

# *Child Protection & Safeguarding Policy*



**TOR BRIDGE**  
PRIMARY



Reviewed April 2021

## **CHILD PROTECTION AND SAFEGUARDING POLICY**

The name of the Designated Safeguarding Lead is: Aaron Meredith

The name of the Deputy Designated Safeguarding Leads are: Olivia Bartlett, Lauren Rowe & Sally Riseborough

The names of the link Nominated Safeguarding Governors are: Paul Chapman & Paula Frankis

The name of the Designated Teacher for Looked After Children is: Sally Riseborough

The Local Authority Designated Officer is: Marie Partridge

The Chair of Governors is: Carol Wood

### **Introduction**

Tor Bridge Primary School recognises its moral and statutory responsibility to safeguard and promote the welfare of all children and we will provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. This will be underpinned by a culture of vigilance and openness where both children and adults feel secure, able to talk and believe that they are listened to. We recognise that all staff have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. We will ensure that all adults who have contact with children in our school have been properly vetted and deemed suitable to work and support children in our care/charge. We will also ensure that all adults who have contact with children in our school have been trained to undertake their safeguarding responsibilities effectively. We maintain an attitude that 'it could happen here' where safeguarding is concerned.

The school is aware of the responsibilities which all staff have with regard to the protection of children/pupils from abuse and from inappropriate and inadequate care. Therefore, the school is committed to reacting in accordance with the Local Authority procedures in all cases where there is concern.

The school will act in accordance with the Plymouth Local Safeguarding Children Board (LSCB) and the Disclosure and Barring Service (DBS) when required to do so.

The Department for Education document 'Keeping Children Safe in Education' (2020) defines safeguarding as: Protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

- Children includes everyone under the age of 18.
- Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if that are not suffering harm or are at immediate risk.

Tor Bridge Primary School are committed to safeguarding and promoting the welfare of children and young people and expects all staff (including supply teachers) and volunteers to share this commitment.

### **Legislation and Statutory Guidance**

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2020) and Working Together to Safeguard Children (2018), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.
- This policy also complies with our funding agreement and articles of association.

The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate

arrangements within our school to identify, assess, and support those children who are suffering harm. It should also be read in conjunction with the school's Prevent Policy.

We recognise that all staff and governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

### **Aims**

All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and resilience.
- To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children.
- To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop effective working relationships with all other agencies involved in safeguarding children.
- To ensure that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.

### **Definitions**

Within this document:

**Safeguarding and promoting the welfare of children** means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

**Neglect** is a form of abuse and 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. Appendix 1 defines neglect in more detail.

**Sexting** (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

**Children** includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

### **Equality Statement**

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs

- Are looked after or previously looked after

## **Procedures**

Our school procedures for safeguarding children will be in line with the Plymouth Safeguarding Children Board (PSCB) Multi Agency Child Protection Procedures ([www.swcpp.org.uk](http://www.swcpp.org.uk)).

We will ensure that:

- the governing body understands and fulfils its safeguarding responsibilities;
- there is a Designated Safeguarding Lead and a Deputy Designated Safeguarding Lead, who have undertaken role specific training, and also multi agency Child Protection Awareness Training, delivered through the PSCB. Both staff members will undertake other training as recommended by the PSCB every two years;
- all staff will receive appropriate safeguarding and child protection training in order to develop their understanding of child protection and, in particular, the signs and indicators of abuse, that is regularly updated (at least every three years). In addition, all staff will receive safeguarding and child protection updates (for example via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;
- all staff are aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment, and in some cases, acting as the lead professional in undertaking an early help assessment;
- all staff are aware of the process for making referrals to Children, Young People and Families Services and for statutory assessments under the Children Act 1989, that may follow a referral, along with the role they may be expected to play in such assessments;
- all staff know how to respond to a pupil who discloses abuse, and the procedure to be followed in sharing, appropriately, a concern of possible abuse or a disclosure of abuse;
- all parents are made aware of the school's responsibilities in regard to child protection procedures, through publication of the school's Child Protection and Safeguarding Policy, and we will make reference to it in our prospectus/brochure and home school agreement;
- our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time;
- community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures;
- our recruitment and selection policy/code of practice includes all appropriate checks on staff suitability including Disclosure and Barring Service checks. A minimum of two individuals have completed Safer Recruitment Training (e.g. Headteacher, Member of School Leadership Team or a nominated Governor) and we will ensure that at least one trained individual participates in all recruitment within the school;

- the name of any member of staff considered not suitable to work with children (and the rationale for this decision) will be notified to the Disclosure and Barring Service and/or the relevant Government Department/Agency (where appropriate), depending on the nature of the concern, with the advice and support of the school's Human Resources Provider and/or the Local Authority Designated Officer;
- all relevant staff, visiting officers etc. have been vetted in accordance with the 'Childcare Disqualification Requirements' and 'recr Association' statutory guidance, and been deemed suitable for working with the relevant age range of children within the school;
- the name of the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and Nominated Safeguarding Governor will be clearly displayed in the school and on our website, with a statement explaining the school's role in referring and monitoring cases of suspected abuse;
- all staff (including those from a supply agency) new to our school, will be given or directed to a copy of the Child Protection and Safeguarding Policy, the booklet "What To Do if You're Worried A Child is Being Abused", and the name and contact details of the Designated Safeguarding Lead will be explained as part of their induction into the school. In addition, all such staff will be made aware of the 'Guidance for Safer Working Practice for Adults who work with Children and Young People' booklet, available for reference within the school;
- our child protection procedures will be reviewed annually and up-dated as necessary.

### **Responsibilities**

We understand that our responsibility to safeguard children requires that we all share appropriately any concerns (as soon as it is suspected or known) that we may have about children. The first point of contact is the Designated Safeguarding Leads, in their absence. Where there are no Designated Safeguarding Leads available, staff are directed to a member of the School Leadership Team, to avoid any undue delay in making a referral. All members of the Leadership Team are fully trained in how to manage a safeguarding concern in the absence of a Designated Safeguarding Lead or their Deputy. The Designated Safeguarding Lead will inform the Headteacher of the referral. If any staff member is involved, the report is made to the Headteacher. If the Headteacher is involved then the Chair of Governors should be informed.

