Child Protection Policy

Waterside Primary Academy

November 2018

This was ratified and adopted by Trustees at their meeting on 3/10/18 and will be reviewed at least annually.

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White Hill Schools Trust

Safeguarding statement

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Safeguarding is defined as protection of children from maltreatment, preventing impairment of children's health and/or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best life chances. (Working Together to Safeguard Children, DfE, 2018).

WHST is committed to safeguarding and promoting the welfare of all our children and young people.

This policy has been approved by the Trustees of WHST and the Governors of Waterside Primary Academy.

White Hill Schools Trust

1. Contacts

1.1 School Contacts

Acting Headteacher:	Miss A Nawaz	01494 786608
DSL:	Mrs L Liyanage	01494 786608
	Mrs A Krabbe	01494 786608
	Mrs J Mason	01494 786608
	Mrs K Robinson	01494 786608
Nominated Safeguarding Governor:	Mrs J Pearce	
Chair of Governors:	Mrs J Pearce	

1.2 Contacts in County

- Education Safeguarding Advisory Service (ESAS)　01296 382912

- Education Safeguarding Advisor　01296 382732

- Local Authority Designated Officer (LADO):　01296 382070

- First Response Team (including Early Help, Channel　01296 383962

- Children's Services, Out of Hours:　0800 999 7677

- RU Safe? (Barnardos – Child Sexual Exploitation Service)　01494 461112

- Equalities Manager/Management of Bullying/Prevent Lead for Schools　01296 382461

- Thames Valley Police　101 (999 in case of emergency)

- Bucks Safeguarding Children Board　Bucks LSCB
  for procedures, policies and practice guidelines

- Family Resilience Service　08454 600 300

- Bucks Family Information Service　0845 688 4944

- SchoolsWeb　BucksCCSchoolsWeb

- For school bulletin, Safeguarding links and 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   0800 028 3550
  Email: fgmhelp@nspcc.org.uk

- Samaritans   0845 790 9090

- CEOP (Child Exploitation and Online Protection)
  https://ceop.police.uk/safety-centre/

- Foreign and Commonwealth Office   0207 008 0151
  (Forced Marriages Section)

- Crimestoppers   0800 555 111

2. Introduction

At Waterside Primary Academy we believe a child centred approach is fundamental to safeguarding and promoting the welfare of every pupil. A child centred approach means we strive always to keep the child in focus when making decisions about their lives and working in together with them, their families as well as partner agencies. All staff are expected to be vigilant to the needs of our pupils.

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 2018

Keeping Children Safe in Education- statutory guidance for schools and further education colleges. Sept 2018

Sexual Violence and Sexual Harrassment Between Children May 2018

Children Missing Education Sept 2016

The Equality Act 2010

The UN Convention on the Rights of the Child

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

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

Serious Crimes Act 2015

2.2 We believe clear governance and leadership are central to embedding a safeguarding culture. The Trust takes seriously its responsibility under section 175 of the Education Act 2002 (section 157 for Independent schools) to safeguard[1] and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within schools within the Trust to identify, assess, and support those children who are suffering harm or whose welfare may be in question. Governors in each school will ensure all staff have read and understood their responsibilities pertaining to Part 1, Part 5 and Annex K of Keeping Children Safe in Education September 2018 and have an auditable system in place to evidence this. Staff are also expected to read and adhere to the Staff Code of Conduct and the School's Behaviour Policy and Attendance Policy.

3.2

2.3 The Trust recognises that all staff[2], Governors and Trustees 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 The Trust believes that all schools within it 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 pupils' 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, feel confident and know how to approach adults if they are in difficulties.

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[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

2.5.3   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.

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

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

2.3.3   To ensure all schools in the Trust have clear systems in place for communicating concerns and a model of open communication between children, teachers, parents and other adults working with children.

2.3.4   To support the development of a structured procedure within each school, which will be followed by all members of the school community in cases of suspected abuse.

2.3.5   To ensure each school has robust systems in place for ensuring that true and accurate records of safeguarding and child protection concerns are kept and appropriately stored, and to ensure that any such records clearly differentiate between fact and opinion. Actions taken to address concerns and the outcomes achieved should also be clearly and accurately recorded and appropriately stored.   All systems should be understood and adhered to by all staff.

2.3.6   To develop effective working relationships, guided by the Threshold document, with all other agencies involved in safeguarding and promoting the needs of children.

2.3.7   To ensure that all staff appointed within the Trust 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.

2.3.8   To provide clarity to other community users of Trust 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 schools understand that safeguarding children is **everyone's responsibility**. Any member of staff, volunteer or visitor to our schools who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred should report it immediately to a member of the DSL team: Miss Nawaz, Mrs Liyanage, Mrs Krabbe, Mrs Mason or Mrs Robinson, using the systems and processes the Trust has designed for this purpose. In the absence of all of the above, the matter should be brought to the attention of the most senior member of staff within each school or to the Trust. 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.

- Staff will ensure the child is in a safe place and in receipt of support should this be needed
- Staff will initially make a verbal report to the DSL to alert them to the safeguarding/child protection concern arising
- Staff will then follow this up, making a written report using the school record keeping process
- Staff will ensure the **time and date** of the incident is recorded
- A factual account of the incident including **who** was involved, **what** was said/seen/heard, **where** the incident took place, any preceding information which may have prompted the event
- Staff will sign and date the report giving details of their role within school
- The DSL will record when the report was passed to them and what action was taken alongside any outcomes achieved

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4.1 The Trust understands and fulfils its safeguarding responsibilities. It will:

4.1.1 Ensure that each school has a robust Child Protection Policy which reflects the unique features of the community it serves and the need of its pupils. This will be reviewed at least annually.

4.1.2 Ensure that Governors in each school monitor and evaluate the effectiveness of the Child Protection Policy so that Trustees are satisfied that it is being complied with.

4.1.3 Ensure there is a Designated Safeguarding Lead (DSL) in each school who is a member of their school's senior leadership team and, ideally, a Deputy DSL in place, together with a Nominated Governor for Child Protection in each school and a Nominated Safeguarding Trustee. The roles and responsibilities of the DSL and Deputy DSL will be made explicit in the post-holders' job descriptions.

4.1.4 Recognise the importance of the role of the DSL and support him/her, ensuring appropriate time is allocated to the role, and that the training necessary to be effective is undertaken.

4.1.5   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.

4.1.6   Recognise the contribution each school can make to helping children and young people keep safe through the incorporation of safeguarding within the curriculum; teaching of self-protection skills and encouragement of responsible attitudes through the Personal, Social and Health Education curriculum.

4.1.7   Ensure that there are safe and effective recruitment policies and disciplinary procedures in place, which adhere to *Keeping Children Safe in Education (KCSIE) (Sept 2018)* and legislation referred to therein.

4.1.8   Ensure the safeguarding needs of pupils, their families and the schools are fully understood and resources allocated to meet identified needs.

4.1.9   Ensure the nominated governor in each school works with the DSL to complete an annual safeguarding audit for their school to evidence how it is meeting its statutory responsibilities for safeguarding and promoting the welfare of children. Ensure the findings of this audit are shared with the Education Safeguarding Advisory Service within the recommended time frame.

4.2   It will be the duty of the Executive Headteacher to liaise with relevant agencies if any allegations are made against the Headteacher of any of the schools within the Trust and the duty of the Chair of Trustees if any allegations are made against the Executive Headteacher.

4.3   The Nominated Governor in each school for child protection will be familiar with Buckinghamshire LSCB procedures, Local Authority procedures and guidance issued by the Department for Education, as will the Nominated Trustee.

4.4   Each School's Nominated Governor will:

4.4.1   Work with the school's DSL to ensure the School's Child Protection Policy is in place.

4.4.2   Undertake the training available for Nominated Governors.

4.4.3   Ensure that child protection is, as a minimum, an annual agenda item for the Governing Body in each school.

4.4.4   Meet regularly with the DSL to review and monitor the school's delivery of its safeguarding responsibilities.

4.4.5   Share with County the school's annual report on the delivery of safeguarding over the previous academic year.

4.5   Each school will have a Designated Safeguarding Lead (DSL) who is responsible for the following within his or her school:

4.5.1   Creating a culture of safeguarding where children are protected from harm. Ensuring children receive the right help at the right time using the Threshold Document to inform plans for support or protection.

4.5.2   Following up any verbal referrals to partner agencies, in writing, within 24 hrs of initial contact.

4.5.3   Establishing and embedding a policy and process for recording and storing information about child protection concerns and outcomes achieved, enabling records to be reviewed and an overview gained, to support timely interventions and allowing prompt follow up, if it is felt the needs of the pupil are not being met. This includes use of the Escalation process which can be found on the BSCB website.

