

Title: Child Protection Policy

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Date adopted by Governing Body: 14 November 2017

Review Date: By 30 November 2018

1. Contacts

1.1 School contacts

- Designated Safeguarding Lead (DSL): Nick Waldron (01296 415687)
- Additional Designated Safeguarding Lead(s): Emily Hair (01296 415687)
Gwenda Forsdyke (01296 415687)
Hannah Gibbons (01296 415687)
- Nominated Governor: Mark Ackford
- Chair of Governors: Gordon Weston

1.2 Contacts in County

- Education Safeguarding Advisory Service 01296 382912
- Education Safeguarding Advisor 01296 382732
- Local Authority Designated Officer (LADO): 01296 382070
- RU Safe? (Barnardos - Child Sexual Exploitation Service) 01494 461112
- First Response Team (including Early Help) 08454 600 001
- Social Care, Out of Hours: 0800 999 7677
- Thames Valley Police 101(999 in case of emergency)
- Buckinghamshire Safeguarding Children Board
(for procedures, policies and practice guidelines) Bucks LSCB
- Family Information Service 0845 688 4944
- SchoolsWeb <https://schoolsweb.buckscc.gov.uk/>
(School bulletin, Safeguarding links, A-Z guide to information and services)
- Buckinghamshire Grid for Learning e-Safety Bucks CC e-Safety

1.3 Other contacts

- NSPCC 0800 800 5000
- Childline 0800 11 11
- Kidscape Bullying Helpline 0845 1205 204
- Female Genital Mutilation 08000283550
Email: fgmhelp@nspcc.org.uk
- Samaritans 0845 790 9090
- CEOP [CEOP](https://www.ceop.gov.uk/)
(Child Exploitation and Online Protection)
- Foreign and Commonwealth Office 0207 008 0151
(Forced Marriages Section)
- Crimestoppers 0800 555 111
- Channel /Prevent/Protect 01494 421371
(Anti – Radicalisation)

2. Introduction

2.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; and in line with the following:

“Working Together to Safeguard Children 2015”

Buckinghamshire Multi-Agency Information Sharing for Children, Young People & Families – Code of Practice for sharing personal information, March 2015.

“Keeping Children Safe in Education”- statutory guidance for schools and further education colleges. Sept 2016

Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act 2015

Serious Crimes Act 2015

2.2 The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 (section 157 for Independent schools) to safeguard¹ and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm or whose welfare may be in question. Governors will ensure all staff at the school have read and understood their responsibilities pertaining to Part 1 and Annex A of Keeping Children Safe in Education Sept 2016.

2.3 We recognise that all staff² and Governors have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern.

2.4 All staff believe that our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.

2.5 The aims of this policy are:

2.5.1 To support students’ development in ways that will foster security, confidence and resilience.

2.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected and feel confident that they know how to approach adults if they are in difficulties.

2.5.3 To ensure all teaching and non-teaching staff, are aware of the need to safeguard and promote the wellbeing of children and understand their responsibilities in identifying and promptly reporting cases of actual or suspected abuse.

2.5.4 To provide a systematic means of monitoring children known or thought to be at risk of harm and ensure we, the school, contribute to assessments of need and support plans for those children.

2.5.5 To acknowledge the need for effective and appropriate communication between all members of staff in relation to the safeguarding of pupils, ensuring staff know how and when to share information to protect children in a way that is legal and ethical.

¹ Safeguarding (as defined in the Joint Inspector’s Safeguarding report is taken to mean “All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children’s welfare are minimised” and “where there are concerns about children and young people’s welfare, all agencies take all appropriate actions to address those concerns, working to agree local policies and procedures in full partnership with other agencies”

² “Staff” covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

- 2.5.6 To ensure our school has a clear system for communicating concerns and a model for open communication between children, teachers, parents and other adults working with children.
- 2.5.7 To support the development of a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse.
- 2.5.8 To ensure the school have robust systems in place which accurately records safeguarding and child protection concerns, which are clearly understood by staff and adhered to. Actions taken to address concerns and outcome achieved are clearly and accurately recorded and these records are appropriately stored.
- 2.5.9 To develop effective working relationships, guided by the Threshold document, with all other agencies involved in safeguarding and promoting the needs of children at our school.
- 2.5.10 To ensure that all staff appointed within our school, have been through the safer recruitment process and understand the principles of safer working practices as set out in our Staff Code of Conduct, which stipulates their duty to challenge and report where behaviours of colleagues may have stepped outside of agreed safe practices.
- 2.5.11 To provide clarity to other community users of our facilities with regard to our expectations of how they should maintain a safe environment which supports children's welfare and development.

3. Responsibilities

- 3.1 All staff at our school understand safeguarding children is everyone's responsibility. Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred should report it immediately to the DSL (see contacts sheet) or, in their absence, to the Additional DSL (see contacts sheet) using the systems and processes our school has designed for this purpose. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff. Staff understand if there is an immediate risk of harm then they should call the police or First Response directly and update the DSL at the earliest opportunity
- 3.2 The Governing Body understands and fulfils its safeguarding responsibilities. It will:
 - 3.2.1 Ensure that the school has a robust Child Protection Policy and that this is reviewed annually.
 - 3.2.2 Monitor and evaluate the effectiveness of the Child Protection Policy and be satisfied that it is being complied with.
 - 3.2.3 Appoint a Designated Safeguarding Lead (DSL) and deputy who are senior members of staff within the leadership team with the required level of authority to act to safeguard pupils at the school. The roles and responsibilities of the DSL and deputy DSL will be made explicit in those post-holders' job descriptions.
 - 3.2.4 Recognise the importance of the role of the DSL, ensuring s/he has sufficient time, training skills and resources, as necessary to be effective.
 - 3.2.5 Ensure cover is provided when needed and appreciate the additional duties taken on by the member of staff when carrying out this role especially when there are on-going child protection issues.
 - 3.2.6 Recognise the contribution the school can make to helping children and young people keep safe, through incorporation of safeguarding within the curriculum; teaching of self-protection skills and encouragement of responsible attitudes through the Personal, Social and Health Education curriculum.

- 3.2.7 Ensure that there are safe and effective recruitment policies and disciplinary procedures in place, which adhere to *Keeping Children Safe in Education (KCSiE) (Sept 2016)* and legislation referred to therein.
- 3.2.8 Ensure the safeguarding needs of pupils, their families and the school are fully understood and resources allocated to meet identified needs.
- 3.2.9 Work with the DSL to complete an annual safeguarding audit for the school to evidence how the school is meeting its statutory responsibilities for safeguarding and promoting the welfare of children. Ensure the findings of this audit are shared with the local authority within the recommended time frame.
- 3.2.10 Ensures there is an auditable system in place to evidence ALL staff have read, understood and agree to comply with their roles and responsibilities as laid out in KCSiE 2016
- 3.3 It will be the duty of the Chair of Governors to liaise with relevant agencies if any allegations are made against the Headteacher.
- 3.4 The Nominated Governor for Child Protection will be familiar with Buckinghamshire LSCB procedures, Local Authority procedures and guidance issued by the Department for Education.
- 3.5 The Nominated Governor will:
 - 3.5.1 Work with the DSL to produce the Child Protection Policy.
 - 3.5.2 Undertake the training available for Nominated Governors.
 - 3.5.3 Ensure that child protection is, as a minimum, an annual agenda item for the Governing Body.
 - 3.5.4 Meet regularly with the DSL to review and monitor schools delivery on its safeguarding responsibilities.
 - 3.5.5 Share with County the school's annual report on the delivery of safeguarding over the previous academic year.
- 3.6 We have a Designated Safeguarding Lead (DSL) who is responsible for:
 - 3.6.1 Ensuring children receive the right help at the right time using the Threshold Document to inform plans for support. Referring a child, to Early Help provisions or Social Care, via the First Response Team if there are concerns for child's care or welfare: abuse or neglect.
 - 3.6.2 Following up any verbal referrals to partner agencies, in writing, within 24 hrs of initial contact.
 - 3.6.3 Ensuring the school has a policy and process for recording and storing information about child protection concerns, which records, identified concerns, allegations, disclosures, referrals, actions taken, information shared with appropriate agencies where necessary, responses from parents and carers or other professionals, telephone and email contact, decisions and outcomes.
 - 3.6.4 Ensuring a system is in place which enables records to be reviewed and an overview gained, enabling timely support to be offered, or partner agencies 'pressed', by school, for re consideration if thresholds have previously not been deemed to have been reached by partner agencies. This includes use of the Escalation process found on the BSCB website.

- 3.6.5 Ensuring that records are up to date, differentiate between fact, opinion and hearsay and are maintained in accordance with data protection.
- 3.6.6 Providing training to staff/ volunteers to make certain all are aware of their responsibilities in relation to child protection and safeguarding record keeping.
- 3.6.7 Ensuring records are stored safely and securely and remain confidential, sharing information on a 'need to know' basis only and in accordance with the confidentiality policy and are held separately from pupil records, with a front sheet, listing dates and brief entry to provide a chronology.
- 3.6.8 Having in place an auditable system to enable child protection concerns to be shared between schools where a child moves on to another setting, facilitating transfer of records to maintain confidentiality.
- 3.6.9 Creating a culture of safeguarding and vigilance within the school, beginning with ensuring all staff receive an appropriate level of induction and training to support them in their understanding.
- 3.6.10 Acting as a focal point for staff to be able to discuss and share their concerns, supporting staff to formulate their thinking and be part of planning to address issues raised, liaising with other agencies and professionals to achieve change.
- 3.6.11 Being available or ensuring the deputy is available, in their absence, to staff during school hours and term time for consultation and advice on safeguarding concerns raised. (The DSL and the Deputy are both trained to the same level within our school)
- 3.6.12 Ensuring arrangements are in place support staff outside of these times if students are off site and accompanied by staff.
- 3.6.13 Ensuring all school staff are aware of the school's Child Protection Policy and procedures, and know how to recognise and refer any concerns.
- 3.6.14 Contributing effectively to multiagency working for the purpose of safeguarding and promoting the welfare of students who have suffered or are likely to suffer significant harm, attending Child Protection Case Conferences and submitting reports to the conference, which have been shared in advance, with the parents. Contributing effectively to core group meetings, or other multi-agency planning meetings and contributing to the Framework for Assessments process.
- 3.6.15 Ensuring that if a pupil, about whom there have been child protection concerns, leaves the school, concerns and school medical records are forwarded under confidential cover to the DSL at the pupil's new school as a matter of urgency. The original copy of significant documents will be retained at our school, and photocopies forwarded as above.
- 3.6.16 Having, in place a robust system for monitoring absences and addressing this quickly with parents and pupils to effect change. In addition this system will also support early identification of patterns of non-school attendance: these are seen under the banner of safeguarding in recognition of the NSPCC's comment on absenteeism being the single biggest indicator that something is going wrong for the child.
- 3.6.17 Ensuring any absence of two consecutive school days, without satisfactory explanation, of a pupil currently subject to a child protection plan is immediately referred to their social worker.
- 3.6.18 Providing the Headteacher (if the head is not the DSL), with an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by the DSL and by all staff and Governors; number and type of incidents/cases and number of children referred

to Children's Social Care and subject to Child Protection Plans (anonymised). The Governing Body will use this report to fulfil its responsibility to provide the LA with information about their Safeguarding policies and procedures.

- 3.6.19 Meeting regularly (suggest minimum of once a term) with the Nominated Governor to share oversight of safeguarding provision within the school, monitor performance and develop plans to rectify any gaps in delivery noted.
- 3.6.20 Meeting the statutory requirement to keep up to date with knowledge, enabling them to fulfil their role, including attending relevant training, provided by the Buckinghamshire Safeguarding Children Board, or the Education Safeguarding Advisory Service.
- 3.6.21 Referring to the Police any cases where a criminal offence may have been committed or risk of harm is imminent.
- 3.6.22 Retaining responsibility for the safeguarding of students although tasks may be delegated to other members of the safeguarding team at the school.

4. Procedures

Our school procedures for safeguarding children will be in line with Buckinghamshire County Council and Buckinghamshire Safeguarding Children Board Child Protection Procedures, "Working Together to Safeguard Children 2015" and "Keeping Children Safe in Education" 2016 and statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015

4.1 We will ensure that:

- 4.1.1 We have a designated member of the Senior Leadership Team who has undertaken appropriate training for the role, as recommended by BSCB. Our Designated Safeguarding Lead (DSL) will be required to update their training annually in accordance with the Learning Pathway agreed by the LSCB.
- 4.1.2 We have a member of staff (Additional/Deputy Safeguarding Lead) who will act in the DSL's absence who has also received training for the role of DSL and who will have been briefed in the role. In the absence of an appropriately trained member of staff, the Headteacher will assume this role.
- 4.1.3 All adults (including supply teachers and volunteers) new to our school will be made aware of the school's policy and procedures for child protection, the name and contact details of the DSL, their role and responsibilities under Keeping Children Safe in Education 2016 and the booklet "What to do if You're Worried a Child is Being Abused", and have these explained, as part of their induction into the school.
- 4.1.4 All members of staff are provided with training opportunities arranged or delivered by the DSL annually in addition to any whole school training undertaken, in order to develop their understanding of the signs and indicators of abuse, how to respond to a pupil who discloses abuse and the procedure to be followed to promote a child's welfare. Staff are supported to further develop their understanding as mechanisms are in place to enhance this via team meetings, newsletters and e mail updates.
- 4.1.5 All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Child Protection Policy, and reference to it in our prospectus/brochure and home school agreement.