The Designated Safeguarding Leads are members of the Senior Leadership Team and are responsible for:

- ensuring that a child's details are referred by telephone to Children, Young People and Families Services if there are concerns about his/her welfare, possible abuse or neglect. A written record of the referral will be faxed/posted/emailed to Children, Young People and Families Services, using the multi-agency referral form, as soon as possible within the school day;
- ensuring that written records of concerns about a child are kept (through the use of CPOMS), even if there is no need to make an immediate referral;

- ensuring that all such records are kept, confidentially and securely, and are separate from general pupil records, with a front sheet (in chronological order) listing significant events in the life of the child;
- ensuring that an indication of further record-keeping (e.g. a separate child protection file) is marked on the general pupil records;
- acting as a focal point for staff to discuss concerns (including signposting to pastoral support services if required by staff) and liaising with other agencies and professionals;
- attending (or delegating this requirement to another appropriately informed member of staff) Early Help Assessment Tool (EHAT) meetings; case conferences; family support meetings; core groups; allegations management strategy meetings or other multi-agency planning meetings, contributing to the Framework for Assessment Process, and providing a report (when required) which has been shared with the parents;
- ensuring that any pupil currently with a Child Protection Plan, who is absent without explanation for two days, is referred to their key worker in Children, Young People and Families Services;
- ensuring that all staff are aware of this policy and know how to recognise and refer any concerns;
- providing, with the Headteacher, an annual report for the governing body, including any changes to the policy and procedures; child protection training undertaken by the Designated Safeguarding Lead, their Deputy and by all other staff and governors; relevant curricular issues, number and type of incidents/cases, and number of children referred to Children, Young People and Families Services, allegations against staff and numbers of children subject to child protection plans (anonymised);
- keeping up to date with knowledge to enable them to fulfil their role, including attending relevant training provided by the PSCB, or the Local Authority.

Should this school make the decision to combine the roles of Designated Safeguarding Lead and Inclusion Leader, cases and concerns will be discussed regularly with the Senior Leadership Team and formally recorded.

Full details of the role of the Designated Safeguarding Lead can be found in Annex B within the 'Keeping Children Safe in Education Guidance' 2<sup>nd</sup> September 2020.

### **Supporting Children**

We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.

We recognise that the school 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.



Tor Bridge Primary School will support all pupils by:

- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Children's Social Care as soon as there is a significant concern.
- Ensuring that a named teacher is designated for Looked After Children (LAC) and that an up to date list of children is regularly reviewed and updated. The Virtual School for Children and Young People in care must be made aware of all LAC in the school.
- Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Head at the pupil's new school as a matter of urgency.

### **Confidentiality and Information Sharing**

We recognise that all matters relating to child protection are confidential.

Designated Safeguarding Lead, Mr. Aaron Meredith and a Deputy Designated Safeguarding Leads, Olivia Bartlett, Lauren Rowe & Sally Riseborough, for Child Protection, will disclose personal information about a pupil to other members of staff on a need to know basis only. The responsible governors are Mr. Paul Chapman and Mrs. Paula Frankis.

All staff will be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff will be aware that they cannot promise a child to keep secrets which might compromise the child's own safety or well-being, or that of another child. Any child who reports child on child sexual abuse should not be told that the matter will remain confidential as it is likely to be necessary that the information be shared with other agencies. *Through PSHE/SMSC lessons, there is explicit teaching and development of important attributes such as respect, honesty, kindness, tolerance and courtesy. Important issues such as personal privacy, respect and consent to ensure that more young people have a good understanding of how to behave towards their peers, are crucial parts of lessons taught in Year 1 onwards. Children, Parents/Carers and staff are also aware of the NSPCC helpline. This dedicated, confidential helpline is run by the NSPCC and is available to current or past victims as well as Parents/Carers or professionals with concerns. **The dedicated NSPCC helpline number is 0800 136 663.***

We will always undertake to share our intention to refer a child to Children, Young People and Families Services with their parents/carers consent unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Children, Young People and Families Services.

Child protection information will be stored and handled in line with the Data Protection Act 1998. Information sharing is guided by the following principles. The information is:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure

Written concerns are logged electronically (through CPOMS – see appendix 2) and all information is password protected and only made available to relevant individuals. The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent. Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the headteacher [or DSL]. The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The government's [information sharing advice for safeguarding practitioners](#) (2018) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information.

### **Supporting Staff**

We recognise that staff working in the school 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 Core Leadership team and to seek further support. This could be provided by, for example, Mr. Meredith, by Occupational Health and/or a teacher/trade union representative as appropriate.

We understand that staff should have access to advice on the boundaries of appropriate behaviour. The booklet "Guidance for Safer Working Practice for Adults who work with Children and Young People" provides advice on this and the circumstances which should be avoided in order to limit complaints against staff of abuse of trust, and/or allegations of physical or sexual abuse. These matters form part of staff induction and are referred to in the staff handbook.

We recognise that designated staff should have access to support and appropriate workshops, courses or meetings as organised by the Local Authority.

### **Allegations Against Staff**

All school staff (including a supply teacher or volunteer), should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

All staff (including a supply teacher or volunteer), should be aware of the Whole School Behaviour Policy – Positive Behaviour Management Policy, this can be found on the school's website.

We understand that a pupil may make an allegation against a member of staff (including a supply teacher or volunteer).

