



St. Cecilia's Catholic Primary School

Safeguarding

Policy and Procedures

Version: 16
Date: Autumn 15

Change Summary

Version	Issue Date	Section	Description of change
1	Autumn 1995		
2	Autumn 1998		
3	18/2/02		Update to be in line with new policy layouts
4	15/5/03		No change, reviewed and accepted by Governing Body
5	Spring 2005		Change to designated person
6	Autumn 2005		Changes as recommended by the LEA
7	Summer 2006		Change to designated person
8	Spring 2008		Various grammatical changes
9	Spring 2009		New Mission Statement
10	Spring 2010		Significant changes and additions to keep in line with current legislation on Safeguarding.
11	Spring 2011		No Change
12	Spring 2012		Change to Director's Phone Number. Addition – Training & Monitoring.
13	Spring 2013		No Change
14	Spring 2014		Changes to contact details and update procedures.
15	Spring 2015		Updated to new format. Changed name from Child Protection to Safeguarding
16	Autumn 2015		Updated to include new legislation, particularly CSE, FGM and Prevent from KCSIE

Next Review

Spring term, 2016

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St. Cecilia's Catholic Primary School – Child Protection Policy

School Mission Statement

At St Cecilia's

- *We live by God's Word and share His love throughout our school and global family.*
- *We respect and value the contribution that we each make throughout our journey.*
- *We encourage every individual to be an inspired learner for life.*

"THE WELFARE OF THE CHILD IS PARAMOUNT"

At St Cecilia's School the safety and welfare of our pupils is of the utmost importance. Because of the day-to-day contact with children, our staff are well placed to observe the outward signs of abuse. All adults working in our school must protect children from harm and abuse and be aware that any pupil may be at risk of harm or abuse, including Child Sexual Exploitation (CSE), Female genital Mutilation (FGM) and Radicalisation/Extremism (Prevent Duty) and be aware that any pupil/student may be at risk. (see appendix 1)

We have a duty to safeguard and promote the welfare of our pupils under the Education Act 2002 and Children Act 1989 through identifying any child welfare concerns and taking action to address them in partnership with families and other agencies where appropriate.

In addition to our safeguarding/child protection policy and procedures, we have policies and procedures to cover the roles of staff, pupils and parents in respect of health and safety, anti-bullying, e-safety, positive handling, racism and discrimination, FGM and Radicalisation/Extremism (Prevent Duty). We also ensure that issues of safeguarding are raised with pupils through the Personal, Social Health and Citizenship Education (PSHCE) curriculum. Our policy applies to all staff, governors and volunteers working in St Cecilia's and parents are informed about this and our other policies in the school prospectus and on our website. There are a number of elements to our policy:

- Ensuring safe recruitment practice in checking the suitability of all our staff and volunteers to work with children;
- Raising awareness of child protection/safeguarding issues amongst all staff and volunteers and of what to do if they have concerns;
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- Developing effective links with relevant agencies and co-operating as required with their enquiries regarding child protection matters including attendance at case conferences and core group meetings;
- Establishing and maintaining a safe environment in which children feel secure and are encouraged to talk freely about anything that concerns them;
- Ensuring children know there are adults in the school who they can approach if they are worried about anything;
- Including opportunities in the PSHCE curriculum to develop and equip pupils with the skills needed to recognise risks and stay safe from abuse;
- Supporting pupils who have been abused or may be at risk of harm in accordance with any agreed child protection plan;
- Ensuring we respond appropriately to any concern or allegation about a member of staff or volunteer; and

- Ensuring staff follow accepted “safe practice” principles when working with pupils.

If there are Child protection concerns the **London Child Protection Procedures** (London safeguarding Children Board, 5th edition, 2014) must be followed (available on the staff shared area, and also available from the designated safeguarding person. It can also be found at www.londonscb.gov.uk/procedures). The Sutton Local Safeguarding Children Board (LSCB) has adopted these procedures. This policy and procedure also accord with:

- “Working Together to Safeguard children” (*HM Government, 2015*)
- “Keeping Children Safe in Education” DFE, July 2015 (KCSIE)

If lower level concerns or needs (i.e. not child protection) are identified about a particular child the Sutton Common Assessment Framework (flowchart available at www.sutton.gov.uk) should be followed.

Practice and Procedures

Definition of Child Abuse (See Appendix 1 & 2)

Safeguarding and promoting the welfare of pupils relates to any child or young person (i.e. under the age of 18) who has suffered from, or **may be at risk of**:

physical injury
neglect
emotional and or sexual abuse and CSE,
FGM and Radicalisation/Extremism

Recognising Child Abuse

The first indication of concern about a child’s welfare is not necessarily the presence of a serious injury. Concerns may be because of:

- Bruises or other marks on a child’s body.
- Remarks made by the child, another child or parent or another adult.
- Observations of the child’s behaviour or reactions
- Unexplained changes in the child’s behaviour or personality.
- Evidence of disturbance or explicit detail about abuse or possible abuse in a child’s play, drawing or writing.
- Evidence of neglect, failure to thrive or exposure to unnecessary risks
- Unauthorised absence from school; and/or
- Information about the parent(s) / carer(s) of the child or their home background.

The Designated Person with Responsibility for Child Protection

At St. Cecilia’s, we have a senior member of staff, **Mrs B Martin**, who is the designated person with responsibility for child protection issues. Other staff available to provide significant cover when Mrs Martin is absent is Mrs C Mayhew. They are responsible for child protection issues. Any member of staff concerned about a pupil should tell the Designated Safeguarding Lead or in her absence, the other designated staff, immediately. If they are unavailable, a senior member of staff should be advised. We also have a nominated governor for child protection who is Mrs M Nash.

Responsibilities of Designated Person or Deputy Designated Person

1. Liaise with the nominated governor, the Multi Agency safeguarding Hub (MASH) local authority Education and Children and Family Services, Police or other agencies on individual child protection cases;
2. act as contact person within the school, providing advice and support, ensuring that all staff (including temporary, supply staff and volunteers and members of the governing body) are aware of their role;
3. be responsible for co-ordinating action within the school on child protection issues;
4. discuss individual cases with staff on a 'need to know basis', so that children's rights to confidentiality are ensured;
5. oversee the planning of any curricular or other provision in relation to child protection matters;
6. ensure that written records of concerns about a child are kept even if there is no need to make an immediate referral. Also ensure that all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology;
7. with any other relevant staff (e.g. class teacher), represent the school at child protection meetings and be a member of the 'Core Group' if required;
8. ensure that all staff at St. Cecilia's are familiar with this Policy and Procedure and the London Child Protection Procedures and DCSF guidance;
9. raise awareness about child protection on an ongoing basis;
10. together with the head teacher and local authority safeguarding children training officer, arrange regular child protection training for ***all according to their roles and responsibilities*** and that all training undertaken is recorded on the schools Single Central Record (SCR);
11. ensure that they the Designated Safeguarding Lead and other staff who provide significant cover receive update training at least every 2 years and recorded on the SCR.

The Role of Individual Staff

Everyone in the school must be alert to the possibility that any pupil, regardless of race, religion, culture, class or family background, could be the victim of abuse or neglect, exploitation, FGM and Radicalisation/Extremism and must be familiar with all of these procedures as set out in KCSIE July 2015. All staff must read section 1 of KCSIE and a record logged on the school's Single Central Record. Concern about a pupil must be discussed with the Designated Safeguarding Lead immediately so that if necessary, a referral can be made without delay.

Members of staff should not investigate child protection/safeguarding concerns, but gather information including any witnesses of an incident. An investigation is done by Children's Social Services and/or the Police. However, if a pupil says something, it is vital to listen carefully, so you can record and report it accurately and pass onto the Designated safeguarding Lead as soon as possible.

CONFIDENTIALITY

Our pupils and their parents have the right to expect that all staff will deal sensitively and sympathetically with their situation. It is important that information is only available to those who need to know it. Parents and where appropriate pupils should be told their right to confidentiality may be breached if information comes to light suggesting possible harm to a child. Child protection issues relating to individual cases **must not** be subject to open discussion in e.g. the staff room or elsewhere in the school.

Members of staff should also remember not to promise to pupils to keep “secrets” (see procedure below).

Working with Children

We recognise that children who are abused, neglected, or who witness either of these things, may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and a sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- the content of the curriculum;
- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- the school behaviour policy which is aimed at supporting vulnerable pupils in the school - the school will ensure the pupil knows that some behaviour is unacceptable but they are valued and not blamed for any abuse which has occurred;
- liaison with other agencies that support pupils such as social services, the child and adolescent mental health service, the borough school attendance service and the educational psychology service; and
- ensuring that, where a pupil with a child protection plan leaves the school, their information is transferred to any new school immediately and that the social worker is informed.

Recruitment, Selection, Training and Supervision of Staff and Volunteers

In our recruitment and selection of staff and volunteers we will at all times adhere to the Government guidance contained within “*Working Together to Safeguard Children*” (HM Government 2015), “*Keeping Children safe in Education* (DFE July 2015)

In particular we will ensure that:

- For good practice, our interview panel includes at least one member who has completed safer recruitment training
- That we always follow up gaps in previous employment
- That we always require specific references from employers for the last five years
- For all posts, paid and voluntary, the appropriate Disclosure and barring service (DBS) information has been received

We keep a central record (SCR) of all staff with the date and outcome of their DBS check so that at all times staff, pupils and parents can be assured this has been done.

The school is aware of and takes notice of ‘Disqualification by Association’ Guidance 2015 where relevant to the school community and responds in a timely manner.

Contractors and Outside Services

We expect all contractors providing services within the School whose staff have access to school premises to comply with this policy and the attached procedure. The contractor or individual must agree to this in writing.

In particular we require any contractor or organisation delivering a service on behalf of the school to provide evidence they adhere to the above requirements in terms of recruitment, selection, training and supervision of their staff and any volunteers, in particular DBS information. Checks are usually only required if a contractor’s member of staff will be left unsupervised.

The policy and procedure will also apply to any organisation using school facilities. They must agree to this in writing.

Child Protection Procedure

If concern arises about the welfare of a pupil the following procedure must be followed:

Do Not Delay

Tell the Designated safeguarding Lead as soon as you can even if it means interrupting a lesson. Do not leave notes as they may not get these until the end of the day when the pupil has gone home.

Early referral allows more time to offer help to the child and family before the situation becomes severe or serious.

When the matter is already severe or serious, early referral gives more time for others to protect the child.

The Designated Safeguarding Lead may consult the Children's Social Services, Services and MASH.

Make Written Notes

At the earliest opportunity make a written record of your concerns. Record facts accurately and make it clear when you are expressing an opinion and what that opinion is based upon. These notes should be given to the Designated Safeguarding Lead as soon as possible and will help to ensure accuracy in recalling events later, should this be necessary. Notes should be legible, signed and dated.

Do not take photographs of any physical injuries, record on a body map and also do not use audio to record disclosures.

When concern results from a statement made by the child or another child

Listen - Do not ask questions or interrogate. Consider interpreting services if English is a second language.

Remain calm - If you are shocked, upset or angry the child will pick this up and this may stop him/her from talking further

Reassure - The child has done nothing wrong - tell her/him it is all right to talk

Do not promise to keep it secret - Tell the child you cannot keep the matter secret and will need to take advice from someone who can help.

Referral Process

If a member of staff wishes to make a referral to Social Services or to the Police they should consult the Designated Safeguarding Lead about how to do this. However, referral must not be delayed - if the Designated Safeguarding Lead is not available a senior member of staff should be advised and the referral made to the Sutton Multi Agency Safeguarding Hub (MASH). Guidance on how to make a referral can be found at <https://www.sutton.gov.uk/index.aspx?articleid=9433> Additional information is also available in the *London Child Protection Procedures for details*. The MASH social care team or the Education Safeguarding Children's Adviser will be happy to discuss concerns even if you are not sure at that stage that a referral needs to be made. They can be contacted on 020 8649 0418/0414

Remember

- If in doubt, consult.
- Do not ignore concerns, even if these are vague.
- Your first responsibility is to the child.
- If you need help or support to manage your own feelings, this can usually be provided.

Contact with the Family

Contact with the family should be discussed with the Designated Safeguarding Lead, who may consult the MASH social care team or the Education Safeguarding Children's Adviser.

In cases where a minor physical injury causes concern, it is usual school practice to discuss this with the parent or carer. If the explanation suggests a non-accidental cause for the injury (or a failure to protect the pupil/ student from harm), the pupil/student (as appropriate), parent or carer should be informed that the matter must be referred to the Children and Family Social Work Service via the MASH.

In cases of possible neglect or emotional abuse, the concern may have built up over a period of time. There may have been discussion previously between school staff and the family about sources of help (e.g. the Children and Family Social Work Service), but if concerns persist, the Designated Safeguarding Lead will need to refer to the MASH .

In cases where there are suspicions of sexual abuse, the Designated Safeguarding Lead will seek immediate advice from the MASH before discussing this with the family.

Recording

- all records relating to child welfare concerns will be kept on the pupil's file and the file will be kept secure - a chronology of concern should be kept;
- Where there are concerns about a pupil/student, the pupil's/student's file indicates this with a red sticker, making the files easily distinguishable from others where there are no concerns and our electronic files have an appropriate "flag" to indicate there are concerns about the pupil/student;
- we will keep written records of any concerns about pupils, even where there is no need to refer the matter immediately;
- information from records will only be used on a "need to know" basis;
- key staff will need to know when a pupil is subject to a Child Protection Plan, so they can monitor the pupil's welfare;
- records relating to the pupil's welfare will remain on the pupil's file as long as the pupil is a pupil at the school;
- when the pupil leaves the school, the new school will be advised in writing that the school's records contain information about child protection concerns even where these are no longer current. Records should be sent in a way that is lawful in terms of the requirements of the Data Protection Act.

Concern about a Staff Member, Carer or Volunteer

- Allegations or concerns about a member of staff, worker or volunteer must immediately be notified to the head teacher (or the chair of governors if the concern is about the head teacher);
- The head teacher (or chair of governors) will always consult the Local Authority Designated Officer (LADO).
- Following consultation, the head teacher (or chair of governors) in agreement with the LADO will decide on appropriate action:
 - ❖ consider a Senior Strategy meeting
 - ❖ consideration of disciplinary proceedings
- It is important to bear in mind that although the concern may relate to an individual pupil/student, other pupils/students may also be at risk;
- The procedures are in Sutton LSCB Procedure, Working Together to Safeguard Children 2015 Chapter 2, Para 4, "Dealing with allegations of abuse against teachers and other staff and 'Keeping Children safe in Education (DfE July 2015).

- When appropriate with guidance from the LADO, consideration will be given to referral of a member of staff to the DBS for consideration of the case.
- If a member of staff believes a reported allegation or concern is not being dealt with appropriately, they should report the matter to the Local Authority Designated Officer (LADO) to give support and direction on how to proceed.
- Further guidance can also be sought from the MASH.

HARM, from or to, OTHER CHILDREN

- Abuse or concerns about a risk of abuse or harm by other children/young people is subject to the same safeguarding procedures as in respect of children or young people being abused by an adult;
- Professionals responding should be alert to the risk a child/young person may pose to children/young people other than any “current” victim; and
- Children or young people who harm others are likely to have considerable needs themselves (e.g. they may have been subjected to abuse, witnessed domestic violence or committed criminal offences).

In such cases there will usually be a need to refer the alleged perpetrator of harm to the Children and Families Service.

Foreign Exchange Visits

We will seek the consent of our host families to carry out checks with the appropriate local authority to ensure suitability. In the event that a host family has been subject of some kind of concern, unless there is a satisfactory resolution, the family will be regarded as unsuitable to receive or continue to host a student from overseas.

We will take reasonable steps to ensure that a comparable approach is taken with our or by our companion schools abroad.

Pupils subject to a Child Protection Plan

- The school will be told by the relevant local authority Children and Family Social Work Service when a pupil/student is subject to a Child Protection Plan (previously the Child Protection Register) whether the London Borough of Sutton or another local authority;
- The name of the key social worker must be clearly recorded on the pupil’s/student’s record;
- The school will participate fully in the work of Core Groups for these pupils/students to assist with the objectives of the Child Protection Plan for the pupil/student;
- When a pupil/student is subject to a Child Protection Plan, the school will report all unexplained absences even if only of a day;
- When a pupil/student is subject to a Child Protection Plan, the school will report all behavioural changes or other concerns to the key social worker; and
- when a pupil/student who is subject to a Child Protection Plan leaves the school, all the child protection information will be transferred to any new school.

Requests by Other Agencies for Assistance

- All school staff have a legal duty to assist local authority Children and Family Social Care Services or the Police when they are making enquiries about the welfare of pupils/students;
- Information about a pupil/student must therefore be shared on a "need to know" basis with other agencies;
- When telephone requests for information are received, ***always*** maintain security by checking the telephone number listing for the caller and calling back to a switchboard number ***before***

- giving information or confirming the student is on the school roll;
- Always advise the designated person about such requests for information;
- Requests for attendance at meetings about individual pupils/students (e.g. child protection conferences) should be notified to the designated person, who will arrange preparation of a report and attendance at the meeting;
- Reports should contain information about the child's/young person's:
 - ❖ academic progress, attendance, behaviour, relationships with children/young people and adults, family and any other relevant matters;
- Reports should be objective, distinguishing between fact, observation, allegation and opinion;
- Unless you specify otherwise, reports will normally be made available to the student's family.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary they should speak to the Headteacher or the LA Lead officer for Safeguarding for Education **Mr Colin Stewart Tel: 020 8770 6502**

Evaluation and Monitoring Procedures

The Governors monitor the policy on an annual basis in line with their statutory responsibilities. The Governor with responsibility for child protection and safeguarding also monitors the safeguarding register and reports back to the full Governing Body.

General Issues

All staff must observe the above policy and procedure at all times. They will be reviewed annually and as required in line with changes in local LSCB (Local Safeguarding Children's Board) or national guidance.

Sutton Contact Details

- *LB Sutton Multi-Agency Safeguarding Hub (MASH) – 020 8649 0418/0420*
- LBS Education, Safeguarding Children Adviser - 020 8649 0414 (if unavailable contact the MASH)
- LBS Education, Safeguarding and Wellbeing Lead – 020 8288 5630
- *LB Sutton Children & Families, Referral & Assessment Service (RAS) - 020 8770 4343/4263*
- LB Sutton (out of office hours) Children & Families Emergency Duty Social Work Team (EDT) - 020 8770 5000
- LBS Child Protection Advisor (Quality & Performance Unit) - 020 8770 4532 (if unavailable ask for the deputy or contact the Referral and Assessment Service)
- Local Authority Designated Officer (LADO) - 0208 770 4022. If there is a need to make a referral outside of these times call the Out of Hours service on: 0208 770 4322.

Key Safeguarding Documents

- Working Together to Safeguard Children - March 2015
- Keeping Children Safe in Education – DfE July 2015

- What to do if you think a child is being abused – DfE March 2015
- Advice for Schools on the Prevent Duty – DfE 2015
- Section 26 of the Counter – Terrorism and Security Act 2015
- Section 5B of the Female Genital Mutilation Act 2003 – section 74 of the Serious Crime Act 2015 places a mandatory duty for schools to report from October 2015 to the police.

Appendix 1

CHILD PROTECTION

Definitions of Abuse

Physical harm

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.

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 and emotional 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 of, or unresponsiveness to, a child's basic emotional needs.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve 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. This category will be used where it is the main or sole form of abuse.

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 (oral sex). They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Sexual abuse is always deliberate.

Recognition - Physical Signs

1. Bruising - especially unusual locations, patterns or differing age. Also black eyes.
2. Burns and scalds -always a cause for concern especially in clusters.

3. Bites
4. Cuts and lacerations - especially when severe, regular or unusual.
5. Fractured or broken bones.
6. Mouth or other facial injuries.
7. General condition - e.g. lethargy, tiredness, unkempt appearance.
8. Poor physical condition - e.g. underweight, frequently ill.

Recognition - Behavioural Signs

Changes in behaviour with no apparent explanation.

Depression, anxiety or other signs of emotional upset - e.g. distress or crying.

Fears or wariness.

Relationship difficulties - with adults or other children or young people.

Regression or deterioration in development or progress.

Acting out - Behaviour, play, pictures etc.

Describes abusive events.

NB. If child describes sexual or other serious abuse of themselves or someone else, do NOT question. Reassure the child that it is OK to tell, you will arrange for someone to talk to the child who will be able to help them and that you will not be able to maintain confidentiality. Make notes.

Recognition - Other signs.

Parental behaviour – e.g. depression, anxiety, mood swings, aggression, indication of alcohol or substance abuse.

Self harm.

Alcohol or substance abuse.

High or unreasonable expectations by parent.

Regular or unexplained absences.

Failure to attend to illness or injury, or to keep medical appointments.

Inadequate explanation by parent.

APPENDIX 2: Key information on CSE, FGM and Prevent from KCSIE July 2015

1. Further information on Child Sexual Exploitation

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

2. Further information on Female Genital Mutilation

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

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers¹⁰, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty commenced in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

3. Further information on Preventing Radicalisation

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

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family,

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

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

Prevent

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard must have regard to statutory guidance issued under section 29 of the CTSA 2015 ("the Prevent guidance"). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn 2015. This duty is known as the **Prevent duty**. It applies to a wide range of public-facing bodies.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).

- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

Channel

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary