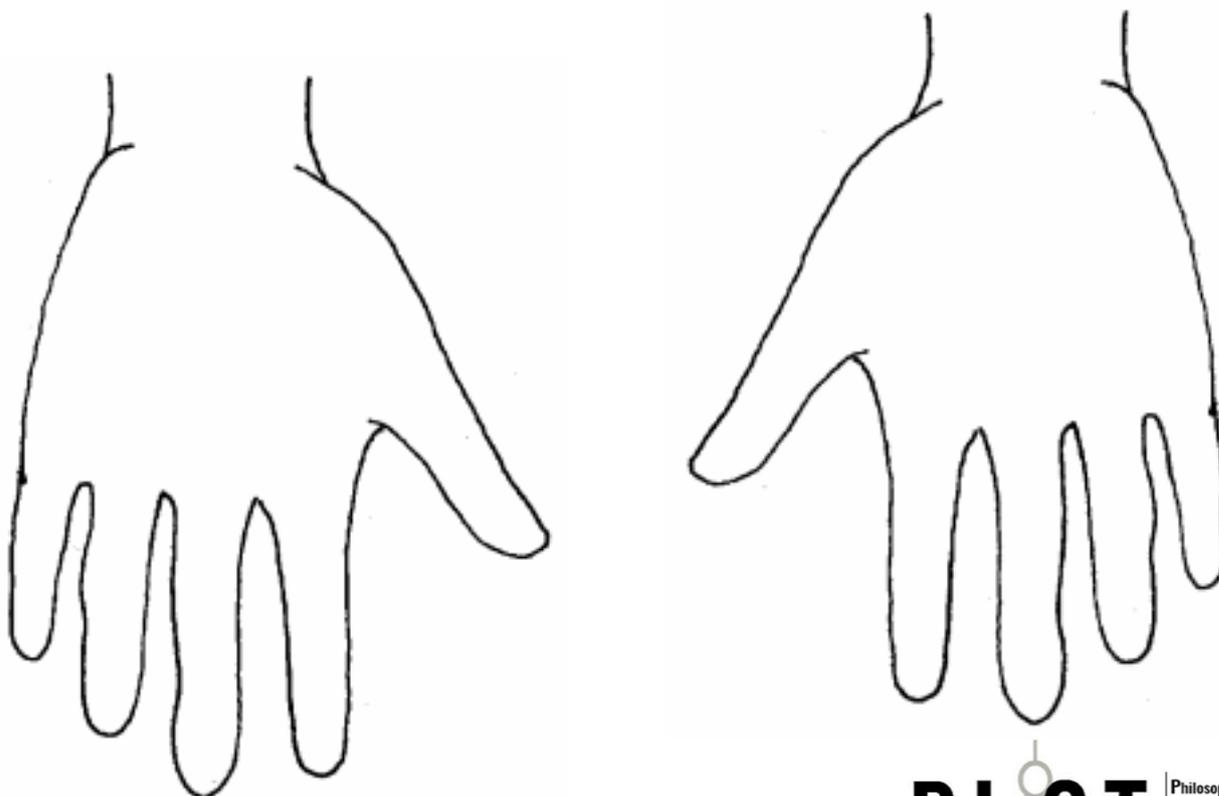
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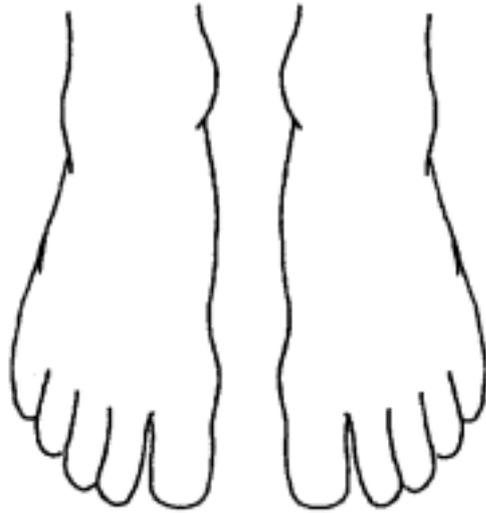
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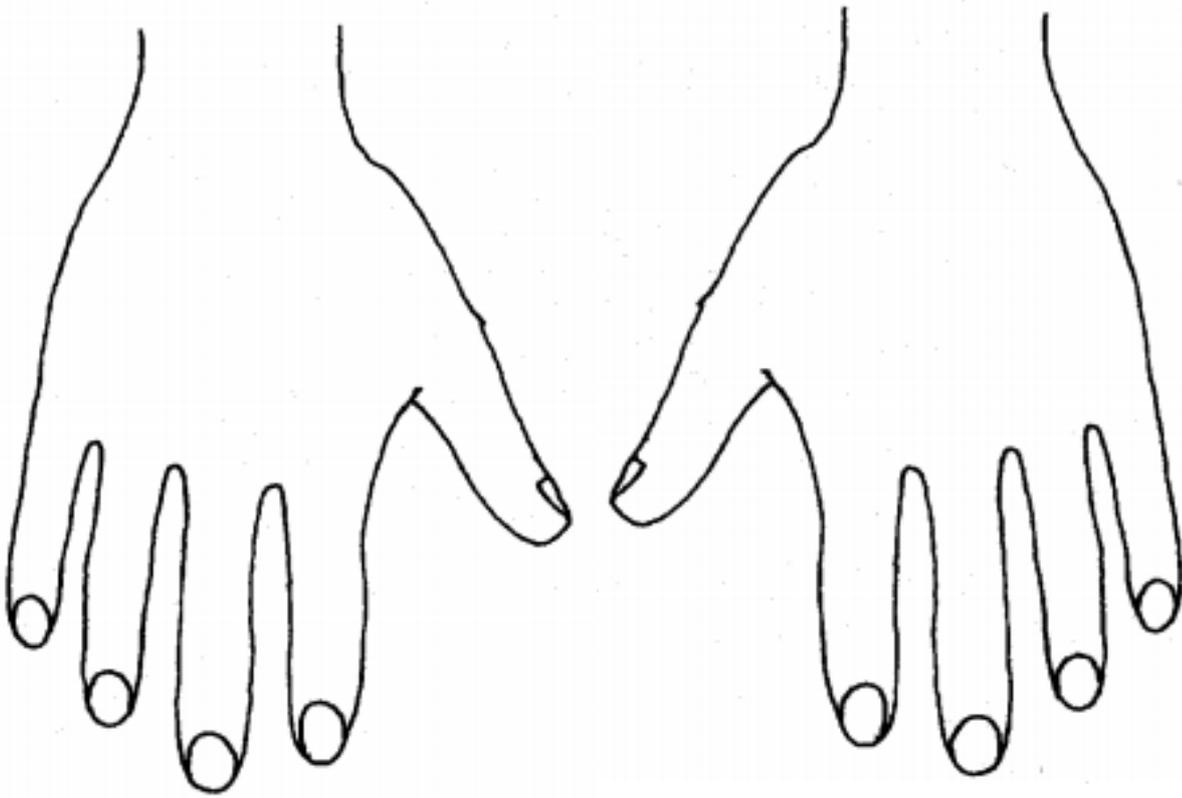
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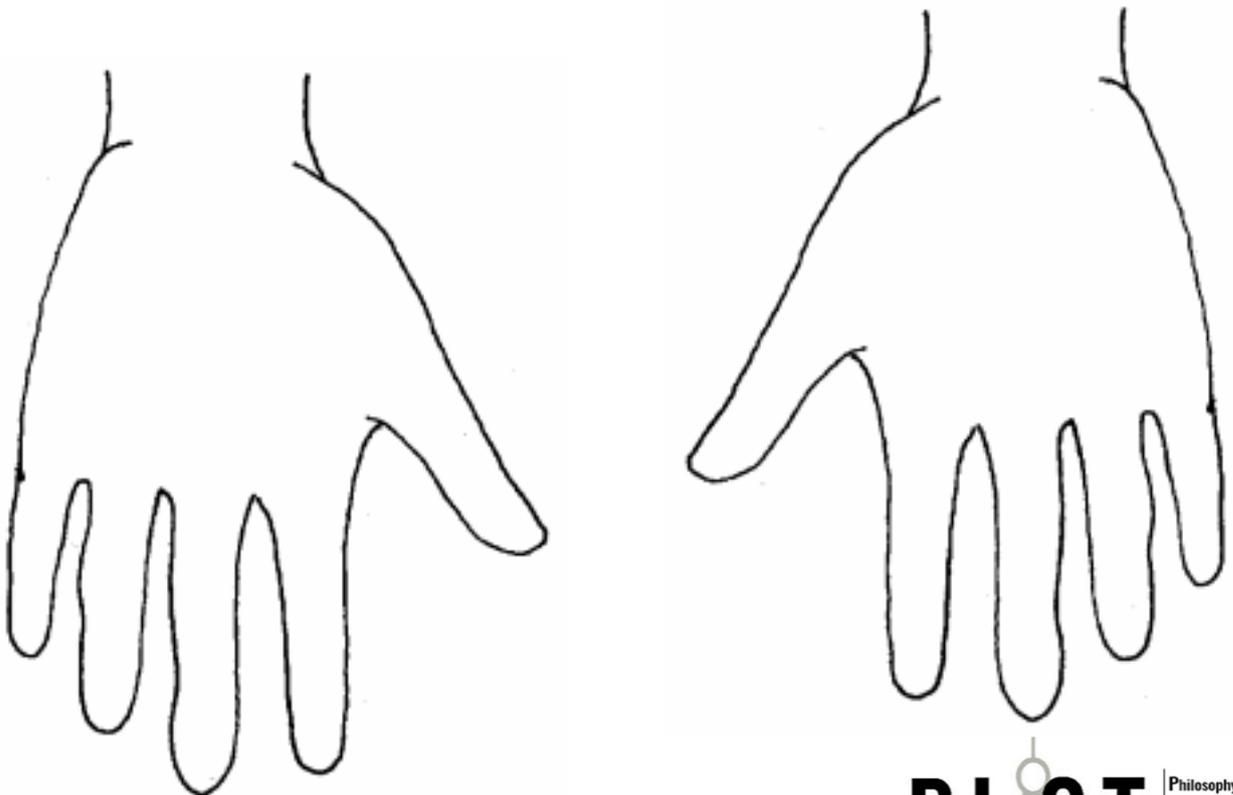
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# Child protection and safeguarding: COVID-19 addendum to Safeguarding policy

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# Child protection and safeguarding: COVID-19 addendum to Safe- guarding policy

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## Version control

VERSION	SUMMARY OF UPDATES	DATE
1	Policy created	6 April 2020
2	1. Context, scope and definitions (updated)	12 April 2020
3	1. Context, scope and definitions (updated)	26 May 2020

## Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead	BEV CLARK	07505468327
Deputy DSL	JASMINE SKINGSLEY	01728 747004
Chair of board	James Davison	plotcic@gmail.com

### 1. Context, scope and definitions

From 20<sup>th</sup> March 2020 parents and carers were asked to keep their children at home, wherever possible, and for education providers to remain open only for: children of workers critical to the COVID-19 response vulnerable children

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who: are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child have an education, health and care (EHC) plan whose needs cannot be met safely in the home environment have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who are therefore in need of continued education provision - this might include children on the edge of receiving support from children's social care services, adopted children, or those who are young carers, and others at the provider and local authority discretion

Based on this definition, all of PLOT 's students are categorised as 'vulnerable' and, as a result, PLOT has every intention of maintaining their education provision safely and responsibly in line with government guidance.

Since 23<sup>rd</sup> March we have experienced a period with enforced restrictions on social distancing (also referred to as 'lockdown') This has resulted in all PLOT staff and students staying at home. PLOT has only continued to offer sessions to: children of workers critical to the COVID-19 response who cannot be looked after at home by an alternative adult or cannot easily attend an appropriate alternative education setting; and vulnerable children who, following ongoing risk assessment, are deemed unsafe at home during the school day.

Since 19<sup>th</sup> April and throughout May the DfE has regularly been releasing updated guidance in response to the covid-19 outbreak; that guidance is collated here:

<https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>

Throughout this period there has been greater encouragement for the attendance of certain vulnerable groups to ensure that, following a robust risk assessment, these children and young people are having their needs met safely and responsibly within education provision where possible.

PLOT has responded by reintroducing sessions physically in person on a case by case basis where there is a benefit to the student and where risks can be safely and responsibly mitigated. .

On 18<sup>th</sup> May the DfE stated that, '*Eligible children – including priority groups – are strongly encouraged to attend their education setting, unless they are self-isolating or they are clinically vulnerable*' (see definitions below).

Additionally, '*If someone in their household is 'clinically extremely vulnerable', (see definitions below), they should only attend if stringent social distancing can be adhered to, and the child is able to understand and follow those instructions*'.

As a result of this latest guidance, PLOT will continue to risk assess the provision offer of all students (as all are categorised as 'vulnerable') to ensure their offer is suitable to their need.

## Shielded and clinically vulnerable adults

Clinically extremely vulnerable individuals are advised not to work outside the home. We are strongly advising people, including education staff, who are clinically extremely vulnerable (those with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter) to rigorously follow shielding measures in order to keep themselves safe. Staff in this position are advised not to attend work. Read [COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable](#) for more advice.

Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the [Staying at home and away from others \(social distancing\) guidance](#)) have been advised to take extra care in observing social distancing and should work from home where possible. Education and childcare settings should endeavour to support this, for example by asking staff to support remote education, carry out lesson planning or other roles which can be done from home. If clinically vulnerable (but not clinically extremely vulnerable) individuals cannot work from home, they should be offered the safest available on-site roles, staying 2 metres away from others wherever possible, although the individual may choose to take on a role that does not allow for this distance if they prefer to do so. If they have to spend time within 2 metres of other people, settings must carefully assess and discuss with them whether this involves an acceptable level of risk.

## Living with a shielded or clinically vulnerable person

If a child, young person or a member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, they can attend their education or childcare setting.

If a child, young person or staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the [COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable guidance](#), it is advised they only attend an education or childcare setting if stringent social distancing can be adhered to and, in the case of children, they are able to understand and follow those instructions. This may not be possible for very young children and older children without the capacity to adhere to the instructions on social distancing. If stringent social distancing cannot be adhered to, we do not expect those individuals to attend. They should be supported to learn or work at home.

PLOT will follow this guidance to consider each staff member and student's situation individually.

## Testing

[Access to testing is already available to all essential workers including PLOT staff who are displaying symptoms.](#)

This addendum reflects updated advice from the DfE, our local safeguarding partnerships and Suffolk, Norfolk and Essex local authorities.

This addendum does not directly correlate with the enforced school closures as PLOT does not operate in the same way that a school or college does. However, as a therapeutic education setting, we are following and responding to the DfE's guidance so that we maintain an appropriate offer for our vulnerable cohort which is in line with expectations across the education sector.

This addendum sets out changes to our normal child protection policy in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy. Unless covered here, our normal child protection and safeguarding policy continues to apply. Any reference to children in this document is also a reference to vulnerable adults. This addendum of PLOT's Safeguarding policy contains details of specific safeguarding arrangements during this time.

## 2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#). Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children or vulnerable adults must come first
- If anyone has a safeguarding concern about any student, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It is essential that unsuitable people don't enter PLOT's workforce or gain access to students
- Students should continue to be protected when they are online

### 3. Reporting concerns

All staff and volunteers must continue to act immediately on any concerns they have about a student following PLOT's normal safeguarding procedures as detailed in our policy.

As a reminder, all staff should continue to pro-actively work with and support those parents/carers, social workers and other agency professionals who are involved with our students.

### 4. DSL (and deputy) arrangements

A trained DSL or deputy DSL will be available via mobile phone at all times during the day. If, for any unlikely reason, these contacts cannot be reached, there are alternative contacts listed in the 'Important contacts' section at the start of this addendum who will be able to provide support to colleagues, families or other professionals.