- If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.
- The Headteacher/senior teacher on all such occasions will immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO) and follow the process for managing the concern laid down in the South West Child Protection Procedures ([www.swcpp.org.uk](http://www.swcpp.org.uk)) and the School's Managing Allegations Policy.
- If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors, who will consult the LADO as above, without notifying the Headteacher first. Where the Chair of Governors cannot be contacted, the LADO should be contacted, immediately, for advice.
- In all occasions identified above, the school will follow the South West Child Protection Procedures and the School's Managing Allegations Policy for managing allegations against staff and volunteers, a copy of which can be found in on the Staff Portal.
- Suspension of the member of staff, against whom an allegation has been made, needs careful consideration, and we will consult with the LADO and our Director of HR (Sonia Oates) in making this decision.
- In line with this policy and other school procedures for incident reporting/recording, staff and pupils may provide accounts of events that will be stored under our own secure systems and may be produced in the event of any allegation. We recognise that such accounts must not constitute an official statement and the reporting person must not be questioned over their disclosure at this stage. All such accounts will be hand written by the individual completing the report, signed and dated, with the full name of the writer clearly visible on the document.

- Our lettings agreement, for other users of school premises, requires that the organiser will manage the suspension of adults, where necessary, from the relevant school site.

In all occasions identified above, the school will follow the South West Child Protection procedures/Local Authority procedures for managing allegations against staff and volunteers, a copy of which can be found on the school's website.

### **Abuse of Position of Trust**

All staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Staff understand, that under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where the person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of school staff and a pupil under age 18 may be a criminal offence, even if that pupil is over the age of consent.

### **Whistleblowing**

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 about the attitude or actions of colleagues. If necessary, they should speak to the designated 'whistleblowing' governor or the Local Authority Designated Officer within Children's Social Care.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at - Advice on whistleblowing
- 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 8:00am to 8:00pm, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Full details of the school's Whistleblowing Policy are available on our website.

### **Monitoring**

The school will monitor pupils whose names are on the Child Protection Register in line with what has been agreed in the Child Protection Plan.

Parents/Carers should be made aware of the school's Child Safeguarding and Protection policy and the fact that this may require cases to be referred to the investigative agencies in the interests of the child.

## **Guidelines for monitoring**

### **When?**

When there is concern about:

- Marks on the body
- Unusual/different behaviour (including academic functioning)
- Mood changes
- Puzzling statements or stories by a student
- Information from others
- If requested by another agency e.g. following a case conference

### **Who?**

- Teachers
- Other school staff
- Other staff in regular contact with the student

### **What?**

- Patterns of attendance
- Changes of mood
- Changes in classroom functioning
- Relationships with peers and adults
- Behaviour
- Statements, comments, stories, 'news', drawings
- General demeanour and appearance
- Parental interest and comments
- Home/family changes
- Medicals
- Response to PE/sport
- Injuries/marks, past and present

Staff must always maintain an attitude of "it could happen here".

Any adult worried about the welfare of a child, or seeking advice on any concern at all, can call the NSPCC's Helpline on 0808 800 5000, email [help@nspcc.org.uk](mailto:help@nspcc.org.uk), or visit the NSPCC website at [www.nspcc.org.uk/neglect](http://www.nspcc.org.uk/neglect)

Staff must be aware that if they feel it is appropriate they can report directly to social care.

For staff wanting to report a general concern or to seek advice there are to call the Gateway on 01752 668000.

If a member of staff had an immediate concern over a child's safety then they would call the HUB on 01752 305200.

### **Physical Intervention/Positive Handling**

Our policy on physical intervention/positive handling by staff is set out separately, as part of our Positive Behaviour Management Policy.

Such events should be recorded and signed by a witness.

Staff who are likely to need to use physical intervention should be appropriately trained.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

### **Anti-Bullying**

Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

### **Equalities and Racial Tolerance**

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

The school has a single "Equality Policy" that has a section on racial tolerance. This includes information about what the school, through education, challenge and discussion, will do to ensure incidents do not happen.

Racism is tackled in both the RE and in the SMSC curricula. The children will take part in discussions designed to raise awareness and address prejudices. This work ensures that racial tolerance is at the forefront of everything we do.

### **Racist Incidents**

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

### **Domestic Violence**

Our response on Domestic Abuse is set out in the Child Protection guidance from the PSCB (please see [www.swcpp.org.uk](http://www.swcpp.org.uk) and search 'domestic abuse'). It recognises that exposure to domestic abuse can have a serious impact on a child's development and emotional well-being and acknowledges that staff, themselves, can be victims or perpetrators of domestic abuse.

### **General Prevention of Harm**

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Provide across the curriculum, including PSHE and SMSC, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

### **Health & Safety**

Our Health & Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children, both physically within the school environment, and when away from the school, when undertaking school trips and visits.

Mr. Meredith, Headteacher, with the Caretaker, Ian Stephens, and a nominated school governor with responsibility for health and safety oversee the policy and 'Person in Control (PIC)' log book. Any concerns from staff or children are reported to any of these individuals and the site supervisor carries out an initial examination, assessing what remedial action needs to take place.

Each term there is a fire drill, that practices the efficient evacuation from the school buildings.

The school conducts an annual fire risk assessment.

There is a critical incident plan that details what staff and parents should do in the case of emergencies.

### **First Aid**

At Tor Bridge Primary School, all teachers and many Teaching & Learning Assistants and Playworkers are trained to oversee first aid:

When a child is unwell, or has suffered an accident in school, or on the school grounds, the following steps are followed:

- Step 1: A trained first aider is immediately called to provide assistance and advice.
- Step 2: The incident/accident is logged in the incident/accident register.
- Step 3: The parent is notified of the incident/accident as soon as necessary.
- Step 4: The Local Authority Health and Safety Team and/or the Health and Safety Executive are notified of the incident/accident where there is a statutory duty to do so.

### **Supporting Pupils in School with Medical Conditions**

The school will ensure that relevant staff are trained to administer medicines.

## **Site Security**

Tor Bridge Primary School aims to provide a secure school site and recognises that the site is only as secure as the people who use it. Therefore, all people on the site have to adhere to the rules that govern it. It is recognised that laxity can cause potential problems to safeguarding and so the school ensures that:

- gates are locked except at the start and end of each day;
- gates are kept closed to prevent intrusion;
- whenever possible visitors and volunteers only enter through the main pedestrian entrance and must sign in at the office;
- children are only allowed home with adults/carers with parental responsibility or confirmed permission has been received in advance;
- empty classrooms have closed windows;
- children are not allowed to leave school alone during school working hours and, if collected by an adult (whose responsibility for the child has been confirmed beforehand), signed out;
- should a child leave the school premises, without permission, then staff have been informed never to chase after a child, but rather to report immediately to the school office. Parents and Police will then be immediately informed of the circumstances;
- at break and lunchtimes, staff are on duty to provide a presence at dedicated key points on the school site.