4.5.4   Ensuring that records are up to date and that staff are supported to differentiate between fact, opinion and hearsay and are maintained in accordance   with   data   protection.

4.5.5   Providing training to staff/ volunteers to make certain all are aware of their responsibilities in relation to child protection and safeguarding record   keeping.

4.5.6   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.

4.5.7   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.

4.5.8   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 to be professionally curious, to question behaviours and to 'think the unthinkable' if they have concerns for a pupil.

4.5.9   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.

4.5.10 Being available to staff during school hours and term time for consultation and advice on safeguarding concerns raised. In their absence the DSL will ensure there is a Deputy available.

4.5.11 Ensuring arrangements are in place support staff outside of these times if students are off site and accompanied by staff.

4.5.12 Ensuring all school staff are aware of the school's Child Protection Policy and procedures and know how to recognise and refer any concerns.

4.5.13 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.

4.5.14 Providing the Headteacher with an annual report for the Governing Body, detailing how the school delivers its annual safeguarding responsibilities and any child protection issues within the school. The LGB will use the report to fulfil its responsibility to the LA with information about safeguarding policies and procedures.

4.5.15 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 the school, and photocopies forwarded as above.

4.5.16 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.

4.5.17 Meeting regularly (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.

4.5.18 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.

4.5.19 Referring to the Police any cases where a criminal offence may have been committed or risk of harm is imminent.

4.5.20 Retaining responsibility for the safeguarding of students although tasks may be delegated to other members of the safeguarding team at the school.

5 Procedures

5.1 Procedures for safeguarding children will be in line with Buckinghamshire County Council and Buckinghamshire Safeguarding Children Board Child Protection Procedures, and Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2018 and statuary guidance issued under Section 29 of the Counter Terrorism and Security Act 2015. In each School there will be:

5.1.1 A Designated Member of the Senior Leadership Team who has undertaken appropriate training for the role, as recommended by the BSCB. The Designated Safeguarding Lead (DSL) will update their training annually in accordance with the Learning Pathway agreed by the LSCB.

5.1.2 At least one members of staff 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.

5.1.3 All adults (including supply teachers and volunteers) new to the school will be made aware of the policy and procedures for child protection, the name and contact details of the DSL for the school, their role and responsibilities under Keeping Children Safe in Education 2018, 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 their school.

5.1.4 All members of staff are required to attend annual training opportunities arranged or delivered by their DSL 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 in appropriately sharing a concern of possible abuse or a disclosure of abuse. Staff are supported to further develop their understanding as mechanisms are in place to enhance this via team meetings, newsletters and email updates.

5.1.5 All parents/carers are made aware of their child's school's responsibilities in regard to child protection procedures through publication of the Child Protection Policy, and reference to it in the prospectus/brochure, on each school's website and in the home school agreement.

5.1.6   Through the attendance policy there is a robust system for monitoring attendance. Absenteeism is dealt with promptly to effect change and identify and safeguarding issues which arise.

5.1.7   We will seek to hold at least two identified emergency contacts to support prompt communication in the event of a serious incident or child missing from school.

5.1.8   Any pupil absent for ten school days, where it has not been possible to make contact with a parent or carer will be reported as a Child Missing Education using the CME protocol.

5.1.9   Any absence of two consecutive school days, without satisfactory explanation, of a pupil currently subject to a child protection plan will be immediately referred to their social worker.

5.1.10 Parents must inform the school if there are any changes to where a pupil will be living. School has a mandatory duty to inform the local authority via the First Response Team if a child under the age of 16 lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days. This is defined as being a private fostering arrangement.

5.1.11 All staff, parents/carers and children are aware of the escalation process in their school 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.

5.1.12 Each school's lettings policy will seek to reflect the on-going responsibility each 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 for religious or political reasons.

5.1.13 Community users organising activities for children are made aware of and are required to demonstrate their understanding of the need for compliance with the Trust's child protection guidelines and procedures, as part of their use of the Trust's facilities.

5.1.14 The Trust 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.

5.1.15 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.

5.1.16 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 Trust recognises that this is a legal duty and a failure to refer when the criteria are met is a criminal offence.

5.1.17 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.

5.1.18 Procedures are reviewed and updated at least annually.

5.1.19 The name of each school's DSL will be clearly shown in each 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. The DSL will be available during school hours and term time to support the safeguarding within the school.

6 Prevention

6.1 We recognise that its schools play a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection. We include within this the emotional well-being of our pupils and recognise the role schools play in identifying vulnerability and preventing the potential indoctrination of pupils either by self-radicalisation or through exposure to extremist views.

6.2 We are aware of the Prevent Duty to protect young people from radicalisation and extremism. In our schools 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.

6.3 Concerns regarding the conduct or behaviour of a pupil, where it is believed they are vulnerable to extremism, will follow the same process of reporting as with any other safeguarding concern. A referral will be made to the First Response

Team and passed by them to the Channel Co-ordinator.

6.4 All staff are required to attend 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.

6.5 Whilst a central part of our work with pupils 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.

6.6 We recognise some students because of their life experiences or additional needs including SEN, may be disproportionally affected by the behaviours of their peers or vulnerable to the influence of others. We will work in partnership with colleagues in other agencies to promote the wellbeing of this cohort of students

6.7 Each school community will therefore:

6.7.1 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.

6.7.2 Receive focused training to support learning and understanding of the changing landscape of safe-guarding which is under-pinned by legislation and includes issues such as FGM, themes of exploitation and management of sexual violence and sexual harassment. The school supports staff to be vigilant and able to recognise and act on assessed vulnerabilities.

6.7.3 Understand safeguarding and the protection of students has to be viewed within the context of the pupil's lived experience and the factors around him/her which may impact on this: friends, family, school and their community.

6.7.4 Ensure that all children know there is an adult in their school whom they can approach if they are worried or in difficulty.

6.7.5 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.

6.7.6 Ensure staff work effectively with partner agencies to seek advice, guidance, and support, drawing on multi-agency expertise, knowledge, and experience to support pupils at risk of harm including emotional and intellectual harm via social media and use of the internet.

6.7.7 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 school may provide the only stability in the lives of children who have been abused or who are at risk of harm. We therefore take our responsibilities seriously.

6.2 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. Research also tells us that children with special needs are at an increased risk of abuse. Changes in mood, patterns of behaviour, injury and responses to stimulus around them may be wrongly attributable to their disability. Staffs are therefore trained to **question behaviours** and be **professionally curious** about changes noted, all staff are required to be prepared to "think the unthinkable", raise the concern and ensure safeguards are in place. We recognise children with communication difficulties may be especially vulnerable and for this reason we link behaviour with safeguarding, "listening to behaviours" acknowledging not all children will be able to verbalise what may be troubling them.

6.3 We recognise that the young minds of our pupils can be vulnerable and exploited by others. Staff will be alert to the signs of vulnerability and/or susceptibilities to violent extremism and indoctrination and will report concerns via our child protection procedures.

6.4 Staff recognise the need for a culture of vigilance to be present in their school to support safe-guarding. This includes awareness and sensitivity to the attitudinal changes in a pupil which may indicate they are at risk of radicalisation.

6.5 The changing landscape of safeguarding and protecting children from harm requires the staff to be aware of children being trafficked both from abroad and locally as part of ongoing exploitation, financial or sexual. Our admissions process will therefore ask for proof of identification and who has parental responsibility for a student – If parents go through County this process will have been initiated by them. We will however ask parents/carers to update contact details and alert us to changes of address or care arrangements within 48 hours.

6.6 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 and can take a variety of forms: it may occur 1:1, in a group, in person or online. In addition, gender, sexuality or race may be relevant factors. The school provides a clear process for pupils to report incidences of bullying or abuse.

6.7 The school will support all pupils by:

6.7.1 Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.

6.7.2 Promoting a caring, safe, and positive environment within the school.

6.7.3   Monitoring all absences from school and promptly addressing concerns about irregular attendance with the parent/carer.

6.7.4   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 pupils.

6.7.5   Ensuring staff work with Prevent officers and the Channel panel to support and safeguard if a pupil is thought to be vulnerable to or espousing radical political ideologies.

6.7.6   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.

6.7.7   Developing a good working knowledge of the Threshold Document and how it can be used to safeguard and promote the wellbeing of children, informing the notification to Social Care (First Response) as soon as there is a significant concern.

6.7.8   Ensuring that a named teacher is designated for Looked After Children (LAC) and that an up to date list of children who are subject to a Care Order or are accommodated by the Local Authority is regularly reviewed and updated. The Virtual Schools Team must be made aware of all LAC in the school.

6.7.9   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, eg teasing, bullying or when negotiating relationships.

6.7.10 Seeking appropriate advice, support and guidance to enable us to critically evaluate safeguarding information and concerns, and to act on them appropriately.

6.7.11 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.

6.8   The Trust has in place a Work Experience Policy and procedures which comply with national and local guidance and which are regularly reviewed and updated.

6.9 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.

6.10 Our school works 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.

6.11 The school's 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.

6.11.1 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 or elsewhere.

6.11.2 While we strive to work together with families, 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 in each school 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 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 school's Designated Safeguarding Lead and securely stored only in the designated location within each 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. Staff will however reassure the child that information will only be shared with those people who will be able to help them and therefore need to know.

7.7 Each school will always undertake to share an 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 and follow the advice given.

7.8 In the event of a child disclosing abuse, staff will;

o 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.

o Remain calm. Be reassuring and supportive but will endeavour to not respond emotionally.

o 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.

o Make an accurate record of what they have seen/heard using their school's 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.

o Reassure the child that they did the right thing in telling someone, they will reassure the child that they have not done anything wrong.

o Staff will explain to the child what will happen next and the need for the information to be shared with the DSL.

o In the unlikely event the DSL and deputy DSL not being available, staff are aware they must ring First Response for advice.

If there is immediate risk of harm to a child Staff will NOT DELAY, and will ring 999

o 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 The Trust recognises that staff working in its schools 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 Each school 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 their Headteacher or another trusted colleague, Occupational Health, and/or a

representative of a professional body or trade union, as appropriate.

8.3 The Trust has a code of conduct for all staff at its schools. 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 schools.

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 Code of Conduct.

8.5 The Trust 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 staff in our schools 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 their school's behaviour/discipline policy/Code of Conduct. This can be found in the Staff Room and on Teachers Share > Policies.

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. The Headteacher/senior teacher should also inform the Executive Headteacher.

9.5 The Headteacher/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 the school.

9.6   If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Executive Headteacher who will consult the LADO (as in 9.4 above) without notifying the Headteacher first. If the allegation is against the Executive Headteacher, the Chair of Trustees should be informed and will consult the LADO.

9.7   The school will follow the County Council's procedures for managing allegations against staff, a copy of which can be found in the Staff Room and on Teachers Share > Policies.

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

9.9   If a suspension is made (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 the County Council procedures for managing allegations against staff and, where necessary, the suspension of adults from Trust 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 their Headteacher who must in turn inform the Executive Headteacher. In these circumstances, the Trust 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   The Trust recognises that children cannot be expected to raise concerns in an environment where staff fail to do so. For this reason, we have a separate Whistleblowing Policy which can be found in the Staff Room and on Teachers Share > Policies. 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 delegated 'whistleblowing' Governor or the Local Authority Designated Officer (LADO).

12. Physical intervention/Positive handling

12.1 Each school's policy on physical intervention/positive handling by staff is set out separately, as part of its Behaviour Policy. These comply 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.

12.2 Headteachers and authorised staff (who will usually be the SLT) 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.

12.3 If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.

12.4 Any use of force or restraint, should be recorded and signed by a witness. The parent/carer will be informed of the incident.

12.5 Staff who are likely to need to use physical intervention must be appropriately trained.

12.6 The Trust understands 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. Antibullying

13.1. 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 Trust 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 pupils involved including those who may witness the incident. All incidents will be taken seriously and consideration will be given as to whether a multi-agency approach using child protection procedures in required.

15. Health and Safety

15.1.   The Trust's Health & Safety policy for all schools, reflects the consideration we give to the protection of our children both physically within the school environment and, for example, in relation to internet use, and when away from the school when undertaking school trips and visits.

15.2.   Part of the safeguarding measure 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 side entrance into the main school building (located behind the offices), collecting them from the playground at the end of the school day. Parents are expected to inform us via the clipboard in the morning or by phoning the school and leaving a message 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.   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.

15.5.   Each school's site is secure. All staff are aware of 'hotspots' in the school where pupils have expressed anxieties or where areas of potential vulnerability may exist. There is an action plan in place to address safety in these areas.

15.6.   In the event of a student going missing during the course of the school day we will carry out immediate checks to ensure the student is not on site, staff will then make contact with the student's parents and inform the police.

16. e-Safety

16.1. All staff should be aware of their school's policy on e-Safety or Online Safety which sets out our expectations relating to:

- Creating a safer online learning 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 phones both within school and on school trips/outings
- Use of camera equipment, including camera phones
- What steps to take if you have concerns and where to go for help
- Staff use of social media as set out in the Staff Code of Conduct

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 each school's anti-bullying procedures. This includes sexting and image exchange under threat or the use of coercion.

16.3. Students, staff and parents are supported to understand the risks posed by the **CONTENT** accessed by students – their **CONDUCT** on line– and who they have **CONTACT** with in the digital world.

16.4. We have a separate mobile phone policy which sets out the acceptable use of mobile technologies by pupils whilst onsite. This includes sanctions which will be applied when these boundaries are not adhered to.

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 Code of Conduct.

17. **Sexting**

'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.

17.1 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 Trust's normal safeguarding practices and protocols. 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. This requires us to share reports of sexting with the police.

18 **Cultural Issues**

As a school we are aware of the cultural diversity of the community around them and seek to work sensitively to address the unique culture of their pupils and their families as they relate to safeguarding, in particular. 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, we 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   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 child protection processes to safeguard the pupil concerned.

18.6   Teachers in 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   In our schools 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. We recognise some students due to capacity or additional learning needs may not be able to give an informed consent and this will be dealt with under our child protection processes.

18.8   We recognise that both male and female pupils may be subject to honour-based abuse eg 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 in each school and the Forced Marriage Bureau as well as First Response.

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 some instances where there may be cultural differences of opinion on abuse. 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, the Trust 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 and Data Protection legislation.

19.2 There is a statutory requirement for our school to pass any child protection records to the student's next school. We are required to have an auditable system in place to evidence we have done so. Any transfer of records will be carried out within the bounds of confidentiality. We are also required to retain a copy of any child protection records we generate until the student reaches the age of 25 yrs. These records will be stored securely.

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 Trust 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 the Trust retains the right in the interest of safeguarding students to retain a record of concern.

19.6 We have a system for reviewing our archiving of information held and will only retain information for the agreed time span. All information will thereafter be disposed of via confidential waste management

20 Use of Photography

Schools often use photographs and film to capture achievements, monitor a child's

development and help promote successes. 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 pupils 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, each 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, there will be 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 (ie a school or uniform logo) are being shared

21 Policy Review

This Safeguarding policy was reviewed and adopted by the Board of Trustees meeting on October 3rd 2018. It will be reviewed annually by the Board of Trustees and by the Local Governing Body.

Signed ……………………………..
(Chairman of Governors)

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 who to speak to 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 (eg rape, buggery or oral sex) or non-penetrative acts (eg 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).
- 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.

Peer on Peer Abuse

If one child or young person causes harm to another this should not necessarily be dealt with as abuse. When considering if behaviour is abusive it is important to consider:

- Whether there is a significant difference in power (for example, age, size, gender) between the young people concerned; or
- Whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways. Severe harm may be caused to children by abusive and bullying behaviour of other children which may be physical, sexual or emotional and can include gender based violence/sexual assaults, sexting, teenage relationship abuse, peer on peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as 'banter' or 'part of growing up'.

In order to minimise the risk of peer on peer abuse, the Trust;

- Provides an age appropriate Life Skills programme which develops students' understanding of acceptable behaviour and keeping themselves safe.
- Has systems in place for any student to raise concerns with staff, knowing it will be listened to, believed and valued.
- Has relevant policies in place eg Behaviour Policy.

Appendix Two

Forced Marriage

The Trust are aware arranged marriages are part of the cultural practices of some of our families. Staff in Trust Schools 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 all Trust schools 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 all Trust Schools understand the need to be aware of the cultural issues affecting children at their 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

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.

Appendix Three

FGM

The Executive 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 Trust, 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. The Trust have a robust attendance policy that does not authorise holidays, extended or otherwise

2. 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 must refer the matter directly to the Police if they believe a criminal act has been committed and a child has been subject to FGM.

3. Staff are aware of the need to take timely and appropriate action in respect of concerns

4. The Trust's SLT 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. The Trust 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.

5. SLT 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 eg withdrawing form PE gym exercises etc.

6. Following further training, 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.

7. The Trust have a comprehensive PSHE and Relationship and Sex Education delivered to KS2 children with a discussion about FGM with Year 6 girls.

8. 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 eg for younger siblings, extended family members and a referral made to Social Care or the Police; schools must now report.

9. 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).

10. Staff are aware of the need to be vigilant and professionally curious and pass on any concerns to the DSL immediately.

11. 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

12. 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