



## Safeguarding Policy

### **Named personnel with designated responsibility for Child Protection**

Academic year	Designated Safeguarding Lead	Designated Teacher of LAC	Nominated Safeguarding & LAC Governor	Chair of Governors
2020-21	D Cooksey C Thorson R Dawson	C Thorson	Roger Butterfield	Gareth Logan

## CONTENTS

Introduction

### **1. Roles and Responsibilities:**

Governing Body

Headteacher

Designated Senior Person

All Staff and Volunteers

### **2. Identifying Children who are suffering or likely to suffer Significant Harm**

### **3. Taking Action to Ensure that Children are Safe at School and at Home**

## Safeguarding Appendices:

- A. Allegations regarding person(s) working in or on behalf of school provision (including volunteers)
- B. Confidentiality
- C. Contacts
- D. Curriculum
- E. Curriculum resources
- F. Early Years
- G. Partnership with Parents/Carers
- H. Partnerships with other agencies
- I. PREVENT
- J. Pupil Information
- K. Related School Safeguarding Policies
- L. Safer Recruitment and Selection
- M. Safer Working Practice
- N. School Training and Staff Induction
- O. Support and Advice for Staff
- P. Definitions

## INTRODUCTION

The policy is in response to: Sections 175 and 157 of the Education Act 2002, implemented June 2004

and:

- *Working Together To Safeguard Children* HM Government July 2018
- *Keeping Children Safe in Education (KCSiE)* DfE Sept 2020
- 'Teaching online safety in school' DfE guidance June 2019
- School's duty under the Children Act 2004, to co-operate with other organisations and agencies.
- *What To Do If You Are Worried A Child is Being Abused* 2015
- *The Prevent Duty* 2015
- Recommendations from national and local Serious Case Reviews
- The Equality Act 2010
- Statutory Framework for the *Early Years Foundation Stage* – Section 3 (*The Safeguarding*

**This policy applies to all adults, including volunteers, working in or on behalf of the school.**

1. *Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children.*
2. *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 order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.*
3. *No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.*
4. *Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:*
  - *protecting children from maltreatment*
  - *preventing impairment of children's mental and physical health or development*
  - *ensuring that children grow up in circumstances consistent with the provision of safe and effective care*
  - *taking action to enable all children to have the best outcomes"*

(Keeping Children Safe in Education (KCSiE) DfE Sept 2020)

Safeguarding includes the establishment and implementation of procedures to protect children from deliberate harm; however, safeguarding also encompasses all aspects of pupils' health, safety and well-being.

Links to other school policies - Positive Behaviour, Equality and Diversity, Health and Safety, E-Safety, SEND, Relationships, Medical, Anti-bullying and Data Protection including GDPR.

Thorpe Primary School is committed to ensuring the welfare and safety of all children in school and we expect everyone who works in our school to share our commitment. We aim to create an ethos where children and parents/carers feel valued, listened to and understood. Children are made aware that their safety is important. We will always take a considered and sensitive approach in order that we can support all of our pupils. The school considers the risks and issues in the wider community when considering the well-being and safety of its pupils.

The school will, in most circumstances, endeavour to discuss all concerns with parents about their child/ren. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's safeguarding policy is available publicly.

## 1. Roles and Responsibilities

### The Governing Body will ensure that:

- The school complies with the Local Authority's arrangements to promote co-operation between itself, the school and relevant partners and organisations who are engaged in activities relating to children.
- There is a clear accountability for the commissioning and / or provision of services designed to safeguard and promote the welfare of children.
- There is a nominated governor to take responsibility for the school's safeguarding arrangements.
- The school has a child protection/safeguarding policy and procedures in place which are provided to and read by all staff – including temporary staff and volunteers – on induction. These are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by BSCB, are updated annually, and available publicly via the school website.
- All staff read at least Part One and Annex A of DfE Statutory Guidance *Keeping Children Safe in Education* September 2020.
- All staff undertake appropriate child protection training which is recorded in the training file.
- At least one member of the school's leadership team is designated to take lead responsibility for child protection (Designated Safeguarding Lead). This is explicit in the DSL's job description (Annex B KCSiE 2020. Currently there are also two other members of the leadership team who are also DSLs.
- The DSL has the appropriate authority and the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.
- A designated teacher is appointed to promote the educational achievement of children who are looked after and that this person has appropriate training.
- The school has a staff behaviour policy (code of conduct) which includes information about staff/pupil relationships and communications including the use of social media. This is provided to all staff – including temporary staff and volunteers – on induction.
- At least one person on any appointment panel has undertaken safer recruitment training.

- The school operates safe recruitment procedures and makes sure that it adheres to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensures volunteers are appropriately supervised.
- The school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- A governor, usually the chair, is nominated to liaise with the LADO and/or partner agencies in the event of allegations of abuse being made against the head teacher.
- There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
- The school considers how children may be taught about safeguarding, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social and health education (PSHE), and/or through sex and relationships education (SRE).
- There are procedures in place to handle allegations that a child has harmed another child.
- The school has due regard in particular to the duty to prevent people from being drawn into terrorism; to report known cases of female genital mutilation and to follow procedures when a child goes missing from education.
- Where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- There is an annual review of policies and procedures and the school annually completes Bradford's Safeguarding audit.
- Without delay, any deficiencies or weaknesses regarding child protection arrangements are remedied.

#### **The Headteacher will ensure that:**

- The policies and procedures adopted by the Governing Body particularly concerning referrals of cases of suspected abuse and neglect, are fully implemented and followed by all staff.
- There is liaison with the LA and/or partner agencies in the event of allegations of abuse being made against a member of staff or volunteer.
- All staff are provided with the school's safeguarding policy and informed of school's child protection arrangements on induction.
- Appropriate child protection training has been received which is regularly updated.

#### **The Senior Member of Staff with Designated Responsibility for Child Protection (this person is referred to in DfE guidance as the Designated Safeguarding Lead) will:**

- Ensure that there is always cover for this role including arrangements during school holidays.

#### **Managing referrals**

The DSL will:

- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Raise awareness of safeguarding and child protection amongst staff and parents.
- Ensure that records of concerns are kept, even if there is no immediate need for referral.
- Be aware of pupils who have a social worker.

- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school leadership staff.
- Refer all cases of suspected abuse to the local authority children's social care.
- Liaise with the Headteacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

## **Training**

The DSL will receive appropriate refresher training in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how the local authority conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's safeguarding policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant training courses. Read additional case studies on specific forms of abuse such as FGM and CSE.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

## **Raising Awareness**

In order to ensure the school or college's policies are known and used appropriately, the DSL will:

- Ensure the school's policy is reviewed annually and the procedures and implementation are updated and reviewed regularly.
- Ensure the safeguarding policy is available publicly and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Where a child leaves the school ensure that children's files are transferred to the new school as soon as possible. These should be transferred separately from the main pupil file, ensuring secure transit and obtaining confirmation of receipt.
- Ensure that CP records are retained until the young person's 25<sup>th</sup> birthday if the school is the final school.

- Ensure that, if a child goes missing or leaves to be educated at home, the child's file is forwarded to the relevant Bradford Safeguarding department.
- Ensure that the key worker in Prevention Service or Children's Social Care is informed when the child leaves the school.

**All staff and volunteers will:**

- Read at least Part one and Annex A of *Keeping Children Safe in Education* September 2020 and, in particular, will:
  1. Have due regard to the duty to prevent people from being drawn into terrorism; report known cases of female genital mutilation (ref. *KCSiE* 2020 pages 11 & 88) and follow procedures when a child goes missing from education. Children Missing in Education <https://www.gov.uk/government/publications/children-missing-in-education>
  2. Where there are concerns about another staff member, refer these concerns to the Headteacher.
  3. Where there are concerns about the Headteacher, refer these concerns to the Chair of Governors.
  4. Raise concerns about poor or unsafe practices in the school via whistleblowing procedures.
- Be aware of policies and systems within the school which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's Safeguarding policy, Behaviour policy, E-safety policy, Anti-bullying policy, Equality policy and Data Protection policy, the school's staff behaviour policy (sometimes called a code of conduct); and the identity and role of the DSLs.
- Receive appropriate training which is regularly updated including training on specific forms of abuse such as FGM.
- Be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
- Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help- or protection.
- Be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue with the DSL.
- Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL making a Prevent referral.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- Where there are concerns about a child, raise these with the DSL.
- Understand that, whilst anyone can make a referral to Children and Families' Service, the correct school procedure is to report their concerns to the DSL in the first instance.
- In exceptional circumstances, such as in an emergency or a genuine concern that action has not been taken, speak directly to Children's Social Care.

## 2. IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO ARE SUFFERING OR LIKELY TO SUFFER SIGNIFICANT HARM

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents, carers and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

At Thorpe Primary School], we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.

This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support pupils who have a social worker.

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be 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 outwardly showing any signs; and
- difficulties may arise in overcoming communication barriers.

### Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18<sup>th</sup> birthday.

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

**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 include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say and how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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 the 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.

In case of 'sexting', we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017; 'Sexting in schools and colleges, responding to incidents and safeguarding young people.'

**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)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment

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

### **Bullying**

In child abuse cases it is important to recognise that it is not always an adult who abuses a child or young person. For example, in the case of bullying the abuser may be another child or young person. Bullying is defined as '*The conscious desire to hurt, threaten, frighten or make someone feel uncomfortable over a period of time, where it is difficult for those being bullied to defend themselves*'.

Bullying behaviour can take a variety of forms including;

- Emotional: Being unfriendly, excluding and tormenting;
- Physical: Pushing, punching, kicking and any other violence;
- Racist: Taunts, graffiti and gestures;
- Sexual: Unsolicited contact or sexually abusive comments;
- Disability: Picking on people because of their physical or mental disabilities or those children and young people with special educational needs;
- Homophobic: Putting individuals down because of their sexuality;
- Verbal: Teasing, name calling, spreading rumours;
- Cyber: e-mail, internet chat rooms, console gaming;
- Mobile phone: Threats by text message and calls;
- Other technology: mobile phone cameras, cameras and videos.

The school's Anti-bullying Policy covers more detailed information about the school's approach to bullying and should be referred to if bullying is suspected.

### **Internet**

Children and Young people on work experience or others participating in one of our clubs may need supervised access to the internet. At the school there is a block through the Internet provider on inappropriate websites and chat rooms. There are systems in place for monitoring usage of the internet and all employees have log in passwords, which can easily be traced.

The school's E-safety policy contains more detailed information.

## **3. TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME**

All staff and volunteers follow the school and local authority's Safeguarding Procedures and Guidance which are consistent with '*Keeping Children Safe in Education*' September 2020; '*Working Together to Safeguard Children*' July 2018 and '*What To Do If You Are Worried A Child is Being Abused*' March 2015

It is **not** the responsibility of the school staff to investigate or determine the truth of any disclosure or allegation of abuse or neglect. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns indicating possible abuse or neglect will be recorded and discussed with the designated senior person with responsibility for child protection (or in his/her absence with the person who deputises) prior to any discussion with parents.

## **a) Staff must immediately report:**

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. significant changes in behaviour, worrying drawings or play).
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
- Any concerns that a child is presenting signs or symptoms of abuse or neglect.
- Any significant changes in a child's presentation, including non-attendance.
- Any hint or disclosure of abuse or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people.
- Any concerns regarding person(s) who may pose a risk to children (e.g. staff in school or person living in a household with children present) including inappropriate behaviour e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

## **b) Responding to Disclosure**

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Any child with communication difficulties will be able to speak to a member of staff who has the appropriate skills.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated senior person and make a contemporaneous record.

## **c) Principles**

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated senior person in order that s/he can make an informed decision of what to do next.

Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm
- Try to ensure that the child disclosing does not have to speak to another member of school staff

- Clarify the information
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- Not ask leading questions
- Try not to show signs of shock, horror or surprise
- Not express feelings or judgements regarding any person alleged to have harmed the child
- Explain sensitively to the child that they have a responsibility to refer the information to the senior designated lead
- Reassure and support the child as far as possible
- Explain that only those who 'need to know' will be told
- Explain what will happen next

#### **d) Action by the Designated Safeguarding Lead**

The following actions will be taken where there are concerns about significant harm to **any child, including where there is already an open case to Children's Social Care**, (e.g. Looked after Child)

Following any information raising concern, the Designated Safeguarding Person will consider:

- Any urgent medical needs of the child.
- Whether to make an enquiry to establish if the child is or has been subject of a Child Protection Plan.
- Discussing the matter with other agencies involved with the family.
- Consulting with appropriate persons/services e.g. Children's Social Care.
- The child's wishes and any fears or concerns s/he may have.

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.

**OR**

- Not to make a referral at this stage
- If further monitoring is necessary
- If it would be appropriate to undertake an assessment and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Children's Social Care will be accompanied by a standard referral form.

## **e) Action following a child protection referral**

It is the responsibility of all staff to safeguard children. It is the role of the DSL (or appropriately trained Deputy DSL.) to attend multi-agency meetings and provide reports for these. Other staff in school, however, may be asked to contribute.

The Designated Safeguarding lead will:

- Make regular contact with Children's Social Care
- Contribute to the Strategy Discussion and all assessments
- Provide a report for, attend and contribute to any subsequent Child Protection Conference
- If the child has a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- Where possible, share all reports with parents prior to meetings
- Where there is significant information in respect of a child subject to a Child Protection Plan, **immediately** inform the key worker or his/her manager in Children's Social Care e.g. any significant changes or concerns, departures from the CP plan, child moves/goes missing,/is removed from school or fails to attend school.

## **f) Recording and monitoring**

**School will record:**

- Information about the child : name (aka) address, d.o.b., those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from school, any court orders, if a child is or has been subject to a CP Plan
- Key contacts in other agencies including GP details
- Any disclosures/accounts from child or others, including parents (and keep original notes)
- Significant contacts with carers/other agencies/professionals
- All concerns, discussions, decisions, agreements made and actions taken (dated, timed and signed, to include the name and agency/title of the person responsible/ spoken to), the plan to protect the child and arrangements for monitoring/review

**All records should be objective and include:**

- Statements, facts and observable things (what was seen/heard)
- Diagram indicating position, size and colour of any injuries (not photograph)
- Words child uses, (not translated into 'proper' words)
- Non-verbal behaviours

Information is submitted onto a secure online system, CPOMs. Any paper copies of C.P. documents will be retained in a 'Child Protection' file, separate from the child's main file, locked away and only accessible to the Headteacher and Designated Safeguarding Lead. CP paperwork will be transferred as soon as possible to any school or setting a child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Safeguarding Lead Child Protection.' The file will be transferred separately from the main pupil file, ensuring secure transit and obtaining confirmation of receipt. Information held on CPOMs will be transferred to the new any new school or setting a child moves to. The final school will retain the C.P. file until the child's 25<sup>th</sup> birthday.

When sharing confidential information about a member of staff or pupil, the school has regard to its responsibilities under the Data Protection Act (DPA) 2018 , General Data Protection Regulation (GDPR) 2018, and where relevant, the Education (Pupil Information) (England) Regulations 2005 and the Freedom of Information Act 2000.

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to Bradford's Safeguarding department.

### **School will monitor:**

### **Any cause for concern including where there could be serious child welfare concerns:**

- Injuries/marks
- Attendance
- Changes e.g. mood/ academic functioning
- Relationships
- Language
- Behaviour
- Demeanour and appearance
- Statements, comments
- Medicals
- Stories, 'news', drawings
- Response to P.E./Sport
- Family circumstances
- Parental behaviour/ care of child

**The DSL will review all monitoring arrangements in the timescale and manner determined by circumstances, recorded and clearly understood by all concerned.**

## **g) Supporting the Child and Partnership with Parents/Carers**

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents and carers.
- Whilst we may, on occasion, need to make referrals without consultation with parents/carers, we will make every effort to maintain a positive and supportive working relationship with them whilst fulfilling our duties to protect any child.
- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why.
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the children.

## **SAFEGUARDING APPENDICES**

## A. Allegations regarding person(s) working in or on behalf of school provision (including volunteers)

At Thorpe, we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Where an allegation is made against any person working in or on behalf of the school (including where that person is no longer working in or on behalf of the school and/or the allegation is historical) that he or she has:

- a. behaved in a way that has harmed a child or may have harmed a child
- b. possibly committed a criminal offence against or related to a child or
- c. behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children
- d. behaved or may have behaved in a way that indicates they may not be suitable to work with children.

School will apply the same principles as in the rest of this document. Any concerns about the conduct of other adults in the school will be taken to one of the DSLs.

School will always follow the local authority's procedures and the DfE's Guidance '*Keeping Children Safe in Education*' September 2020.

Detailed and accurate records will be made to include decisions, actions taken, and reasons for these. Records of all incidents and concerns about staff will be kept in order that historical patterns can be detected. All records will be retained securely. Whilst we acknowledge such allegations, (as all others), may be false, malicious or displaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

### Initial Action

- The person who has received an allegation or witnessed an event **MUST** immediately inform the Headteacher and make a record and have regard to the school's whistleblowing procedure.
- In the event that an allegation is made against the Headteacher the matter will be reported to the Chair of Governors who will proceed as the 'Headteacher'.
- The Headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs.
- The member of staff will not be approached at this stage unless it is necessary to address the **immediate** safety of children.
- The Headteacher may need to clarify any information regarding the allegation, however no person will be formally interviewed or asked to write a formal statement at this stage.
- The Headteacher will consult with the Local Authority Designated Officer LADO in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation.
- Consideration will be given throughout to the support and information needs of pupils, parents and staff.
- The Headteacher will inform the Chair of Governors of any allegation.

## B. Confidentiality

School has regard to DfE guidance on Information Sharing @

“Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child’s safety and welfare must be the overriding consideration. “

School ensures the child’s wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback. School ensures that staff members do not promise confidentiality to the child and always act in the interests of the child.

‘The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe.’ (KCSiE 2020 para.85)

## C. Contacts

Bradford’s Children’s Social Care Initial Contact – **01274 437500**

Bradford’s Early Help Gateway on - **01274 432121**

If you have reason to believe that a child is at **IMMEDIATE RISK OF HARM**, contact the police on **999**

For all general enquiries, please contact Children's Specialist Services on **01274 435600**

## D. Curriculum

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable, how they can keep themselves safe and how to complain. All pupils know that we have Designated Safeguarding Leads with responsibility for child protection and know who this is. Children are taught to recognise when they are at risk and how to get help when they need it. We inform them of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

The school is committed to ensuring there are opportunities in the school curriculum, for example through the Personal, Social, Health Education (PSHE) curriculum, Relationships education and by providing an age-related, comprehensive curriculum, for pupils to be taught about aspects of safeguarding in order to develop the knowledge and skills they need to recognise and stay safe from abuse, including on-line safety. We do this by:

- developing healthy relationships and awareness of domestic abuse, bullying and abuse
- recognising and managing risks including online, sexual exploitation and running away
- enabling pupils to become safe and responsible users of new technologies and the impact of new technologies on sexual behaviour, for example sexting
- enabling pupils to develop knowledge, skills and attitudes consistent with the promotion of fundamental British values
- recognising how pressure from others can affect their behaviour, including the risks of radicalisation to extremist behaviour
- ensuring pupils have the opportunity to discuss controversial issues and develop tolerance and respect for others

- raising awareness of female genital mutilation and forced marriage
- making available appropriate local and online advice

Additional aspects of safeguarding included in the curriculum are risks associated with:

- substance misuse
- knives and gangs
- water, fire, roads and railways

The school recognises the statutory duty, since April 2014, to publish information about the content of our PSHE curriculum on our school website.

From Summer 2021 Relationships Education and Health Education will be mandatory.

The school recognises the importance of using age appropriate curriculum resources and ensuring that there is a safe climate for learning which includes the setting of ground rules.

Training needs of staff are regularly reviewed to ensure that staff who are delivering safeguarding aspects of PSHE or on-line safety have the appropriate knowledge and skills.

The school monitors and evaluates the impact of the safeguarding taught curriculum provision through our school based monitoring and evaluation processes which include lesson observation, work scrutiny, feedback from pupils, staff and parents/carers.

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems.

Children are taught how to stay safe online whilst at home using the acronym 'SMART' (**S**tay safe, don't **M**eeet up, **A**ccepting files, **R**eliable, **T**ell someone). This is reinforced with a display in the Computing Suite, in annual assemblies, and through sessions delivered by PCSOs.

Examples of curriculum/teaching resources – please see Appendix E

The following Information is made available to pupils throughout school - Childline posters

School's arrangements for consulting with and listening to pupils are:- *School Council, assemblies, PSHE sessions, class discussions, sessions with the Pastoral Manager.*

## E. Curriculum resources

Domestic abuse	<p>Expect Respect Educational Toolkit designed to help schools to address the issue of domestic abuse from KS1-5 <a href="http://www.womensaid.org.uk">www.womensaid.org.uk</a></p> <p>A website to help children and young people understand domestic abuse (KS2-5) <a href="http://www.thehideout.org.uk">www.thehideout.org.uk</a></p> <p>Independent domestic abuse service provides a range of information for staff and young people. <a href="http://www.idas.org.uk">www.idas.org.uk</a></p>
On-line safety	<p>Adventures of Smartie the penguin for EYFS and KS1 and Smart rules with Kara, Winston and the Smart Crew for KS2 <a href="http://kidsmart.org.uk">http://kidsmart.org.uk</a></p> <p>Think u know has a range of supporting resources for KS1-5 <a href="http://www.thinkuknow.co.uk/">http://www.thinkuknow.co.uk/</a> (It also has a section for parents/carers)</p> <p>On-line safety resources for young people, teachers and professionals,</p>

	parents and carers <a href="http://www.childnet-int.org">www.childnet-int.org</a> .
Substance Misuse	The PSHE Association provides a comprehensive scheme of work for primary drugs and alcohol education and contains lesson plans, teaching materials and guidance documents for teachers of years 1-6. <a href="http://www.pshe-association.org.uk/curriculum-and-resources/resources/teaching-drug-and-alcohol-education-confidence">www.pshe-association.org.uk/curriculum-and-resources/resources/teaching-drug-and-alcohol-education-confidence</a>
Bullying	DfE anti bullying guidance including advice on cyber bullying <a href="https://www.gov.uk/government/publications/preventing-and-tackling-bullying">https://www.gov.uk/government/publications/preventing-and-tackling-bullying</a>  The Anti-bullying Alliance: with access to lots of resources to support anti-bullying work in schools, both at strategic and curriculum delivery levels <a href="http://www.anti-bullyingalliance.org">www.anti-bullyingalliance.org</a>  Childline (KS2-5) <a href="http://www.childline.org.uk">www.childline.org.uk</a>  'Lets Fight it Together '(Cyberbullying DVD) KS2-3 <a href="http://www.youtube.com/watch?v=dubA2vhllrg">http://www.youtube.com/watch?v=dubA2vhllrg</a>  Kidscape <a href="http://www.kidscape.org.uk/">www.kidscape.org.uk/</a> (KS1-4) Cyberbullying <a href="http://www.kidscape.org.uk/cyberbullying/">www.kidscape.org.uk/cyberbullying/</a>  Childnet <a href="http://www.childnet.com">www.childnet.com</a> (KS1-4)  BeatBullying <a href="http://www.beatbullying.org">www.beatbullying.org</a> (KS1-4)

## F. Early Years

The Statutory Framework for the Early Years Foundation Stage does not require schools to have separate policies to cover EYFS requirements provided these requirements are already met through our existing policies. However school does ensure that it follows the safeguarding and welfare requirements stated in section 3 of the framework.

## G. Partnership with Parents/Carers

Thorpe Primary school shares a purpose with parents and carers to keep children safe from harm and to have their welfare promoted.

We are committed to working with parents/carers positively, openly and honestly. We ensure that they are treated with respect, dignity and courtesy. We respect parents'/carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

School will share with parents/carers any concerns we may have about their child unless to do so may place a child at risk of harm (see Section 3: 3 Action by Designated Safeguarding Lead)  
We encourage parents and carers to discuss any concerns they may have with the Class teacher and/or Headteacher.

This policy is available publicly and parents can access it on the school's website.

## H. Partnerships with other agencies

The school recognises that it is essential to establish positive and effective working relationships with other agencies (*Education social workers, Prevention Service, Children's specialist service, Police, Health, NSPCC, and ChildLine's Schools' Service.*)

School complies with the requirement under the Children Act 2004 to co-operate with other organisations and agencies in activities relating to children.

## **I. PREVENT**

In order to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. 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 harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Schools can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, school should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. The statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world.

### **Roles and responsibilities:**

- The strategic Prevent lead in school is the Headteacher, Mrs Cooksey.
- All staff have read the Prevent duty.
- The senior leadership team and Governing body are aware of the Prevent Strategy and its objectives.
- There is a clear awareness of roles and responsibilities throughout the school regarding Prevent.
- The Prevent agenda and its objectives has been embedded within the appropriate safeguarding processes.
- The school's premises do not give a platform for extremist speakers and events.
- School provides a broad and balanced curriculum that helps protect pupils against extremism and promotes community cohesion:
- Following guidance from the National Counter Terrorism Security Office (NaCTSO), school have reviewed its 'Emergency Planning' document to include Evacuation/Invacuation and Lockdown procedures.

### **Training:**

- A training plan is in place so that key staff, including senior leaders, understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable.
- Details of training courses including frequency and availability are cascaded to all relevant staff and Governors.
- Further training on the Prevent agenda is made available to the safeguarding leads where appropriate.
- There is appropriate staff guidance and literature available to staff on the Prevent agenda

- All staff in the organisation have accessed appropriate prevent training for their role - Preventing Violent Extremism online course:  
[http://course.ncalt.com/Channel\\_General\\_Awareness/](http://course.ncalt.com/Channel_General_Awareness/)

### **Referrals:**

- An appropriate internal Prevent risk assessment and referral process is in place
- Partner agency communication channels are in place
- An audit trail for notification reports/referrals exists
- Prevent referrals/notifications are managed or overseen by the Prevent lead
- A process is in place to identify and develop 'lessons learnt'

## **J. Pupil Information**

In order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- Names ( including any previous names), address and date of birth of child
- Names and contact details of persons with whom the child normally lives
- Names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)
- Details of any persons authorised to collect the child from school (if different from above)
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Special Guardianship Order, Injunctions etc.)
- If the child is or has been subject to a Child Protection Plan
- Name and contact detail of key persons in other agencies, including GP
- Any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information through the DSP and in line with the GDPR.

## **K. Related School Safeguarding Policies**

Safeguarding is not just about protecting children from deliberate harm (child protection). It includes:

- 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
- taking action to enable all children to have the best outcomes

Safeguarding action may be needed to protect children and learners from:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- peer on peer/child on child abuse
- upskirting
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- radicalisation and/or extremist behaviour
- child sexual exploitation and child criminal exploitation
- the impact of new technologies on sexual behaviour, for example sexting
- county lines
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- serious violent crime
- domestic abuse
- honour-based abuse (including female genital mutilation and forced marriage)
- fabricated or induced illness
- poor parenting, particularly in relation to babies and young children
- other issues not listed here but that pose a risk to children and young people.

It relates to broader aspects of care and education, including:

- Children's and learners' health and safety and well-being
- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- educational visits
- intimate care and emotional well-being
- online safety and associated issues
- appropriate arrangements to ensure children's and learners' security, taking into account the local context.

## **L. Safer Recruitment and Selection**

The school pays full regard to DfE guidance *Keeping Children Safe in Education September 2020* and the Protection of Freedoms Act 2012.

We ensure that all appropriate measures are applied in relation to everyone who works in or on behalf of the school who is likely to be perceived by the children as a safe and trustworthy adult and follow the Local Authority guidance.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

Where appropriate, the school

- undertakes checks of: the Disclosure and Barring Service (DBS) Children's List, the DBS and the Teacher prohibition list

All school staff are made aware that they are required to notify the line manager of any convictions or cautions during employment with the Council or receive a Penalty Notice for Damage or Penalty Notice for Disorder. For those who drive on business at any point during their employment (Authority's vehicle or own vehicle), this includes all motoring offences dealt with through the courts and penalty points on driving licences - whether awarded by a court or through fixed penalty notices.

Early Years' Staff are made aware that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the school/setting).

#### **Statutory changes, underpinned by regulations, are that:**

- schools must keep a single central record detailing a range of checks carried out on their staff
- an Enhanced DBS check is obtained for **all** new paid appointments to the school's workforce
- an Enhanced DBS check is obtained for volunteers further to a risk assessment considering the regularity, frequency, duration and nature of contact with children and the level of supervision of the volunteer by another person engaging in regulated activity (see p.35 *KCSiE 2020* for a definition of regulated activity)
- schools will ensure that all Governors are DBS checked (see p.50 *KCSiE 2020*)
- schools will ensure that any contracted staff are DBS checked where appropriate (see p.52 *KCSiE 2020*)
- schools will ensure that a check of any teacher prohibitions, including interim orders, is made on all teachers.
- all new appointments to the school workforce who have lived outside the UK are subject to additional checks as appropriate
- schools must satisfy themselves that agency and third-party staff have undergone the necessary checks
- identity checks must be carried out on all appointments to the school workforce before the appointment is made

The 2020 KCSiE guidance also recommends that schools carry out a section 128 check for school governors. (paragraph 189). As a school, checks have been carried out on all existing Governors and will be carried out on new Governors who are appointed in the future.

Since 1 January 2010 it has been mandatory that any appointments of maintained school staff are made by a recruitment panel that includes at least one person who has been trained in safer recruitment.

Debbie Cooksey (Headteacher), Gareth Logan (Chair of Governors) and Rob Dawson (Deputy Headteacher) have undertaken training in Safer Recruitment.

One of the above will be involved in all staff and volunteer appointments and arrangements.

## **Visitors**

“Schools and colleges do not have the power to request DBS checks and barred list checks, or ask to see DBS certificates, for visitors (for example children’s relatives or other visitors attending a sports day). Headteachers and principals should use their professional judgment about the need to escort or supervise visitors.”

*KCSiE 2020 p.53*

## **Volunteers**

The school will undertake a risk assessment to determine if volunteers role is in a ‘regulated activity’ capacity and which checks are therefore necessary. (*KCSiE 2020 p.49*)

## **Contractors and External Agencies**

Out Visitors policy gives information and procedures with regards to contractors on site.

## **M. Safer Working Practice**

“All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include: the school’s child protection policy, the behaviour policy; the school’s staff behaviour policy (sometimes called a code of conduct); the safeguarding response to children who go missing in education; and the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).”

*KCSiE 2020 p.6*

Safer working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- work in an open and transparent way
- discuss and/or take advice from school management over any incident which may give rise to concern
- record any incidents or decisions made
- apply the same professional standards regardless of gender or sexuality;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them

## **N. School Training and Staff Induction**

The school’s Governing Body is responsible for ensuring that staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able and are supported in their safeguarding role.

All staff (including temporary staff, school governors and volunteers) are provided with the school's safeguarding policy and informed of school's child protection arrangements on induction. All staff should read at least part one and Annex A of Keeping Children Safe in Education September 2020.

The school's DSL updates training at least every 2 years and refreshes their knowledge and skills (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals but at least annually, to allow them to understand and keep up with any developments relevant to their role.

All other school staff, including non-teaching staff undergo safeguarding and child protection training which is updated regularly in line with advice from Bradford's Safeguarding Children Board (BSCB). In addition all staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, to provide them with relevant skills and knowledge to safeguard children effectively.

School Governors access Bradford's School Governor training programme.

## **O. Support and Advice for Staff**

Staff will be supported and supervised by the Headteacher and DSL as part of CPD within school and as part of Staff Performance Management. The DSL will be supported by the nominated Governor for Safeguarding. Child Protection advice and support is available from the Bradford Safeguarding Children Board BSCB.

## **P. Information and Definitions**

### **1. Child Sexual Exploitation (CSE)**

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

The definition, which can be found on KCSIE (2020) page 84, is:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;

- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in:

Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

## 2. Child Criminal Exploitation (CCE)

The definition of Child Criminal Exploitation, which can be found on KCSIE (2020) page 84, is:

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

## 3. County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.’

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

See KCSIE (2020) page 85.

#### 4. Domestic Abuse

The definition of Domestic Abuse is:

any incident or pattern of incidents of controlling, coercive, 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. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

(See KCSIE (2020) page 85/86)

#### 5. Female Genital Mutilation (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a ‘special’ procedure to become a woman

#### Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an ‘at-

risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

Policy updated and reviewed– September 2020