## **Self-Harm**

Tor Bridge Primary School is committed to supporting children who self-harm or attempt to self-harm and our full response/commitment is laid out in a separate 'Managing Self Harm Policy' document available on the school website.

Self-harm is any self-injurious behaviour where the intent is to deliberately cause harm to one's own body or suicidal thoughts or actions.

This Managing Self Harm Policy document describes the school's approach to self-harm and is intended as guidance for all staff.

The Managing Self Harm Policy aims to:

- increase understanding and awareness of self-harm;
- alert staff to warning signs and risk factors;
- provide support to staff dealing with pupils who self-harm;
- provide support to pupils who self-harm and their peers and Parents/Carers.

## **Preventing Radicalisation**

The Counter Terrorism and Security Act 2015 "places a duty on specified authorities, including local authorities and childcare, education and other children's services providers .... to have due regard to the need to prevent people from being drawn into terrorism ('the Prevent duty'). The Counter Terrorism and Security Act 2015 also



places a duty on local authorities to ensure 'Channel' panels are in place. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism. Schools and Colleges are listed in the Act as "partners of the panel". The Act requires partners (such as Schools and Colleges) of Channel panels to cooperate with the panel in carrying out its functions and with the Police in undertaking the initial assessment as to whether a referral is appropriate.

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. It should be noted that an individual's engagement with the programme is entirely voluntary at all stages. Our school staff understand when it is appropriate to make a referral to the Channel programme.

This school is committed to working with the local authority, Police and the Channel Panel to maintain a safe learning environment for children and young people in our care/charge. Wherever possible, preventing radicalisation will be promoted through both the curriculum and all other school related activities.

Tor Bridge Primary School will help build pupils' resilience to radicalisation by promoting fundamental British Values (as set out in DfE documentation 'Promoting Fundamental British Values' 2014) and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, the school will provide a safe space in which children, young people and staff can understand the risks associated with radicalisation (that can lead to terrorism) and develop the knowledge and skills to be able to challenge extremist arguments.

The statutory guidance makes clear that schools are expected to assess the risk of children being drawn into radicalisation (that can lead to 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 local 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.

The general risks affecting children and young people may vary from area to area, and according to their age. This school is in an important position to identify risks within the local context. It is important that the school understands any particular risks so that it can respond in an appropriate and proportionate way. In addition, the school continues to be aware of the increased risk of online radicalisation, as terrorist organisations seek to radicalise young people through the use of social media and the internet. The School is able to obtain contextual information around these matters from both the local authority and the Police to help understand such risks in the area.

It is recognised that there is no single way of identifying an individual who is likely to be susceptible to radicalisation (including terrorist ideology). As with managing other safeguarding risks, staff will be alert to changes in children's behaviour that could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. Our school staff will use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers to carry out unnecessary intrusion into family life but, as with any other safeguarding risk, they will take action when they observe behaviour of concern.

### **Female Genital Mutilation (FGM)**

The Department for Education's Keeping Children Safe in Education explains that Female Genital Mutilation comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs". FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

The Female Genital Mutilation Act (as inserted by Section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and health 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 age 18.

This school will ensure that all relevant staff working in the school receive appropriate training to understand and/or recognise when FGM may be likely to happen or has happened.

Whilst all staff should speak to the DSL (or deputy) with regard to any concerns about FGM, there is a specific legal duty on teachers to do so. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

The Home Office provides guidance on the same - Mandatory Report of Female Genital Mutilation - procedural information. A summary of the guidance is attached at Appendix 3.

This school will ensure that where all relevant staff working in the school suspect that an act of FGM may be undertaken, the matter will be discussed with the Schools' Designated Safeguarding Lead who will involve Children, Young People and Families Services as appropriate.

Tor Bridge Primary School recognises that it will be rare to see visual evidence that an act of FGM has taken place and that it should not be examining pupils but the 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 the mandatory duty applies.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
  - Having difficulty walking, sitting or standing, or looking uncomfortable
  - Finding it hard to sit still for long periods of time (where this was not a problem previously)
  - Spending longer than normal in the bathroom or toilet due to difficulties urinating
  - Having frequent urinary, menstrual or stomach problems

- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
  - Having a mother, older sibling or cousin who has undergone FGM
  - Having limited level of integration within UK society
  - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
  - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
  - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
  - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
  - Being unexpectedly absent from school
  - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Further training and resources can be accessed at:

Home Office Guidance of Female Genital Mutilation (FGM):

<https://www.gov.uk/government/collections/female-genital-mutilation>

Needlecraft (FGM) animation:

<https://www.gov.uk/government/collections/female-genital-mutilation>

### **Safer Recruitment and Selection**

Tor Bridge Primary School pays full regard to current government guidance 'Keeping Children Safe in Education' 2<sup>nd</sup> September 2020. We will ensure that all appropriate measures are applied in relation to everyone who works

in the school, who is likely to be perceived by the children as a safe and trustworthy adult, including staff, volunteers, those employed/engaged by contractors and governors.

Best safer recruitment practices include scrutinising applications, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capability for the job. It also includes undertaking interviews and, where appropriate, undertaking Disclosure and Barring Service (DBS) Children's Barring List checks, full Enhanced DBS checks, Prohibition Order and s.128 checks (where necessary), Childcare Disqualification Order checks (where necessary) and providing honest and accurate references when individuals move on.