### 5. Working with other agencies

PLOT will continue to work with children's social care, other relevant agencies and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Our local safeguarding partnerships in Suffolk, Norfolk and Essex.
- The relevant local authorities in relation to children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

The following local guidance is currently in place:

#### Suffolk

Children: <https://www.suffolkscb.org.uk/news/safeguarding-children-during-the-coronavirus-outbreak/>

Adults: <https://www.suffolkas.org/news/safeguarding-adults-during-the-coronavirus-outbreak/>

#### Norfolk

Children: <https://www.norfolkscb.org/people-working-with-children/covid-19-update/>

Adults: <https://www.norfolksafeguardingadultsboard.info/professionals/coronavirus-covid-19/>

#### Essex

Children: <https://www.escb.co.uk/safeguarding-children-during-coronavirus-covid-19/temporary-changes-to-services-within-essex/>

Adults: <https://www.essexsab.org.uk/about-esab/coronavirus-advice-page/>

### 6. Risk assessments

PLOT endeavour to follow these underlying principles:

The safety of children, young people and staff is paramount

PLOT has unique circumstances as a therapeutic alternative education provider and every decision will be based on a careful assessment of the individual risks and the controls and resources available to ensure the safety of students and staff

Individual and thorough risk assessments will require re-visiting and updating regularly as circumstances change for individuals

PLOT will consider and follow the latest government guidance and information as it becomes available

On 19<sup>th</sup> April the DfE released [Coronavirus \(COVID-19\): SEND risk assessment guidance](#) to guide education providers and local authorities on how to determine an appropriate provision offer for individual students during the current situation. Any risk assessment for a child or young person will need to be ongoing and balance a number of different risks, including:

- the potential health risks to individual staff and students from coronavirus (COVID-19), bearing in mind any underlying health conditions
- the risk to the student if some or all elements of their EHC plan cannot be delivered via remote learning
- the ability of the individual's parents or carers to ensure their health and care needs can be met safely week-round or for multiple weeks, bearing in mind the family's access to respite
- the potential impact to the individual's wellbeing or changes to routine or the way in which provision is delivered
- any safeguarding risks for children with a social worker if not in school and the need to support care placements for looked-after children (see the [vulnerable children guidance](#) for further information on school attendance for children with a social worker)
- any out-of-education risk or vulnerability. For example, a child or young person becoming involved in dangerous situations or requiring support from a social worker. This applies to those whose needs are best met in educational settings, particularly in order to stop a care placement breakdown

Given our current cohort, this is most likely to be the case within PLOT where (a strikethrough indicates this does not currently apply)

- ~~a child or young person is receiving personal care or healthcare at their school or college which cannot be replicated at home (for example, many pupils and students in residential settings); or~~
- it is not sustainable for parents or carers to meet their child's needs full-time for an extended period (for example, those attending day settings whose parents meet their personal care, mobility or other needs in evenings and weekends, but where this would not be sustainable full-time); or
- the child or young person would face other risks out of school or college (for example, if it is more feasible for them to follow social distancing and good hygiene practices within the routine and familiarity of their school or college day, or where their behaviour would put them at other risks out of school or college); or
- children and young people whose condition prevents or inhibits self-regulation and whose behaviours cannot be supported or managed by parents or carers at home; or where this would place a risk to other siblings or family members

In these or similar circumstances, the risk assessment might determine that the benefits to the child or young person from continuing to attend their educational setting are greater than being at home.

Many other children and young people with EHC plans can safely be supported at home. This could be for various reasons, including because:

- they do not need irreplaceable care or health provision
- the services they most need can be moved from their educational setting into their home
- their parents can meet their needs full-time
- they are able to follow hygiene and social distancing practices at home
- due to their health vulnerabilities, they are safer in the more stringent social distancing environment of their home

In line with this guidance PLOT will consider, as part of any risk assessment, whether moving either equipment or resources into a child or young person's home would enable them to be supported there rather than leaving the home for sessions. This is particularly relevant where this offers a medically vulnerable child or young person a way to have their needs met with fewer contacts than might be inevitable if leaving the home to attend a session.

Any risk assessment related to an individual student's provision offer will also consider the following:

- the safety of PLOT staff (and others) including whether the student is able to perform an acceptable level of social distancing
- whether relevant staff are available to deliver sessions in person and, if self-isolating themselves, whether appropriate colleagues can effectively cover sessions instead
- whether an appropriate venue or environment is available to deliver the objectives of the session safely and responsibly
- the views of the student and their family
- the current success of online or remote learning strategies that have been deployed and whether some or all elements of a student's programme need to be delivered in person

These decisions will be taken on a case by case basis collectively between PLOT, other relevant professionals, the local authority and the families. These will often be finely balanced but, working collaboratively, we are well placed to make these decisions.

PLOT will implement a covid-19 related risk assessment checklist for each student (embedded below) to ensure that required standards are in place to enable safe sessions to take place physically in person.

### Personal Protective Equipment

Wearing a face covering or face mask in schools or other education settings is not recommended. Face coverings may be beneficial for short periods indoors where there is a risk of close social contact with people you do not usually meet and where social distancing and other measures cannot be maintained, for example on public transport or in some shops. This does not apply to schools or other education settings. Schools and other education or childcare settings should therefore not require staff, children and learners to wear face coverings. Changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus. The majority of staff in education settings will not require PPE beyond what they would normally need for their work even if they are not always able to maintain a distance of 2 metres from others. Therefore within PLOT's context PPE (disposable face masks and disposable gloves) are not a requirement but will be available for staff to carry on their person for precautionary use at their own discretion in the event of an extraordinary or unexpected circumstance occurring during a session such as:

- needing to administer first aid to a student or member of the public
- unexpectedly entering a shop or needing to use public transport with a student
- finding that a student or they themselves have become unwell and begin to display symptoms of coronavirus

While none of the above examples requires PPE to be worn as a condition, the option will be available to those staff who wish to take these precautions. Read the [guidance on safe working in education, childcare and children's social care](#) for more information about preventing and controlling infection, including the use of PPE.

## 7. Monitoring attendance

Our general expectation is that all our students will engage in sessions. Therefore, we will be following our usual attendance reporting procedures and following up on non-attendance as usual.

## 8. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse. Staff should continue to act immediately on any concerns they have.

## 9. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education. Staff should continue to act immediately on any concerns they have about any staff/volunteers.

We will continue to refer adults who have harmed, or pose a risk of harm to, a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk) for the duration of the COVID-19 period, in line with government guidance.

## 10. Support for children who aren't 'vulnerable' but where we have concerns

We have the option to offer education sessions to school age children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about if they were to stay at home. We will work with parents/carers to implement this provision if this need arises.

## 11. Contact arrangements for students we are concerned about

We have contact arrangements in place for any students we are concerned about (including children with a social worker and children and vulnerable adults who we have safeguarding concerns about), for circumstances where:

- They are unwell or there are concerns within the home environment.
- Each student we are concerned about has a written arrangement which sets out:
  - How often PLOT staff will make contact – this will be at least once a week
  - Which staff member(s) will make contact – as far as possible, this will be staff who know the family well
  - How staff will make contact – this will be over the phone, video conferencing, doorstep visits, or a combination of all of these
- How this will be reported internally

We have agreed these arrangements with children's social care, where relevant, and will review them every week or more frequently if a student's circumstances (attendance, engagement, welfare concerns) change. If colleagues responsible for carrying out the contact are unable to reach the student or family throughout the course of the designated contact day, they will alert the DSL or deputy who will direct the next course of action appropriate for that student. This may include escalation to a children's social worker or other agency professional and/or conducting a doorstep visit (this action is for 'eyes on' purposes and can be conducted safely without entering a student's home).

## 12. Safeguarding all students

Staff and volunteers are aware that this difficult time potentially puts all children and vulnerable adults at greater risk. Staff and volunteers will continue to be alert to any signs of abuse, or effects on students' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above.

In particular, staff will look out for signs such as:

- Being unable to contact students or families
- Students seeming more withdrawn or 'low' in mood during sessions
- Parents/carers presenting as distressed or 'low' in mood.

## 13. Online safety

PLOT staff will continue to be alert to signs that a student may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum. PLOT staff will make sure students know how to report any concerns they have within PLOT through a number of different routes or staff and will also signpost them to other appropriate sources of support too.

## 14. Mental health

Wherever possible, we will continue to maintain our current support for individual students' mental health in line with their existing therapeutic programme. If we identify an additional need at this time and we are able to effectively deliver an intervention remotely then, wherever possible, we will tailor a student's programme to incorporate this. We will also signpost all students, parents/carers and staff to other resources to support good mental health at this challenging time.

## **15. Staff recruitment, training and induction**

### **16.1 Recruiting new staff and volunteers**

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work for PLOT are safe to work with children and vulnerable adults. We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS. New staff must still present the original documents when they first attend work at PLOT .

We will continue to complete our usual checks on new volunteers, and undertake risk assessments, to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

### **16.2 Safeguarding induction and training**

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements. New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our safeguarding and children protection policy (and this addendum)
- Keeping Children Safe in Education part 1

### **16.3 Keeping records of staff checks**

We will continue to keep our single central record up to date and will use the single central record to log the required checks of everyone working or volunteering at PLOT each day.

## **17. Children attending other settings**

If for any reason PLOT students are temporarily required to attend another setting, we will make sure the receiving education provider is given any relevant welfare and child protection information. Wherever possible our DSL (or deputy) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them
- The student's EHC plan, child in need plan, child protection plan or personal education plan
- Details of the student's social worker
- Details of the virtual school head
- The student's support plan and risk assessment and any other supporting documentation or reports

Where the DSL, deputy DSL or relevant student's programme manager are unavailable to share this information, an alternative member of the extended leadership team, referenced in section 4 and listed in 'Important contacts' on page 1, will undertake this information sharing. As far as possible we will share this information before the student transfers; otherwise as soon as possible afterwards.

## **18. Monitoring arrangements**

This policy will be reviewed and updated if:

- guidance from the local safeguarding partnerships, the local authorities or the DfE is updated or
- PLOT is unexpectedly forced to change its ways of working due to unforeseen circumstances or limiting factors (such as significant staff absence).

If neither of the above occur, this policy will be reviewed every term.

## **19. Links with other policies**

This policy links to Keeping Children Safe in Education and to the following policies and procedures within PLOT :

- Safeguarding policy
- Staff code of conduct
- ICT acceptable use policy
- Lone working policy
- General Data Protection Regulation policy
- Health & Safety policy
- Student support policy
- Staff handbook
- Whistleblowing policy

<b>Author:</b>	<b>Bev Clark</b>
<b>Issued:</b>	<b>September 2021</b>
<b>Review</b>	<b>December 2022</b>
<b>Review</b>	<b>March 21</b>

# Safe recruitment policy 2021

**Agreed and signed.**

**B Clark**

**M Knight**

**Review date Sept 2022**

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

## **New staff**

When appointing new staff, we will:

Verify their identity.

Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months.

Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available.

Verify their mental and physical fitness to carry out their work responsibilities.

Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards.

Verify their professional qualifications, as appropriate.

Ensure they are not subject to a prohibition order if they are employed to be a teacher.

Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. Where available, these will include:

- For all staff, including teaching positions: criminal records check for overseas applicants
- For teaching positions: obtaining a letter of professional standing from the professional regulating authority in the country where the applicant has worked.
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

**Regulated activity** means a person who will be:

Responsible, on a regular basis, for teaching, training, instructing, caring for or supervising children; or

Carrying out paid, or unsupervised unpaid, work regularly where that work provides an opportunity for contact with children; or

Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not.

## Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

We believe the individual has engaged in relevant conduct; or

The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or

The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and

The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left.

## Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

## Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the centre has had the appropriate level of DBS check.

This will be:

An enhanced DBS check with barred list information for contractors engaging in regulated activity.

An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children.

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at PLOT.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

## Volunteers

We will:

Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity.

Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity.

Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment.

Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

## **Governors**

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

Right to work in the UK

Other checks deemed necessary if they have lived or worked outside the UK

# Staff code of conduct



Approved by:	B Clark M Knight	Date: May 21
Last reviewed on:	April 21	
Next review due by:	September 2022	

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### 1. Aims, scope and principles

This policy aims to set and maintain standards of conduct that we expect all staff to follow.

By creating this policy, we aim to ensure our centre is an environment where everyone is safe, happy and treated with respect.

Centre staff have an influential position in the centre, and will act as role models for pupils by consistently demonstrating high standards of behaviour.

We expect that all qualified teachers will act in accordance with the personal and professional behaviours set out in the Teachers' Standards.

We expect all support staff, governors and volunteers to also act with personal and professional integrity, respecting the safety and wellbeing of others.

Failure to follow the code of conduct may result in disciplinary action being taken, as set out in our staff disciplinary procedures.

Please note that this code of conduct is not exhaustive. If situations arise that are not covered by this code, staff will use their professional judgement and act in the best interests of the centre and its pupils.

### 2. Legislation and guidance

In line with the statutory safeguarding guidance '[Keeping Children Safe in Education](#)', we should have a staff code of conduct, which should cover acceptable use of technologies, staff/pupil relationships and communications, including the use of social media.

This policy also complies with our articles of association.

### 3. General obligations

Staff set an example to pupils. They will:

- Maintain high standards in their attendance and punctuality
- Never use inappropriate or offensive language in centre
- Treat pupils and others with dignity and respect
- Show tolerance and respect for the rights of others
- Not undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Express personal beliefs in a way that will not overly influence pupils, and will not exploit pupils' vulnerability or might lead them to break the law
- Understand the statutory frameworks they must act within
- Adhere to the Teachers' Standards .

#### 4. Safeguarding

Staff have a duty to safeguard pupils from harm, and to report any concerns they have. This includes physical, emotional and sexual abuse, and neglect.

Staff will familiarise themselves with our safeguarding policy and procedures and the Prevent initiative, and ensure they are aware of the processes to follow if they have concerns about a child.

Our safeguarding policy and procedures are available on the staff drive portal and from the office. New staff will also be given copies on arrival.

#### 5. Staff-pupil relationships

Staff will observe proper boundaries with pupils that are appropriate to their professional position. They will act in a fair and transparent way that would not lead anyone to reasonably assume they are not doing so.

If staff members and pupils must spend time on a one-to-one basis, staff will ensure that:

- This takes place in a public place that others can access
- Others can see in to the room
- A colleague or line manager knows this is taking place
- Staff must only collect and drop of pupils that have been agreed and set out on the pick up rota.

Staff should avoid contact with pupils outside of P.L.O.T. hours if possible.

Personal contact details should not be exchanged between staff and pupils. This includes social media profiles.

While we are aware many pupils and their parents may wish to give gifts to staff, for example, at the end of the year, gifts from staff to pupils are not acceptable.

If a staff member is concerned at any point that an interaction between themselves and a pupil may be misinterpreted, this should be reported to their line manager or the headteacher.

#### 6. Communication and social media

PLOT staff's social media profiles should not be available to pupils. If they have a personal profile on social media sites, they should not use their full name, as pupils may be able to find them. Staff should consider using a first and middle name instead, and set public profiles to private.

Staff should not attempt to contact pupils or their parents via social media, or any other means outside centre in order to develop any sort of relationship. They will not make any efforts to find pupils' or parents' social media profiles. Staff will ensure that they do not post any images online that identify children who are pupils at the centre without their consent.

Staff should be aware of the centre 's e-safety policy

#### 7. Acceptable use of technology

Staff will not use technology in centre to view material that is illegal, inappropriate or likely to be deemed offensive. This includes, but is not limited to, sending obscene emails, gambling and viewing pornography or other inappropriate content.

Staff will not use personal mobile phones and laptops, or centre equipment for personal use, unless in an emergency in centre hours or in front of pupils. They will also not use personal mobile phones or cameras to take pictures of pupils.

We have the right to monitor emails and internet use on the centre IT system.

## 8. Confidentiality

In the course of their role, members of staff are often privy to sensitive and confidential information about the centre, staff, pupils and their parents.

This information will never be:

- Disclosed to anyone without the relevant authority
- Used to humiliate, embarrass or blackmail others
- Used for a purpose other than what it was collected and intended for

This does not overrule staff's duty to report child protection concerns to the appropriate channel where staff believe a child is at risk of harm.

## 9. Honesty and integrity

Staff should maintain high standards of honesty and integrity in their role. This includes when dealing with pupils, claiming expenses and using centre property, facilities and materials.

Staff will not accept bribes.

Staff will ensure that all information given to the centre about their qualifications and professional experience is correct.

## 10. Dress code

Staff will dress in a professional, appropriate manner.

Outfits will not be overly revealing, and we ask that tattoos are covered up.

Clothes will not display any offensive or political slogans.

Where possible Staff will wear the PLOT polo shirts, hoodies or fleeces.

## 11. Conduct outside of work

Staff will not act in a way that would bring the centre, or the teaching profession into disrepute. This covers relevant criminal offences, such as violence or sexual misconduct, as well as negative comments about the centre on social media.

[Staff will inform their line manager if they have had any involvement with social teams or the police outside of PLOT hours.](#)

## 12. Monitoring arrangements

This policy will be reviewed annually, but can be revised as needed. It will be approved at the governing body meeting.

## 13. Links with other policies

This policy links with our policies on:

- Staff disciplinary procedures, which will be used if staff breach this code of conduct. It also sets out examples of what we will deem as misconduct and gross misconduct
- Staff grievance procedures
- Safeguarding
- E-safety

<b>POLICY TITLE:</b>
<b>SAFE WORKING PRACTICE</b>
<b>Date:</b>
<b>SEPTEMBER 2021</b>
<b>Review date:</b>
<b>JULY 2022</b>
<b>Signed by :</b>
<b>B CLARK</b>

The term 'allegation' means where it is alleged that a person who works with children has behaved in a way that has harmed a child, or may have harmed a child;

- possibly committed a criminal offence against or related to a child; or,
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

All staff have a responsibility to be aware of systems within PLOT which support safeguarding and these should be explained to them as part of staff induction and in regular staff training sessions.

It is recognised that the vast majority of adults who work with children act professionally and aim to provide a safe and supportive environment which secures the well-being and very best outcomes for children in their care. Achieving these aims is not always straightforward, as much relies on child and staff interactions where tensions and misunderstandings can occur. It must be recognised that some allegations will be genuine as there are people who seek out, create or exploit opportunities to harm children. However, allegations may also be false or misplaced and may arise from differing perceptions of the same event. When they occur, they are inevitably distressing and difficult for all concerned. It is therefore essential that all possible steps are taken to safeguard children and ensure that the adults working with them do so safely.

### **Underpinning principles**

- The welfare of the child is paramount
- Staff should understand their responsibilities to safeguard and promote the welfare of pupils
- 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
- Staff should work, and be seen to work, in an open and transparent way
- Staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded
- Staff should discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern
- Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation
- Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children
- Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them; criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the National College of Teaching & Leadership (NCTL).
- Staff and managers should continually monitor and review practice to ensure this guidance is followed
- Staff should be aware of and understand their establishment's child protection policy, arrangements for managing allegations against staff, staff behaviour policy, whistle blowing procedure and their Local Safeguarding Children Board LSCB procedures.

This means that staff should:

- understand the responsibilities which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached
- always act, and be seen to act, in the child's best interests
- avoid any conduct which would lead any reasonable person to question their motivation and intentions
- take responsibility for their own actions and behaviour

At **P.L.O.T** we will:

- promote a culture of openness and support
- ensure that systems are in place for concerns to be raised
- ensure that adults are not placed in situations which render them particularly vulnerable
- ensure that all adults are aware of expectations, policies and procedures
- ensure that appropriate safeguarding and child protection policies and procedures are distributed, adopted, implemented and monitored

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. They should adopt high standards of personal conduct in order to maintain confidence and respect of the general public and those with whom they work. There may be times where an individual's actions in their personal life come under scrutiny from the community, the media or public authorities, including with regard to their own children, or children or adults in the community. Staff should be aware that their behaviour, either in or out of the workplace, could compromise their position within the work setting in relation to the protection of children, loss of trust and confidence, or bringing the employer into disrepute. Such behaviour may also result in -, prohibition from teaching by the NCTL, a bar from engaging in regulated activity, or action by another relevant regulatory body. This means that staff should not:

- behave in a manner which would lead any reasonable person to question their suitability to work with children or to act as an appropriate role model make, or encourage others to make sexual remarks to, or about, a pupil use inappropriate language to or in the presence of pupils discuss their personal or sexual relationships with or in the presence of pupils make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such

A person's dress and appearance are matters of personal choice and self-expression and some individuals will wish to exercise their own cultural customs. However staff should select a manner of dress and appearance appropriate to their professional role and which may be necessarily different to that adopted in their personal life. Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake. Those who dress or appear in a manner which could be viewed as offensive or inappropriate will render themselves vulnerable to criticism or allegation This means that staff should wear clothing which:

- promotes a positive and professional image
- is appropriate to their role
- is not likely to be viewed as offensive, revealing, or sexually provocative
- does not distract, cause embarrassment or give rise to misunderstanding
- is absent of any political or otherwise contentious slogans
- is not considered to be discriminatory
- is compliant with professional standards

Staff need to take care that they do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment.

There are occasions when pupils or parents wish to pass small tokens of appreciation to staff e.g. at Christmas or as a thank-you and this is usually acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value. Similarly, it is inadvisable to give such personal gifts to pupils or their families. This could be interpreted as a gesture either to bribe or groom. It might also be perceived that a 'favour' of some kind is expected in return.

Any reward given to a pupil should be in accordance with agreed practice, consistent with the school or setting's behaviour policy, recorded and not based on favouritism.

Social contact outside of the workplace

It is acknowledged that staff may have genuine friendships and social contact with parents of pupils, independent of the professional relationship. Staff should, however, also be aware that professionals who sexually harm children often seek to establish relationships and contact outside of the workplace with both the child and their parents, in order to 'groom' the adult and the child and/or create opportunities for sexual abuse.

This means that staff should:

- always approve any planned social contact with pupils or parents with senior colleagues, for example when it is part of a reward scheme
- advise senior management of any regular social contact they have with a pupil which could give rise to concern
- refrain from sending personal communication to pupils or parents unless agreed with senior managers
- inform senior management of any relationship with a parent where this extends beyond the usual parent/professional relationship
- inform senior management of any requests or arrangements where parents wish to use their services outside of the workplace e.g. babysitting, tutoring

There are occasions when it is entirely appropriate and proper for staff to have physical contact with children, however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil's individual needs and any agreed care plan.

Not all children feel comfortable about certain types of physical contact; this should be recognised and, wherever possible, adults should seek the pupil's permission before initiating contact and be sensitive to any signs that they may be uncomfortable or embarrassed. Staff should acknowledge that some pupils are more comfortable with touch than others and/or may be more comfortable with touch from some adults than others. Staff should listen, observe and take note of the child's reaction or feelings and, so far as is possible, use a level of contact and/or form of communication which is acceptable to the pupil

A general culture of 'safe touch' should be adopted, where appropriate, to the individual requirements of each child. Pupils with disabilities may require more physical contact to assist their everyday learning. The arrangements should be understood and agreed by all concerned, justified in terms of the pupil's needs, consistently applied and open to scrutiny. This means that staff should:

- be aware that even well intentioned physical contact may be misconstrued by the pupil, an observer or any person to whom this action is described
- never touch a pupil in a way which may be considered indecent
- always be prepared to explain actions and accept that all physical contact be open to scrutiny
- never indulge in horseplay or fun fights
- always allow/encourage pupils, where able, to undertake self-care tasks independently
- ensure the way they offer comfort to a distressed pupil is age appropriate
- always tell a colleague when and how they offered comfort to a distressed pupil
- establish the preferences of pupils
- consider alternatives, where it is anticipated that a pupil might misinterpret or be uncomfortable with physical contact
- always explain to the pupil the reason why contact is necessary and what form that contact will take
- report and record situations which may give rise to concern
- be aware of cultural or religious views about touching and be sensitive to issues of gender

## Other activities that require physical contact

In certain curriculum areas, such as PE staff may need to initiate some physical contact with children, for example, to demonstrate technique in the use of a piece of equipment, adjust posture, or support a child so they can perform an activity safely or prevent injury.

Physical contact should take place only when it is necessary in relation to a particular activity. It should take place in a safe and open environment i.e. one easily observed by others and last for the minimum time necessary. The extent of the contact should be made clear and undertaken with the permission of the pupil. Contact should be relevant to their age / understanding and adults should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil.

This means that staff should:

- treat pupils with dignity and respect and avoid contact with intimate parts of the body
- always explain to a pupil the reason why contact is necessary and what form that contact will take
- seek consent of parents where a pupil is unable to give this e.g. because of a disability
- consider alternatives, where it is anticipated that a pupil might misinterpret any such contact
- be familiar with and follow recommended guidance and protocols
- conduct activities where they can be seen by others
- be aware of gender, cultural and religious issues that may need to be considered prior to initiating physical contact

## Behaviour management

Corporal punishment and smacking is unlawful in all settings in the UK.

Staff should not use any form of degrading or humiliating treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children is completely unacceptable. Where pupils display difficult or challenging behaviour, adults should follow P.L.O.T's behaviour and discipline policy using strategies appropriate to the circumstance and situation. Where a pupil has specific needs in respect of particularly challenging behaviour, a positive handling plan, including assessment of risk, should be drawn up and agreed by all parties, including, for example, a medical officer where appropriate.

This means that staff should:

- not use force as a form of punishment
- try to defuse situations before they escalate e.g. by distraction
- keep parents informed of any sanctions or behaviour management techniques used
- be mindful of and sensitive to factors both inside and outside of the centre or setting which may impact on a pupil's behaviour
- follow the establishment's behaviour management policy
- behave as a role model
- avoid shouting at children other than as a warning in an emergency/safety situation
- be aware of the legislation and potential risks associated with the use of isolation and seclusion
- comply with legislation and guidance in relation to human rights and restriction of liberty
-

- The law and guidance for schools states that adults may reasonably intervene to prevent a child from:
  - committing a criminal offence
  - injuring themselves or others
  - causing damage to property

Staff working in one to one situations with pupils at the setting, including visiting staff from external organisations can be more vulnerable to allegations or complaints.

To safeguard both pupils and adults, a risk assessment in relation to the specific nature and implications of one to one work should always be undertaken. Each assessment should take into account the individual needs of each pupil and should be reviewed regularly. Arranging to meet with pupils from the centre or setting away from the work premises should not be permitted unless the necessity for this is clear and approval is obtained from a senior member of staff, the pupil and their parents/carers.

This means that staff should:

- ensure that wherever possible there is visual access and/or an open door in one to one situations
- avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy
- always report any situation where a pupil becomes distressed or angry
- consider the needs and circumstances of the pupil involved

Staff working in one to one situations with pupils at P.L.O.T., including visiting staff from external organisations can be more vulnerable to allegations or complaints.

To safeguard both pupils and adults, a risk assessment in relation to the specific nature and implications of one to one work should always be undertaken. Each assessment should take into account the individual needs of each pupil and should be reviewed regularly.

Arranging to meet with pupils from the centre or setting away from the work premises should not be permitted unless the necessity for this is clear and approval is obtained from a senior member of staff, the pupil and their parents/carers.

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- ensure that wherever possible there is visual access and/or an open door in one to one situations
- avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy
- always report any situation where a pupil becomes distressed or angry
- consider the needs and circumstances of the pupil involved

All work with pupils and parents should usually be undertaken in the centre. There are however occasions, in response to an urgent, planned or specific situation A risk assessment should be undertaken prior to any planned home visit taking place. The assessment should include an evaluation of any known factors regarding the pupil, parents/carers and any others living in the household. Consideration should be given to any circumstances which might render the staff member becoming more vulnerable to an allegation being made e.g. hostility, child protection concerns, complaints or grievances. Specific thought should be given to visits outside of 'office hours' or in remote or secluded locations. Following the assessment, appropriate risk management measures should be put in place, before the visit is undertaken. In the unlikely event that little or no information is available, visits should not be made alone

This means that staff should:

- agree the purpose for any home visit with their manager
- adhere to agreed risk management of strategies
- avoid unannounced visits wherever possible
- ensure there is visual access and/or an open door in one to one situations
- always make detailed records including times of arrival and departure
- ensure any behaviour or situation which gives rise to concern is discussed with their manager

At PLOT staff support and provide transport pupils as part of their work. Staff should not offer lifts to pupils unless this has been agreed by the management and the staff has been instructed to do so as part of the daily transport. It is a legal requirement that all passengers wear seatbelts and the driver should ensure that they do so. Staff are made aware of and adhere to current legislation regarding the use of car seats for younger children.

This means that staff will:

- plan and agree arrangements with all PLOT in advance
- respond sensitively and flexibly where any concerns arise
- take into account any specific or additional needs of the pupil
- have an appropriate licence/permit for the vehicle
- ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement and/ or ability to drive
- ensure that if they need to be alone with a pupil this is for the minimum time
- be aware that the safety and welfare of the pupil is their responsibility until this is safely passed over to a parent/carer
- report the nature of the journey, the route and expected time of arrival in accordance with agreed procedure
- ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven
- ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified

## Lone working

<b>Approved by:</b>	Bev Clark	<b>Date:</b>
<b>Last reviewed on:</b>	June 2021	
<b>Next review due by:</b>	September 2022	

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### 1. Definition

For the purposes of this policy, a lone worker is an individual who spends some or all of their working hours working alone. Lone working is not where individuals experience transient situations in which they find themselves alone, but where individuals are knowingly and foreseeably placed in circumstances in which they undertake work activities without direct or close supervision.

In practical terms, persons are considered to be working alone if they have neither visual nor audible communication with someone who can summon assistance in the event of an accident or illness.

### 2. Responsibility

Under the Health and Safety at Work etc. Act 1974, P.L.O.T.CIC. as an employer has a duty to ensure, so far as is reasonably practicable, the health, safety and welfare at work of all its employees. There is also contained in the legislation a general duty of care to protect students and members of the public. These requirements are applicable to all work situations, including where staff (and others) are working alone or outside normal working hours.

### 3. Employee responsibility

All employees have a responsibility to take care of their own safety and to cooperate with P.L.O.T. procedures. Employees should not knowingly place themselves in situations which expose them to additional risk by working alone.

If a person finds that they are placed in a situation, which may be considered to be that of a 'lone worker', then they should ensure that their line manager is made aware of the circumstances at the earliest opportunity and then assist in the process of identifying the steps needed to either prevent the lone worker situation from arising, or, if this is not possible, assist in developing the precautions necessary to ensure their own safety.

Lone workers have a responsibility to inform their line manager if they have any concerns over the effectiveness and efficiency of the agreed arrangements and also if there are any reasons why they would not be able to work alone or to continue to work alone in safety.

### 4. Identification of risk in relation to lone working

#### Assessment of the risks to lone workers

Implementation of measures required to reduce the risks to lone workers, including appropriate staff training to minimise these risks

Evaluation of the control measures to ensure that risks to lone workers are appropriately managed.

### 5. Control measures

#### safe systems of work / permit to work

use two or more people if required (buddy system)

first aid or emergency first aid at work training/provision of travelling first aid kits

ensure staff are fully trained for the task and provide adequate information, instruction, supervision and training

provide staff with mobile phones, alarms, radios

the health of lone workers; have they medical conditions and/or disability which would make it unsuitable and/or unsafe for working alone?

arrangements for dealing with emergencies

arrangements for dealing with threats of violence.

## GENERIC RISK ASSESSMENT LONE WORKING

This risk assessment covers general activities which are of low risk, being undertaken at the convenience and discretion of the individual. It does not cover work with any hazardous machinery and/or substances, or the lifting/handling of loads that could cause injury, which should be subject to a specific risk assessment

Centre	P.L.O.T.CIC
Department	ALL
Categories of staff/students covered by this assessment	All fully trained teachers and support staff, post-grad students, employees and pupils
Location of lone working	On the farm site, in car
Likely reasons for lone working	1:1 support, travelling
Periods when lone working will occur	Collection and drop off
<b>ASSESSMENT OF OVERALL RISK</b>	
Provided the control measures listed below are applied, risks will be adequately controlled	
Name of line manager	B Clark
Signature of line manager	
Date	Feb 2018
<u>HAZARD</u>	<u>CONTROL MEASURE</u>
Individual	

<p><b>Medical fitness.</b> Is the employee subject to any medical condition that may place them at increased risk when working alone?</p>	<p>The employee must ensure that any medical conditions which might be relevant to their working alone are fully discussed with their line manager and, if necessary, Occupational Health and own GP. Individuals must not work alone if any such condition is assessed as placing them at increased risk. Any person who requires assistance to get out of the building in an emergency must not work alone.</p>
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<p><b>Supervision</b> What arrangements are in place to maintain contact with the employee?</p>	<p>The employee must comply with the out-of-hours log-in/out arrangements in operation within the centre</p> <p>Contact details are recorded on file.</p>
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<p><b>Training &amp; competency:</b> Has necessary information, instruction and training been given to the employee, and is the employee competent to carry out the work alone?</p>	<p>Any person authorised to be in the building outside normal hours must be fully competent to carry out the work safely and be fully conversant with emergency procedures.</p>
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<p><b>Location &amp; premises</b></p>	
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<p><b>Building security.</b> Is the building secure?</p>	<p>Access to the building is restricted to authorised personnel outside normal hours. In the event that the employee has concerns about security or suspects there is an intruder in the building they must contact M Knight Do not confront the intruder. Lock door and await arrival of M Knight</p>
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<p><b>Access:</b> Is there a safe means of access/egress for the employee</p>	<p>Entrances in the vicinity of the building and car park are well lit. The employee should plan how to get to car/public transport after leaving, taking account of potential personal safety issues. Employee should consider use of a personal attack alarm.</p>
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<p><b>Emergencies:</b> Does the employee have access to emergency warning devices to raise the alarm in event of emergency eg. fire alarm, motion sensors /manual device [panic alarms]</p>	<p>The employee must know local arrangements on how to respond in event of fire or other emergency.</p>
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<p><b>First aid:</b> Are there arrangements in place to deal with a situation where the employee becomes ill or has an accident?</p>	<p>First aiders are unlikely to be present. First aid boxes are available and contents checked regularly. In the event of an employee feeling unwell they should if possible return home or contact M Knight for assistance.</p>
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<b>Welfare facilities.</b> Is there adequate heating, lighting, access to drinking water and toilets?	The employee should be aware that heating/cooling in the area may be much reduced unless the business need for after-hours working has been established.
<b>Process/work activity</b>	
Use of computers and general office equipment	The employee should ensure their work station complies, and is set up in accordance with the standards for display screen equipment (DSE) and has undergone a DSE assessment. Employee should take regular breaks from DSE work.
Slip/trips/falls	Regular inspection of site to ensure that any trip hazards [torn carpets, uneven flooring, trailing cables, etc.] receive prompt attention. Individuals with temporarily impaired mobility must not work alone.

Electrical equipment	Ensure all equipment is electrically tested in accordance with recognised procedures. Electrical cables and plugs visually inspected for damage. Do not interfere with plugs or power supply.
Work with hazardous substances and or machinery	Not permitted/specific risk assessment and procedures to be in place
Single-handed lifting or handling of any load that is of such a weight as to cause injury	Not permitted/specific risk assessment and procedures to be in place
Handling cash	Not permitted/specific risk assessment and procedures to be in place

HAZARD(s)	RISK LOW (L), MEDIUM (M) OR HIGH (H)	CONTROL MEASURES	RISK AFTER CONTROL L / M / H
<b>INDIVIDUAL:</b> Identify any hazards specific to the individual, which may create particular risks for lone workers eg. medical conditions, female, age, inexperience, etc.	High  Alone in car when collecting and dropping off children	Camera  Inform children of P.L.O.T.  Check in and out before and after	med

<b>LOCATION AND PREMISES:</b> Identify any hazard specific to the workplace /environment, which may create particular risks for lone workers.	Farm environment	Inform on induction  Complete health and safety site walk and information briefing	low
<b>PROCESS:</b> Identify any hazards specific to the work process, which may create particular risks for lone workers.	Animals  Students	Always two staff  Radios provided  Emergency code word provided	med
<b>EQUIPMENT:</b> Identify any hazards specific to the work equipment, which may create particular risks for lone workers eg working at height.	Horse care	Provide correct equipment when handling and managing horses.	low
<b>VIOLENCE:</b> Identify the potential risk of violence/security/intruders.	General public  Intruders	Provide emergency procedures.  Radios provided	low

		CCTV installed	
<b>TRAINING:</b> Identify necessary information, instruction and training.	Health and safety	Provided for all staff on induction	low

<p><b>OTHER:</b> Please specify</p>	<p>Arriving to collect child</p> <p>Invited onto homes</p>	<p>Advise staff do not go into homes alone. Visits to meet with families must be done in twos</p> <p>All meetings must be booked and time in and out recorded on the board.</p>	<p>low</p>
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<p><b>ADDITIONAL CONTROL MEASURES TO BE APPLIED TO REDUCE RISKS</b></p>	
<p>Farm safety provided</p>	<p>Induction and weekly</p>
<p>Training and weekly updates provided to all staff [harvest time tractors etc]</p>	<p>Weekly</p>
<p>Weekly updates provided on children's behavior potential risks.</p>	<p>Weekly</p>
<p>High ratio of staff to children</p>	<p>Ongoing</p>
<p>Risk assessments are developed for every child and reviewed on a regular basis.</p>	<p>Ongoing d</p>
<p>Daily site checks are completed and recorded.</p>	<p>Daily.</p>

<p><b>Date:</b></p>	<p><b>Policy/activity:</b></p>	<p><b>Assessor:</b></p>
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No	Protected characteristics	Concerns	Details of concerns	Recommendations
1	<b>Disability</b>	✓	Information accessibility	Make a range of accessibility tools available eg 'text to audio', large text, etc.
	Example: physical disabilities, learning difficulties or medical needs	✓	Accessibility	Keep accessibility arrangements under review
	Young carer/carer			
2	<b>Gender</b>			
	Females/males			
3	<b>Sexual orientation</b>			
	Example: gay, lesbian			
4	<b>Gender reassignment</b>			
	Gender reassignment			
5	<b>Race/ethnic Group</b>			
	Example: Black, Asian, etc			
6	<b>Pregnancy/maternity</b>			

	Pregnancy or maternity/paternity			
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7	<b>Marriage/civil partnership</b>			
	Marriage/civil partnership			
8	<b>Religion or beliefs</b>			
	Example: Jewish, Muslim, Christian, etc.			
9	<b>Age</b>			
	Age			

# Behaviour policy and statement of behaviour principles



<b>Approved by:</b>	M Knight, B Clark	<b>Date:</b> May 21
<b>Last reviewed on:</b>	May 21	
<b>Next review due by:</b>	September 22	

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## 1.Aims

A core principle of P.L.O.T. is to create opportunities for young people to take responsibility for the choices they make about management of behaviour. The Centre provides a safe place to explore this process in a supportive and non-judgmental manner. For many of the young people who attend this provision, it is the first real chance they have had to engage in positive decision making in an educational setting. We endeavour to work closely with other professionals because we believe that a multi-disciplinary approach is the best way of solving complex problems.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**
- 

## 2.Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption during activities
- Non-completion of work projects
- Poor attitude
- Swearing

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Anti-bullying. This is intrinsically linked to the behaviour policy, please see Appendix 1 Anti-Bullying policy for more details. All young people have the right to be and feel safe. All have the right to be in an environment where they can learn. Behaviour that supports this will be rewarded. There will be consequences for behaviours that do not support this.

Pupils, parents and staff report bullying issues either via, email, telephone or talking to the head of centre.

Bullying will be investigated by the directors and governing board.

Consequences will be sanctioned when bullying has taken place through<

Removal of points/stars.

Letters home

Time out

Removal of activities

Exclusion

In the event a child has been bullied, PLOT will sit down with child and parents/carers and review the child's timetable if that would help.

Review the site the child attends

Change the break times

Provide a 1:1 support

## 5. Roles and responsibilities

### **5.1 The governing board**

The governing board will also review this behaviour policy in conjunction with the head of centre and monitor the policy's effectiveness.

### **5.2 The head of centre**

The head of centre is responsible for reviewing and approving this behaviour policy.

The head of centre will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

## 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- During project work and activities make it possible for all pupils to learn
- Treat the buildings and centre property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the centre into disrepute, including when outside school

## 7. Rewards and sanctions

### 7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Points/ stars
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Certificates

PLOT may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil to the quiet room
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract

See appendix 4 for sample letters to parents about their child's behaviour.

We may use the quiet room in response to serious or persistent breaches of this policy.

### 7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing PLOT such as on An off site activity

### 7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the head of centre will discipline the pupil in accordance with this policy.

Please refer to our [safeguarding policy/statement of procedures for dealing with allegations of abuse against staff] for more information on responding to allegations of abuse.

The head of centre will also consider the pastoral needs of staff accused of misconduct.

## 8. Behaviour management

### **8.1 management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the centre

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### **8.2 Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

### **8.3 Confiscation**

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to the PLOT discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **Pupil support**

PLOT recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Head of centre will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 9. Pupil transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the new setting.

## 10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

## 11. Monitoring arrangements

This behaviour policy will be reviewed by the head of centre and governing board annually

## Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## Appendix 3: behaviour log

<b>Pupil's name:</b>	
<b>Name of staff member reporting the incident:</b>	
<b>Date:</b>	
<b>Where did the incident take place?</b>	
<b>When did the incident take place?</b>	
<b>What happened?</b>	
<b>Who was involved?</b>	
<b>What actions were taken, including any sanctions?</b>	
<b>Is any follow-up action needed? If so, give details</b>	
<b>People informed of the incident (staff, governors, parents, police):</b>	

## Appendix 4: letters to parents about pupil behaviour – templates

### **First behaviour letter**

Dear parent,

Recently, your child, \_\_\_\_\_, has not been behaving as well at PLOT as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Staff name: \_\_\_\_\_

Staff signature: \_\_\_\_\_

Date: \_\_\_\_\_

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### **Behaviour letter – return slip**

Please return this slip to PLOT to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange a time so we can discuss a way forward.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, \_\_\_\_\_, has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour at PLOT

Yours sincerely,

Staff name: \_\_\_\_\_

Staff signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Anti – Bullying Policy 2021

Signed and agreed

B. Clark

M. Knight

Review date Sept 2022

## Introduction

At P.L.O.T. we aim to provide a safe, caring and friendly environment for learning, for all our pupils to allow them to improve their life chances and help them maximise their potential. This includes encouraging open discussion around differences between people, challenging prejudice and celebrating diversity.

We recognise that groups such as ours have a responsibility to understand the community they serve and to respond to identified concerns including proactively teaching children about potential threats to their health and safety. We will therefore adopt a contextual approach to bullying and peer on peer abuse, working with families and outside agencies where appropriate.

We expect pupils to act safely and feel safe at PLOT including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from PLOT should they feel they or others are unsafe. We would also want parents/carers to feel confident that their children are safe and cared for at PLOT and that incidents, if/when they do arise, are dealt with promptly and effectively.

PLOT is aware of its legal obligations including the Equality Act 2010. This means as well as considering the context of any concerns which need addressing, we will consider where a pupil may have a protected characteristic. This will include ensuring any action taken by PLOT reflects their needs and that any actions taken by the centre do not put the pupil at greater harm.

## Roles and responsibilities

The directors and head of centre – Has overall responsibility for the policy and its implementation. They are also responsible for liaising with the governing body, parents/carers, Local Authority and outside agencies.

The Designated Safeguarding Lead (DSL) in our centre is Bev Clark and Jasmine Skinsgley

The Deputy Designated Safeguarding Leads are: Andrew Smith, Michael Knight

Safeguarding is the responsibility of all, however all staff, parents and pupils need to be aware of who to report to and how to report any safeguarding concerns.

## Definition of Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

<http://www.antibullyingalliance.org.uk/about-us.aspx>

## Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble. Anti-Bullying Policy - Sept 2021 page 4 of 20

## Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'

Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter:

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

## Peer on Peer Abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.

We will challenge and respond to any concerns related to the above initial response from staff will be the same as any reported bullying incident and dealt with in a contextual way. Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying and peer on peer abuse. If the target or alleged perpetrator might be in danger, then intervention is urgently required including a safeguarding referral .

## What does bullying look like?

Bullying behavior can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals such as false friendships, criminal exploitation, sexual exploitation and radicalization.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

## **Bullying can take place between:**

- young people
- young people and staff
- between staff
- individuals or groups

## **Why are children and young people bullied?**

Specific types of bullying include:

### Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a trans person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin, including Gypsy, Roma,
- Traveller heritage
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics

As part of the requirement on PLOT to promote fundamental British values, PLOT must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident.

Other vulnerable groups include

- young carers
- looked after children
- bullying related to home circumstances
- bullying related to appearance or health

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. We have a designated lead for young carers and looked after children who will liaise with staff and children to ensure that they are supported and know where to go for help. There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately.

## **Prejudice Related Language**

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different.

Dismissing such language as banter is not helpful as it is being used to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our centre even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

## **Hate crime and bullying**

There is no legal definition of a hate crime. However, the police and the CPS (Crown Prosecution Service) have an agreed definition of hate crime as: "Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.

There is a distinction between a hate crime and a hate incident. "A hate incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender." However, a hate incident does not necessarily break the law. Where a hate incident amounts to a criminal offence, and is based on one of the five protected characteristics, it is known as a hate crime.

The type of conduct which will be considered as a hate incident is wide ranging and includes the following:

- verbal abuse;
- harassment;
- bullying or intimidation;
- physical attacks;
- threats of violence;
- hoax calls, abusive phone or text messages, hate mail;
- online abuse;
- displaying or circulating discriminatory literature or posters;
- graffiti;
- arson;
- throwing rubbish in a garden; and
- malicious complaints.

Any concerns about hate incidents/crimes should be discussed with the head of centre.

## **Where does bullying take place?**

Bullying is not confined to the centre premises and may persist outside PLOT. PLOT acknowledges its responsibilities to support families if bullying occurs off the premises.

## **Cyberbullying**

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. Cyberbullying can take many forms and bullying online can often start at PLOT and then be progressed online or start online and influence behaviour at PLOT Whilst most incidents of Cyberbullying occur outside centre, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat . Cyberbullying with the same severity as any other form of bullying.

Cyberbullying can include: -

- hacking into someone's accounts/sites
- Posting prejudice /hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour. We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour. We have a zero phones rule while at PLOT.

Bullying can take place between:

- Young people
- Young people and staff
- Between staff
- Individuals or groups

## **Reporting and responding to bullying**

Report bullying to the head of centre.

Community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

Parents/Carers: Concerns should be reported to any adult in centre who will notify the Head of centre.

This communication may be verbal or written.

- Children are encouraged to: Speak to an adult in centre /their parents. A list of 'who we can talk to' was created by the children and can be found on the notice boards
- All staff and visitors are aware of the need to take all concerns seriously and to ensure that nurturing relationships encourage information sharing

## **Procedures**

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures:

- Staff members complete an incident log, on the child's file and inform the head of centre.
- interviewing all parties
- Informing parents
- Implementing appropriate disciplinary sanctions in accordance with the centre's Behaviour Policy. These are graded according to the seriousness of the incident and send out a message that bullying is unacceptable
- Being clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Following up - We will keep in touch with the person who reported the situation, which may be parents/carers or other adults. We have a clear complaints procedure for parents who are not satisfied with the centre's actions.
- We will use a range of responses and support appropriate to the situation. These may include solution-focused approaches, restorative approach, circle of friends, individual work with victim, perpetrator and bystanders or referral to outside agencies if appropriate.
- Liaising with the wider community if the bullying is taking place off the centre premises i.e. in the case of cyberbullying or hate crime.
- Liaise with the DSL if there are any safeguarding issues to consider- who may refer on to the MASH
- Liaise with the lead for young carers and looked after children where appropriate

The policy will be reviewed and updated every two years.

## Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils, we have developed the following strategies to promote positive behaviour and discourage bullying behaviour

- Ensuring that the centre actively promotes the celebration of difference and diversity as part of their core values
- Celebration events
- Anti-Bullying Week annually in November.
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Pupil Voice (e.g. pupil surveys)
- Modelling of positive relationships
- Staff and young people are actively encouraged and supported to challenge prejudice related behaviour relating to all protected characteristics and vulnerable groups
- Ensuring that images and materials used reflect all groups in British society
- Reactive programmes for vulnerable groups or groups involved in bullying
- Counselling and/or mediation schemes from trained staff and outside agencies
- Small group work
- Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour
- Support for parents/carers

## Support for all centre staff

- Staff training and development for all staff
- Encouraging all staff to model expected behaviour

## The Prevent Duty

From 1 July 2015 all centres are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent Duty.

A Prevent Duty plan is in place to protect our children from the risk of radicalisation. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. PLOT staff should use their judgement in identifying children who may be at risk of radicalisation and act proportionately.

By promoting the fundamental British Values, we aim to build pupils’ resilience to radicalisation and enable 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, we aim to provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.