

'Learn to live, live to learn'

Foxyards Primary School

Child Protection and Safeguarding Policy

Drafted by: Mrs Helen Thomas, Headteacher September 2017	Approved by:
Date to be reviewed: September 2018	

Foxyards Primary School Safeguarding Team

Chair of Governors
Governor with Responsibility for Child
Protection

Mr James Benjamin
Mrs Elaine Pick

Designated Staff

Mrs Helen Thomas

Head Teacher -Overall Responsibility
for Child Protection

Staff with Child Protection responsibilities included within their specific roles

Miss Lynne Evans
Mrs Lesley Hughes

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play in safeguarding children.

It is the moral and professional duty of all staff to follow the Foxyards Primary School Child Protection Policy and Guidelines to protect the children in their professional care from neglect and harm.

Child Protection Policy

Rationale

Children and young people have a fundamental right to be protected from harm. They have a right to expect schools to provide a safe and secure environment. It is a guiding principle of the law and child protection procedures that the protection and welfare of a child must always be the first priority. Failure to provide an effective response can have serious consequences for the child.

Safeguarding is defined as -

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances.

Foxyards Primary School is committed to safeguarding and promoting the welfare of all children and young people both within the school environment and outside. Because of our day-to-day contact with children and young people, education staff are particularly well placed to observe outward signs of abuse, changes in children's behaviour or their failure to develop. We need, therefore 'to be alert to the possibility of abuse occurring, be aware of the procedures to be followed if you have suspicions and have the confidence to follow those procedures. This policy applies to all staff, governors and volunteers working in the school.

Foxyards Primary School recognises its legal duty under s.175/157 Education Act 2002 to work with other agencies in safeguarding and promoting the welfare of children and young people and protecting them from "significant harm". The protection of our pupils from suffering or likely to suffer significant harm is the responsibility of all staff within our school, superseding any other considerations. The following documents, circulars and guidance for good practice govern child protection work at Foxyards Primary School:

- "Working Together to Safeguard Children" (2015)
- Keeping Children Safe in Education (2016)
- Dudley Safeguarding Children Board (DSCB) - Safeguarding Children Procedures
- Children Act 1989;
- Children Act 2004;

- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (October 2015);
- What do you do if you are worried a child is being abused March 2015;
- The Prevent Duty June 2015 (under section 26 of the Counter Terrorism and Security Act 2015)

Aims

Foxyards Primary School is committed to the safeguarding of all pupils in the school. Our aim is to ensure that all pupils are safe in school and that measures are put in place to support any child who is at risk of harm. Overall the policy provides information for all adults working with children to carry out their duty of care responsibly. Foxyards Primary School will provide information and training for all staff and other adults to carry out this duty of care responsibly.

Prevention

The six main elements of the policy are:

- ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children;
- raising awareness of child protection issues and equipping children with the skills needed to keep them safe;
- implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- supporting pupils who have been abused in accordance with his/her child protection plan;
- establishing a safe environment in which children can learn and develop;
- ensuring there are links with other safeguarding policies and practice, for example, physical intervention, anti-bullying, behaviour policy, attendance, medical conditions, first aid, intimate care, emergency evacuation, educational visits, sexual exploitation, sexting, disability, homophobic abuse, racism, domestic abuse, female genital mutilation, radicalisation and extremism.
(Further guidance on these issues is available on the DSCB website)

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help prevention. The school will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to;
- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;

- include in the curriculum, activities and opportunities which equip children with the skills they need to stay safe from harm.

Procedures

Foxyards Primary School will ensure that all staff follow the procedures set out by the Dudley Safeguarding Children Board and take account of guidance issued by the Department for Education (DfE) to:

- ensure we have a designated safeguarding lead for child protection who has received appropriate training and support for this role.

**THE DESIGNATED SAFEGUARDING LEAD FOR FOXYARDS PRIMARY SCHOOL IS MRS HELEN THOMAS
THE DEPUTY LEADERS ARE MRS LESLEY HUGHES AND MISS LYNNE EVANS**

(Child Protection issues can be very difficult to spot. If in doubt, it is always best to inform the relevant person, and allow them to make the decision about what further action is necessary. **If in doubt ask**).