In line with statutory changes, underpinned by regulations, the following will apply:

- an Enhanced DBS Disclosure check (with or without a Children's Barring List check in accordance with 'regulated activity' requirements and statutory guidance) will be obtained for all new appointments to our school workplace (including volunteers, where appropriate);
- this school is committed to keeping an up to date single central record detailing a range of pre-employment checks carried out on our staff, volunteers and governors;
- all new appointments to our school workforce from overseas or UK nationals, who have lived or worked outside of the UK for more than 3 months, will be subject to additional checks as appropriate (e.g. Certificate of Good Conduct);
- Tor Bridge Primary School ensures that supply staff have undergone the necessary checks and will be made aware of this policy;
- identity/right to work in the UK checks will be carried out on all appointments to our school workforce before the appointment is confirmed.

The following staff have undertaken and completed Safer Recruitment training and one of these staff members will be in attendance at interview for all staff and volunteer appointments:-

Executive Headteacher: Aaron Meredith

Assistant Headteacher (deputises in the Executive Headteacher's absence): Olivia Bartlett

Assistant Headteacher: Lauren Rowe

Human Resources Director: Sonia Oates

School Governors: Carol Wood, Paul Chapman and Paula Frankis

Safer working practices ensure that children are kept safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues, where possible, in situations open to question;
- discuss and/or take advice from school management over any incident which may give rise to concern;

- record any incident or decisions made;
- apply the same professional standards regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity;
- are aware of the confidentiality policy;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Our school Recruitment and Selection Policy/Code of Practice, set out in a separate document, explains the schools for commitment to safer recruitment practices both pre and post-employment.

### **Disqualification by Association**

On 31 August 2018, the Department for Education introduced updated statutory guidance on 'Disqualification under the Childcare Act 2006' and the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018.

The guidance sets out:

- who is covered by the arrangements – including the changes to the arrangements for staff who live in the same household where a disqualified person lives or is employed
- circumstances where staff should be directed to apply to Ofsted to waive disqualification.

From September 2018, staff are no longer disqualified from providing or working in non-domestic childcare settings because someone who lives or works in their household is disqualified.

### **The Design of the Curriculum**

The curriculum deals with safeguarding in two ways.

- Firstly, in subjects such as Personal, Social and Health Education, SMSC and RE, relevant learning and assessment regarding related issues take place with the children. Topics include such themes as Drugs, Alcohol, Sex and Relationships, Stranger Danger, and Online Safety issues (including safer use of social media and gaming). Children are encouraged to explore and discuss these issues.
- Secondly, the curriculum is designed so that safety issues, within the subject, are discussed and safe practices explained, such as using equipment properly in PE and Design and Technology.

Pupils can be taught, through the curriculum, about the risks of different kinds of abuse and neglect and equip them with the skills they need to help them stay safe.

A safeguarding programme should seek to support the student's development in ways which will foster security, confidence and independence. It should be regarded as central to the well-being of the individual and is, therefore, seen to be an intrinsic part of all aspects of the curriculum. The most appropriate approach is skills-

based, set alongside a knowledge component, with an emphasis on helping pupils to develop the personal and social skills they need to keep themselves safe and to become responsible and independent adults.

Student safeguarding can be interwoven with many aspects of the existing curriculum. It can help pupils to:

- Promote their understanding of relationships, the interaction between relationships and the key concepts
- Increase self-esteem and awareness
- Make judgements and solve problems
- Be assertive
- Recognise, accept and express feelings
- Explore the nature of trust
- Identify 'ok' adults within personal safety networks
- Take decisions and accept responsibility for self and others
- Be self-reliant and independent.

We will encourage pupils to feel safe and to talk about their feelings. It can:

- reduce isolation in the emotions they experience
- relieve tension by enabling pupils to talk and be listened to
- provide an opportunity to develop an appropriate vocabulary, making violence less likely as a way of expressing needs
- allow pupils to perceive situations more clearly for planning an action or change
- make pupils feel protected by a culture which actively promotes a 'listening environment'.

All pupils need to know what to do in case someone tries to harm them. Knowing that the vast majority of children are abused or harmed by someone they know, teaching them to avoid dangerous situations, to recognise inappropriate touching and comments, can encourage them to trust their own judgement and to feel safer, more aware and confident.

Appropriate staffing levels will be maintained, at all times, when the curriculum is being delivered within and outside of the school site.

Appropriate and agreed pupil/adult ratios will always be maintained.

The lead adult (the School Educational Visits Coordinator) will always risk assess visits and trips to ensure children are safeguarded and protected from harm before the event is finally authorised by the Headteacher.

Visiting speakers, with correct clearance and/or constant supervision are always welcome into school so that they can give specialist knowledge to the children.

### **Internet/Online Safety**

Tor Bridge Primary School's Online Safety Policy set out in a separate document states that children are encouraged to use the internet in a safe way.

Parents will be asked to give permission for their children to use the internet on entry to the school.

children and staff must sign an appropriate usage form to ensure that they understand the risks and sanctions relating to misuse of the IT system in and beyond the school. If staff know of misuse, either by a teacher, other staff member, volunteer or child, the issue must be reported to the Headteacher without delay.

The Headteacher has overall responsibility for internet safety and will have access to all email addresses provided.

The school follows guidelines for Internet use/Online safety laid down by a range of organisations including the South West Grid for Learning, the Local Authority, Plymouth Safeguarding Children Board and in its Acceptable Use Policy.

The school will ensure that:

- software is in place to minimise access and to highlight any person accessing inappropriate sites or information;
- pupils will be encouraged to discuss, openly, their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns, the Designated Safeguarding Lead should be informed immediately);
- every effort is made to encourage pupils not to give out their personal details, phone numbers, school, home addresses, computer passwords etc;
- pupils adhere to the school policy on mobile phones;
- training is provided to pupils, staff and volunteers on e-safety matters where necessary.

### **Inclusion Opportunities**

Within Tor Bridge Primary School's Accessibility Plan there is a statement around "Inclusion Opportunities" that asserts:

*"At Tor Bridge Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Tor Bridge Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here."*

### **Whole School Behaviour Policy**

The full, Positive Behaviour Management Policy is set out in a separate document. It is recognised that good behaviour is essential in any community and at Tor Bridge Primary School we have high expectations in this area. The school has a Positive Behaviour Management Policy and a Code of Behaviour that must be adhered to by all children and the document is published on the school website. Although the emphasis is always on the positive, there are also times when children have to be disciplined in order to maintain the safety and security of all children.

Staff are discouraged from handling children but where they deem it the safest thing to do, after exhausting all other de-escalation strategies, guidance and training has been given on safe methods of restraining a child so that they do not harm either themselves or others.

The Whole School Behaviour Policy includes the procedures to be followed when there is peer on peer abuse such as sexual violence and harassment, including sexting (also known as youth produced sexual imagery).

### **Anti-Bullying Policy**

Tor Bridge Primary School's stand to this is unequivocal.

The Headteacher and Assistant Headteachers must be informed immediately and action will take place.

Children are told that silence is the bully's best friend. Although bullying in this school is rare, the school always acts swiftly with a process of investigation, communication and action. Bullies will not be tolerated.

There is a more detailed Anti-bullying Policy available on the school website.

### **Photographing and Videoing of Children in School**

At Tor Bridge Primary School we have taken a sensible and balanced approach to photographing and videoing children on the school site. We have a formal policy regarding "taking photographs and video images of children".

Taking photographs and video images of children's achievements and activities is a wonderful way of capturing a memory and promoting successes. The policy document explains, in detail, the school's requirement to obtain parental permission (where necessary) while taking such images and the safeguards in place to ensure anonymity (wherever possible) in their usage. All parents complete an opt-in permission form on entry to the school.

When using professional photographers or inviting the press to an activity, the school will;

- Provide a clear brief about what is considered appropriate in terms of content and behaviour
- Not allow unsupervised access to young people or one to one photo sessions at events
- Parents and spectators intending to photograph or video at an event will be required to register with the event organiser if they wish to use photographic equipment
- Individuals registered to use photographic equipment will be issued with identification
- Young people and their parents will be informed to report any concerns to the event organiser



- Concerns raised over inappropriate or intrusive photography will be reported to the event organiser and recorded as a child protection concern

Mobile phone technology has become more sophisticated over recent years and will continue to evolve. The majority of mobile phones now offer access to the internet, social networking sites and have the facility to take photographs and video recordings. With this in mind:

- Mobile phones should only be used in designated areas – the Staff Room during lunchtimes
- The use of Smart watches in any provision should be treated the same as mobile phones
- Smart watches must never be used to take videos or photographs of children
- Smart Watches are to be 'offline' during the working day and when around children
- Mobile phones should be stored in safe spaces away from children during the working day, e.g. in classroom cupboards
- Mobile phones are not permitted in specific areas i.e. toilets, nappy changing areas, in classrooms with children
- Mobile phones or any other device, i.e. iPod and iPad (unless one provided by the school) should not be used to take images of children
- The Acceptable Use procedures should be followed at all times in the event of the misuse of mobile phones within the provision, disciplinary procedures will be instated.

### **Children Missing Education**

All school age children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local Authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

Tor Bridge Primary School recognises that a child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. As a result, we will follow the 'Children Missing Education' (CME) Policy for Plymouth which sets out the joint responsibilities of all agencies, all staff in schools, the Local Authority and the Plymouth Safeguarding Children Board in ensuring that all children and young people have the opportunity to access appropriate and suitable education provision. This CME policy document has been developed in accordance with the provisions of the 'Children Missing Education' Statutory Guidance (September 2016) for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions. This will help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in the future.

We recognise that we have a safeguarding duty in respect of our pupils to investigate any unexplained absences.

When considering the absence of a pupil or repeat absence, staff at Tor Bridge Primary School are alert to signs to look out for and the individual triggers to be aware of when considering the potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage.

In accordance with its statutory duty, this school will always:

- monitor pupil's attendance through our daily register;
- inform the local authority Inclusion and Attendance Manager of the details of pupils who fail to attend regularly, or who have missed ten school days or more without permission.
- notify the local authority when we are about to remove a statutory school age pupil's name from the school admission register;
- make reasonable enquiries to establish the whereabouts of the child, jointly with the local authority, before deleting the pupil's name from the register;
- notify the local authority within 5 days of adding a pupil's name to the admission register at a non-standard transition point;
- make reasonable enquiries to establish the whereabouts of a child who has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days or more without permission, before removing them from the admissions register. Removal from the register in these circumstances will only happen if the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause; and
- Arrange full-time education for excluded pupils from the sixth school day of a fixed period exclusion.

### **Serious Violence**

All staff should be aware of indicators that may signal that children are at risk from or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups. A significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of self-harm or a significant change in wellbeing, signs of assault or unexplained injuries can also be indicators of involvement with serious violent crime.

Unexplained gifts or new possessions could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children guidance.

### **Honour Based Violence**

So-called 'honour based' violence (HBV) is a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. HBV manifests itself in a diverse range of ways with children and young people, including Female Genital Mutilation (see also

Female Genital Mutilation section above), forced marriage (i.e. one that is entered into without the full consent of one or both parties and where violence, threats or any other coercion is used to cause a person to enter into a marriage), physical assaults, kidnap, threats of violence and practices such as breast ironing. Such violence can also occur when perpetrators perceive that a relative has shamed the family and/or community by breaking the 'honour' code.

HBV can be distinguished from other forms of violence, as it is often committed with some degree of approval and/or collusion from family and/or community members.

All forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such in Tor Bridge Primary School.

Tor Bridge Primary School understands that in addition to the physical risks that a child may suffer as a result of HBV, a child may also suffer significant emotional harm through the threats of violence or witnessing this directed at a sibling or other family member.

All staff in this school are aware that a child could be the victim of violence/abuse in the name of 'honour' for what an outside person may perceive to be a 'minor' issue.

Behaviours that could be seen to transgress concepts of 'honour' include:

- inappropriate make-up or dress;
- the existence of a boyfriend;
- rejecting a forced marriage;
- pregnancy outside of marriage;
- being a victim of rape;
- perceptions that the victim is gay/lesbian;
- inter-faith relationships (or same faith but different ethnicity);
- leaving a spouse or seeking divorce;
- kissing or intimacy in a public place.