- 4.1.6 All staff, parents/carers and children are aware of the school's escalation process which can be activated in the event of concerns not being resolved after the first point of contact. An individual's safeguarding responsibility does not end once they have informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL as information will only be shared on a need to know basis.
- 4.1.7 Our lettings policy reflects the ongoing responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time. This includes the purpose of the letting when for religious or political reasons
- 4.1.8 Community users organising activities for children are made aware of and required to demonstrate their understanding of the need for compliance with the school's child protection guidelines and procedures, as part of their use of our facilities.
- 4.1.9 The school operates Safe Recruitment practices including ascertaining the suitability of employed staff and volunteers in regulated activities. Checks will be made through the Disclosure and Barring Service and the National Teachers Council's Prohibition List, as recommended by Buckinghamshire County Council and in line with current legislation.
- 4.1.10 We apply the same level of scrutiny to staff employed as supply, via an agency, ensuring their identities, qualification and suitability to work safely with children.
- 4.1.11 Allegations against members of staff are referred to the Local Authority Designated Officer (LADO). There are procedures in place to make a 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. The school recognises that this is a legal duty and a failure to refer when the criteria are met is a criminal offence.
- 4.1.12 All staff working in a regulated activity are required to give an undertaking that they are not disqualified by association from working with children under the age of 8 yrs. Staff must inform the Head Teacher if events arise which may impact on their capacity to give this undertaking
- 4.1.13 Our procedures will be annually reviewed and updated.
- 4.1.14 The name of the DSL will be clearly shown in the school in appropriate locations including Reception and the staff room, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

5 Prevention

- 5.1 We recognise school plays a significant part in the prevention of harm to our pupils by providing students with effective lines of communication with trusted adults, supportive friends and an ethos of protection. We include within this the emotional wellbeing of our students and recognise the role school plays in recognising and preventing the political indoctrination of pupils either by self-radicalisation or through exposure to extremist views.
- 5.2 We are aware of the Prevent Duty to protect young people from radicalisation and extremism At our school we view this as a safeguarding matter like any other and these processes will be applied to support children and their families where vulnerabilities are identified, invariably this will require us to work with partner agencies to support and protect the vulnerable student.
- 5.3 Concerns regarding the conduct or behaviour of a student, where it is believed they are vulnerable to extremism, will be referred by the school to Channel via the First Response Team.

- 5.4 School staff receive training on a range of safeguarding and child protection matters, helping them to recognise and respond appropriately should concerns arise, supporting them to act on or escalate concerns.
- 5.5 Whilst a central part of our work with students is to support them to stay safe whilst on-line, we also have in place appropriate web filtering systems so that young people cannot view potentially extreme material, which we also monitor.
- 5.6 The school community will therefore:
- 5.6.1 Establish and maintain a safeguarding ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk, knowing that they will be listened to.
 - 5.6.2 Receive focused annual training to support learning and understanding of the changing landscape of safeguarding which is underpinned by legislation and includes issues such as FGM, CSE and radicalisation. The school supports staff to be vigilant and able to recognise and act on assessed vulnerabilities.
 - 5.6.3 Ensure that all children know there are staff in the school whom they can approach if they are worried or in difficulty.
 - 5.6.4 Provide, across the curriculum, opportunities which equip children with the skills they need to stay safe from both physical and emotional harm and to know to whom they should turn for help.
 - 5.6.5 Ensure staff work effectively with partner agencies to seek advice support and guidance, drawing on multi agency expertise, knowledge and experience to support students at risk of harm including emotional and intellectual harm via social media and use of the internet.
 - 5.6.6 Be sensitive and alert to the possibility of the risk some children's behaviours may pose to their peers. Staff will be supported by the DSL to assess and act on concerns highlighted to ensure school remains a safe place to learn.

6. Supporting Children

- 6.1 We recognise that a child who is abused, witnesses violence, and lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.
- 6.2 We recognise the young minds of our students can be vulnerable and may be exploited by others, therefore staff will be alert to the signs of vulnerability and/or susceptibilities to violent extremism or indoctrination.
- 6.3 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 6.4 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 6.5 Staff understand the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to changes in the attitudes of students, which may indicate they are at risk of radicalisation.
- 6.6 The changing landscape of safeguarding and protecting children from harm requires staff to be aware of children being trafficked both from abroad and locally as part of ongoing exploitation, financial or sexual.
- 6.7 Through training, staff are aware that children's behaviours may pose a risk to their peers, behaviours may range from bullying to those which are sexually abusive.

6.8 Our school will support all pupils by:

- 6.8.1 Encouraging the development of self-esteem, resilience and critical thinking in every aspect of school life including through the curriculum.
- 6.8.2 Promoting a caring, safe and positive environment within the school.
- 6.8.3 Monitoring all absences from school and promptly addressing concerns about irregular attendance with the parent/carer. Any pupil absent for ten school days, where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education using the CME Protocol.
- 6.8.4 Liaising and working together with all other support services and those agencies involved in the safeguarding of children and using the expertise and resources of colleagues in other service areas to promote the welfare of student
- 6.8.5 Ensuring staff work with Prevent Officers and the Channel Panel to support and safeguard if a student is thought to be vulnerable to or espousing radical political ideologies.
- 6.8.6 Liaising with the parent/carer, GP and/or school nurse to ensure that an appropriate care plan is in place if a pupil has medical needs.
- 6.8.7 Developing a good working knowledge of the Threshold Document and how it can be used to safeguard and promote the wellbeing of students, informing the notification to Social Care (First Response) as soon as there is a significant concern.
- 6.8.8 Ensuring that a named teacher is designated for Children Looked After (CLA) and that an up to date list of children who are subject to a Care Order or are accommodated by the County Council is regularly reviewed and updated. The Virtual Schools Team must be made aware of all CLA in the school.
- 6.8.9 Expecting staff to be sensitive to the needs of children who are “looked after”, recognising they are likely to have encountered difficulties and challenges which may mean they are disproportionately affected by the behaviours of their peers, e.g., teasing, bullying and hazing.
- 6.8.10 Notifying Social Care (First Response) when a child attending the school is privately fostered. This means when a child lives with someone other than their parent, step-parent, aunt, brother, sister uncle or grandparent for a period of more than 28 days.
- 6.8.11 Seeking appropriate advice, support and guidance to enable us to critically evaluate safeguarding information and concerns, and to act on them appropriately.
- 6.8.12 Providing continuing support to a pupil (about whom there have been concerns), who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Designated Safeguarding Lead at the pupil’s new school as a matter of urgency/ within the first term. The original copy of significant documents will be retained at our school, and photocopies forwarded as above.
- 6.8.13 We are aware of our responsibilities for the safeguarding of pupils who are educated off site or who are in alternative provision and work with Bucks County Council to monitor and review this.
- 6.8.14 At our school we work hard to understand the impact on children of living in families experiencing difficulties relating to mental ill-health and/or substance misuse and/or

domestic violence and know that the child/ren might experience abuse or neglect as a result of these difficulties.

- 6.8.15 The DSL along with the rest of our staff have received training to recognise and respond appropriately should suspicions arise. Ensuring signs and indicators are progressed to inform plans of support.
- 6.8.16 Pupils are encouraged to seek help and support and are provided with information about how to access this, if they are encountering problems at home.
- 6.8.17 Staff understand that sharing information with parents may not be appropriate and ensure that decisions of this nature are made in partnership with Children's Social Care or the police.

7. Confidentiality

- 7.1 We recognise that all matters relating to child protection are confidential.
- 7.2 The Headteacher or Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff on a need to know basis only. This will be governed by BSCB Information Sharing Protocols.
- 7.3 However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 7.4 Staff will not keep duplicate or personal records of child protection concerns. All information will be reported to the Designated Safeguarding Lead and securely stored only in the designated location within the school, separate from the pupil records.
- 7.5 Provision is in place for the information to be accessed in the absence of the DSL in an emergency.
- 7.6 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- 7.7 We will always undertake to share our intention to refer a child to Social Care (First Response) with their parents /carers, unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with the ESAS or Social Care on this point.
- 7.8 In the event of a child disclosing abuse staff will;
 - 7.8.1 Listen to the child. Allowing the child to tell what has happen in their own way, and at their own pace. Staff will not interrupt a child who is freely recalling significant events.
 - 7.8.2 Remain calm. Be reassuring and supportive but will endeavour to not respond emotionally.
 - 7.8.3 Not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said. Staff are trained to use TED; Tell, Explain, Describe.
 - 7.8.4 Make an accurate record of what they have seen/heard using the schools record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child as possible Staff will not substitute anatomically correct names for body part names used by the child. Any words which are unclear to the staff member will be spelt phonetically

- 7.8.5 Reassure the child that they did the right thing in telling someone, they will reassure the child that they have not done anything wrong.
- 7.8.6 Staff will explain to the child what will happen next and the need for the information to be shared with the DSL
- 7.8.7 In the unlikely event the DSL and deputy DSL not being available, staff are aware they must ring First Response for advice.
- 7.8.8 If there is immediate risk of harm to a child Staff will NOT DELAY, and will ring 999
- 7.8.9 The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded

8. Supporting Staff

- 8.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.
- 8.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support. This could be provided by the Headteacher or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.
- 8.3 In consultation with all staff, we have adopted a Code of Conduct for staff at our school. This forms part of staff induction and is in the staff handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour in order to define and underpin the safe working practices adhered to within our school.
- 8.4 All staff are required to sign that they have read, understood and agree to comply with the agreed standards of practice set out in the staff handbook.
- 8.4 We recognise that our DSL(s) should have access to support (as in 8.2 above) and appropriate workshops, courses or meetings as organised by the LA.

9. Allegations against staff

- 9.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. (See also 8.3 above)
- 9.2 Staff should be aware of the school's behaviour/discipline policy/Code of Conduct. This can be found on the school website.
- 9.3 We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher/ DSL who will then liaise with the Headteacher or the most senior teacher if the Headteacher is not present.
- 9.4 The Headteacher/senior teacher on all such occasions should immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO). The purpose of an initial discussion is for

the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action.

9.5 The Head Teacher/ Senior Teacher will;

9.5.1 Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member or volunteer against whom the allegation is made, as well as supporting other staff and volunteers within the workplace

9.5.2 Follow all advice given by the LADO relating to supporting the child or young person making the allegation, as well as other children and young people connected to the organisation

9.5.3 Ensure feedback is provided to the LADO about the outcome of any internal investigations within your agency

9.6 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO (as in 9.4 above) without notifying the Headteacher first.

9.7 The school will follow the County Councils procedures for managing allegations against staff, a copy of which can be found on the school website.

9.8 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult with LADO (as in 9.4 above) in making this decision, as well as being guided by HR.

9.9 If a suspension is made, following Local Authority procedures (as in 9.6 above) restrictions will apply to all staff regarding contact whilst suspended including the use of social media such as Facebook and Twitter.

9.10 Our lettings agreement for other users requires that the organiser will follow LA procedures for managing allegations against staff and, where necessary, the suspension of adults from school premises.

10. Transfer of Risk

10.1 Should an individual staff member or volunteer be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse or neglect, they must inform the Head Teacher. In these circumstances, the school will need to assess whether there is any potential for risk of transfer to the workplace and the individual's own work with children or young people.

11. Whistleblowing

11.1. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. For this reason we have a separated Whistleblowing Policy which can be found on the school website. Staff are required to familiarise themselves with this document during their induction period.

11.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the designated 'Whistleblowing' Governor or the Local Authority Designated Officer (LADO).

11.3 A tool to support safeguarding concerns to be reported can be found on our website which has the Dept for Education " Report a concern" button

11. Physical intervention/Positive handling

- 11.1 Our policy on physical intervention/positive handling by staff is set out separately, as part of our Behaviour Policy. It complies with the Department for Education Guidance, 'The Use of Reasonable Force, Advice for Headteachers, Staff and Governing Bodies' July 2013. Use of Reasonable Force, 2013. This policy states that staff may only use 'reasonable force', meaning no more force than is needed, to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.
- 11.2 Headteachers and authorised staff can use such force as is reasonable in the circumstances to conduct a search for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.
- 11.3 If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.
- 11.4 Any use of force or restraint should be recorded and signed by a witness. The parent/carer will be informed of the incident.
- 11.5 Staff who are likely to need to use physical intervention must be appropriately trained.
- 11.6 We understand that physical intervention of a nature which causes injury or unnecessary distress to a child may be considered under child protection or disciplinary procedures.

13 Anti-Bullying

- 13.1 At our school, we have an agreed definition of bullying that is understood by pupils, staff, parents and carers.
- 13.2 We have an Anti-Bullying Policy and measures in place to prevent and respond to all forms of bullying, which acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.
- 13.3 This policy is available to all staff, parents and carers and pupils. The policy is written in language that is accessible to pupils and a child-friendly version is made available to all pupils
- 13.4 Staff, pupils and parents are made aware of how mobile technologies are increasingly being used to bully children both in and outside of the school environment. Cyber bullying is therefore referenced within our Anti-Bullying Policy.

14 Racist Incidents

- 14.1 Our Equalities and Cohesion policy references how racist incidents will be dealt with and acknowledges the serious nature of these events and their impact on the individual/group of students involved. All incidents will be taken seriously and consideration will be given as to whether a multi-agency approach using child protection procedures is required.

15 Health and Safety

- 15.1 We recognise the importance of safeguarding pupils throughout the school day. Our Health & Safety policy, reflects the consideration we give to the protection of our children both physically within the school environment, in relation to internet use and when away from the school when undertaking school trips and visits.
- 15.2 Part of the safeguarding measures we have in place include the safe dropping off and collection of pupils at the start and end of the school day. We would therefore ask all parents to deliver their children to the playground (Years 1 -6) or the classroom (EYFS) , and collecting from the playground (Years R – 6) or the classroom (Nursery). Parents are expected to inform us via the school office if there is to be a change in the arrangement of collection for their children.
- 15.3 Pupils who leave the site during the school day do so only with the written permission of a parent /and are collected by an authorised adult where appropriate. School should be notified by the parents regarding whom they have authorised for this task.
- 15.4 Children attending breakfast club will be registered and signed in by a parent. Some children in Years 5 and 6 will have permission to come to self-register, but only with the prior written permission of a parent. At the end of the session, children will go straight to class to be registered for the school day. Children attending the after school club at the Jonathan Page Centre will be collected by a member of staff and a daily register is checked (and copied to the school office).
- 15.5 Staff who support children during unstructured time such as break and over the lunch period have received training to remain alert to signs of concern or vulnerability ensuring pupils feel safe. This includes lunch time staff who know about their responsibility to report concerns about a pupil to the DSL.
- 15.6 Our school site is secure.

16 E-Safety

- 16.1 All staff should be aware of the school policy on E-Safety which sets out our expectations relating to
- Creating a safer online environment
 - Giving everyone the skills, knowledge and understanding to help children and young people stay safe on line, question the information they are accessing and support the development of critical thinking
 - Inspiring safe and responsible use and behaviour of mobile technologies, to combat behaviours on line which may make students vulnerable including sexting
 - Use of mobile technology both within school and on school trips/ outings
 - Use of camera equipment, including camera phones
 - What steps to take if there are concerns and where to go for help
 - Staff use of social media as set out in the Staff Handbook

- 16.2 Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.
- 16.3 Students, staff and parents are supported to understand the risks posed by CONTENT – CONDUCT – CONTACT on-line.
- 16.4 Pupils are not permitted to have mobile phones with them during the school day. As an exception, any pupil needing to have a mobile phone with them (for example, to take home at the end of the day) will give it to office staff at the beginning of the day for safe keeping.
- 16.5 Visitors to our school are respectfully requested to turn all mobile devices off. This is a safeguarding measure for our students.
- 16.6 Staff use of mobile technology whilst on site is set out in the Staff Handbook.

17 Sexting

- 17.1 'Sexting', also referred to as 'youth produced sexual imagery', is one of a number of 'risk-taking' behaviours associated with the use of digital technologies, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.
- 17.2 Staff, pupils and parents are supported via training to understand the creation and sharing of sexual imagery, such as photos or videos, of under 18s is illegal. This includes imagery of pupils themselves if they are under the age of 18.
- 17.2 Any youth produced sexual imagery disclosures will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in the publication 'Sexting in Schools and Colleges' produced by the UK Council for Child Internet Safety.

18 Cultural Issues

As a school we are aware of the cultural diversity of the community around us and seek to work sensitively to address the unique culture of our students and their families as they relate to safeguarding. This includes children at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community.

- 18.1 As a staff team are aware of the harm to children that can be caused by practices linked to culture, faith and beliefs. We promote awareness through training and access to resources.
- 18.2 Staff will report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.
- 18.3 We support students, via targeted sessions and delivery through our curriculum, to understand that some aspects of cultural or religious practice and beliefs could cause harm and they should turn to someone they trust or an organisation such as ChildLine for help and support.
- 18.4 We make links with local services, community organisations and faith leaders to provide support and helpful information on what is safe and unsafe practice within the culture/faith, groups of our school community.
- 18.5 At our school we are aware of a range of practices and belief which can be classified as honour based violence, we include within this female genital mutilation, forced marriage and breast ironing. Whilst

this may be a part of a long held tradition within communities we categorise this as child abuse and will act according to our safeguarding processes to safeguard the pupil concerned.

- 18.6 Teachers at our school understand there is a legal duty to report known cases of FGM to the police and they will do this with the support of the DSL.
- 18.7 At our school we are aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of child abuse and a breach of children's rights.
- 18.8 We recognise that both male and female pupils may be subject to honour based abuse e.g. where young people's cultural background are at odds with their behaviours such as homosexuality, under-age sex, relationships or life style choices.
- 18.9 We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff, any suspicions or concerns for forced marriage are reported to the DSL.
- 18.10 Staff understand that whilst we try always to work in partnership with families, sharing information with a parent or member of the family is not appropriate in these instances. Staff will report concerns to the DSL who will liaise with Children's Social Care, the police or the Forced Marriage Unit and follow advice given regarding protective strategies to safeguard the pupil.

19 Retention of Records

- 19.1 When a disclosure of abuse, or an allegation against a member of staff or volunteer, has been made, our school will have a record of this. These records will be maintained in a way that is confidential and secure, in accordance with our Record Keeping Policy
- 19.2 There is a statutory requirement for our school to pass any child protection records to the child's next school. We are also required to retain these records securely and confidentially until the concerned reaches the age of 25 years of age
- 19.3 If an allegation is made against a member of staff, a comprehensive, confidential summary of the allegation will be kept on their personnel file. This record will be kept by the school until normal retirement age, or 10 years after the allegation if longer. This record will include a clear outcome, including when cases have been investigated and found to be without substance.
- 19.4 For cases in which an allegation has been proven to be false, unsubstantiated or malicious, the allegation will not be included in employer references, even if that person has been the subject of repeated allegations.
- 19.5 In the instance or repeated allegations however our school retains the right in the interest of safeguarding students to retain a record of concern

20 Use of Photography

We will often use photographs and film to capture achievements, monitor a child development and help promote successes within our school. We like to have a record of all the wonderful activities our students take part in. Via our website we like to be able to share these events with parents. We are however mindful of the safety of our students and will seek the permissions of both parents and student before taking or sharing any images.

- 20.1 As confirmed in the Data Protection Act, our school will ensure written consent is sought from the parent or carer of any child under the age of 18 before any photographs are taken. If consent is given, we will make a clear agreement with the parent or carer as to how the image will be used (for example, in a school brochure or website) and how widely (as part of a schools bulletin for all parents, on the child's individual development record etc)
- 20.2 Due consideration will be given to the appropriate of clothing and posture, and details such as a child's name or age will not be shared unless integral to the use of the image (such as the acceptance of an award) in particular when additional identifiers (i.e. a school or uniform logo) are being shared

21 Policy Review

The Governing Body of our school is responsible for ensuring the annual review of this policy, and for reporting back to the County Council. The date the next review is due is on the front cover of this policy.

Appendix One

Child Protection

Everyone who works with children has a duty to safeguard and promote the welfare of children. They should be aware of the signs and indicators of abuse and know what to do and to whom to speak if they become concerned about a child or if a child discloses to them.

The following is intended as a reference for school staff and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm.

The Children Act 1989 defines abuse as when a child is suffering or is likely to suffer 'significant harm'. Harm means ill treatment or the impairment of health or development. Four categories of abuse are identified –

- Neglect
- Physical Abuse
- Sexual Abuse
- Emotional Abuse

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment). If a child is observed scavenging for food at school, the possibility of inadequate feeding at home should be considered as a priority;
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate or inappropriate care-givers);
- ensure access to appropriate medical care or treatment.

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

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. 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 cyber bullying), causing children to feel frightened and 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.

Domestic violence is very damaging to a child's emotional development; where a child is living with domestic violence, schools should consider making a referral to Social Care if the child shows any indicators of significant harm.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts (e.g. masturbation, kissing, rubbing and touching outside of clothing). They may include non-contact activities, such as involving children in looking at, or in the production of, sexual images (including on-line images), watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Although no culture sanctions extreme harm to a child, cultural variations in child rearing patterns do exist. A balanced assessment must incorporate a cultural perspective but guard against being over-sensitive to cultural issues at the expense of promoting the safety and well-being of the child.

Fear of being accused of racism can stop people acting when they otherwise would. Fear of being thought unsympathetic to someone of the same race can change responses.

Every organisation concerned with the welfare and protection of children should have mechanisms in place to ensure equal access to services of the same quality, and that each child, irrespective of colour or background, should be treated as an individual requiring appropriate care.

Victoria Climbié Inquiry Report.

Research also tells us that children with special needs are at an increased risk of abuse. There are fewer signs and indicators and more possible explanations. Children with communication difficulties may be especially vulnerable.

Some children and young people may be more vulnerable to abuse due to particular circumstances such as:

- Young women subject to honour based violence (where for instance they have transgressed the expectations of them as young women in their family and community).
- Young people whose cultural background are at odds with their behaviours such as homosexuality, under-age sex, relationships or life style choices
- Children at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community.
- Girls at risk of genital mutilation (usually being taken back to their country of origin for this procedure to be carried out).
- Children being trafficked from abroad.
- Girls and/or boys at risk of being forced into marriage.

Appendix Two

Safeguarding Policy for FGM

Rationale:

At Buckingham Park we have robust and rigorous safeguarding procedures in place and takes our responsibilities of child protection seriously, this guidance should be read in conjunction with this overarching Child Protection Policy

In line with Buckinghamshire Safeguarding Children Board (BSCB) FGM Guidance, we recognise that whilst there is not necessarily an intent to harm a girl / young woman through FGM, the practice has serious short and long term medical and psychological implications and as a school we need to work with partner agencies to promote understanding and safeguard students who may be at risk of this practice. We also recognise the practice of FGM in the UK is a criminal offence and that since October 2015 it has been a mandatory requirement for all school staff to report disclosures or evidence of FGM, to the Police

Female Genital Mutilation is a form of child abuse and as such is dealt with under the schools Child Protection/Safeguarding Policy. The aim of this appendix is to give depth to our understanding of the issues and our duty of care if we believe a child is at risk of or has had, any form of FGM performed on them. We have elected to include this appendix based on the demographics of community our school services and the vulnerability of females within this cohort

We aim to work sensitively with community groups where this maybe a cultural belief and practice to educate and inform however we believe the welfare of the child is paramount and will act to safeguard and promote our students welfare, acting in the interest of the rights of the girl / young woman, as stated in the UN Convention on the Rights of the Child (1989)

Definition of FGM:

At Buckingham Park CE Primary School we use the World Health Organisation definition as written below.

‘FGM comprises all procedures (not operations) that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons’. (WHO – 2008)

Reference documents:

At Buckingham Park CE Primary School we have taken information from a number of documents to write this appendix. These include, BSCB Guidance, the Government Home Office guidelines and the *Ofsted* guidelines for “Inspecting Safeguarding”.

The UK Government has written advice and guidance on FGM that states;
“FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child’s right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child.”

UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans., an estimated 29 counties in Africa practice FGM. However women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women.”

It should be noted that women who have undergone FGM may not readily identify with this term, some will refer to “cutting” “pricking”, of being “closed” or Sunna etc. Do to the isolation of many communities many do not understand that it is

- Illegal to perform FGM in the UK
- Assist the carrying out of FGM in the UK
- Assist a girl to carryout FGM on herself in the UK

- Assist from the UK a non-UK person to carryout FGM outside of te UK on a UK national or permanent UK resident

Schools must report to the police, if they believe a child has been subject to FGM

Ofsted have included FGM in their “Inspecting Safeguarding” briefing for Inspectors. They will explore;

How alert are staff to the possible signs that a child has been subject to female genital mutilation or is at risk of being abused through it; what sort of training have they had.

They will examine this through training records, talking to staff and examining any records school may have on file where FGM is a concern or advice, support or guidance has been sought in relation to a child at the school. There should be a culture of vigilance amongst staff rather than an assumption that the child is not at risk due to ethnicity or age.

Staff are reminded of their duty in part one of Keeping Children Safe in Education 2016, to report to the police if it is discovered either through disclosure or visual evidence that a young person under the age of 18 yrs , has undergone FGM (Section 74 of the Serious Crime Act 2015). This is a mandatory requirement.

Policy

At Buckingham Park CE Primary School the Headteacher and Governors expect Safeguarding to be everybody’s responsibility and for all staff to adhere to and follow the policies in place to support children and their families to stay safe from harm. As a school we embrace the fact that we live in a multi-cultural society, we are however conscious there are some practices which are permitted in other parts of the world which are against the law in the United Kingdom, the practice of female genital mutilation is one of these.

1. At Buckingham Park CE Primary School we have a robust attendance policy that does not authorise holidays, extended or otherwise
2. FGM training has been undertaken by the designated safeguarding lead and training disseminated to all staff at the front line dealing with the children.
3. There is a clear expectation for staff at Buckingham Park CE Primary School to attend training to support them in their understanding of this issue and to be alert to the possible signs that a child may be vulnerable or has been subject to, female genital mutilation.
4. Staff are aware of their responsibility to escalate any concerns, where they believe a child may be at risk of FGM to the designated safeguarding lead, Staff are also aware they can refer the matter directly to the Police if they believe a criminal act has been committed and a child has been subject to FGM.
5. Staff are aware of the need to take timely and appropriate action in respect of concerns
6. Staff at Buckingham Park CE Primary School have been made aware that female students are at particular risk of FGM during school summer holidays. This is the time when families may take their children abroad for the procedure. Staff have also been made aware of other times of potential vulnerability; extensions to school holiday times, children missing from education or where a child suddenly leaves the school with no follow on arrangements offered. We understand that many girls may not be aware that they may be at risk of undergoing FGM and that we need to be vigilante to indicators of risk.
7. Staff have been advised of the need to challenge requests from families for extensions to holiday times and to report;
 - talk of ceremonies to celebrate the young person becoming a woman
 - changes in patterns of behaviour if a child is taken out of the country or
 - Undisclosed health issues where the child is experiencing discomfort in sitting, going to the toilet etc.

- Changes in patterns of behaviour e.g. withdrawing from PE gym exercises etc.
8. The Designated Safeguarding Lead will keep an open dialogue on the topic of FGM (ensuring this is done in an age appropriate way) with students and parents from practising communities who may be at risk.
 9. We have a comprehensive PSHE and Relationship and Sex Education delivered to KS2 children with a discussion about FGM with Year 6 girls.
 10. All staff at Buckingham Park CE Primary School are aware FGM is a child protection issue. Concerns will be addressed under Section 47 of the Children Act 1989 in common with any other safeguarding matter where it is believed a child has suffered or is at risk of suffering significant harm.
 11. Staff are alert to possible indicators that a child is at risk of FGM:
 - The family comes from a community that is known to practice FGM - especially if there are elderly women present in the household or where there is knowledge that other family members may have been subject to FGM
 - In conversation a child may talk about FGM.
 - A child may express anxiety about a special ceremony.
 - The child may talk or have anxieties about forthcoming holidays to their/family's country of origin.
 - Parent/Guardian requests permission for authorised absence for overseas travel or you are aware that absence is required for vaccinations.
 - If a woman has already undergone FGM – and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications e.g. for younger siblings, extended family members and a referral made to Social Care or the Police; schools must now report.
 12. If we have concerns that children in our school community are at risk or victims of FGM then we refer to the BSCB Guidelines for FGM (www.Bucks-LSCB.org.uk).
 13. Staff are aware of the need to be vigilant and professionally curious
 14. Staff are required to make an accurate record of concerns, observation or comment in line with schools record keeping policy
 15. The DSL will refer all concerns re possible or actual FGM to social care via the First Response Team. In the event of information coming to the attention of the DSL that there is an immediate threat to the child or it is believed there is a flight risk or a criminal offence has taken place the DSL will refer immediately and directly to the Police
 16. Referral to the First Response Team can be made verbally in the first instance but need to be followed up within 24 with a written account using the Multi Agency Referral Form following the usually CP procedures contained within the main body of our CP Policy
 17. Practical tips

These questions and advice are guidance and each case should be dealt with sensitively and considered individually and independently. Using this guidance is at the discretion of the Headteacher

What can I ask?

- Talk to children about their holiday.
- Sensitively and informally ask the family about their planned extended holiday ask questions like; Who is going on the holiday with the child? How long they plan to go for and is there a special celebration planned?
- Where are they going?
- Are they aware that the school cannot keep their child on roll if they are away for a long period?

- If there is a concern that a child may be vulnerable to FGM this needs to be reported using the schools CP procedures and/ or the information passed to the Police. Are the family aware that FGM including Sunna is illegal in the U.K even if performed abroad?
- The Department for Education website;
<http://www.education.gov.uk/schools/pupilsupport/pastoralcare/childprotection/a0072224/safeguarding-children-from-female-genital-mutilation>.

Appendix Three

Forced Marriage Guidance

What is Forced Marriage?

There is a clear distinction between a 'forced' marriage and an 'arranged' marriage. In arranging marriages, the families of both spouses take a leading role in arranging the marriage, but the choice whether or not to accept the marriage remains with the prospective spouses.

A 'forced' marriage is a marriage in which one or both spouses do not and/or cannot consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure. Duress cannot be justified on religious or cultural grounds.

Staff are aware 'forced' marriage is a marriage in which one or both spouses do not and/or cannot consent to the marriage and duress is involved. Duress can include;

- physical,
- psychological,
- financial,
- sexual and
- emotional pressure.

Motives Prompting Forced Marriage

Parents who force their children into marriage may often justify their behaviour as protecting the child, building stronger families and preserving cultural or religious traditions. They often do not see anything wrong with their actions, however, forced marriage cannot be justified on religious grounds; every major faith condemns it and freely given consent is a prerequisite of all religions.

Some parents may also come under significant pressure from their extended family or community to ensure their children marry; some agreements of marriage may have been made when a child is only an infant.

Some key motives which have been identified are:

- Controlling unwanted behaviour and sexuality (including perceived promiscuity, or being lesbian, gay, bisexual or transgender) – particularly the behaviour and sexuality of women
- Controlling unwanted behaviour, for example, alcohol and drug use, wearing make-up or behaving in what is perceived to be a 'westernised manner'
- Preventing 'unsuitable' relationships e.g. outside the ethnic, cultural, religious or caste group
- Protecting family honour or 'izzat'
- Responding to peer group or financial pressure
- Attempting to strengthen family links
- Achieving financial gain
- Ensuring land, property and wealth remain within the family
- Protecting perceived cultural ideals
- Protecting perceived religious ideals which are misguided
- Ensuring care for a child or adult with special needs when parents or existing carers are unable to fulfill that role
- Assisting claims for UK residence and citizenship
- Long standing family commitments

Coercion is likely to have been used with one or both spouses; by family members, friends and the wider community. This may include: threats of violence, being held against their will, emotional threats and other forms of coercion and harassment, such as not being allowed to go anywhere without being accompanied by someone. There is a common misconception that forced marriages are confined to certain religious groups and cultures, however this is not the case.

The practice of forced marriage is not confined to one culture or religious group and can happen regardless of ethnicity, culture, religion, disability, age, gender and sexuality. Any person can find themselves in a situation where they are offered no choice but to proceed with the marriage. The reason behind the forced marriage may be due to sexuality or disability as well as cultural belief. The majority of victims will be women, but there are also male victims of forced marriage and honour based crimes

(Source – FCO, Multi Agency Practice Guidelines: Handling Cases of Forced Marriage)

Procedures, Policies, Good Practice and Guidance Documents

BSCB

[Forced Marriage](#)

Foreign & Commonwealth Office

[Multi-Agency Practice Guidelines: Handling Cases of Forced Marriage](#)

[Survivors Handbook](#) – Advice for anyone who has left a Forced Marriage

[Leaflet for LGB&T](#) (Lesbian, Gay, Bi-Sexual & Transgender)

Useful websites & Links

[British Foreign & Commonwealth Office](#)

[Forced Marriage Unit](#)

Policy

In our school community we are aware arranged marriages are part of the cultural practices of some of our families. Staff at Buckingham Park CE Primary School recognise there is a clear distinction between a marriage which the spousal parties are willing and able to give an informed consent to and a marriage which is 'forced'.

Staff are aware 'forced' marriage is a marriage in which one or both spouses do not and/or cannot consent to the marriage and duress is involved

Staff at Buckingham Park CE Primary School are alert to the signs and indicators when a young person may be involved in matrimonial arrangements which they are unwilling and or unable to give their informed consent to.

Staff at Buckingham Park CE Primary School understand the need to be aware of the cultural issues affecting children at the school are to exercise professional curiosity to enable

- Absence and persistent absence
- Request for extended leave of absence and failure to return from visits to country of origin
- Surveillance by siblings or cousins at school
- Decline in behaviour, engagement, performance or punctuality
- Being withdrawn from school by those with parental responsibility
- Not allowed to attend extra- curricular activities
- Sudden announcement of engagement to a stranger
- Prevented from going on to further/higher education

Staff at Buckingham Park CE Primary School are aware of their responsibilities and obligations when they become aware of potential forced marriage cases. This is referred to as the "one chance Rule" Forced marriage is seen as a safeguarding issue at Buckingham Park CE Primary School and as such is covered as part of our safeguarding training

If a member of the school is concerned that someone is at risk of a forced marriage and/or honour based violence, either in the UK or abroad, they will immediately inform the designated Safeguarding Lead.

In light of the one chance rule if it is left there is an immediate risk to the young person staff will contact the Police on 101 or the Forced Marriage Unit on 020 7008 0151 urgently or by emailing fm@fco.gov.uk

Initial steps

Staff are mindful to gather information to determine immediate safety needs and for further assessment to be carried out by Social Care or the Police. All cases should be dealt with seriously. There is currently no specific offence associated with forced marriage but the victim concerned may have been subjected to a number of offences (please see „Legislation“ section) however forcing someone to marry will become a criminal offence in England and Wales in the summer of 2014. The new law criminalises both forced marriage and a breach of a Forced Marriage Protection Order. It will also include a range of measures to increase protection and support for victims and a continuing focus on prevention.

Initially agencies MUST:

- Ensure the victim is seen in a safe and private place
- See the victim on their own, or if an interpreter is needed take steps to ensure that the interpreter is an approved interpreter, or at the very least not connected with the individual or community
- Risk assess, and discuss a safety plan, complete CAADA DASH Risk Assessment. NB In line with Buckinghamshires`s Over-Arching Domestic Violence Protocol, if you are not able to personally undertake the risk assessment, school should make contact with First Response Team who have trained individuals in house for risk assessments to be undertaken
- Where victim is under 18, refer to child safeguarding procedures
- Where the victim is over 18, refer to adult safeguarding procedures
- Inform the victim of their right to seek legal advice and representation
- Identify any potential criminal offences and refer to the police if appropriate
- Reassure the victim, this will include ensuring that their confidentiality is maintained (It is important to remember that in these instances family, friends, and community may pose the biggest risk to the victim.)
- Establish a safe way of maintaining contact with the victim
- If the person`s capacity to consent to marriage is in doubt, have their mental capacity to consent to marry assessed
- Make a note of all the information available to you at the time, including a description of the victim and details of any known or alleged perpetrators and potential immediate risks, take photocopy of passport if available • Record any current contacts with other professionals, health, social services, third sector organisations, etc.
- Check with police and social care to determine whether they have records for past referrals of family members including siblings for example forced marriage of siblings, domestic abuse or missing persons within the family
- Provide accurate information to the victim about their rights and choices and respect their wishes when possible remembering that in certain instances information may be shared without consent, for example, child protection
- Contact a specialist in forced marriage for further advice and support, and
- Consider the need for immediate protection and placement away from the family.

Do Not

- Attempt to mediate
- Send the victim away without having taken appropriate action
- Approach family members and/or members of the community
- Breach confidentiality or share information inappropriately
- Make assumptions about mental capacity
- Make assumptions about communication requirements
- Use relatives, friends, community leaders and neighbours as interpreters or translators.

If concerned that a child may be at risk of significant harm, one should make a referral to the First Response Team (0845 4600001, by telephone without delay. Where the child concerned already has an allocated social worker, referrals to Children's Services should be made to the child's social worker, the team leader or a team colleague. Forced Marriage is a Child Protection issue. Children's Social Care has a duty to investigate allegations of abuse and is seen as one of the agencies with a key role to play. If an allegation of forced marriage is made, or a child/young person discloses that they are at risk, a section 47 investigation should take place. This will be done without parental consent. A referral should be made to the First Response Team or, if out of hours, 08009997677. The following information is needed for the referral; (If you do not have all the information listed, still make the referral - do not delay.)

- Name of child/young person (check all names are spelled correctly)
- Age (check date of birth as accurate as possible)
- Details of any siblings
- Parent's name(s) (check the surname of the parent is accurate)
- Home address (telephone number if available)
- Special circumstances; for example, language barriers, context disclosure took place etc. What prompted the concerns (include as much detail as possible, including dates, times etc.
- Any physical or behavioural signs
- Is the person making the report expressing their own concerns or passing on those of someone else? If so record details
- Has the child/young person been spoken to? If so, what was said?
- Is anyone alleged to be the abuser? If so, record details
- Has anyone else been consulted? If so record the details