- ensure we have a nominated governor responsible for child protection.
The designated Governor for Child Protection is Mrs Elaine Pick
- ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated safeguarding lead responsible for child protection and their role;
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated safeguarding lead responsible for child protection;
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus. Parents should be made aware of the policies and procedures;
- ensure that parents are aware that this policy is available on request, and make the policy available on the school website;
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection meetings;
- develop links with other agencies that support the child, such as Child and Adolescent Mental Health Service, Education Investigation and Education Psychology Service;
- keep written records of concerns about children (noting date, event and action taken), even where there is no need to refer the matter to Social Services and other relevant agencies immediately;
- ensure all records are kept securely, separate from the main pupil file, and in locked locations;

- ensure that if a child who has a child protection plan leaves, their information is transferred to the new school immediately and Social Care is informed;
- ensure that all staff are aware of what to do if there are concerns around a child. A copy of the interagency referral form that must be completed when making a referral can be accessed from the DSCB web

Role and Responsibilities of Designated Safeguarding Lead

The Designated Safeguarding lead has responsibility and management oversight and accountability for child protection, along with the Head Teacher.

When the school has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken and should advise the Head Teacher.

Child protection information will be dealt with in a confidential manner.

Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family.

A written record will be made of what information has been shared with whom, and when.

Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.

Access to these records by staff other than by the Designated Safeguarding Lead will be restricted.

Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.

Do not disclose to a parent any information held on a child if this would put the child at risk of significant harm.

If a pupil moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.

If sending by post pupil records will be sent by "Special/Recorded Delivery" or hand delivered. For audit purposes a note of all pupil records transferred will be kept in the Pupil Transfer Procedure Records file located in the main office, received records will be kept in pupils individual files, located in the Safeguarding office.

If a pupil is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation. When a Designated Safeguarding Leader resigns their post or no longer has child protection responsibility, there should be a full face-to-face handover/exchange of information with the new post holder.

Early Help

Early Help is for families who don't meet the Child protection thresholds but do need additional support from other agencies to ensure their child/ren are safeguarded at all times. If a family requires Early Help intervention this would be led by the school or associated children centres.

Staff support

We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and seek further support as appropriate.

Roles and Responsibility of Governors and Governing Bodies

It is the responsibility of governing bodies to ensure that they comply with their duties under legislation. They must have regard to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times.

The statutory guidance, *Keeping Children Safe in Education* places statutory requirements on all governing bodies. Governing bodies must make sure that their school has policies and procedures in place and take into account any guidance issued by the Secretary of State, any LA guidance and locally agreed inter-agency procedures.

Safer Recruitment and Employment Practices

Foxyards Primary School has created a culture of safe recruitment, and has adopted the Local Authority policy on recruitment procedures. Foxyards Primary School will follow the 'Safer Recruitment' processes for all appointments, which will include the following:

- declaration of our statement of commitment and the intent to undertake a DBS check in the advertisement;

Our statement of Commitment

"Foxyards Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to

share this commitment. All posts are subject to Enhanced DBS Clearance, Qualification and ID Checks."

- ensuring that at least one member of the interview panel has attended DSCB Safer Recruitment Training;
- ensuring that references are gained before interview;
- ensuring that a safeguarding question is included in the interview;
- ensuring that any gaps in employment are explored at interview;
- undertake a DBS check* at the relevant level to the position.

(*An enhanced DBS check with barred list information will be appropriate for all staff as the majority of staff will be engaging in 'regulated activity'.)

If the school has reason to believe that an individual is barred, it commits an offence if it allows the individual to carry out any form of regulated activity. There are penalties of up to five years in prison if a barred individual is convicted of attempting to engage in such work.

All new appointments will have their identity verified from a current photographic ID and proof of address to obtain an enhanced DBS check with barred list information. The school will always ask for written information about previous employment history and check that the information is complete.

The school does not have the power to request DBS checks for visitors (for example children's relatives visiting a sports day) in these occasions the Head Teacher will use their professional judgment on how best to supervise these occasions.

Allegations Against Staff

This is not the responsibility of the Designated Safeguarding Lead.

Foxyards Primary school will follow the "Managing Allegations Against Staff or Volunteers' (DSCB Procedures).

The Head Teacher will deal with allegations made against school staff. All staff have access to the counselling service within Dudley Council. If any concerns or allegations are made against members of staff, in the first instance these should be discussed with the Designated Officer for Managing Allegations (DO) or duty Independent Reviewing Officer. It is useful at this stage to also provide full names of the member of staff and child involved in the allegation, their dates of birth, addresses and details of any previous concerns, as this will avoid delay. All allegations against people who work with children will be passed on to the Designated Officer (Managing Allegations) in accordance with the Working Together to

Safeguard Children (2015) and the DSCB Safeguarding Children Procedures.

A Managing Allegations Referral form will need to be completed.

In the event of the allegation being made against the Head Teacher, the Chair of Governors is to be notified. If an allegation is made against any governor, including the Chair of Governors, the Head Teacher will contact the LA appointed Designated Officer.