Tor Bridge Primary School recognises it is likely that awareness that a child is the victim of an honour based crime will only come to light after the commission of an assault of some kind. There are inherent risks to the act of disclosure for the victim and possibly limited opportunities to ask for help for fear that their families will find out. Where staff are unsure whether or not HBV has occurred or has the potential to occur, they will always seek the advice of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead in their absence) in the first instance. This school will ensure that any suspicion or disclosure of violence or abuse against a child in the name of 'honour' will be treated equally seriously as any other suspicion or disclosure or significant harm against a child and will activate local safeguarding procedures, reporting the matter directly to Children, Young People and Families Services and/or the Police accordingly.

### **Forced Marriage**

Tor Bridge Primary School is aware that forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage (see also Honour Based Violence section above). All staff in this school are aware that any such threats can be physical or emotional and psychological, and that a lack of full and free consent can be where a person does not consent or where they cannot consent (e.g. if they have learning disabilities). Staff are also aware that despite forced marriage being a crime in England and Wales, and the implications around full and free consent, some communities use religion and culture as a way to coerce a person into marriage.

Schools and colleges can play an important role in safeguarding children from forced marriage and in this school, staff training has raised an awareness that indicators of forced marriage may include:

- request(s) for extended leave of absence and failure to return from visits to country of origin;
- fear about forthcoming school holidays;
- surveillance by siblings or cousins at school;
- decline in behaviour, engagement, performance or punctuality;
- poor assessment results;
- being withdrawn from school by those with parental responsibility;
- removal from a day centre of a person with a physical or learning disability;
- not allowed to attend extra-curricular activities;
- sudden announcement of engagement to a stranger;
- being prevented from going on to further/higher education.

Where staff have evidence or information to suggest that a person is being forced into marriage in accordance with the above definitions/explanations/examples, the matter will be reported directly to the Police and where necessary (i.e. the forced marriage involves a person under the age of 18) to Children, Young People and Families Services.

### **Peer on Peer Abuse**

All staff at Tor Bridge Primary School are clear that children are capable of abusing their peers and understand the school policy and procedures with regard to peer on peer abuse. Detailed guidance around the school procedure for managing peer on peer abuse can be found in the Positive Behaviour Management Policy.

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age. Peer on peer abuse can manifest itself in many ways and this may include:

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

Research suggests that girls and young women are more at risk of abusive behaviours perpetrated by their peers but it can also affect boys and young men, those with learning difficulties or disabilities, LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning) children and young people, and those who are from different communities.

It should be noted that situations where young people are forced or coerced into sexual activity by peers or associates can be related with gang / serious youth violence activity but that is not always the case. Peer influence or peer pressure is a major factor in the decisions made by young people to join groups. Many young people see it as a “way out” from their day to day life and feel a strong bond with their peers, one which they may be lacking at home.

Peer on peer abuse at Tor Bridge Primary School will not be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up” and the school will take swift action to intervene where it occurs.

In this school we will use lessons and assemblies to help children understand, in an age appropriate way, what peer on peer abuse is and we will encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable.

### **Sexual Violence and Harassment**

All staff at Tor Bridge Primary School are aware of what constitutes sexual violence and the fact that children can, and sometimes do, abuse their peers in this way. When referring to sexual violence, we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

- Rape: A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent\* to the penetration and A does not reasonably believe that B consents.
- Assault by Penetration: A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent\* to the penetration and A does not reasonably believe that B consents.
- Sexual Assault: A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent\* to the touching and A does not reasonably believe that B consents\*.

*\*Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent may be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.*

Rape, assault by penetration, sexual assault and ‘upskirting’ are crimes. Where the sexual abuse is of this nature, the matter must be referred to the police.

Tor Bridge Primary School will always ensure that where a report of sexual violence and harassment is received, all victims will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence and harassment, and neither will a victim be made to feel ashamed of making a report.

In the context of child on child sexual harassment, all staff in this school are aware that we mean 'unwanted conduct of a sexual nature' that can occur both online and offline and is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment can include:

- sexual comments.
- sexual jokes or taunting.
- physical behaviour, such as brushing against someone, interfering with someone's clothes, or displaying pictures, photos or drawings of a sexual nature.
- online sexual harassment which may include non-consensual sharing of sexual images or videos; sexualised bullying; unwanted sexual comments and messages, including on social media; sexual exploitation, coercion and threats.

### **Sexting**

Sexting is sometimes called 'youth produced sexual imagery'.

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops or any other device that allows you to share media and messages.

Sexting may also be called 'trading nudes', 'dirties' and 'pic for pic'.

All staff in this school are aware that whilst some children may believe sexting is harmless, the creating or sharing of explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they:

- take an explicit photo or video of themselves or a friend.
- share an explicit image or video of a child, even if it's shared between children of the same age.
- possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

All incidents of sexting or 'youth produced sexual imagery' are taken very seriously by the school. This school recognises that a young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is also likely they may have already tried to resolve the issue themselves.

All staff have received training around how to manage a report of sexual violence and harassment, and sexting/youth produced sexual imagery. This training has included:

- advising the victim what the next steps will be and who the report/disclosure may be passed to;
- recognising a child is likely to disclose to someone they trust;
- listening carefully to the child, being non-judgemental, being clear about boundaries and how the report/disclosure will be progressed, not asking leading questions and only prompting a child where necessary with open questions such as where, when, what etc;
- considering the best way to make a record of the report/disclosure;
- only recording the facts as the child presents them;
- where the report includes an online element, not to view or forward illegal images of a child;
- managing reports/disclosures with two members of staff present where this is possible; and
- informing the Designated Safeguarding Lead or Deputy as soon as practically possible if they are not involved in the initial reporting.
- Referring the matter to the Police and/or Children Young People and Families Services' where it is believed a criminal offence has been committed and/or the child is at risk.

### **Mental Health Concerns**

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

### **Contextual Safeguarding**

All staff understand that safeguarding incidents and/or behaviours can be associated with factors outside of school and/or can occur between children outside of school, and will consider the context within which such incidents/behaviours occur in managing the incident/situation. This is known as 'contextual safeguarding' which simply means, assessments of children should consider whether wider environmental factors are present in the child's life that are a threat to their safety and welfare.

