



CHILD PROTECTION POLICY

At Buttershaw Business and Enterprise College we are committed to safeguarding and promoting the welfare of, all our students. Safeguarding and promoting the welfare of all children is everyone's responsibility. We believe all staff and visitors have an important and unique role to play in child protection.

We believe:

- Schools can contribute to the prevention of abuse
- All children have the right to be protected from harm
- Children need support which matches their individual needs including those who may have experienced abuse.

This Child Protection Policy sets out how our school will try to fulfil local and national responsibilities as laid out in the following documents:

- Working Together to Safeguard Children (March 2015)
- Keeping Children Safe in Education (*September 2018*)
- Bradford Safeguarding Children Board (BSCB) Procedures
- Children Act 1989 (as amended 2004 Section 53)
- Education Act 2002 s175 (as amended 2012)

Named staff / personnel with specific responsibility for Child Protection:

2018-19

Name	Role in School	Safeguarding Role
Gemma Porter	Deputy Head teacher	Designated Senior Lead and LAC Lead Teacher
Martin Bownass	Assistant Head teacher	Named Person and Deputy DSL
Julie Benn	Student Welfare Officer	Named Person (LAC)
Ruth Tolan	LDC Lead	Named Person (Targeted students)
Janet Mordue	TICTAC Coordinator	Named Person (Self Harm)
Kate Sweeney	Deputy Head teacher	Named Person
Richard Humphreys	Associate Head teacher	Named Person
Jessica Henshall	SENDCo	Named Person
Rita Tyas	Governor	Nominated Governor responsible for Safeguarding.



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This policy should be read together with the Inclusion Policy, Behaviour Policy, Special Educational Needs (SEN) Policy, Physical Restraint / Care and Control Policy, Health & Safety Policy, Risk Assessment Policy (Trips and Residential), the e-Safety Policy and the Equalities Policy.

Overall Aims:

To contribute to the prevention of abusive experiences in the following ways:

- Clarifying standards of behaviour for staff and students
- Introducing appropriate work within the curriculum
- Developing staff awareness of the causes of abuse
- Encouraging students and parental participation in practice
- Addressing concerns at the earliest possible stage

To contribute to the protection of our students in the following ways:

- Including appropriate work within the curriculum
- Implementing child protection policies and procedures
- Working in partnership with students, parents and agencies

To contribute to supporting our students in the following ways:

- Identifying individual needs where possible
- Designing plans to meet needs
- In-School procedures for protecting children

Child protection is the individual and collective responsibility of all staff.

All staff:

- should be familiar with the school's child protection policy including issues of confidentiality.
- should be alert to signs and indicators of possible abuse.
- Who have concerns about a child should raise these with the school's or college's designated safeguarding lead. This also includes situations of abuse which may involve staff members. The safeguarding lead will usually decide whether to make a referral to children's social care, but it is important to note that **any staff member** can refer their concerns to children's social care directly.
- may raise concerns directly with Children's Social Care Services, but should still seek guidance and advice from the safeguarding team.
- safeguarding concerns about adults in the school should be made to the Headteacher.



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- should deal with a disclosure of abuse from a child in line with the government guidelines. All concerns should be reported on CPOMS.
- Always speak to the designated safeguarding lead (or deputy)
- should be involved in ongoing monitoring and recording to support the implementation of individual education programmes and interagency child protection and child support plans
- will be subject to Keeping Children Safe in Education (*September 2018*) processes and checks whether new staff, supply staff, contractors, volunteers etc.
- **will be expected to behave in accordance with HM Government guidance** – in particular Working Together to Safeguard Children (March 2015)
- *All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.*



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The Designated Staff.

- Along with the Head teacher, they will be responsible for co-ordinating all child protection activity.
- Where the school has concerns about a child, the Designated Staff, in consultation with the Head teacher if appropriate, will decide what steps should be taken. See flowchart below.
- Child Protection information needs to be dealt with in a confidential manner. A written record will be made of what information has been shared with whom, and when. Staff will be informed of relevant details only when the Designated Staff feels their having knowledge of a situation will improve their ability to deal with an individual child and /or family.
- Child Protection records will be stored securely in a central place separate from academic records. They should be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation.
- Access to these by staff other than the Designated Staff will be restricted, and a written record will be kept of who has had access to them and when.
- Parents should be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents should be in line with any home school policies and give due regard to which adults have parental responsibility.
- If a teacher (any adult within the Academy) in the course of their work in the professions, discovers that an act of female genital mutilation appears to have been carried out on a girl under the age of 18 the adult must report this to the police.
- In certain exceptional circumstances, i.e. Forced Marriage concerns, the school will not disclose to a parent / carer any information held on a child, if it would put the child at risk of significant harm.
- If a student moves from our school, child protection records will be forwarded onto the new school, with due regard to their confidential nature. Contact between the two schools may be necessary, especially on transfer from primary to high schools. We will record where and to whom the records have been passed, and the date.
- If a student is permanently excluded and moves to a Short Stay School (Pupil Referral Unit), child protection records will be forwarded onto the relevant organisation.



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- when a designated member of staff resigns their post / no longer has child protection responsibility, there should be a full face to face handover / exchange of information with the new post holder.
- In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the head teacher to ensure that the new post holder is fully conversant with all procedures and case files

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The Governing Body

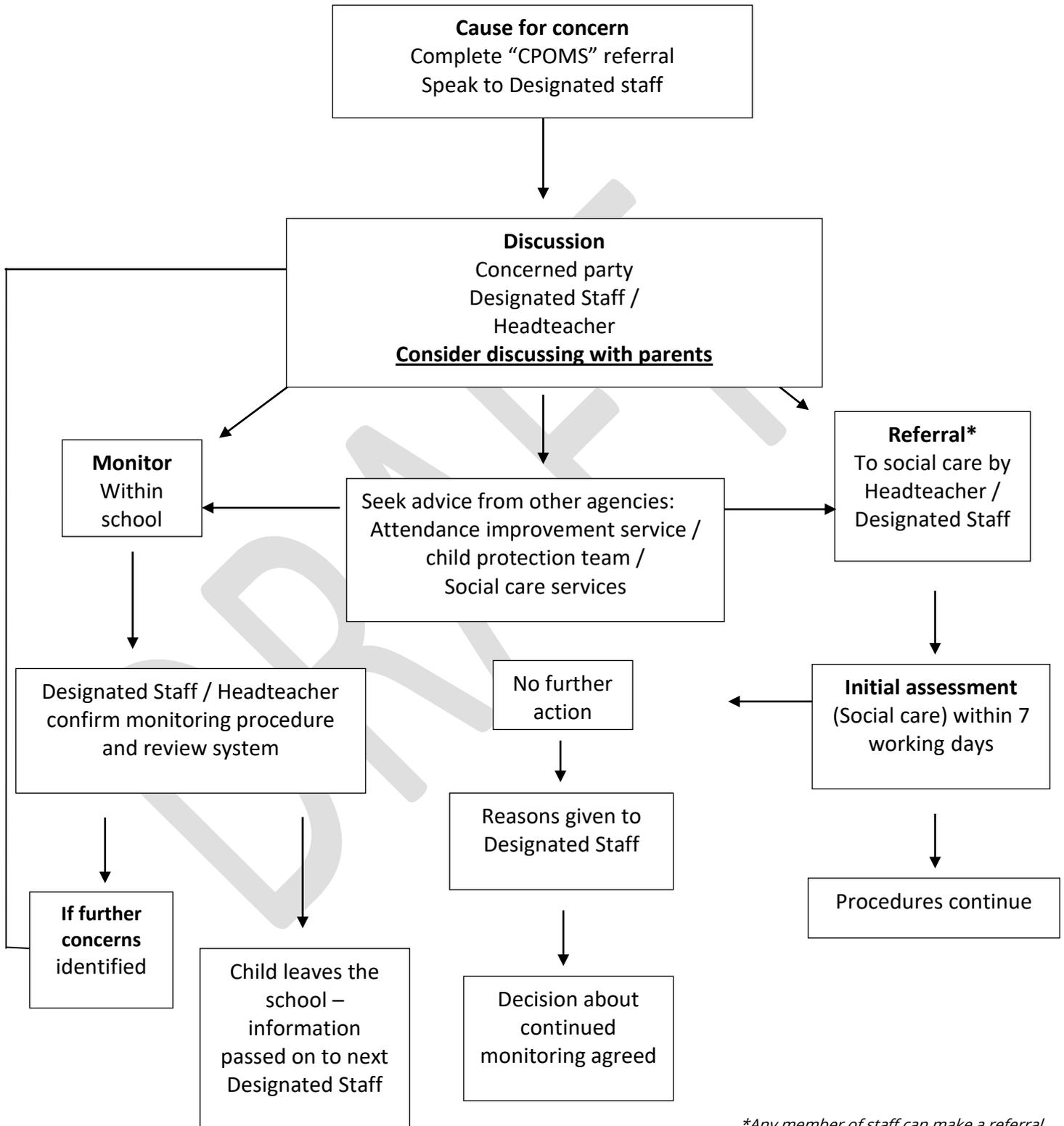
The governing body ensures that the school:-

- Has a Child Protection policy & procedures in accordance with LA / BSCB guidelines
- Operates safe recruitment procedures and ensures appropriate checks are carried out on all new staff and volunteers.
- Has at least one senior member of the school's leadership team designated to lead on Child Protection issues and at least one Designated person
- That the Designated staff have appropriate refresher training every two years
- The Head teacher and all other staff who work with children undertake training at three yearly intervals. Also that temporary staff and volunteers are made aware of the school's arrangements for Child Protection and their responsibilities
- The governing body remedies any deficiencies or weaknesses brought to its attention without delay
- Has procedures for dealing with allegations of abuse against staff / volunteers
- A member of the governing body (usually the Chair) is nominated to be responsible for liaising with the LA / partner agencies in the event of allegations of abuse being made against the Head teacher
- The governing body reviews its policies / procedures annually and provides information to the LEA about them.
- The Nominated Governor for child protection at the school is Rita Tyas who is responsible for liaising with the Headteacher / Designated Staff over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual students. The nominated governor should liaise with the Headteacher and designated Staff to produce an annual report for governors



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Summary of in-school procedures to follow where there are concerns about a child



**Any member of staff can make a referral to Children Social Care. It must be reported to the DSL.*

** If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately*



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Working with other agencies to protect children

1. Involving parents / carers

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

2. Multi-agency work

- We work in partnership with other agencies in the best interests of the children. Therefore, school will, where necessary, liaise with the school nurse and doctor, and make referrals to Social Care. Referrals should be made, by the Designated Staff, to the central Local Authority Call Centre. Where a child already has a social worker, the referral should indicate that fact and the social worker should also be informed.
- LAC – we recognise that children in the care of, or accommodated by, the local authority (Looked after Children) require additional monitoring and help to raise expectations and promote achievements. (See policy for Looked after Children (LAC).
- We will co-operate with Social Care where they are conducting child protection enquiries. Furthermore, school will endeavour to attend appropriate inter-agency meetings such as Initial and Review Child Protection Conferences and Planning and Core Group meetings, as well as Family Support Meetings (section 17 procedures).
- Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.
- We will provide written reports as required for these meetings (14 copies in the case of Initial and Review Child Protection Conferences). If school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.
- Where a child in school is subject to an inter-agency child protection plan, school will contribute to the preparation implementation and review of the plan as appropriate.



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- We will make every effort to act early to prevent the escalation of problems that could lead to Child Protection Plans or Child in Need plans by implementing the signs of safety procedures and complying with Contact Point.
- Where child protection related allegations are made against staff or students we shall refer, as appropriate, to the Local Authority Designated Office for advice.
- A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group.

Our role in the prevention of abuse

We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

1. The Curriculum

- Relevant issues will be addressed through the PSHCE curriculum. For example, self esteem, emotional literacy, assertiveness, power, sex and relationship education, bullying, the dangers of extremism. Where there are concerns about students exhibiting behaviour potentially consistent with exposure to extremist ideas, we will seek advice from the local authority prevent strategy officer.
- Relevant issues will be addressed through other areas of the curriculum and pastoral care. For example; Social and Emotional Aspects of Learning (SEAL), Enrichment curriculum, English, History, RE
- *BBEC operates 'Forensic Monitoring' as a tool to monitor the key strokes of all adults and children within the building. The safeguarding team are notified every evening of the events of the day and any concerns that have arisen. The safeguarding team then action this accordingly.*

2. Other areas of work

- All our policies which address issues of power and potential harm, e.g. Anti-Bullying, Equal opportunities, Handling, Behaviour, Looked after Children need to be linked, to ensure a whole school approach.



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- Our child protection policy cannot be separated from the general ethos of the school, which should ensure that children are treated with respect and dignity, feel safe, are listened to and develop in their responsibilities as members of a democratic society and potential members of the workforce.
- *All staff within the school are trained on the PREVENT strategy. The Child Protection team work closely with the police and providing information and intelligence when possible. At the heart of Prevent is safeguarding children and adults and providing early intervention to protect and divert people away from being drawn into terrorist activity. The school follows the PREVENT BDAT Policy – [please click for link](#)*

Our role in supporting children

We will offer appropriate support to individual children who have experienced abuse or who have abused others.

- An individual support plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved and the child's wishes and feelings. This will where possible be part of the Early Help process (CAF for those still on CAFs)
- We will ensure the school works in partnership with parents / carers and other agencies as appropriate.
- *Where reasonably possible, school should hold more than one emergency contact number for each pupil. This goes beyond the legal minimum and is good practice to give the school or college additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern*

A Safer School Culture

Safer Recruitment and Selection

The school pays full regard to 'Keeping Children Safe in Education (September 2018). 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. It also includes undertaking interviews and undertaking checks of the ISA barring lists and Disclosure and Barring Service (DBS) checks.

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of students.



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Members of SLT have undertaken Local Authority or NCSL Safe Recruitment training (www.ncsl.org.uk). One of the above will be involved in all staff / volunteer appointments.

Safe Practice

All staff and volunteers work within the guidance Keeping Children Safe in Education September 2016. All off-site visits will be risk assessed in accordance with the school policy and the local authority kept informed at all stages through the Evolve system. Work experience placements will be checked by the local authority as required.

Staff support

We recognise the stressful and traumatic nature of child protection work. Support is available for any of the Designated Staff. The Education Bradford Child Protection team are also available for advice and support.

Staff training

- The Designated Staff will aim to have attended the Education Bradford 2-day training course and Signs of Safety training and Child Protection training. They will attend refresher training at least every two years.
- The school will aim to ensure all staff receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the school. All staff will access refresher training at least every three years. Access to training can be via the Education Bradford Child Protection Team.
- All staff will be trained in PREVENT
- Governors, including the Nominated Governor, will aim to have attended specific training on their role, updated at least every three years.
- Training completed will be recorded by the school; a print out of the school's training history can be obtained from the Education Bradford Child Protection team.

Procedures in the event of an allegation against a member of staff or person known in the school

These procedures should be used in any case in which it is alleged that a member of staff, visiting professional or volunteer 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
- c. behaved in a way that indicates s/he is unsuitable to work with children.

(DfES 1/1/07)



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Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children. All potential allegations will be notified **immediately** to the school's Local Authority and to the school's HR business partner in line with Keeping Children Safe in Education *September 2018*.

Where the concern is a member of staff it will be dealt with by the Head teacher/Deputy Head and if necessary the Head teacher/Deputy Head will follow the procedures adopted from the BSCB procedures for dealing with allegations of abuse against members of staff and volunteers and will inform the Local Authority Designated Officer (LADO). The lead officer for managing allegations against a member of staff within education is Susanne Ellis or Dawn Holt. (01274 439384. If you are unable to contact Susanne then enquiries can be made to the Duty Safeguarding Coordinator/LADO (01274 435600)).

Where the concerns are about the Headteacher this should be referred to the Chair of Governors, *Catherine Wilson* or the CEO of BDAT – Carol Dewhurst.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk. The Whistleblowing Advice Line isn't intended to replace any current practices or responsibilities of organisations working with children. NSPCC encourage professionals to raise any concerns about a child to their own employer in the first instance.

Children with additional needs

Buttershaw Business and Enterprise College recognises that while all children have a right to be safe, some children may be more vulnerable to abuse e.g. those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

Special Educational Needs children are more prone to peer group isolation than other children. To address these additional challenges, school has additional pastoral support for children with SEN and disabilities.

Students accessing Alternative Provision

The school continues to be responsible for the safeguarding of the students within 'Bridge' the in house alternative provision.

Children Missing from Education

This school follows the Local Authority / BSCB 'Children missing from Education' procedures



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DEFINITIONS AND INDICATORS OF ABUSE

Neglect

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

Examples which **may** indicate neglect (it is not designed to be used as a checklist):

Hunger
Tiredness or listlessness
Child dirty or unkempt
Poorly or inappropriately clad for the weather
Poor school attendance or often late for school
Poor concentration
Affection or attention seeking behaviour
Untreated illnesses/injuries
Pallid complexion
Stealing or scavenging compulsively
Failure to achieve developmental milestones, for example growth, weight
Failure to develop intellectually or socially
Neurotic behaviour

Physical abuse

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 feigns symptoms of, or deliberately causes ill health to a child whom they are looking after.

Examples which **may** indicate physical abuse (it is not designed to be used as a checklist):

Patterns of bruising; inconsistent account of how bruising or injuries occurred
Finger, hand or nail marks, black eyes
Bite marks
Round burn marks, burns and scalds
Lacerations, wealds



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Fractures
Bald patches
Symptoms of drug or alcohol intoxication or poisoning
Unaccountable covering of limbs, even in hot weather
Fear of going home or parents being contacted
Fear of medical help
Fear of changing for PE
Inexplicable fear of adults or over-compliance
Violence or aggression towards others including bullying
Isolation from peers

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts (kissing, rubbing and touching outside of clothes). They may include non-contact activities such as involving children in looking at, or in the production of, online sexual images or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Examples which may indicate sexual abuse (it is not designed to be used as a checklist):

Sexually explicit play or behaviour or age-inappropriate knowledge
Anal or vaginal discharge, soreness or scratching
Reluctance to go home
Inability to concentrate, tiredness
Refusal to communicate, selective mutism
Thrush, Persistent complaints of stomach disorders or pains
Eating disorders, for example anorexia nervosa and bulimia
Attention seeking behaviour, self-mutilation, substance abuse
Aggressive behaviour including sexual harassment or molestation
Unusually compliant
Regressive behaviour, Enuresis, soiling
Frequent or open masturbation, touching others inappropriately
Depression, withdrawal, isolation from peer group
Reluctance to undress for PE or swimming
Bruises, scratches in genital area

Emotional abuse

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations



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being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as over-protection 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 cyberbullying), 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 ill-treatment of a child though it may occur alone.

Examples which may indicate emotional abuse (it is not designed to be used as a checklist):

Over-reaction to mistakes, continual self-deprecation
Delayed physical, mental, emotional development
Sudden speech or sensory disorders
Inappropriate emotional responses, fantasies
Neurotic behaviour: rocking, banging head, regression, tics and twitches
Self-harming, drug or solvent abuse
Fear of parents being contacted
Running away
Compulsive stealing
Masturbation, Appetite disorders - anorexia nervosa, bulimia
Soiling, smearing faeces, enuresis

Peer on Peer Abuse

Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". • School recognises the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously. Allegations of peer on peer abuse will all be treated seriously and will be investigated by a member of the Safeguarding team. There are different forms peer on peer abuse can take, such as

- *sexual violence and sexual harassment*
- *physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;*
- *sexting (also known as youth produced sexual imagery)*
- *initiation/hazing type violence and rituals*

Victims of peer on peer abuse will be able to access support through LDC and the anti-bullying ambassadors in school.



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Forced Marriage

Forced marriage is a marriage conducted without the full consent of both parties and where duress is a factor. It is an entirely separate issues from arranged marriage and the two should not be confused. Forced marriage is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young people at risk of a forced marriage may be experiencing emotional or physical abuse at home.

Any indication that a child may be involved in a forced marriage should be acted upon immediately through communication with a Named Person. **At no point should anyone involved contact parents, relatives or friends of the child regarding concerns.**

Responses from parents

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

Specific Safeguarding Issues

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), sexual violence, sexual harassment and sexting. All staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse

Child Sexual Exploitation

CSE involves exploitative situations, contexts and relationships where young people receive something (e.g. – food, accommodation, drugs, alcohol, gifts, money or in some cases just affection) as a result of engaging in sexual activities. There is an imbalance of power in these relationships. The perpetrator always holds some kind of power over the victim. Sexual exploitation involves varying degrees of coercion, intimidation or enticement. Some young people being sexually exploited do not exhibit any external signs of abuse.



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The following lists 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 school, opting out of education all together
- 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.

Female Genital Mutilation (FGM) and Breast Ironing

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



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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.

What is breast ironing?

Breast ironing also known as “Breast Flattening” is the process whereby young pubescent girls breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. The custom uses large stones, a hammer or spatulas that have been heated over scorching coals to compress the breast tissue of girls as young as 9 years old.

The mutilation is a traditional practice from Cameroon designed to make teenage girls look less “womanly” and to deter unwanted male attention, pregnancy and rape.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Breast ironing - It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage and therefore be kept in education.
- 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.



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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)
- Breast ironing is practiced in all ten regions of Cameroon and has been reported in Benin, Ivory Coast, Chad, Guinea-Bissau, Kenya, Togo, Zimbabwe and Guinea-Conakry.
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to be prepared for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school 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
- Reluctant to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is a 'One Chance' rule. It is essential that we take action **without delay**.

The school recognises its duty to protect our students from indoctrination into any form of extreme ideology which may lead to the harm of self or others.

In this context, our definition of radical or extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self.'

We vet all visitors to the school carefully and will take firm action if any individual or group is perceived to be attempting to infiltrate or influence members of our community, either physically or electronically. Staff are trained to be vigilant for spotting signs of extremist views and behaviours and to always report anything which may suggest a student is expressing opinions which may cause concern. We understand the dangers of electronic communication, especially the internet and have the facility to filter access in school. We will also teach students about e-safety. This is particularly important because of the open access to electronic information through the internet.



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We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our students' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decision.

Child on Child Sexual Violence

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. The school's initial response to a report from a child is important.

*It is essential that **all victims** are reassured that they are being taken seriously and that they will be supported and kept safe.*

A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

A child is likely to disclose to someone they trust: this could be anyone on the school staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. You should be supportive and respectful of the child.

If a student wishes to report something to you, remember that you should:

- *not promise confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to*
- *Listen carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.*
- *Consider the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record be made.*



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- *The notes should not reflect the personal opinion of the note taker. Notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation.*
- *If possible, manage reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible.*
- *Inform the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report*

Risk Assessment following a report of sexual violence and/or sexual harassment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- *the victim, especially their protection and support;*
- *the alleged perpetrator; and*
- *all the other children (and, if appropriate, adult students and staff) at the school especially any actions that are appropriate to protect them.*

Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the school or college should be actively considering the risks posed to all their pupils and students and putting adequate measures in place to protect them and keep them safe

Action following a report of sexual violence and/or sexual harassment

School should carefully consider any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's initial response. Important considerations will include:

- *The wishes of the victim in terms of how they want to proceed.*
- *The nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour*
- *The age of the children involved*
- *The developmental stages of the children involved;*
- *Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?*
- *If the alleged incident is a one-off or a sustained pattern of abuse;*
- *Are there ongoing risks to the victim, other children, adult students or school staff*



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Safeguarding and Support for the victim

- *Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse*
- *The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school is a safe space for them.*
- *The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.*
- *Consider the proportionality of the response. Support should be tailored on a case-by-case basis.*
- *Whilst they should be given all the necessary support to remain in school, if the trauma results in the victim being unable to do this, alternative provision or a move to another school should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following discussion with their parents or carers).*
- *It is important that if the victim does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs. The designated safeguarding lead should take responsibility to ensure this happens (and should discuss with the victim and, where appropriate their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file*

Support for the perpetrator

- *Consider the age and the developmental stage of the alleged perpetrator and nature of the allegations*
- *Consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children*
- *It is important that if the alleged perpetrator does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The designated safeguarding lead should take responsibility to ensure this happens as well as transferring the child protection file*



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Child Criminal Exploitation: County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- *can affect any child or young person (male or female) under the age of 18 years;*
- *can affect any vulnerable adult over the age of 18 years;*
- *can still be exploitation even if the activity appears consensual;*
- *can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;*
- *can be perpetrated by individuals or groups, males or females, and young people or adults; and*
- *is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.*

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases, school staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised



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in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation:

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