- if any allegation is made a quick resolution should be a clear priority. Any unnecessary delays should be eradicated;
- in response to an allegation all other options should be considered before suspending a member of staff;
- allegations that are found to be malicious should be removed from the personnel records;
- pupils that are found to have made malicious allegations are likely to have breached school behaviour policies; the school should therefore consider the appropriate sanction;
- we as the employer have a duty of care to all staff; support for the individual is the key to fulfilling this duty;
- when an allegation is made it is extremely important that every effort is made to maintain confidentiality;
- after any allegations of abuse have been made, the outcome will be categorised as either; substantiated, malicious, false, unsubstantiated or unfounded.

In addition to this Foxyards Primary School will have routine systems for continually monitoring the performance of staff ensuring compliance with both child protection procedures and the code of good practice. All staff within Foxyards Primary will adhere to the *Guidance for Safer Working Practice for those working with Children and Young People in Educational Settings* (Oct 2015). This covers a wide range of issues around staff conduct.

If staff have concerns about a fellow colleague, they should follow the Whistle Blowing Procedures or call the NSPCC whistle-blowing helpline number 0800 028 0285.

Referral to Disclosure and Barring Services (DBS)

Any employee who is dismissed or resigns due to a child protection case will be referred to the DBS, who will consider the future risk and harm the individual possesses to vulnerable groups including children.

The Single Central Record must be in place and include all the areas covered in *Keeping Children Safe in Education* (September 2016). Further advice can be sought from HR.

Information Sharing, Confidentiality and Record Keeping

Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of Child Protection. Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and disseminated on a need to know basis only.

Advice should be sought from the Social Care Team, who should approach the alleged abuser (or parents if the alleged abuser is a child).

Information will be stored in a secure place with restricted access to designated people and be maintained in line with data protection laws (e.g. that information is accurate, regularly updated, relevant and secure).

If a child who is subject to a child protection plan leaves, their information will be forwarded to the Designated Safeguarding Lead at the new school, in line with the government guidance on the transfer of such records. (See page 4 Role of Designated Safeguarding Lead)

Involving Parents/Carers

In general, we will discuss any child protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the Designated Safeguarding Lead. However there may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents/carers will be informed about our Child Protection Policy through the website.

The Curriculum

Child Protection and wider child safety issues will be addressed through the curriculum as appropriate, especially in Personal, Social and Health Education (PSHE), Information and Communication Technology (ICT), Citizenship and Sex and Relationships Education.

Other areas of our work

All our policies which address issues of power and potential harm, for example bullying, equal opportunities, Physical handling, positive behaviour, will be linked to ensure a whole school approach.

Our Child Protection policy cannot be separated from the general ethos of the school, which should ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Training and Development

Foxyards Primary School will ensure that:

- all staff are kept up to date with Child Protection issues by formal training taking place regularly (at least every three years). This includes online courses, external training and in-house training;
- clear reminders of all procedures will be given out to all staff in the Inset session at the start of every academic year, with frequent reminders at appropriate meetings/training events;
- the designated Safeguarding Lead/s will take part in regular formal training sessions (Advanced level training at least every two years);
- all policies and procedures will follow DFE guidance on Child Protection issues;
- governors will be kept informed about procedures through the Child Protection Link Governor;
- good monitoring takes place of pupils identified as at risk;
- the ST works closely with outside agencies to share information and co-ordinate support for the pupil.

According to 'Keeping Children Safe in Education' (Sept 2016), the Head Teacher and all other staff who work with children will undertake training to equip them to carry out their responsibilities for Child Protection effectively. This will be kept up to date by refresher training at regular intervals for all staff.

Virtual School Heads

Foxyards is committed in working with the Virtual school Head and supporting the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

Children with Special Educational Needs and Disabilities

Foxyards is committed to working with children with special educational needs (SEN) and disabilities who often face additional safeguarding challenges. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwards showing any signs:

- *Communication barriers and difficulties in overcoming these barriers.*

Definitions and Indicators of Abuse

There are four types of child abuse. They are defined in the UK Government guidance Keeping Children Safe in Education; statutory guidance for schools and colleges, July 2015 as follows:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse
4. Neglect

Physical Abuse

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

Emotional Abuse

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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a

child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

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

Provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Significant Harm

"Significant Harm is any Physical, Sexual or Emotional Abuse, Neglect, accident or injury that is sufficiently serious to adversely affect progress and enjoyment of life. Harm is defined as the ill treatment or impairment of health and development."

Signs of Abuse

Recognising child abuse is not easy. It is every staff member's responsibility to be alert to whether or not child abuse has taken place or if a child is at significant risk of harm from someone. The following information should help to recognise the signs of possible abuse.

The physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body;
- multiple bruises - in clusters, often on the upper arm, outside of the thigh;
- cigarette burns;
- human bite marks;
- broken bones;
- scalds, with upward splash marks;
- multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation;
- aggressive behaviour or severe temper outbursts;
- flinching when approached or touched;
- reluctance to get changed, for example in hot weather;
- depression;
- withdrawn behaviour;
- running away from home.

Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking;
- being unable to play;
- fear of making mistakes;
- sudden speech disorders;
- self-harm;
- fear of parent being approached regarding their behaviour.

Domestic Abuse

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over, who are or have

been intimate partners or family members, regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

Psychological, Physical, Sexual, Financial and Emotional

Controlling behaviour is: A range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: An act or pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim.

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. School procedure for reporting a concern should be followed. Designated Teacher to attend Local Authority training every two years and keep staff fully updated.

Preventing Radicalisation

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

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may

contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard must have regard to statutory guidance issued under section 29 of the CTSA 2015 ("the Prevent guidance"). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). This duty is known as the **Prevent duty**.

- School will assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools child protection procedures will be followed for protecting children at risk of radicalisation.

Governing body will ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).

Necessary training will occur to ensure all staff, including the Designated Safeguarding Lead are able to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

School will ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

Peer-on-peer abuse

Staff should recognise that children are capable of abusing their peers. Allegations of peer on peer abuse will be investigated and dealt with following our child protection policy. Peer on peer abuse can take, make clear that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". It should be clear as to how victims of peer on peer abuse will be supported. Peer on peer abuse can manifest itself in many ways including sexting. School will minimise the likelihood of this happening through our curriculum.

'honour based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

Actions

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see following section).

FGM mandatory reporting duty

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

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at-

[Mandatory reporting of female genital mutilation procedural information](#)

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty:

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmufco.gov.uk.

Sexting

Electronic forms of communication have developed rapidly in recent years and the vast majority of children have access to a computer and or mobile phone. Children are frequently exposed to internet abuse including sexual abuse and bullying by phone is on the increase. Any child thought to be the victim of such abuse should therefore be regarded as in need of protection.

Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on its own website www.nspcc.org.uk. Schools can also access DSCB guidance on the issues listed below via the website

http://www.proceduresonline.com/dudley/scb/chapters/full_contents.html#guides

Responding to Abuse and Neglect

Referrals

Assessment

Child Protection Enquiries (Section 47 Enquiries)

Child Protection Conferences

Child Protection Plans

Children and Families Moving Across Local Authority Boundaries

Allegations Against Staff or Volunteers

Organised and Complex Abuse

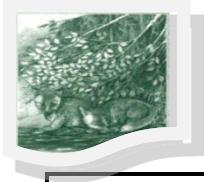
Information Sharing

Implementation, Review and Monitoring

Implementation will take place by ensuring this policy is discussed at the governors meeting and ensuring all staff are made aware of its existence.

This Policy will be monitored and reviewed on an annual basis and has been ratified by the Governing Body

A copy of this Policy is also available on the School website



FOXYARDS PRIMARY SCHOOL

Child Protection Concern Report Form

Child's Name :

Child's DOB :

Male/Female :

Ethnic Origin :

Disability Y/N :

Religion :

Date and time of concern :

Your account of the concern :

(what was said, observed, reported and by whom)

Additional information :

(your opinion, context of concern/disclosure)

Your response :

(what did you do/say following the concern)

Your name :

Your signature :

Your position in school :

Date and time of this recording :

Action and response of DSP/Headteacher

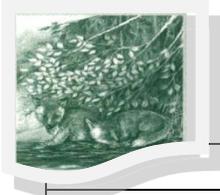
Name:

Date:.....

Appendix 2

FOXYARDS PRIMARY SCHOOL

Child Concern Report Form



Record Sheet: Responding to Concerns

Name of Child:

DOB:

Position in the Family:

Address:

Observation/Area of Concern -

Academic/Welfare/Social/Attendance/Emotional/Behaviour

Person Consulted in School:

Date:

Time:

Further Action - see overleaf

Action taken by school: (eg Parents consulted, EWO, Family Liasion, Social Worker, CP referral form, School Nurse, Health Visitor)

Action taken by External Agencies:

Future Action (eg meetings with persons concerned)

Date:

Time:

Venue:

People invited to Attend: