



TOLWORTH GIRLS' SCHOOL & SIXTH FORM

Keeping Children Safe in Education (Safeguarding policy)

Reviewed: February 2017

Next Review: February 2018

1 Introduction

- This policy has been developed in accordance with the principles established by the [Children's Act 1989](#) and [2014](#); the [Education Act 2002](#) and in line with government publications '[Keeping Children Safe in Education](#)' (September 2016) '[Working together to Safeguard Children](#)' (March 2015), [Safeguarding Disabled Children](#) (July 2009) and [Information Sharing Guidance for practitioners and managers](#)
- The Governors and staff of Tolworth Girls' School & Sixth Form (TGS) fully recognise the contribution they make to *Keeping Children Safe in Education*. We recognise that all staff, including volunteers, have a full and active part to play in protecting our students from harm. We have a duty to protect our students and our staff
- All staff and Governors believe that our academy should provide a caring, positive safe and stimulating environment which promotes the social, physical and moral development of the individual child
- All staff are aware that safeguarding incidents could happen anywhere and staff should be alert to possible concerns raised at academy
- Our policy applies to all staff, Governors and volunteers working in the academy
- There are five main elements to our policy:
 - Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with our students
 - Raising awareness of safeguarding issues and equipping students with the skills needed to keep them safe
 - Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse
 - Working with other agencies to provide effective and timely support for students at risk of harm
 - Establishing a safe environment in which students can learn and develop safely and without discrimination

2 Aims

- To support the student's development in ways that will foster security, confidence and independence
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible safeguarding incidents
- To provide a systematic means of monitoring children known or thought to be at risk of harm
- To emphasise the need for good levels of communication between all members of staff
- To develop a structured procedure within the academy which will be followed by all members of the academy community in cases of suspected abuse
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services
- To ensure that all adults within our academy who have access to children have been checked as to their suitability to work with children
- Ensure all students, staff and parents are aware of ICT Acceptable Usage policy

3 Procedures

- Our academy procedures for safeguarding children will be in line with Local Authority (LA) and Local Safeguarding Children Board (LSCB) procedures. We will ensure that:
 - We have a designated member of staff who undertakes regular training - Charlotte Clements, Student Welfare Officer/Child Protection Officer (CPO) and Siobhan Lowe - Headteacher, Designated Safeguarding Lead (DSL)
 - We have a designated Governor responsible for Safeguarding - Chairperson of the Student Welfare committee
 - We have a member of Senior Leadership staff who will act in the DSL's absence - (Billie Tongue)
 - All members of staff develop their understanding of the signs and indicators of students being at risk
 - All members of staff know how to respond to a student who has been identified a safeguarding concern
 - All parents/carers are made aware of the responsibilities of staff members with regard to safeguarding procedures
 - All members of staff are aware of the need to protect themselves and their colleagues
 - Our procedures will be regularly reviewed and up-dated and the start of every academic year. In addition, our safeguarding policy and practice will be reviewed in light of new legislation being introduced
 - All new members of staff will be given a copy of our safeguarding procedures as part of their induction into the academy
 - All staff are made aware of any amendments or additions to such guidance as it arises

4 Responsibilities

- The DSLs are responsible for:
 - Adhering to the LSCB Royal Borough Kingston (RBK) London Borough Richmond (LBR), London Safeguarding Board (LSB) and academy's procedures with regard to referring a child if there are concerns about possible abuse

The Child Protection Officer (CPO)

The academy will ensure that the CPO

- Is appropriately trained
- Acts as a source of support and expertise in the academy community
- Has an understanding of LSCB procedures
- Keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance but kept separately from the child's academy file
- Will refer cases of suspected neglect and/or abuse to the relevant authority - Single Point Access (SPA)
- Keeps relevant staff and outside agencies informed of student absence who are deemed to be 'at risk'
- Ensures all data and information on students with plans is passed quickly to the new academy/college
- Attends and /or contributes to conferences as needed
- Works with relevant agencies and staff to coordinate the relevant plans
- Develops links with appropriate external agencies
- Liaises with the Heateacher as appropriate
- Keeps records of staff attendance at Child Protection/Safeguarding (CP) training or ensures training takes place on a regular basis
- Keeps written records of concerns about a child even if there is no need to make an immediate referral

5 Supporting Children

- We recognise that a child who is at risk may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame
- We recognise that the academy may provide the only stability in the lives of children who have been abused or who are at risk of harm
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn
- Our academy will support all students by:
 - Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
 - Promoting a caring, safe and positive environment within the academy

- Liaising and working together with all other support services and those agencies involved in the safeguarding and wellbeing of children
- Notifying Social Services as soon as there is a significant concern
- Providing continuing support to a student about whom there have been concerns
- Academy has a Designated Teacher with responsibility for promoting educational outcomes of Looked After Children (Assistant Headteacher i/c Inclusion) and to ensure appropriate staff have the relevant information needed to safeguard the individual child
- Staff will undertake risk assessments and appropriate precautions when taking student off site i.e. students travelling in pairs when using public toilets (of particular relevance to TGS given our use of Tolworth Recreation Centre(TRC))

6 Confidentiality

- We recognise that all matters relating to CP are confidential
- The Headteacher or Designated Teacher will disclose any information about a student to other members of staff on a need to know basis only
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- All staff must be aware that they cannot promise a child to keep secrets
- All staff have a duty to ensure all information is passed to the CPO or DSL in CPO's absence. This must be followed up with a written report, once a conversation has taken place
- All Staff have a duty to protect each other as well as themselves. We can never make assumptions

7 Training and Support

- The Headteacher and all other staff who work with children will undertake appropriate CP awareness training to equip them to carry out their responsibilities for CP effectively This will be kept up to date by refresher training at three yearly intervals as set out in [Keeping Children Safe in Education \(Ref: Ref: DfE-00140-2016, DFE-00129-2015, DFE-00585-2014\)](#)
- The academy will ensure that the DSL and CPO undertake refresher courses or other LSCB recognised training at two yearly intervals to keep knowledge and skills up to date.
- Temporary staff and volunteers who work with children in the academy will be made aware of the academy's arrangements for CP and their responsibilities ([Ref: Ref: DfE-00140-2016, DFE-00129-2015, DFE-00585-2014](#))

8 Safe Recruitment

- Academy will undertake safe recruitment procedures when appointing staff appropriate to the role and duty of the applicant
- Academy will keep a single central record as per national guidelines
- Appropriate staff will undertake safer recruitment training
- All volunteers who work for an extended period of time within academy will have a full Disclosure and Barring Service (DBS) (formerly CRB) undertaken
- All Governors will have a full DBS
- All other volunteers, visiting speakers etc. will not be required to have a DBS. Individuals who do not have a DBS will not be left unsupervised with children

9 Supporting Staff

- We recognise that staff working in the academy who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting
- We will support such staff by providing an opportunity to talk through their anxieties with the CPO and to seek further support as appropriate
- All staff have the responsibility to raise any safeguarding concerns regarding adults in the academy directly to the CPO or the DSL, in CPO's absence

10 Allegations against Staff

- We have a duty to report all incidents to protect our students and our colleagues
- We understand that a student may make an allegation against a member of staff
- If such an allegation is made, the member of staff receiving the allegation will immediately inform the CPO or the DSL, in CPO's absence
- The DSL on all such occasions will discuss the content of the allegation with the LADO (Local Authority Designated Officer for Managing Allegations) - vivien.rimmer@achievingforchildren.org.uk
- If the allegation made to a member of staff concerns the Headteacher, the CPO will immediately inform the Chair of the Student Welfare & Curriculum Committee & Chair of Governors who will consult with the LADO vivien.rimmer@achievingforchildren.org.uk
- The academy will follow the Local Authority (LA) procedures for managing allegations against staff, a copy of which will be readily available in the academy

11 Whistle Blowing (See [Whistle Blowing Procedure](#))

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. We must never make assumptions that information is passed on

12 Bullying ([see Behaviour policy](#))

We are a telling academy and as such have very low incidences of bullying.

- Our policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying may prompt the LA to consider the action under child protection procedures

13 Racist Incidents ([See Sex and Relationship Education \(SRE\) Policy](#))

- Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may prompt the LA to consider the action under CP procedures

14 Prevention

- We recognise that the academy plays a significant part in the prevention of harm to our students by providing students with good lines of communication with trusted adults, supportive friends and an ethos of protection
- The academy community will therefore:
 - Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to
 - Ensure that all children know there is an adult in the academy whom they can approach if they are worried or in difficult
 - Provide curriculum opportunities, through the Tutorial programme, to develop knowledge and skills which will equip children to stay safe from harm and to know to whom they should turn for help
 - Include teaching about E-safety and the safe use of the internet, social network sites etc. This will inform and equip students with the knowledge they need to stay safe
 - Include education on FGM and Prevent Agenda

Preventing Radicalisation

This Preventing Radicalisation Policy is part of our commitment to keeping our students safe. Since the [Education and Inspections Act 2006](#) Academies have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Academies have an important part to play in both educating children and young people about extremism and recognising when students start to become radicalised. In March 2015, new statutory duties were placed on Academies by the [Counter](#)

[Terrorism and Security Act 2015](#) which means they must work to prevent children being drawn into extremism. Safeguarding children from all risks of harm is an important part of an academy's work and protecting them from extremism is one aspect of that.

Statutory Duties

The duty to prevent children and young people being radicalised is set out in the following documents:

- [Counter Terrorism and Security Act 2015](#)
- [Keeping Children Safe in Education 2016](#)
- [Prevent Duty Guidance 2015](#)
- [Working Together to Safeguard Children 2015](#)

Non-statutory Guidance

Promoting fundamental British values as part of SMSC in Academies:

- DfE Departmental advice: [Promoting fundamental British values as part of SMSC in schools Nov 2014](#)

Extremism is defined in the [2015 Prevent strategy](#) as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Roles and Responsibilities:

Role of the Governing Body

It is the role of the Governing Body to ensure that the academy meets its statutory duties with regard to preventing radicalisation. The Governing Body has a nominated person, Mr Paul Macdonald (Designated Governor with responsibility for safeguarding children) who will liaise with the Headteacher and other staff about issues to do with protecting pupils from radicalisation.

Role of the Headteacher

It is the role of the Headteacher to:

- ensure that the academy and its staff respond to preventing radicalisation on a day-to-day basis
- ensure that the academy's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation

Role of Designated Safeguarding Lead

It is the role of the designated safeguarding lead to:

- ensure that staff understand the issues of radicalisation, that they are able to recognise the signs of
- vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about students who may be vulnerable to the risk of radicalisation or are
- showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the Governing Body on these matters

Role of staff

It is the role of staff to understand the issues of radicalisation and that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

Curriculum

Tolworth Girls' School & Sixth Form is committed to ensuring that our students are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our students to be inquisitive learners who are open to new experiences and are tolerant of others.

Our values support the development of the whole child as a reflective learner within a safe respectful learning environment. Teaching the academy's core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Internet Safety

The internet provides students with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used at TGS blocks inappropriate content, including extremist content. Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff (See ICT Acceptable Use Policy).

Sexting

Sexting is a child protection issue. Even if explicit material is sent or elicited without malicious intent the consequences are serious and put those involved at risk of serious harm. Having or sending explicit material on digital devices is also an offence for those under 18. Students are taught about sexting as part of their e-safety education. The Academy takes incidences of sexting extremely seriously, and deals with them in accordance with child protection procedures, including reporting to the police. Tolworth Girls' School & Sixth Form will adhere to the guidance issued by the UK Council for Child Internet Safety 'Sexting in schools and colleges: responding to incidents and safeguarding young people' (September 2016)

[Click this link for - Sexting in schools and Colleges - responding to incidents and safeguarding young people](#)

Staff Training

Staff will be given training as part of their initial safeguarding training and refresher training to help them understand the issues of radicalisation, so that they are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. The Designated Safeguarding Officer will undertake the most appropriate training to ensure they are completely aware of issues.

Signs of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside academy
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Children missing education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The CPO will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Mental Health

Mental-health-and-behaviour-in-academys This non-statutory advice clarifies the responsibility of the academy, outlines what they can do and how to support a child or young person whose behaviour - whether it is disruptive, withdrawn, anxious, depressed or otherwise - may be related to an unmet mental health need.

Referral Process

Staff and visitors to TGS **must** refer all concerns about students who show signs of vulnerability or radicalisation to the **Designated Safeguarding Officer or the Headteacher** using the usual methods for reporting other safeguarding concerns. When there are significant concerns about a student, the Designated Safeguarding Officer in liaison with the Headteacher will make a referral to the appropriate body.

15 Health & Safety

- Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the academy environment and when away from the academy when undertaking academy trips and visits
- Our Supporting Students with Medical Conditions policy, found on the academy website, outlines the commitment the academy has to supporting students with medical conditions to appropriately and safely access education
- Educating students on safety and the monitoring of students' use of the internet within academy environment is outlined in separate 'Acceptable ICT Use policy'
- Staff will activate local safeguarding procedures regarding concerns for student's health and safety including concerns regarding child sexual exploitation and warning signs of female genital mutilation (FGM)

16 Academy Usage

- We do allow our community to hire our academy facilities and we do have a number of groups who work with young people
- We therefore expect the following:
 - That all users will have a 'Safeguarding' Policy
 - That all users will have staff who have up to date DBS checks
 - That all users will have up-to date CP training
 - That all users have a named person for contact regarding CP
 - That all users are aware of our CP and related policies and have

contact details of our designated member of staff

This information is overseen by the Site Manager and reflected in the Letting agreement

17. Application and Review of the Policy

- The policy applies to all staff, Governors and visitors to the academy. We recognise that CP is the responsibility of all staff within our academy
- We will ensure that all parents and other working partners are aware of our Keeping Children Safe in Education policy by mentioning it in our academy prospectus, displaying appropriate information in our reception and by raising awareness at initial meetings with parents of new students as well as regular parent teacher meetings
- Where the Governing Body provides services or activities directly under the supervision or management of academy staff, the academy's arrangements for Safeguarding will apply
- Where services or activities are provided separately by another body, the Governing Body should seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the academy on these matters where appropriate
- This policy will be reviewed and updated on a yearly basis and we will respond and update as appropriate to any changes in national legislation.

18. This Policy Is Linked to the Following Policies:

- Confidentiality policy
- [Whistle blowing procedure](#)
- [Visitors' procedure](#)
- [Single Equality policy](#)
- [SEND \(Special Educational Needs & Disability\) policy](#)
- [Supporting Students with Medical Conditions policy](#)
- [Sex and Relationship Education \(SRE\) policy](#)
- [Acceptable ICT Use policy](#)
- [E-safety policy](#)

Updated in light of updated Keeping Children Safe in Education - (September 2016) - Section 77

Useful links for any young person or parents at any stage:

NSPCC: www.nspcc.org.uk

Young Minds: youngminds.gov.org

The Child Exploitation and Online Protection Command:(**CEOP**; formerly the Child Exploitation and Online Protection Centre) <http://ceop.police.uk>

Female Genital Mutilation:

<http://www.who.int/mediacentre/factsheets/fs241/en/>

Enforced marriage: <https://www.gov.uk/forced-marriage>

Domestic Violence: <http://www.thehotline.org/> Or

<http://www.nationaldomesticviolencehelpline.org.uk/>

Alcohol abuse: <http://www.helpguide.org/articles/addiction/alcoholism-and-alcohol-abuse.htm>

Drug abuse: <http://www.helpguide.org/articles/addiction/drug-abuse-and-addiction.htm>

Sexual health: www.kingstonhospital.nhs.uk or www.sexualhealthkingston.co.uk. or email: ku19@kpct.nhs.uk

Children of parent with Mental Health Difficulties

<http://www.mentalhealth.org.uk/help-information/mental-health-a-z/P/parents/>

The following contacts are useful if you need any help:

Relate: www.relatelondonsw.org

Islamic resource centre: 02085495499 or <http://www.irckington.co.uk/>

SPA (Single Point of Access): 02085475008

General advice and support: www.younglavin.org.uk

Prevent Agenda help with radicalisation

Appendix 1

Physical Abuse

Any form of non-accidental injury or failure to protect a child from injury.

This can involve hitting, shaking, throwing, poisoning, burning, scalding, drowning and suffocating. It is against the law to discipline a child by deliberately doing any of these things. Physical abuse can also result when a parent or carer deliberately causes the ill health of a child in order to seek attention; this is called Fabricated or Induced Illness or Munchhausen's Syndrome by Proxy.

Symptoms that indicate physical abuse include:

- Bruising, which reflect hand marks or fingertips from slapping or pinching
- Injuries that cannot be explained (or that an explanation does not fit with the injury)
- Finger mark bruising or grasp marks on the limbs or chest of a small child
- Bite marks, broken bones
- Burn and scald marks; small round burns that could be caused by a cigarette
- Depression, withdrawn behaviour
- Large numbers of scars of different sizes or ages
- Children who have been physically hurt can be fearful of others. They may also wear inappropriate clothes in order to cover their injuries and be resistant to explaining how the injury happened. Running away from home and reluctance to get changed

Emotional Abuse

Emotional abuse happens when a child's need for love, security, praise and recognition is not met. Some level of emotional abuse is involved in all types of ill treatment of a child. Emotionally abusive behaviour occurs if a parent, carer or authority figure is severely or persistently hostile, rejecting, threatening or undermining. It can also result when children are prevented from social contact with others, or if developmentally inappropriate expectations are imposed upon them. Symptoms that indicate emotional abuse include:

- Excessively clingy or attention-seeking behaviour
- Very low self-esteem or excessive self-criticism
- Excessively withdrawn behaviour or fearfulness
- Anxious behaviour, such as rocking, hair twisting or self harm
- Lack of appropriate boundaries with strangers; too eager to please
- Eating disorders and failure to thrive and grow
- Exhibiting self harm behaviour
- Sudden speech disorders

Peer on Peer Abuse

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the Academy's Behaviour Policy. Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature.

Staff should recognise that children are capable of abusing their peers. Staff should follow safeguarding procedures if there is an allegation of peer on peer abuse, this will be investigated by the CPO.

Peer on peer abuse can manifest itself in many ways including bullying, on line bullying, sexting and other forms of sexual or physical abuse. Staff must recognise these different forms peer on peer abuse and should never be tolerated or passed off as "banter" or "part of growing up". Staff will also recognise that different gender issues that can be prevalent when dealing with peer on peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

Staff should follow child protection procedures if there is an allegation of peer on peer abuse, this will be investigated by the CPO.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).

In some cases, it may be appropriate to exclude the student being complained about for a period of time according to the Academy's behaviour policy and procedures. The school will also follow searching screening and confiscation advice for schools and the [UK Council for Child Internet Safety \(UKCCIS\) Education Group](#), sexting advice for schools and colleges when dealing with sexting incidents or concerns.

Neglect

Neglect is the persistent failure to meet a child's basic physical and / or psychological needs, causing damage to their health and development. It may involve a parent or carer failing to provide adequate food, shelter or clothing, failing to protect a child from harm or danger, or failing to access appropriate medical care and treatment when necessary. It can exist in isolation or in combination with other forms of abuse. Symptoms of physical and emotional neglect can include:

- Inadequate supervision; being left alone for long periods of time
- Constantly hungry, may look too thin, too fat and/or undernourished
- Lack of stimulation, social contact or education
- Inadequate nutrition, leading to ill-health - a child may look too thin, too fat and/or undernourished
- Failure to seek or to follow medical advice such that a child's life or development is endangered
- Repeated wearing of inappropriate clothing for the weather

Sexual Abuse

Of the child by any person, whether or not that child is aware of what is happening, the actually or likely sexual exploitation.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities. This may include physical contact, both penetrative and non-penetrative, or involve no contact, such as watching sexual activities, harassment or looking at pornographic material. Encouraging children to act in sexually inappropriate ways is also abusive. Under the Sexual Offences Act 2003, any sexual activity - contact or non-contact with a child under the age of 13, is a crime.

Symptoms of sexual abuse include:

- Allegations or disclosure
- Genital soreness, injuries or discomfort
- Sexually transmitted diseases; urinary infections
- Excessive preoccupation with sex; inappropriately sexualised play, words or drawing
- A child who is sexually provocative or seductive with adults
- Older children and young people may additionally exhibit:
- Depression
- Drug and/or alcohol abuse
- Eating disorders; obsessive behaviours
- Self-mutilation; suicide attempts
- Academy / peer / relationship problems
- Some members of our communities hold beliefs that may be common with particular cultures but which are against the law in England, such as forced marriage or female genital mutilation

Female Genital Mutilation (FGM)

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

What is FGM?

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

4 types of procedure:

Type 1 Clitoridectomy - partial/total removal of clitoris

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

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

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

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl - social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement

- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

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

Circumstances and occurrences that may point to FGM happening:

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

Signs that may indicate a child has undergone FGM:

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

Child Sexual Exploitation

Definition of Child Sexual Exploitation

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.

Link to full document:

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

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

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with academy, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

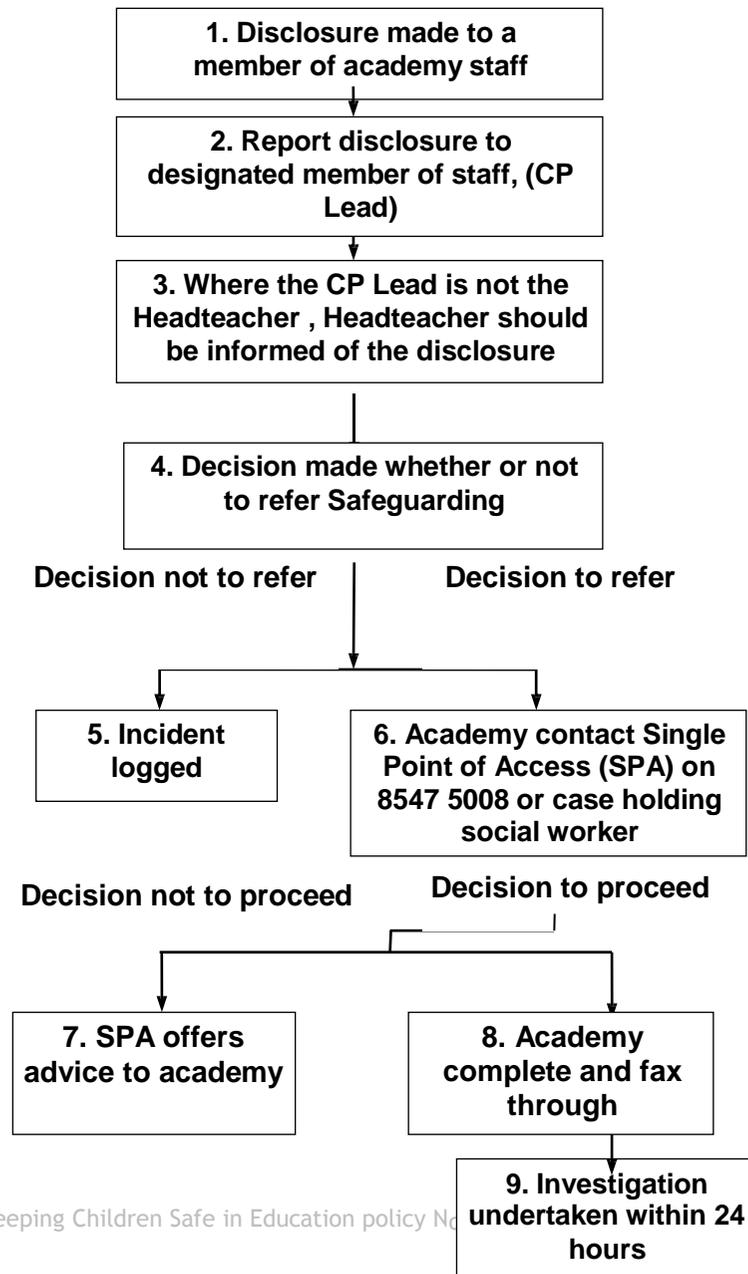
Appendix 2 - Levels of training for staff universal (All staff)

Staff who have contact or work with children/young people and/or families/carers who may be in a position to identify concerns regarding the safeguarding of those children/young people and/or families/carers

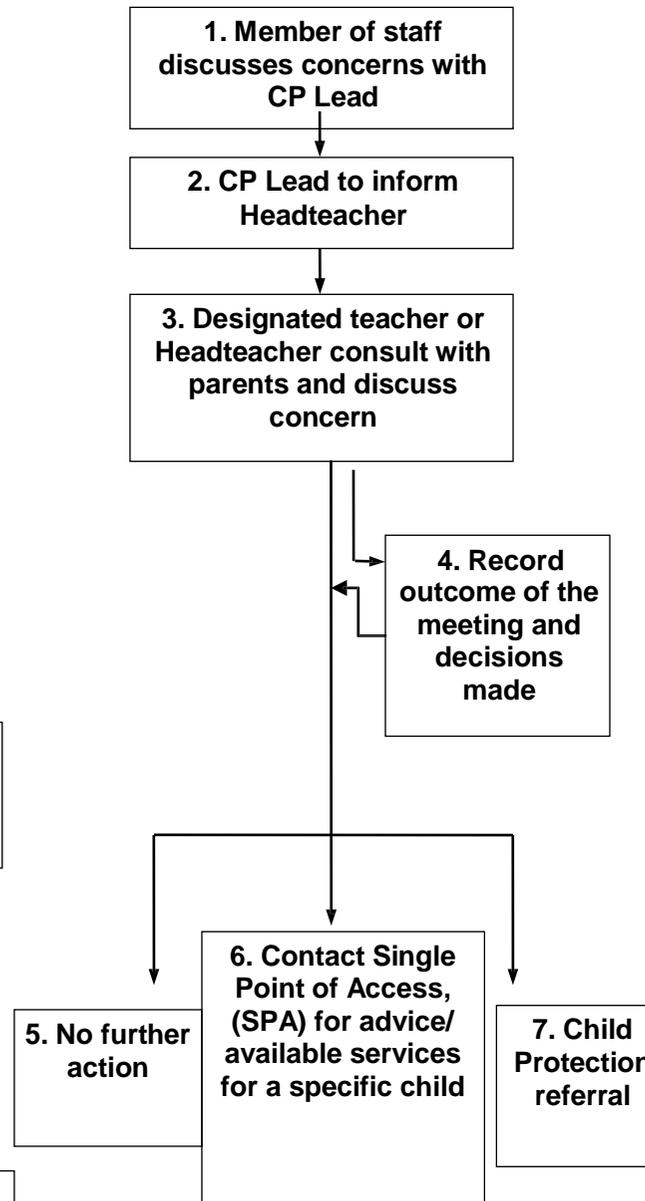
Targeted (Headteacher, Designated Safeguarding Officer and Deputy Designated Safeguarding Officer)

Members of the workforce who work predominantly with children, young people and/or their parents/carers and who could potentially be involved in the assessing, planning, intervening and taking part in multi-agency processes where there are safeguarding concerns.

Action to be taken when a child or young person discloses abuse to a member of academy staff:



When there are serious concerns about a child's welfare but no specific evidence of abuse:



The Designated member of staff for Child Protection in this academy is:

Charlotte Clements - ext: 178

USEFUL CONTACT NUMBERS

If you worried a child is being hurt or abused, contact: SPA, (Single Point of Access) on 020 8547 6587

Out-Of Hour Duty Team
Contact: 020 8770 5000

For information and advice about services for Disabled Children contact

SERVICES FOR DISABLED CHILDREN on: 020 8547 6523

Police 101, non-emergency
999 in an emergency

Allegation of physical or sexual abuse against a member of staff (teaching or non-teaching)

