

PERRYFIELDS HIGH SCHOOL

"Together We Achieve Excellence"



Safeguarding and Child Protection Policy

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Perryfields High School

Safeguarding and Child Protection Policy

Introduction

This document is the Safeguarding and Child Protection Policy for Perryfields High School and any extended services that it provides.

Safeguarding and promoting the welfare of children is defined by the Department for Education as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Children include everyone under the age of 18.

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

This Safeguarding Policy forms one part of the schools safeguarding responsibilities and should be read in conjunction with the Managing Pupil Behaviour Policy, Attendance Policy and Anti-Bullying Policy and any other relevant policies.

Where there are concerns about pupils who may be considered at risk, including Child Sexual Exploitation, Female Genital Mutilation and Extremism, pupils will be identified and recorded using Class Charts Safeguarding. These pupils will be monitored and tracked by the Pastoral Achievement Leaders and the Designated Safeguarding Lead and Deputies.

Purpose of a Safeguarding and Child Protection Policy

To inform all members of staff, parents, volunteers and governors about the school's responsibilities for safeguarding children and their responsibilities therein.

Sandwell Safeguarding Children Board

The school follows the procedures agreed by Sandwell Safeguarding Children Board. More information regarding Sandwell Safeguarding Children Board, Multi Agency Threshold, for members of staff can be found on the School's T-drive under Safeguarding.

Implementation, Monitoring and Review of the Safeguarding and Child Protection Policy

The Safeguarding and Child Protection policy will be reviewed on an annually basis by the Governing Body or when any Government guideline changes for Safeguarding and Child Protection are announced. The new changes will then implemented by the Designated Safeguarding Lead as part of their role and responsibilities.

Safeguarding and Child Protection related Training

Training on issues regarding Safeguarding, Child Sexual Exploitation, Female Genital Mutilation, E-Safety and Prevent Duty take place on an annual basis as a minimum. However, if guidelines are published or issues arise, training is put into place as soon as possible.

Training is undertaken by all staff, new staff, governors and if applicable pupils.

There are also opportunities provided by the School for parents to be trained on the above issues.

Site Security

All visitors to the school must sign in at reception using the electronic system and must wear a visitor's badge. If staff are expecting visitors, it is their responsibility, along with the school receptionist to make sure this takes place. All external doors are locked magnetically at certain times. All staff are required to wear security badges.

The front gate is electronic. It will remain open from 8.00am to 9.00am and 3:10pm to 3.45pm, on a Wednesday will open 2:10pm to 2:45pm, at all other time, staff and visitors will be expected to either use their door swipes or use the intercom system. Anyone intending to walk on to the site after 9.00am and 3.45pm (2:45pm on a Wednesday) will need to use the intercom system.

In the event of a major breach of school security, which could endanger the health and safety of staff or pupils, the following should take place: -

- The school bell will ring 3 times, staff should not allow pupils out of the classroom
- SLT will immediately contact the Police.
- The Head Teacher will meet with at least one Senior Teacher
- The school bell will sound if the breach has been resolved
- If the school or part of the school may need to be closed, a meeting between SLT will take place immediately, followed by a meeting with staff.
- The Head Teacher will contact the LA and Chair of Governors in order to discuss a response to the security breach

Mission Statement

The school aims to establish and maintain an environment where children, parents, staff and volunteers feel secure, are encouraged to talk and are listened to when concerns about the wellbeing of a child is raised.

Ensure children know that there are adults in the school whom they can approach if they are worried.

Ensure that children who are subject to multi-agency plans are supported by the school as defined in that plan.

To develop and deliver the PSHE curriculum to create opportunities for children to develop the skills they need to recognise and stay safe from harm. Assemblies and PSHE are used to explore issues around pupils keeping safe from domestic violence and abuse (DVA), child sexual exploitation (CSE), female genital mutilation (FGM); honour based violence (HBV) and forced marriage (FM).

Contribute to children being healthy, safe, enjoying and achieving, making a positive contribution and achieving economic wellbeing.

Respecting British Values and Extremism

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and young people, these are addressed as a safeguarding concern.

We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils; reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils.

Statutory Framework

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 2004
- Sandwell Safeguarding Children Board Inter-Agency Procedures
- Working Together to Safeguard Children (February 2017)
- The Education (Pupil Information) (England) Regulations 2005
- Dealing with Allegations of Abuse against Teachers and Other Staff (DfE 2012)
- Keeping Children Safe in Education (September 2018)
- Education Act 2002 (Section 175/157)
 - Section 175 of the Education Act 201 requires local education authorities and the governors of maintained schools and further education (FE) college to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
 - Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote welfare of children who are pupils at the school.
- Children Missing Education (September 2016)

“Working Together to Safeguard Children” 2017 requires all schools to follow the procedures for protecting children from abuse which are defined by Sandwell Safeguarding Children Board and have appropriate procedures in place for responding to all concerns of actual or suspected abuse including allegations against members of staff in a position of trust. The best way to safeguard a child is through effective early help and prevention so it is important to carry out effective early help assessment and take on the role of the Lead Professional. Sandwell’s multi-agency Threshold Document explains early help and expectations more in depth.

'Keeping Safe in Education' (2018) places the following statutory duties on all schools:

- Schools should be aware of and follow the procedures issued by Sandwell Safeguarding Children Board
- Staff should be vigilant to signs of abuse and to whom they should report any concerns
- Schools should have procedures in place which are disseminated to all staff for handling suspected or actual cases of abuse of pupils, including procedures to be followed in the case of allegations against persons in a position of trust
- Every school should have Designated Safeguarding Lead who is a member of the senior management team and responsible for co-ordinating safeguarding/child protection work within the school and liaising with other agencies as appropriate
- Staff with designated responsibility for safeguarding and child protection should receive appropriate single agency and multi-agency training approved by SSCB at least every two years. Any deputies should be trained to the same standard as the DSL and role should be explicit in their job description.
- All other staff in school should receive training to raise their awareness of signs and symptoms of suspected or actual abuse and the procedures they should follow at least every three years.
- That all schools and FE colleges should share information and work in partnership with other agencies when there are concerns about a child's welfare.

Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) in this school is:

NAME: **Mrs J Paddock**

The activities of the DSL can be delegated to appropriately trained deputies, the ultimate leader responsibility for child protections, remains with the DSL.

A Deputy Safeguarding Lead should be appointed to act in the absence/unavailability of the DSL.

The Deputy Safeguarding Leads in this school are:

NAME: **Mr D Brittle**
Mrs T Hinkinson
Mrs S Thompson
Mrs K Wainwright

It is the role of the Designated Safeguarding Lead to:

Manage referrals

- Refer cases of suspected abuse to the local authority children's social care as required and support any staff who makes referrals to the local authority children's social care
- Refer cases of suspected abuse to the local authority children's social care as required and support any staff who makes referrals to the local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Refer cases where a crime may have been committed to the Police as required

Work with Others

The DSL is expected to:

- Ensure every member of staff has access to and understands the school's child protection policies and procedures.
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
- Liaise with the Head Teacher to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- As required, liaise with the 'case manager' and the designated officer at the local authority for child protection concerns.

Training

The DSL and deputies should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The DSL should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as, required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they;

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- Have a working knowledge of how the local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute effectively.
- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff.
- Are alert to the specific needs of children in need, those with special educational needs and young carers.

- Are able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand and support the school with regards to the requirements of Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online a school
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SENT children to stay safe online
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raise Awareness

The DSL should:

- Ensure that the school's child protection policies are known, understood and used appropriately
- Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the local LSCB to make sure staff are aware of any training opportunities and the latest local policies on Safeguarding
- Encourage a culture of listening to children and taking account of their wishes and feelings, amongst all staff, in any measures the school may put in place to protect them
- Ensure that the names and contact details of the DSL/Deputy are on display for all staff, parents, pupils and visitors to the school

Child Protection Files

Where children leave the school ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

Ensure that child protection files are kept securely and confidentially (locked and with limited access).

Availability

During term time the DSL (or a deputy) should always be available (during school hours) for staff in school to discuss any safeguarding concerns.

It is a matter for individual schools and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/ out of term activities.

The Multi Agency Safeguarding Hub (MASH) and Community Operating Groups (COGs) will contact Mrs Hinkinson (Safeguarding and Welfare Manager) for any concerns during out of hours/out of term.

Safeguarding Information for All Staff

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes in contact with children and their families have 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.

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. (Keeping Children Safe in Education, 2018).

The Role of School Staff

All school staff have a responsibility to provide a safe environment in which children can learn.

As part of staff induction, staff members will receive copies of the:

Safeguarding Policy and Child Protection Policy

Code of Conduct for Teaching and Support Staff

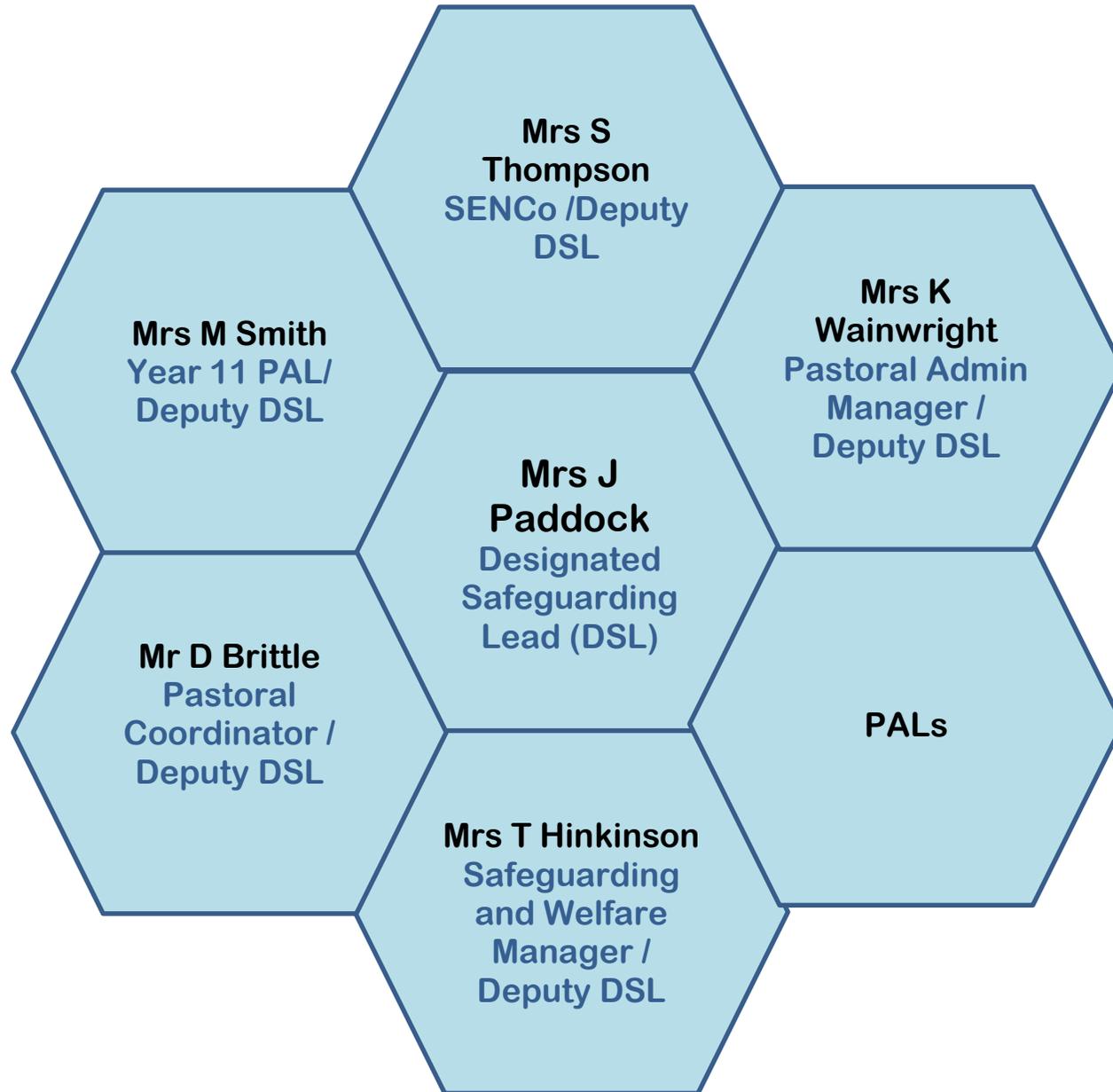
Part one of Keeping Children Safe in Education (2018)

Managing Pupil Behaviour Policy

Staff will also receive a login for the School's behaviour and safeguarding system Class Charts and the School's policy management system 'Pindigo'. Any relevant training for these systems will also be provided.

Figure 1 shows the School's Safeguarding Hub.

Figure 1



The school will ensure that all school staff and volunteers receive safeguarding children training, to identify concerns and to ensure that all staff are aware of this policy and those relating to the safeguarding of children. Training takes place on an annual basis as a minimum. However, if guidelines are published or issues arise, training is put into place as soon as possible.

Perryfields High School has a designated safeguarding lead that will provide support to all staff members to carry out their safeguarding duties. More information about the designated safeguarding lead can be found on page 10 - [Designated Safeguarding Lead](#)

Class Charts

This is an electronic system for recording any concerns that staff may have about a child in school.

- Staff log any safeguarding concerns on Class Charts using the Safeguarding tab.
- Any concerns recorded are sent to the Pastoral Achievement Leader (PAL), Assistant Pastoral Achievement Leader (APAL), DSL and Deputies.
- Once action has been taken, the concern is updated and then closed.
- Any child protection concerns need to be recorded on a green child protection form and passed to the DSL. The DSL will then record this on Class Charts.

Early Help

All school staff should be prepared to identify children who may benefit from Early Help. Early Help means providing support as soon as a problem emerges. In the first instance staff should discuss early help requirements with the designated safeguarding lead or deputies.

All staff should be aware of the Early Help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead and sharing information with other professionals.

If Early Help is appropriate, the DSL, Deputies or PALs will generally lead on liaising with other agencies and setting up and inter-agency assessment as appropriate.

More information about Early Help can be found in chapter one of Working Together to Safeguard Children 2017.

What to look out for

All school staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs;
- Has special educational needs (whether or not they have a statutory education, health and care plan);
- 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;
- Is frequently missing/goes missing from care or from home;
- Is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- Has returned home to their family from care;
- Is showing early signs of abuse and/or neglect;
- Is at risk of being radicalised or exploited;
- Is a privately fostered child.

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

Staff should not assume a colleague or another professional will take action and share information that might be critical to keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

All school staff should be 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.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. 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.

Types of abuse and neglect are listed in [Appendix A](#).

Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the DSL or deputies.

Other advice on understanding and identifying abuse can be found via these links:

[NSPCC](#)

[What to do if you are worried a child is being abused - Advice for practitioners](#)

Concerns about a child

If a member of staff has a concern about a child they must record this on Class Charts with all details. This concern will then go to the school's DSL, Deputies, PALs, and APALs.

If anyone other than the DSL makes the referral they should inform the DSL as soon as possible.

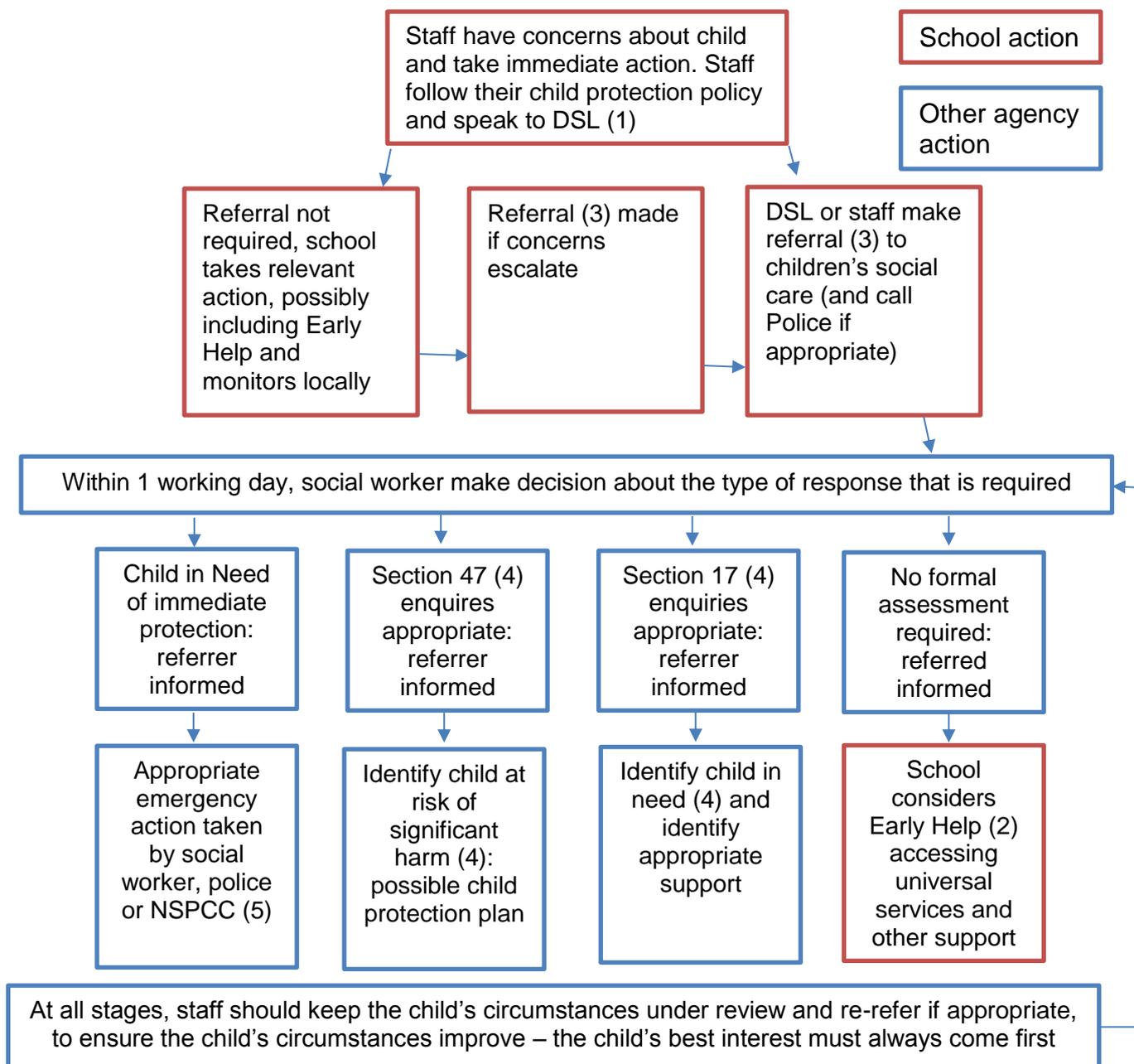
Fig 2 is a flow chart setting out the process for staff when they have concerns about a child.

The nominated DSL will take the appropriate action by tasking the appropriate member of staff. This must be followed up by the DSL to ensure the task is completed.

Whilst all staff should speak to the DSL or deputy with regard to any concern about Female Genital Mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appear to have been carried out on a girl under the age of 18, the teacher must report this to the Police. See [Appendix A](#) for further details.

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

Actions where there are concerns about a child



1. In cases which involve an allegation of abuse against a staff member, see Allegations of Abuse made against Teachers and Other Staff.
2. Early Help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.
3. Referrals should follow the Sandwell LA referral process.
4. Under the Children Act 1989, LA's are required to provide services for children in need for the purposes of safeguarding and promoting welfare. More information is in chapter one of Working Together to Safeguard Children
5. This could include applying for an Emergency Protection Order (EPO).

Dealing with a Disclosure

Where a pupil actually discloses that he/she has been abused the following guidelines must be followed:

RECEIVE

- If a child wants to talk to you, never ask them to come back later. Ask them what they want to talk to you about and, if you are concerned about their welfare, give them the time to speak to you
- Never promise confidentiality, inform the child that you are happy to talk to them but if they tell you anything that you believe may be putting them at harm then you will have to talk to someone else
- Listen carefully to the child. Do not stop a child who is freely recalling information
- Where a child is visibly upset or has an obvious injury, it is good practice to ask a child why they are upset or how an injury was caused. Respond to a child wanting to talk to you to help clarify vague concerns, your aim is to result in the right action being taken.
- Ensured that details of the disclosure are entered onto the green child protection form. This should be given to the DSL immediately.

REACT

- If you need to clarify information, ask open-ended questions e.g. *"Is there anything you'd like to tell me?"*, *"Can you explain to me...?"*, *Can you describe to me....?"*
- **Never** ask leading or suggestive questions e.g. *'Did he/she do anything that they shouldn't have done?'*
- **Never** ask 'accusing' questions e.g. *"Why didn't you tell someone earlier?"*
- **Never** criticise the alleged perpetrator, it may be someone that they will continue to live with.
- **Never** ask the pupil to repeat their disclosure for any other member of staff, it is your responsibility to share the information

- The above four factors when mishandled, may compromise enquiries that need to be made later by children's social care or Police.

REASSURE

- Ensure that the child is aware that they have done the right thing in talking to you and that they have not done anything wrong.
- If you have any concerns that the child has been, or is at risk of harm, you must tell them that you will speak to someone to get help.

RECORD (on the green child protection form)

- Make notes as soon as possible afterwards using the words that the child has used.
- Do not record your assumptions and interpretations, just what you heard and saw.
- Do not destroy original notes even if you later write things up more neatly and fully.
- Record the date, time and place of the disclosure.
- Sign any written records and identify your position in the school setting.
- Do not ask a child to write an account or sign any of your documentation as this may compromise enquiries that need to be made later by children's social care or Police.

REFER

- Immediately hand the green form to the Designated Safeguarding Lead for child protection (**Mrs J Paddock**) or in their absence the Deputy Safeguarding Lead for child protection (**Mrs S Thompson, Mrs T Hinkinson, Mrs K Wainwright, or Mr D Brittle**) who will be responsible for following the appropriate procedures. In the absence of anyone being available in school, contact the Local Authority Child Protection Officers on 0121 569 8147 for advice.

- The DSL will then enter the information onto Class Charts and take appropriate action.

To consult with your DSL or deputy for child protection does not mean a referral has been made. This decision is the responsibility of the DSL for child protection who will contact the appropriate agency as and when required. This may involve consultation and advice from Deputy DSL's.

If you are unhappy about the response you receive from your DSL for child protection, contact the Local Authority Child Protection Officers for Education on 0121 569 8147 or, in their absence, contact the ACCESS Service on 0845 351 0131 where you will be able to speak to a qualified social worker.

**UNDER NO CIRCUMSTANCES SHOULD YOU LEAVE SCHOOL WITHOUT
DISCUSSING YOUR CONCERNS WITH SOMEONE.**

Making a Referral

A referral involves sharing information in line with the ACCESS criteria to either the CAF Team, with the consent of the parents/carers, children's social care or the Police in matters of immediate risk. See [Sandwell LSCB - Reporting Concerns](#) for more information.

Parents/carers should be informed if a referral is being made except in the circumstances outlined in Communication with Parents.

However, inability to inform parents, for any reason should not prevent a referral being made to children's social care via the ACCESS Service. It would then become a joint decision with Children's Services about how and when the parents should be approached and by whom.

If low level multi agency support is required for a child and/or their family, the DSL for child protection will, with consent of the parent/carer, refer to the CAF Team to enable a team around the family plan to be initiated. This will be targeted multi-agency support to help the family resolve any identified concerns.

If the concerns are more complex and require statutory intervention, then the DSL for child protection will refer the matter to children's social care via the ACCESS service where a decision will be made whether any enquiries are needed under Section 17 (child in need enquiry) or Section 47 (child protection enquiry) of the Children Act 1989. A flowchart can be found at [Appendix C](#) detailing the referral procedure.

How to make a referral to Childrens Social Care

- **Step 1** – complete a Multi Agency Referral Form (MARF) and send into the MASH secure email address on the front of the form. Be prepared to give as much of the following information as possible using the SAFER guidelines (see [Appendix B](#))
- **Step 2** – if a child is at imminent significant risk of harm/immediate danger (and reporting concerns cannot wait an hour while a MARF is complete) the referrer should consider telephoning 999 and children’s social care’s contact centre (0845 351 0131). A MARF will also need to be completed without delay.

All MARFs must be uploaded onto Class Charts

Accurately record the action agreed, following the referral, or that no further action is to be taken and the reasons for this decision noting with whom discussions were held and who made the decisions on the appropriate school form.

Confidentiality

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly children's social care and the Police.

If a child wishes to confide in a member of staff/volunteer and requests that the information is kept secret, the member of staff/volunteer will tell the child, in an appropriate manner to the individual needs of the child, that they cannot promise confidentiality and may need to pass the information on to help keep the child or other children safe.

Staff/volunteers who receive information about children and their families in the course of their work should share that information within the expectations of the schools confidentiality policy and other relevant policies e.g. the safeguarding and safeguarding and child protection policy, SSCB inter-agency procedures.

Communication with Parents

The school will always discuss concerns with parents/carers unless to do so would:

- place the child at risk of significant harm or further risk of significant harm.
- place a vulnerable adult at risk of harm
- compromise any enquiries that need to be undertaken by children's social care or the police

The school will endeavour to ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

Record Keeping

When a child has made a disclosure, the member of staff/volunteer should:

- make brief notes as soon as possible after the conversation using the appropriate form utilised by the school. (Green form)
- not destroy the original notes in case they are needed by a court
- record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- record statements and observations rather than interpretations or assumptions
- distinguish fact from opinion.
- All forms should be handed to the DSL. They will then be logged on Class Charts.

All records need to be given to the DSL before the end of the working day. No copies should be retained by the member of staff or volunteer.

The DSL will ensure that all safeguarding records are managed and transferred in accordance with the Education (Pupil Information) (England) Regulations 2005.

Online Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation-technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify intervene and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

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

Perryfields does all that is reasonably possible to limit pupil's exposure to the above risks from the schools IT system. As part of this process the school and the Governing Body ensures that the school has appropriate filters and monitoring systems in place.

The School and the Governing Body consider a whole school approach to online safety. This includes the use of mobile technology in the school. Pupils are not allowed to use their mobile phones whilst in school.

Online safety training is included in the staff training, that all staff members receive about safeguarding.

The Management of Safeguarding

The Governing Body

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment. It is recommended that a nominated governor for child protection is appointed to take lead responsibility.

The nominated governor for child protection is:

NAME: Mrs Carole Gallant

In particular the Governing Body must ensure that:

- safeguarding and child protection policy and procedures are in place and reviewed annually
- Code of Conduct for Teaching and Support Staff are in place and reviewed regularly
- safe recruitment procedures are in place and reviewed annually
- position of trust procedures are in place and reviewed annually
- a DSL who is a senior member of school leadership team is appointed and notify the LA of any changes in personnel to this role
- a member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Head Teacher
- relevant safeguarding/child protection training is accessed by all school staff/volunteers according to their role and responsibilities
- that they receive an annual report from the DSL regarding safeguarding/child protection work undertaken in the year which is shared with the LA or other appropriate body.
- deficiencies or weaknesses in safeguarding arrangements are remedied without delay, liaising with relevant bodies for support as required.
- The governors support the designated member of staff for Child Protection in carrying out his/her responsibilities outlined in 'Keeping Children Safe in Education' (2018).

- Ensure that appropriate filters and appropriate monitoring systems are in place so that pupils are safeguarded from potentially harmful and inappropriate online material
- To ensure that pupils are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- To ensure that the school has recruitment and selection policies and procedures in place.
- To ensure that at least one person on an appointment panel has undertaken safer recruitment training.
- To ensure that there are procedures in place to handle allegations against teachers, Head Teachers, volunteers and other staff.
- Ensure that procedures are in place to make referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
- To ensure that appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.

Allegations of Abuse made against Teachers and Other Staff

This relates to members of staff who are currently working in school regardless of whether the school is where the alleged abuse took place. Allegations of a teacher who is no longer working should be referred to the police. Historical allegations should also be referred to the police.

An allegation relates to an adult who works with children (in a paid or unpaid capacity) and they have:

- behaved in a way that has harmed or may have harmed a child
- possibly committed a criminal offence against, or related to, a child
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

Employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of made against a teacher or other member of staff or volunteer in the school is dealt with quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

Initial Considerations

The procedure for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquires by local authority children's social care services. In these cases, local arrangements should be followed to resolve cases without delay.

Some rare allegations will be so serious they require immediate intervention by children's social care services and/or Police. The DSL should be informed of all allegations that come to a school attention and appear to meet the criteria so they can consult Police and children's social services as appropriate.

The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence
- **Unfounded:** to reflect case where there is no evidence or proper basis which supports the allegation being made

In the first instance, the head teacher (or where the head teacher is the subject of the allegation, the Chair of Governors) should immediately discuss the allegation with the DSL. This is to consider the nature, content and context of the allegation and agree a course of action.

The case manager (head teacher) should inform the accused person about the allegation as soon as possible and consulting with the DSL. However, where a strategy discussion is needed, or police or children's care services need to be involved, the case manager should not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused.

Employers must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school or whether alternative arrangements can be put in place until the allegation or concern is resolved.

To reduce the risk of allegations, all staff should be aware of the safer working practice and should be familiar with the guidance contained in the staff handbook, school code of conduct or Government document 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings'.

If you have safeguarding or child protection concerns relating to the parents/carers of children and you are aware that they work with children, young people or vulnerable

adults, you must inform the DSL for child protection. This will allow for consideration to be given as to whether the position of trust process needs to be applied.

If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up. A referral to DBS must be made.

Supporting those involved

Employers have a duty of care to their employees. They should act to manage and minimise the stress inherent in the allegations process. Support for the individual is vital to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual should be advised to contact their trade union representative, if they have one, or a colleague for support. They should be given access to welfare counselling or medical advice where this is provided by the employer.

The case manager should appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. Particular care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues.

Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager should not do so until those agencies have been consulted and have agreed what informed can be disclosed.

In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children's social care services, or the police as appropriate should consider what support the child or children involved may need.

Confidentiality

It is extremely important that when an allegation is made, the school makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2002 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so.

Parents and carers should also be made aware of the requirements to maintain confidentiality about an allegation made against teachers whilst investigations are ongoing. If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice.

More information can be found in [Keeping Children Safe in Education \(2018\) Part 4](#)

Statutory School Policies

A full list of statutory policies can be found at the [Department of Education - Statutory Policies](#) Note that none of these policies relate to safeguarding and child protection.

Other Recommend Safe Environment Policies

Anti-bullying	PSHE curriculum
Drugs and substance misuse	Race, Disability and Equality Policy
E-Safety (including Acceptable Use Policies and Use of Digital Images)	Recruitment and selection
First aid (including management of medical conditions, intimate care)	Physical Intervention
Management of allegations against staff	Whistle blowing

Useful Telephone Numbers

Sandwell ACCESS Service – 0845 351 0131

West Midlands Police – 0345 113 5000

Local Authority Child Protection Officers for Education – 0121 569 8147

Local Authority Designated Officer – 0121 544 6033

Appendix A – Definitions of Abuse and Neglect

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.

Signs of possible physical abuse

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- The child gives inconsistent accounts for the cause of injuries
- Frozen watchfulness.

Possible effects of physical abuse

Physical abuse can lead directly to neurological damage, physical injuries, disability and, in extreme cases, death. Physical abuse has been linked to aggressive behaviour in children, emotional and behavioural problems and learning difficulties.

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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may 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, though it may occur alone.

Signs of possible emotional abuse

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing and lying.

Possible effects of emotional abuse

If a child suffers sustained emotional abuse there is increasing evidence of adverse long-term effects on their development. Emotional abuse has a significant impact on a developing child's mental health, behaviour and self-esteem. It can be especially damaging in infancy and can be as important as the other more visible forms of abuse, in terms of its impact on the child. Domestic violence, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse.

Sexual Abuse

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

Signs of possible sexual abuse

- Any allegations made by a child concerning sexual abuse
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained stomach pains
- The child is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- Eating disorders such as anorexia or bulimia.

Possible effects of sexual abuse

Disturbed behaviour including self-harm, inappropriate sexual behaviour, sadness, depression and loss of self-esteem has all been linked to sexual abuse. Its adverse effects may last long into adult life. The severity of the impact on the child is believed to increase the longer the abuse continues, the more serious the abuse, the younger the child at the start, and the closeness of the relationship to the abuser. The child's ability to cope with the experience of sexual abuse, once recognised, can be strengthened by the support of a non-abusive adult carer who believes the child,

helps the child understand the abuse, and is able to offer help and protection. Some adults who sexually abuse children were themselves sexually abused as children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, 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)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs of possible neglect

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Frequently left unsupervised or alone
- Frequent diarrhoea
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- Frequently hungry
- Overeating junk food

Possible effects of neglect

Neglect can seriously impair a child's health, physical and intellectual growth and development, and can cause long term difficulties with social functioning, relationships and educational progress. Extreme cases of neglect can cause death.

Peer on Peer 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 not limited to):

- 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

Sexual Violence and Sexual Harassment between children in schools

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 development. 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.

Sexual Violence

It is important that school 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 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 of rape if: he intentionally penetrates the vagina, anus of another person (B) with a part of his/her body or anything else, the penetration is sexual, B does not consent to 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? 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.

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 (school 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 sexual nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. 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

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, contact the school's DSL or deputies.

More information can be found in separate guidance "Child on child sexual violence and sexual harassment" or in [Keeping Children Safe in Education 2018 Part 5](#)

Child Missing from Education

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

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School staff should follow the school's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation and to help prevent the risks of their going missing in the future.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

Admissions and Attendance Register

The law requires all schools to have an admissions register and an attendance register. All pupils must be placed on both registers.

It is important that the admission register is accurate and kept up to date. School should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and the LA when making enquiries to locate children missing education.

Schools should monitor attendance and address it when it is poor or irregular. All schools must inform the LA of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the LA.

Please see [Statutory Guidance - Children Missing Education](#) for more information.

Child Sexual Exploitation

All staff should be aware of CSE and refer any concerns that they may have to Mrs J Paddock (Designated Safeguarding Lead) Pastoral Achievement Leaders, Form Tutors and those who oversee attendance may be the first to recognise signs of CSE and should therefore be vigilant when speaking to pupils and parents.

Information about CSE is placed on the school Gateway under Safeguarding. It is an expectation that staff read this information. Staff will be regularly updated via email or training.

What is Child Sexual Exploitation?

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 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 appeared consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Identifying cases

All school staff should be aware of the key indicators of children being sexually exploited which can include:

1. Pupils going missing for periods of time or regularly coming home late
2. Regularly missing school or education or not taking part in education
3. Appearing with unexplained gifts or new possessions
4. Associating with other young people involved in exploitation
5. Having older boyfriends or girlfriends
6. Suffering from sexually transmitted infections or become pregnant
7. Mood swings or changes in emotional wellbeing

8. Drug and alcohol misuse
9. Displaying inappropriate sexualised behaviour or sexualised materials

There may be other factors that may be a warning sign of CSE, any concerns should be raised immediately.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

The Law

1. A child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching
2. Sexual activity with a child under 16 is also an offence
3. It is an offence for a person to have a sexual relationship with a 16 or 17 year old if they hold a position of trust or authority in relation to them
4. Where sexual activity with a 16 or 17 year old does not result in an offence being committed, it may still result in harm, or the likelihood of harm being suffered
5. Non consensual sex is rape whatever the age of the victim

If the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed.

Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18 years and not just those in a specific age group.

Referring cases

Where child sexual exploitation, or the risk of it, is suspected, staff should discuss the case with the designated member of staff for safeguarding. If after discussion there remain concerns, local safeguarding procedures should be triggered, including referral to local authority (LA) children's social care and the police, regardless of whether the victim is engaging with services or not.

Honour Based Violence

So called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation, forced marriage and practices such as breast ironing. All forms of so called HBV are abuse (regardless of motivation) and should be handled and escalated as such. If any doubt, staff should talk to the DSL.

Female Genital Mutilation (FGM)

Further details for staff can be found on the school's Gateway, in the Safeguarding folder. It is the responsibility of all staff to be aware of FGM and act on any concerns.

Introduction

FGM is illegal in the UK. For the purpose of the criminal law in England, Wales and Northern Ireland, FGM is mutilation of the female genital area. FGM is prevalent in 28 African countries as well as in parts of the Middle East and Asia.

It is estimated that approximately 103,000 women aged 15-49 and approximately 24,000 women aged 50 and over who have migrated to England and Wales are living with the consequences of FGM. In addition, approximately 10,000 girls aged 15 or under, who have migrated to England and Wales are likely to have undergone FGM.

FGM is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman. FGM constitutes a form of child abuse and violence against women and girls, and has severe short-term and long-term physical and psychological consequences.

FGM has no health benefits and harms girls' and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. The practice causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child.

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new-born, during childhood or adolescence, just before marriage or during the first pregnancy. However, the

majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

What are the signs when FGM is imminent:

1. It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin
2. A member of staff may hear reference to FGM in conversation, for example a girl may tell other children about it
3. A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'. This may be to a friend who may report it to a member of staff
4. A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
5. Parents state that they or a relative will take the child out of the country for a prolonged period.
6. A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent i.e African countries, Asia, Middle East
7. Parents seeking to withdraw their children from learning about FGM.

What are the signs that FGM has taken place?

1. A girl may have difficulty walking, sitting or standing and may even look uncomfortable.
2. A girl may spend longer than normal in the bathroom or toilet due to difficulties urinating.
3. A girl may spend long periods of time away from a classroom during the day
4. A girl may have frequent urinary, menstrual or stomach problems.
5. There may be prolonged or repeated absences from school
6. A prolonged absence from school with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
7. A girl may be particularly reluctant to undergo normal medical examinations.
8. A girl may confide in a professional.
9. A girl may ask for help, but may not be explicit about the problem due to embarrassment or fear.

10. A girl may talk about pain or discomfort between her legs

Reporting FGM

The Female Genital Mutilation Act 2003 Section 5B 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.

Teachers **must** personally report to the police cases where they discover an act of FGM appears to have been carried out. The case should also be discussed with the DSL immediately.

If a member of staff has any concerns about whether a girl is at risk of FGM it must be reported immediately to the DSL. They in turn should report it to the authorities as FGM is illegal. Pupils are made aware of FGM through PSHEE and assemblies.

Forced Marriage

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into with the full or free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. 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 difficulties, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

Schools can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published [Multi-Agency Guidelines](#), with pages 32- 36 focusing on the roles of schools. If staff need any advice or information you can contact the Forced Marriage Unit on 0207 008 0151 or email: fmu@fco.gov.uk

Preventing Radicalisation

Protecting children from the risk of radicalisation is seen as part of the schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which can often be combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

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 might be at risk of radicalisation and report any concerns to the DSL.

Prevent Duty

From the 1st July 2015, all schools 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. 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.

Revised Prevent Duty Guidance paragraphs 57-76 are specifically concerned with schools.

Schools are expected to assess the risk of children being drawn into terrorism, including support of extremist ideas that are part of terrorist ideology. This means

being able to demonstrate both a general understanding of risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be a risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation.

Prevent awareness training is given to equip staff so they can identify children at risk of being drawn into terrorism and to challenge extremist ideas. The DSL can also provide advice and support to staff on protecting children from radicalisation.

Schools must ensure that children are safe from terrorist and extremist material when accessing the internet. See [Online Safety](#).

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by:

- identifying individuals at risk
- assessing the nature and extent of that risk
- developing the most appropriate support plan for the individuals concerned

More information is available at [Protecting Vulnerable People from being drawn into Terrorism](#)

Appendix B - Aide-memoire for Professionals to Support Efficient and Appropriate Telephone Referrals

Aide-memoire for Professionals to support efficient and appropriate telephone referrals of children who may be suffering, or are likely to suffer, significant harm

Situation

- I am (give your name / designation / base). I am calling about (child's name(s) / date of birth / address, or mother's details if an unborn child).
- I am calling because I believe this child is at risk of harm.
- The parents are/aren't aware of the referral.

Assessment and actions

- I have assessed the child and the specific concerns are (provide specific factual evidence, ensuring the points in Section A are covered).
- Or: I fear for the child's safety because (provide specific facts – what you have seen, heard and/or been told).
- A CAF has/hasn't been completed/followed prior to this referral.
- The child is now (describe current condition and whereabouts).
- I have not been able to assess the child but I am concerned because ..
- I have (actions taken to make the child safe).

Family factors

- Specific family factors making this child at risk of significant harm are (base on the Assessment of Need Framework i.e. parenting capacity, family/environment, child's developmental needs)
- Additional factors creating vulnerability are ...
- Although not enough to make this child safe now, the strengths in the family situation are

Expected response

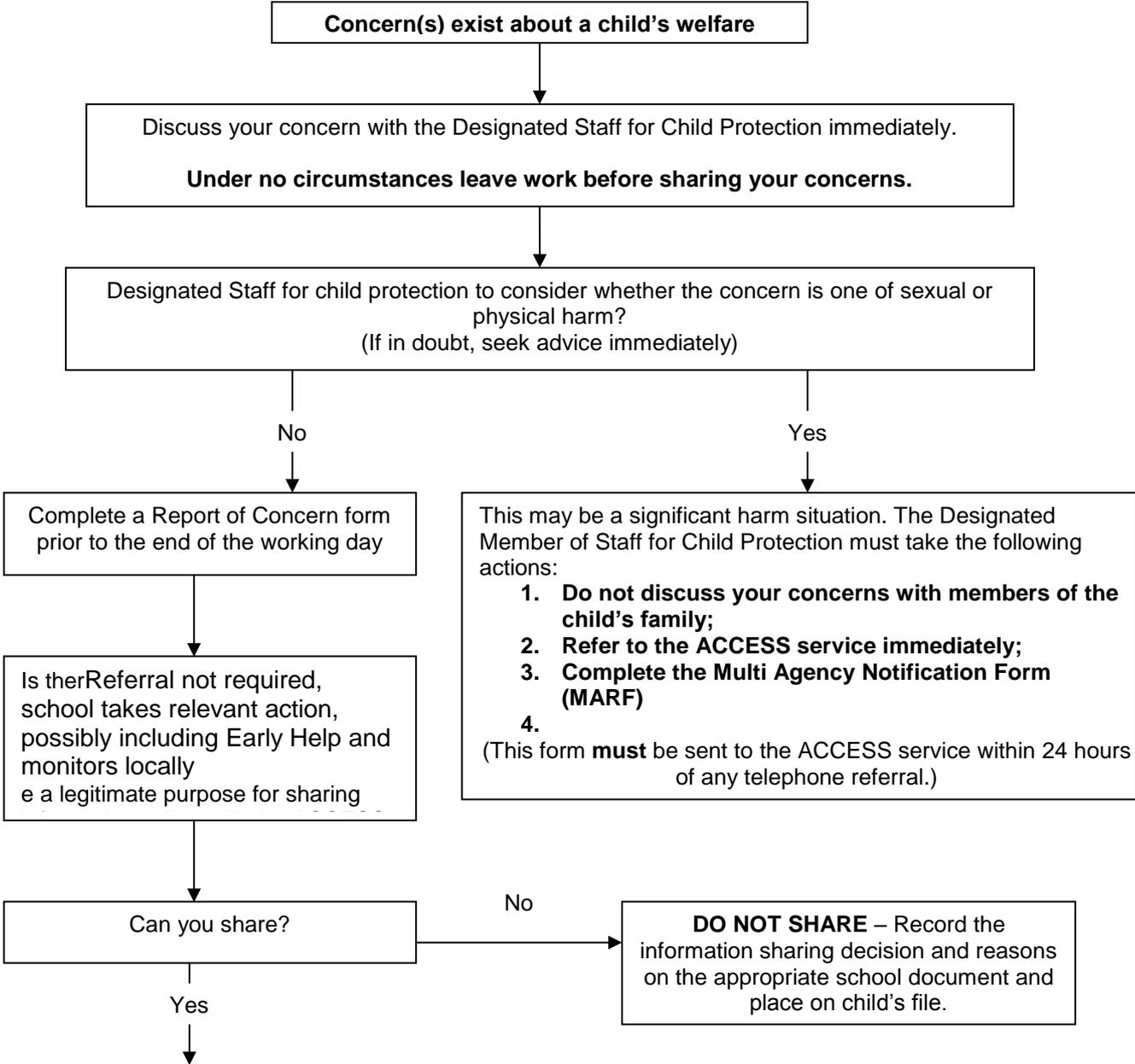
- In line with "Safeguarding Children and Safer Recruitment in Education" 2007, "Working Together to Safeguard Children" 2013 and Section 17 and/or Section 47 of the Children Act I recommend that a specialist social care assessment is undertaken (urgently?).
- Other recommendations.
- Ask: Do you need me to do anything now?

Referral and recording

- I will follow up with a written referral (CAF Part 1 Notification) and would appreciate it if you would get back to me as soon as you have decided your course of action.
- Exchange names and contact details with the person taking the referral.

Now complete the CAF Part 1 Notification ensuring that it is sent within 24 hours and record details and time and outcomes of telephone referral.

Appendix C - Safeguarding and Promoting Children's Welfare Procedural Flowchart



SHARING INFORMATION WHEN THERE ARE NO SIGNIFICANT HARM CONCERNS:

- Record the concern on a Report of Concern form, distinguishing fact from opinion.
- Consider whether the criterion for a Common Assessment Framework (CAF) is met, and complete a **Part 1 notification form** with consent of the parent/carer if appropriate. Consider lack of consent as an additional risk factor.
- Inform the person the information relates to that the information has/is being shared, if they were not aware of this, and if it would not create or increase the risk of harm to the child, a vulnerable adult or compromise any enquiries that Police or social care need to make. Seek advice if in doubt.
- Where the criteria are met for referral to Children's Social Care in line with the ACCSS Threshold Document, make a verbal referral immediately to the ACCESS Service using the SAFER guidelines available in the ACCSS Criteria Document. Follow the verbal referral with a written **MARF** within 24 hours. Unless the matter is clearly child protection (significant harm) the referral will not be progressed until the **MARF** is received.
- **Record** the information sharing decision, your reasons, and open a confidential Safeguarding file for the child (if one does not already exist). Also note any agreed action, who is to complete this and by when.