



# Alpha Trust

## Safeguarding and Child protection Policy



<b>COMMITTEE:</b>	Trustees Resources Committee
<b>RESPONSIBILITY:</b>	Mrs Gillian Marshall
<b>POLICY REVIEWED:</b>	Sept 2019 (under review Nov 2019)
<b>APPROVED BY ALPHA TRUSTEES:</b>	Sept 2019
<b>REVIEW CYCLE:</b>	Annually unless there are statutory changes or new guidance
<b>REVIEW DUE:</b>	Sept 2020
<b>ADOPTED BY [ ACADEMY NAME] LOCAL GOVERNING BOARD:</b>	



## Alpha Trust Safeguarding & Child protection Policy

<b>STAFF MEMBER APPROVED BY</b>	Gillian Marshall, CEO and Executive Principal, CCHSG Linda Exley, Executive Principal, The Gilberd School and Trinity School
<b>REVIEW</b>	Yearly or following changes to Statutory Guidance
<b>POLICY REVIEWED</b>	July 2019
<b>REVIEW DUE</b>	July 2020
<b>APPROVED BY THE ACADEMY TRUST</b>	17 July 2019
<b>REQUIRED ON WEBSITE</b>	Yes

	Colchester County High School For Girls	The Gilberd School
<b>DESIGNATED SAFEGUARDING LEAD</b>	Willa Jackson	James Mitchell
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# ALPHA TRUST SAFEGUARDING & CHILD PROTECTION POLICY

## 1. INTRODUCTION

Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. 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)*

This Safeguarding & Child Protection Policy is for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our schools. It should be read in conjunction with the following:

- Keeping Children Safe in Education – DfE
- Behaviour, Sanction & Rewards Policy
- Staff Code of Conduct
- The safeguarding response to children missing in Education
- The role of the Designated Safeguarding Lead (Annex B of KCSIE)
- Guidance for people who work with children.

Safeguarding and promoting the welfare of children (everyone under the age of 18) is defined in Keeping Children Safe in Education 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
- Taking action to enable all children to have the best outcomes

## 2. STATUTORY FRAMEWORK

Section 175 of the Education Act 2002 (*Section 157 for Independent schools*) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are students of the academy trust schools.

The development of appropriate procedures and the monitoring of good practice in Essex are the responsibilities of the Essex Safeguarding Children Board (ESCB). In Essex, all professionals must work in accordance with the SET Procedures (ESCB, 2019).

Our schools work in accordance with the following legislation and guidance (*this is not an exhaustive list*):

Keeping Children Safe in Education (DfE, 2019 or subsequent versions)  
Working Together (HMG, 2018)  
Education Act 2002  
Effective Support for Children and Families in Essex (ESCB, 2017)  
Children & Social Work Act (2017)  
Counter-Terrorism and Security Act (HMG, 2015)  
Serious Crime Act 2015 (Home Office, 2015)  
Sexual Offences Act (2003)  
Education (Pupil Registration) Regulations 2006  
Information sharing advice for safeguarding practitioners (HMG, 2015)  
Data Protection Act 2018  
What to do if you're worried a child is being abused (HMG, 2015)  
Searching, screening and confiscation (DfE, 2018)  
Children Act 1989  
Children Act 2004  
Preventing and Tackling Bullying (DfE, 2017),  
Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)  
Sexual violence and sexual harassment between children in schools and colleges (DfE, 2018)  
Promoting positive emotional well-being and reducing the risk of suicide (ESCB, 2018)  
Keeping pupils and staff safe – management of behaviour in schools, including use of physical contact and restrictive / non-restrictive physical intervention to address difficult and harmful behaviour (ESCB, 2018)

### **3. ROLES AND RESPONSIBILITIES**

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our schools with these specific responsibilities i.e. the Designated Safeguarding Leads and deputy Designated Safeguarding Leads, are shown on the cover sheet of this document.

## The Governing Board

The governing board ensures that the policies, procedures and training in our schools are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed at least annually.

The governing board ensures there is a named Designated Safeguarding Lead and deputy safeguarding lead(s) in place in each academy trust school.

The governing board ensures the schools contribute to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.

The governing board ensures that all staff members undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our students safe.

The governing board ensures that students are taught about safeguarding, including online, ensuring that appropriate filters and monitoring systems for online usage are in place. Our students will be taught how to keep themselves safe through teaching and learning opportunities as part of a broad and balanced curriculum.

The governing board and school leadership teams are responsible for ensuring the schools follow recruitment procedures that help to deter, reject or identify people who might abuse children. They adhere to statutory responsibilities to check adults working with children and have recruitment and selection procedures in place (see the schools' Recruitment Policy for further information). They ensure that volunteers are appropriately supervised in school.

## The Designated Safeguarding Lead (and Deputies)

The Designated Safeguarding Lead in school takes lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Essex Children's Social Care (Family Operations Hub) are made in accordance with current SET Procedures. They work with the local authority and other agencies as required.

If for any reason the Designated Safeguarding Lead is unavailable, one of the deputy Designated Safeguarding Leads will act in their absence.

### The Headteacher/Principal

The Headteacher/Principal and all safeguarding leads work in accordance with the statutory requirements of all school staff. In addition, they ensure that all safeguarding policies and procedures adopted by the governing body are followed by all staff.

### All School Staff

Everyone in each school has a responsibility to provide a safe learning environment in which our children can learn. All staff members are prepared to identify students who may benefit from early help and understand their role within this process. This includes identifying any emerging problems so appropriate support may be provided and liaising with the Designated Safeguarding Lead to report any concerns. All staff members are aware of and follow school processes as set out in this policy and are aware of how to make a referral to Social Care if there is a need to do so. If staff have any concerns about a Child's welfare, they must act on it immediately and speak with the Designated Safeguarding Lead (or deputy) – they do not assume others have taken action.

## **4. TYPES OF ABUSE & SPECIFIC SAFEGUARDING ISSUES**

Keeping Children Safe in Education defines abuse as the maltreatment of a child.

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

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect

Staff in our schools are aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection. All staff are aware of the environmental factors which may impact on a child's welfare and safety and understand safeguarding in a wider context (contextual safeguarding). Staff are aware of safeguarding issues that can put children at risk of harm and understand the behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.

## Peer on peer abuse

Our schools may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our schools recognise that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures. We will seek advice and support from other agencies as appropriate.

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, 'sexting' or sexually harmful behaviour. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our schools understand the different gender issues that can be prevalent when dealing with peer on peer abuse.

This should also be read in conjunction with the SEND policy and Student Code of Conduct.

The school policy on Anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under Safeguarding and Child Protection Procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. All staff are aware that children with SEND and /or differences/perceived differences are more susceptible to being bullied or become victims of child abuse. We keep a record of all known bullying incidents.

## Children with special educational needs and disabilities

Our schools understand that children with special educational needs (SEND) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- they may be more prone to peer group isolation than others;
- the potential to be disproportionately impacted by things like bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers



## Children missing from education

All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. Our schools recognise that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Missing Education and Child Employment Service, Social Care or Police). Parents are required to provide at least two emergency contact numbers to the school, so we are able to communicate with someone if we need to.

Our schools contact the local authority of any student who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more.

## Child Sexual Exploitation (CSE)

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community. In Essex, the definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) has been adopted:

*"Child Sexual Exploitation is a form of child sexual abuse. It occurs when 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 appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology".*

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our schools are alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The Designated Safeguarding Lead will lead on these issues and will work with other agencies as appropriate.

The one page process map sets out arrangements for CSE in Essex.  
([http://www.escb.co.uk/Portals/67/Documents/CSE/CSE%201%20pager%20\(April%2018\).pdf](http://www.escb.co.uk/Portals/67/Documents/CSE/CSE%201%20pager%20(April%2018).pdf))

## Child criminal exploitation

Child criminal exploitation is a geographically widespread form of harm which is a typical feature of County Lines criminal activity (County Lines refers to drug networks or gangs that groom and exploit children to carry drugs and money from urban areas to suburban

areas and seaside towns). Our schools work with key partners locally to prevent and respond to child criminal exploitation.

### Domestic Abuse

Domestic abuse can take many forms, including psychological, physical, sexual, financial and emotional. Our schools recognise that exposure to domestic abuse can have serious long term emotional and psychological impact on children. We work with other key partners and will share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.

### Female Genital Mutilation (FGM)

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

From October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our schools will operate in accordance with the statutory requirements relating to this issue, and in line with existing local safeguarding procedures.

### Forced Marriage

A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

### Prevention of radicalisation

As of July 2015, the Counter-Terrorism and Security Act (HMG, 2015) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, 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**.

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of students and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas

- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism.

Our schools work in accordance with the local procedures for PREVENT and with other agencies, sharing information and concerns as appropriate (Appendix C).

#### 4. PROCEDURES

Our schools work with key local partners to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans which provide additional support (through a Child in Need Plan or Child Protection Plan).

All staff members have a duty to identify and respond to suspected/actual abuse or disclosures of abuse. Any member of staff, volunteer or visitor to our schools who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the Designated Safeguarding Lead (or in their absence one of the Deputy Safeguarding Leads).

All action is taken in accordance with the following guidance;

- Essex Safeguarding Children Board guidelines - the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2019)
- Essex Effective Support ([www.essexeffectivesupport.org.uk](http://www.essexeffectivesupport.org.uk))
- Keeping Children Safe in Education (DfE, 2019 or subsequent versions)
- Working Together to Safeguard Children (DfE, 2015)
- 'Effective Support for Children and Families in Essex' (ESCB, 2017)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

Any staff member or visitor to the school will refer concerns to the Designated Safeguarding Lead or deputy Designated Safeguarding Lead. Where there is risk of immediate harm, concerns will be referred by telephone to the Children and Families Hub and / or the Police. Less urgent concerns or requests for support will be referred to the Children and Families Hub via the Essex Effective Support portal ([www.essexeffectivesupport.org.uk](http://www.essexeffectivesupport.org.uk)). Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to seek advice from the Children and Families Hub and / or Essex Police in making decisions about when it is appropriate to share information with parents / carers.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration of the case with the Designated Safeguarding Lead.

If, for any reason, the Designated Safeguarding Lead or one of the deputies are not available, this should not delay appropriate action being taken. Safeguarding contact details are displayed in the school and on the back of staff ID cards to ensure that all staff members have unfettered access to safeguarding support, should it be required. Any individual may refer to Social Care where there is suspected or actual risk of harm to a child.

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the Designated Safeguarding Lead and deputies and how to share concerns with them. Less frequent visitors access this via the information leaflet given during the signing in procedure in Reception.

## **6. TRAINING & SUPPORT**

The Designated Safeguarding Lead (and deputies) undertake Level 3 child protection training at least every two years. The Headteacher/Principal, all staff members and governors receive appropriate child protection training which is regularly updated and in line with advice from the Essex Safeguarding Children Board (ESCB). In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records of any child protection training undertaken is kept for all staff and governors.

The school ensures that the Designated Safeguarding Lead and deputies also undertake training in inter-agency working and other matters as appropriate

Staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. The Headteacher/Principal and/or Designated Safeguarding Lead will provide support and supervision to staff involved in child protection issues or seek further support as appropriate.

All staff should have access to advice and guidance on the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are referred to in the School Staff Handbook and Code of Conduct.

## **7. PROFESSIONAL CONFIDENTIALITY**

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or students), or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead and may require further referral to and subsequent investigation by appropriate authorities.

Information on individual child protection cases may be shared by the designated lead (or deputy) with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

## **8. RECORDS AND MONITORING**

Well-kept records are essential to good child protection practice. Our schools are clear about the need to record any concern held about a child or children within our school and when these records should be shared with other agencies.

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. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Generic data flows related to child protection are recorded in our Records of Processing Activity and regularly reviewed; and our online school privacy notices accurately reflect our use of data for child protection purposes.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible on a Cause for Concern Form, noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. All records will be dated and signed and will include the action taken. This is then presented to the Designated Safeguarding Lead (or one of the deputies), who will decide on appropriate action and record this accordingly.

Any records related to child protection are kept in an individual child protection file for that child (which is separate to the student file). All child protection records are stored securely and confidentially and will be retained for 25 years after the student's date of birth, or until they transfer to another school / educational setting.

Where a student transfers from our school to another school or educational provider (including colleges), their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving school's Designated Safeguarding Lead, with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received and then destroy any copies held at our school. Where appropriate, the Designated Safeguarding Lead may also make contact with the new educational setting in advance of the child's move there, to enable planning so appropriate support is in place when the child arrives.

Where a student joins our school, we will request child protection records from the previous educational establishment (if none are received) and a nil return if there are no records to be passed on.

## **9. INTERAGENCY WORKING**

It is the responsibility of the Designated Safeguarding Lead to ensure that the school is represented at, and that a report is submitted to, any child protection conference called for children on the school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s)/carer(s). Whoever attends will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.

If a child is subject to a Child Protection or a Child in Need plan, the Designated Safeguarding Lead will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation. If the school is part of the core group, the Designated Safeguarding Lead will ensure the school is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and/or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the Designated Safeguarding Lead will inform the child's key worker immediately and then record that they have done so and the actions agreed.

## **10. ALLEGATIONS ABOUT MEMBERS OF THE WORKFORCE**

All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the School Staff Handbook / Code of Conduct and Acceptable Use Policy which refers to electronic media.

The schools work in accordance with statutory guidance and the SET Procedures (ESCB, 2019) in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current SET Procedures provides detailed information on this.

The schools have processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Headteacher/Principal (or the Deputy Headteacher/Vice Principal in their absence). This role is distinct from the Designated Safeguarding Lead as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential and the school must operate within statutory guidance around Data Protection.

Where the concern involves the Headteacher/Principal, it should be reported direct to the Chair of the Local Governing Board.

SET Procedures (ESCB, 2019) require that, where an allegation against a member of staff is received, the Headteacher/Principal, senior named person or the Chair of Governors must inform the duty Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team on **03330 139 797** within one working day. However, wherever possible, contact with the LADO should be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to students and parents and HR. The school does not carry out any investigation before speaking to the LADO.

## **11. PROMOTING POSITIVE MENTAL HEALTH & RESILIENCE IN SCHOOL**

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our schools want to develop the emotional wellbeing and resilience of all students and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

It is vital that we work in partnership with parents to support the well-being of our students. Parents should share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

## **12. USE OF REASONABLE FORCE**

The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people,

such as guiding a child to safety or breaking up a fight. 'Reasonable' means using no more force than is needed. Our school works in accordance with statutory and local guidance on the use of reasonable force (*see section 2*) and recognises that where intervention is required, it should always be considered in a safeguarding context.

Such events should be recorded and signed by a witness wherever possible. Physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

We recognise that touch is sometimes appropriate in the context of working with children, and staff are given guidance to ensure they are clear about their professional boundary

### **13. WHISTLEBLOWING**

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example students in a school or members of the public.

All staff are made aware of the duty to raise concerns about the attitude or actions of staff in line with the School Code of Conduct / Whistleblowing Policy.

We want everyone to feel able to report any child protection/safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

### **14. PREVENTION**

We recognise that schools play a significant part in the prevention of harm to our students by providing good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Work to establish and maintain an ethos where all students feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with students e.g. through Student Voice, questionnaires, participation in anti-bullying week.



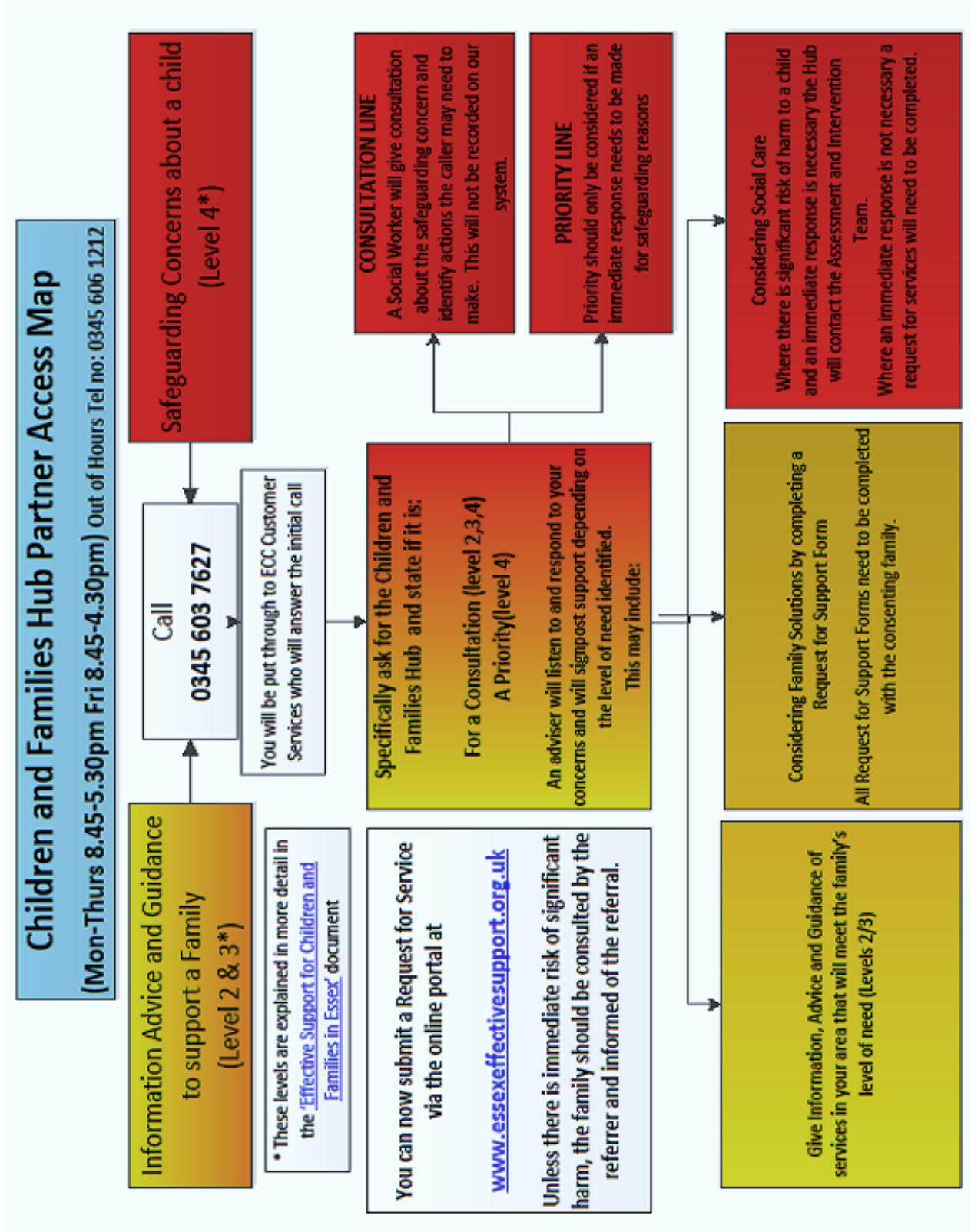
- Ensure that all students know there are adults in the school that they can approach if they are worried or in difficulty.
- Include safeguarding opportunities across the curriculum, including PSHE, which equip students with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, and personal safety/independent travel.
- Ensure all staff are aware of school guidance for their use of electronic communication and mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

## **15. MONITORING AND EVALUATION**

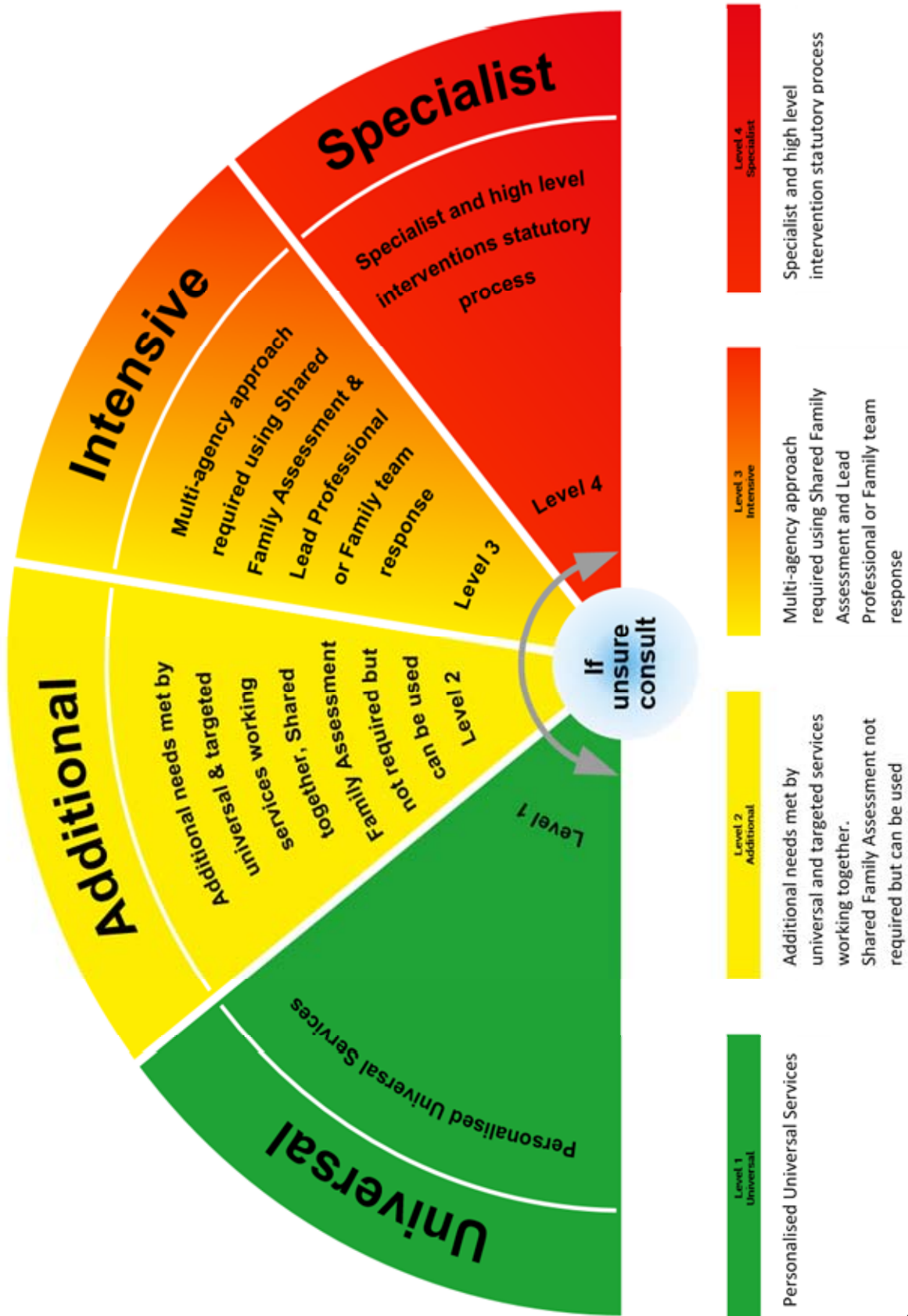
Safeguarding & Child Protection Policy and Procedures will be monitored and evaluated by:

- Local Governing Board visits to the school including review of the Safeguarding and Child Protection Audit.
- SLT Learning Walks and discussions with students and staff
- Review of parental concerns, surveys and student questionnaires
- Scrutiny of attendance data
- Scrutiny of range of risk assessments
- Scrutiny of LGB minutes
- Logs of bullying, racist, and behaviour incidents for Senior Leaders and Governing Boards to monitor.

## Appendix A: Children and Families Hub flow chart



## Appendix B: Essex Windscreen of Need and levels of intervention



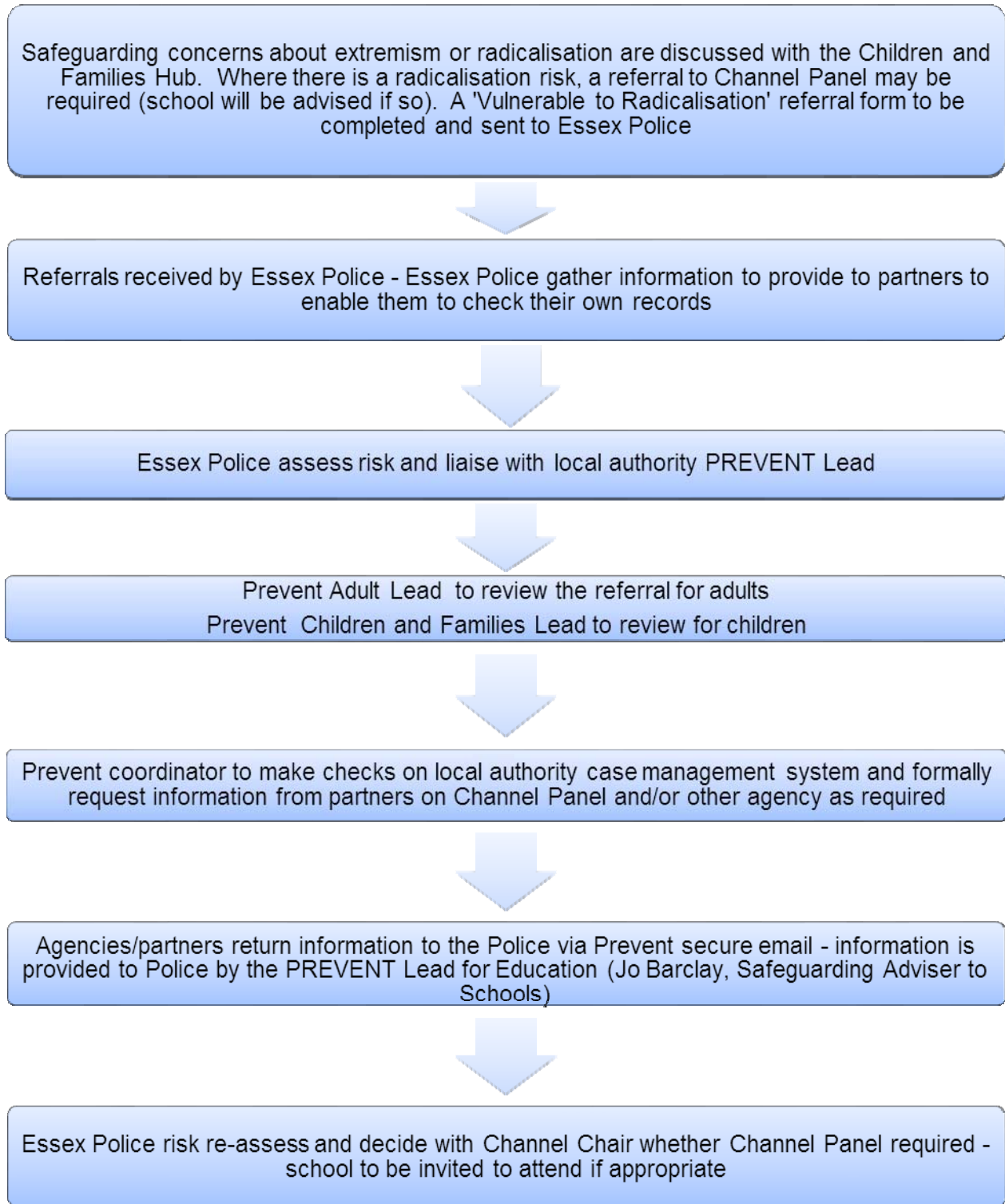
All partners working with children, young people and their families will offer support as soon as we are aware of any additional needs. We will always seek to work together to provide support to children, young people and their families at the lowest level possible in accordance with their needs

Children with Additional needs are best supported by those who already work with them, such as Family Hubs or schools, organising additional support with local partners as needed. When an agency is supporting these children, an Early Help Plan and a Lead Professional are helpful to share information and co-ordinate work alongside the child and family.

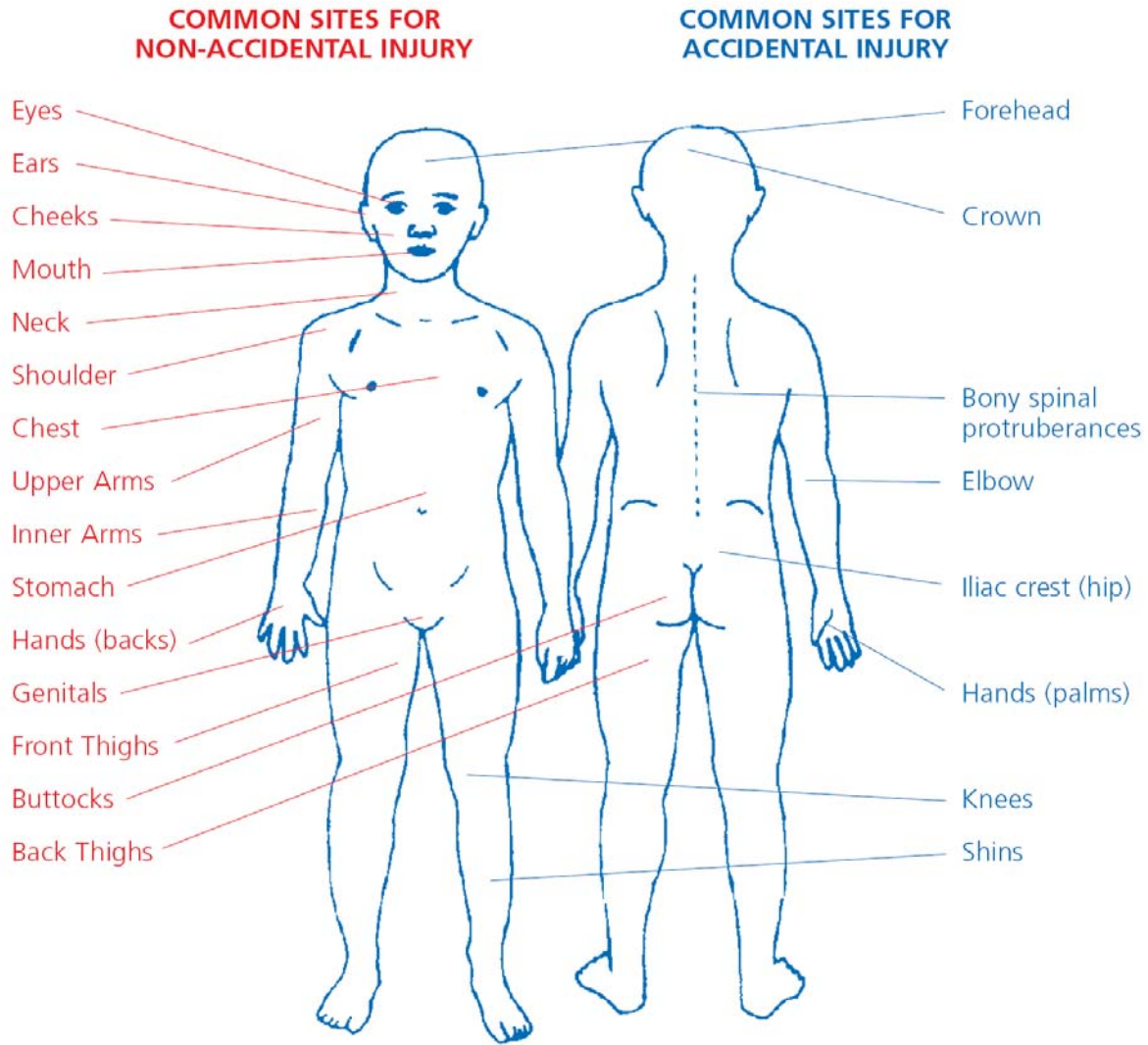
For children whose needs are Intensive, a coordinated multi-disciplinary approach is usually best, involving either an Early Help Plan or a Shared Family Assessment (SFA), with a Lead Professional to work closely with the child and family to ensure they receive all the support they require. Examples of intensive services are children's mental health services and Family Solutions.

Specialist services are where the needs of the child are so great that statutory and/or specialist intervention is required to keep them safe or to ensure their continued development. Examples of specialist services are Children's Social Care or Youth Offending Service. By working together effectively with children that have additional needs and by providing coordinated multi-disciplinary/agency support and services for those with intensive needs, we seek to prevent more children and young people requiring statutory interventions and reactive specialist services.

## Appendix C: Prevent Flow chart



## Appendix D: Body Map for Identifying Possible Abuse





## Appendix E: Department for Education Guidance For School Staff

Most current guidance for staff can be found at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/836144/Keeping children safe in education part 1 2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/836144/Keeping_children_safe_in_education_part_1_2019.pdf)



## Appendix F – Individual Academy details

### COLCHESTER COUNTY HIGH SCHOOL FOR GIRLS

#### SAFEGUARDING KEY CONTACTS WITHIN THE SCHOOL (SEPTEMBER 2019)

##### **DESIGNATED SAFEGUARDING LEAD**

NAME: MRS WILLA JACKSON

CONTACT NUMBER: 01206 576973      [wjackson@cchsg.com](mailto:wjackson@cchsg.com)

##### **DEPUTY DESIGNATED SAFEGUARDING LEADS**

NAME: DR SUZANNE PARROTT      [sparrott@cchsg.com](mailto:sparrott@cchsg.com)

MRS DAWN FROST      [dfrost@cchsg.com](mailto:dfrost@cchsg.com)

MR DOMINIC GOSLING      [dgosling@cchsg.com](mailto:dgosling@cchsg.com)

MRS KATH DANIELS      [kdaniels@cchsg.com](mailto:kdaniels@cchsg.com)

CONTACT NUMBER: 01206 576973

##### **NOMINATED CCHSG & ALPHA TRUST SAFEGUARDING and WHISTLEBLOWING TRUSTEE**

NAME: MR ROGER COOKE      CONTACT EMAIL: [RCooke@cchsg.com](mailto:RCooke@cchsg.com)

#### KEY CONTACTS WITHIN THE LOCAL AUTHORITY

If you need to make a child protection referral, you should contact the Children & Families Hub (FOH) by calling 0345 **603 7627** and ask for the **Children & Families Operations Hub**.

You must specify whether you want:

1. The Priority Referral line (for urgent referrals – if a child needs ‘immediate protection’) or
2. The Consultation line (for non-urgent referrals)

##### **PRIORITY REFERRALS SHOULD ALWAYS BE REFERRED BY TELEPHONE**

(if a child needs ‘immediate protection’).

Opening Hours: 08.45 to 17:30 Mon to Thurs; 08:45 to 16:30 Friday

*The Children & Families Request for Support online form may be used to make a referral (unless there is immediate risk) and to confirm a referral made by telephone (send within 48 hrs). This can be accessed through Essex Effective Support Portal [www.essexeffectivesupport.org.uk](http://www.essexeffectivesupport.org.uk). A copy should be printed before sending.*

**OUT OF HOURS REFERRALS** Phone: 0345 606 1212      or POLICE: 999

**SAFEGUARDING ALLEGATIONS OR CONCERNS REGARDING EMPLOYEES:**

Essex Children’s Workforce Allegations Management Team (LADO) 03330 139 797





## THE GILBERD SCHOOL

### SAFEGUARDING KEY CONTACTS WITHIN THE SCHOOL (SEPTEMBER 2019)

#### **DESIGNATED SAFEGUARDING LEAD**

NAME: MR JAMES MITCHELL

CONTACT NUMBER: 01206 842211      [jmi@gilberd.com](mailto:jmi@gilberd.com)

#### **DEPUTY DESIGNATED SAFEGUARDING LEADS**

NAME: MR MARK ORRIN      [mor@gilberd.com](mailto:mor@gilberd.com)

MRS NICOLA HOPWOOD      [nho@gilberd.com](mailto:nho@gilberd.com)

CONTACT NUMBER: 01206 842211

#### **DESIGNATED TGS GOVERNOR FOR SAFEGUARDING**

NAME: MR GRANT CHINYUKU      CONTACT EMAIL: [gch@gilberd.com](mailto:gch@gilberd.com)

#### **DESIGNATED TGS GOVERNOR FOR WHITLEBLOWING**

NAME: MR JOHN SIMPSON      CONTACT EMAIL: [jsi@gilberd.com](mailto:jsi@gilberd.com)

#### **NOMINATED ALPHA TRUST SAFEGUARDING & WHISTLEBLOWING TRUSTEE**

NAME: MR ROGER COOKE      CONTACT EMAIL: [RCooke@cchsg.com](mailto:RCooke@cchsg.com)

### KEY CONTACTS WITHIN THE LOCAL AUTHORITY

If you need to make a child protection referral, you should contact the Children & Families Hub (FOH) by calling 0345 603 7627 and ask for the Children & Families Operations Hub.

You must specify whether you want:

1. The Priority Referral line (for urgent referrals – if a child needs ‘immediate protection’) or
2. The Consultation line (for non-urgent referrals)

#### **PRIORITY REFERRALS SHOULD ALWAYS BE REFERRED BY TELEPHONE**

(if a child needs ‘immediate protection’).

Opening Hours: 08.45 to 17:30 Mon to Thurs; 08:45 to 16:30 Friday

*The Children & Families Request for Support online form may be used to make a referral (unless there is immediate risk) and to confirm a referral made by telephone (send within 48 hrs). This can be accessed through Essex Effective Support Portal [www.essexeffectivesupport.org.uk](http://www.essexeffectivesupport.org.uk). A copy should be printed before sending.*

**OUT OF HOURS REFERRALS** Phone: 0345 606 1212      or POLICE: 999

**SAFEGUARDING ALLEGATIONS OR CONCERNS REGARDING EMPLOYEES:**

**Essex Children’s Workforce Allegations Management Team (LADO) 03330 139 797**

## **SAFEGUARDING AND CHILD PROTECTION PROCEDURES: STAFF GUIDANCE**

Our school is committed to helping students acquire relevant information, skills and attitudes both to resist abuse in their own lives and to prepare them for the responsibilities of parenthood as part of their adult lives.

This guidance document reflects 'Keeping Children Safe in Education: information for all school and college staff', available on DfE website and issued to new staff including Governors at induction.

### **The Designated Safeguarding Lead and the Deputy Safeguarding Leads will:**

- a. Be available to discuss concerns about suspected child abuse with a member of staff;
- b. Take responsibility for following SET Procedures if a child protection issue is reported or suspected;
- c. Arrange training for all staff in the school and to make them aware of the procedures to be followed;
- d. Ensure that appropriate courses are developed within the PSHE Programme
- e. Ensure that policies and procedures for safeguarding and child protection are understood by Governors and parents.

### ***PROCEDURES***

The Designated Safeguarding Lead and deputies will be expected to take the lead role with regard to safeguarding and referrals. However if a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration.

All staff should comply with the following procedures where child abuse is disclosed, alleged or suspected:

- a. **Listen** to the child and record the conversation. DO NOT ask questions (or investigate the allegation) as this may interfere with a social service/police investigation at a later date;
- b. **Immediately** notify the Designated Safeguarding Lead and follow up with a Cause for Concern Form;
- c. **Never** tell the student that your concerns or their disclosures can be kept confidential;
- d. **Never** misinform them about possible outcomes in order to allay fears;
- e. **Never** offer opinions about the alleged abuser(s);
- f. **Do not** contact the parents or carers;
- g. **Never** give media interviews or statements.

**If it is decided that a referral is appropriate, the Designated Safeguarding Lead or Deputy will:**

- a. Immediately inform Essex Social Care by telephone to the Children & Families Operations Hub;
- b. Notify the Headteacher/Principal;
- c. In the case of alleged abuse by a member of staff, inform the Headteacher/Principal immediately;
- d. Ensure all documentation is collated;
- e. Confirm in writing the telephone referral in detail within 48 hours to the Essex Social Care.
- f. Be available for follow up strategy discussions/meetings and identify the most appropriate member(s) of staff to attend Child Protection meetings or conferences.

This can be a distressing time for all concerned. Staff may need support and possibly counselling. It is the responsibility of the Designated Safeguarding Lead and Headteacher/Principal to ensure this is provided if required.

The full SET Procedures are available online at <http://www.escb.co.uk/> and:

CCHSG - on Staff T Drive under Safeguarding.

TGS - on Staff X Drive under Safeguarding

The full Safeguarding and Child Protection Policy is in:

CCHSG - The Staff Handbook, the Policies section in Staff T Drive and on the school website.

TGS - The Staff Handbook, the First Day Pack, the policies section in the Staff X Drive and on the school website.

## **GUIDANCE FOR STAFF** (This guidance refers to children of all ages not just 11-18)

### ***Recognising signs of child abuse***

#### **1. Categories of Abuse:**

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

#### **2. Signs of Abuse in Children:**

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

#### **3. Risk Indicators**

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her (or his) age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

## **A. Recognising Physical Abuse**

This can range from over chastisement, slapping with the hand, a belt, a stick or other object, to shaking, punching or throwing a child across a room. Children have died as a result of deliberate physical injury caused by parents or other 'carers'. This may also take the form of induced or fabricated illness (Munchausen's Syndrome by proxy).

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents/carers are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

## **Bruising**

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)

- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

### **Bite Marks**

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

### **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

### **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures

- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

## Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

## Behavioural Indicators (linked to possible physical abuse)

- Flinching when approached or touched;
- Reluctance to change clothes for PE lessons;
- Wary of adult contact;
- Difficult to comfort;
- Apprehension when other children cry;
- Crying/irritability;
- Frightened of parents/carers;
- Afraid to go home;
- Rebelliousness in adolescence;
- Behavioural extremes – aggressiveness, withdrawal, impulsiveness;
- Regresses to child-like behaviour;
- Apathy;
- Depression;
- Poor peer relationships;
- Panic in response to pain.

## B. Recognising Neglect

This can range from ignoring a child's developmental needs to not feeding or clothing her adequately and/or not supervising her adequately.

Neglect is not always easy to recognise, but the following may give cause for concern when considered in relation to the age of the child. Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents/carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment

- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

### **C. Recognising Sexual Abuse**

This is the involvement of a child or adolescent in sexual activities they may not understand, to which they cannot give their consent and which are not acceptable by our society. This includes inappropriate touching, obscene photographs, child pornography as well as attempted or actual sexual intercourse. Children of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour or conversation, inappropriate to the child's age
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)
- Sudden changes in behaviour
- Running away from home
- Wary of adults or poor peer relationships.

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing
- Difficulty in walking or sitting down
- Excessive crying.

### **Sexual Abuse by Young People**

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is



developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

‘Developmental Sexual Activity’ encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

‘Inappropriate Sexual Behaviour’ can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

### **Assessment**

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience
  - Knowledge of society’s standards for what is being proposed
  - Awareness of potential consequences and alternatives
  - Assumption that agreements or disagreements will be respected equally
  - Voluntary decision
  - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

## **D. Recognising Emotional Abuse**

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. These may include rejecting a child, refusing to show a child love or affection or deliberately making a child unhappy by continually belittling him/her or verbally abusing him/her.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others e.g. biting
- Scape-goated within the family
- Frozen watchfulness (particularly in pre-school children)
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others
- Compliant, passive, aggressive, demanding
- Behaviour which seems to be too grown up or too young for the age and stage of development of the child.

Although divided into four categories, these forms of abuse are often found together.

## **Child Sexual Exploitation**

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- Underage sexual activity
- Inappropriate sexual or sexualised behaviour
- Sexually risky behaviour, 'swapping' sex
- Repeat sexually transmitted infections

- In girls, repeat pregnancy, abortions, miscarriage
- Receiving unexplained gifts or gifts from unknown sources
- Having multiple mobile phones and worrying about losing contact via mobile
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- Changes in the way they dress
- Going to hotels or other unusual locations to meet friends
- Seen at known places of concern
- Moving around the country, appearing in new towns or cities, not knowing where they are
- Getting in/out of different cars driven by unknown adults
- Having older boyfriends or girlfriends
- Contact with known perpetrators
- Involved in abusive relationships, intimidated and fearful of certain people or situations
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- Associating with other young people involved in sexual exploitation including online activity/sexting
- Recruiting other young people to exploitative situations
- Truancy, exclusion, disengagement with school, opting out of education altogether
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- Mood swings, volatile behaviour, emotional distress
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- Drug or alcohol misuse
- Getting involved in crime
- Police involvement, police records
- Involved in gangs, gang fights, gang membership
- Injuries from physical assault, physical restraint, sexual assault.

### **Forced Marriage (FM)**

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

### **Female Genital Mutilation (FGM)**

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

### ***What is FGM?***

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

### ***Why is it carried out?***

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

### ***Is FGM legal?***

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

### **Circumstances and occurrences that may point to FGM happening**

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

### **Signs that may indicate a child has undergone FGM:**

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

### **The 'One Chance' rule**

As with Forced Marriage there is the 'One Chance' rule. It is essential that schools take action without delay.