Tor Bridge Primary School will ensure that any referral/discussion with Children Young People and Families Services will include as much contextual information as possible, to inform their assessment process and decision making.

### **Children with Special Educational Needs and Disabilities (SEND)**

We recognise that children with Special Educational Needs and Disabilities (SEND) can face additional safeguarding challenges and staff at Tor Bridge Primary School are aware that additional barriers can exist when recognising abuse and neglect in this group of children.

We will not make assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

We recognise that children with SEND are more prone to peer group isolation than other children and that there is potential for children with SEND to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

All staff are aware that there can be communication barriers and difficulties in overcoming these barriers where they exist.

Tor Bridge Primary School will ensure that children with special educational needs and disabilities are provided with additional pastoral support when necessary, to ensure they feel safe and respected in the school community.

The School will ensure appropriate methods are used to communicate with and support all pupils and young people and will consult the SENCO, Sally Riseborough, where necessary.

### **Pupils with a social worker**

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

### **Looked-after and previously looked-after children**

Maintained schools and academies, including free schools, insert:

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements



- The DSL has details of children’s social workers and relevant virtual school heads

We have appointed a designated teacher, [Sally Riseborough], who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

### **Welcoming other Professionals**

Visitors with a professional role, such as the school nurse, social workers or members of the Police should have been vetted to work with children through their own organisation. When there is a planned visit to the school, the Headteacher will ensure that written confirmation has been received from the employing organisation that the said individual has been vetted through the DBS and deemed suitable to work with children.

When the said individuals make adhoc or unplanned visits to the school, they will be accompanied by a DBS vetted staff member, at all times, and not allowed to have any unsupervised access to the children until confirmation of their vetting status has been received. No examination/medical treatment of any child will be allowed unless the professional has suitable clearance prior to their visit.

It is recognised that in emergency situations, when the Police are called, perhaps to deal with an unruly pupil/adult, it may not always be possible to confirm their identity before access to the school site is allowed. The Headteacher will use their professional judgement to manage these situations effectively.

### **COVID-19**

During the period of returning to school following the school closures due to COVID-19, all staff, governors and volunteers will continue to follow the information and documentation set out in the policy in line with Department for Education’s statutory guidance Keeping Children Safe in Education (2020).

In addition to this guidance:

- Staff and volunteers will be aware of the possible effects that this period may have had on pupils' mental health. They will look out for behavioural signs, including pupils being fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where support may be needed.
- DSL's will continue to attend Multi-Agency Child Protection Meetings through the use of online platforms such as Microsoft Teams or Skype.
- The school will also signpost all pupils, parents/carers and staff to other resources to support good mental health at this time.
- The school will resume taking normal attendance registers. Where any child we expect to attend school doesn't attend, or stops attending, we will:
  - Follow up on their absence with their parents or carers on the day of their absence and notify their social worker, where they have one
  - Follow the procedures set out in the school's Attendance Policy.

### **Safeguarding Information for Pupils**

All pupils in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

### **Partnership Working with Parents**

Tor Bridge Primary School shares a purpose with parents to educate, keep children safe from harm and promote their welfare.

We are committed to working with parents positively, openly and honestly.

We ensure that all parents are treated with respect, dignity and courtesy.

We respect parents' rights to privacy and confidentiality and will not share sensitive/personal information unless we have permission to do so or it is necessary to protect a child from harm or potential harm.

Tor Bridge Primary School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with the school.

We make parents aware of our Child Protection and Safeguarding Policy and parents are aware that they can view the policy on our school website.

### **The Role of the Governing Body**

The Governing Body will review this policy annually, monitor and evaluate its effectiveness and be satisfied that it is complied with.

They will ensure that a designated teacher and a nominated governor for child safeguarding and protection are in place.

Governors will ensure that there are safe and effective recruitment policies and disciplinary procedures in place which adhere to the guidance in Keeping Children Safe in Education (September 2020).

Governors will recognise the contribution the school can make in helping children keep safe through the teaching of self-protection skills and encouraging responsible attitudes to adult life through the PSHE and SMSC programmes of study.

### **Policy Review**

The Governing Body of our school is responsible for ensuring the annual review of this policy.

## **Appendix 1:**

### **Types of Abuse and Neglect**

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

### **Definition of the term Abuse**

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

### **Physical Abuse**

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

### **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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 maltreatment of a child, although it may occur alone.

### **Sexual Abuse**

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

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

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

## Appendix 2:

### Logging a Concern about a Child's Safety and Welfare – all staff and other personnel

Tor Bridge Primary School uses CPOMS (Child Protection Online Management System) to record and log all incidents. Staff are trained every September, or during induction, on how to log concerns.

The screenshot shows the 'Add Incident' form in the CPOMS system for Marine Academy Plymouth. The interface includes a navigation bar with 'Dashboard', 'Add Incident', and 'Account Settings'. The form fields are as follows:

- Student:** A dropdown menu with the placeholder text 'Begin typing a student's name' and a 'Back' button.
- Incident:** A large text area for describing the incident.
- Categories:** A grid of checkboxes for selecting incident types, including Aggressive incident, Alcohol related, Attendance, Behaviour incident, Bullying, CAF, Call to Gateway, Call to Hub, CARA, Child in Need, Child Protection, CME, Contact with parent, Contact with social worker, Disabled, Domestic violence, Drug related, EHCP, Emotional, FGM, First Aid Visit, Grooming, Hidden Harm, Home issues, Homophobic, Hub referral, Jerimah Journey, LAC, Medical, Mental health, Mobility/Transition, Neglect, Online, Pastoral concern, Peer issues, Physical, Prevent, Racist, Refugee, Safeguarding, SEN support, Sexual, and TAM.
- Linked student(s):** A dropdown menu with the placeholder text 'Begin typing a student's name' and a sub-label 'Type a student's name to link them to this incident.'
- Body map:** A dropdown menu.
- Date/Time:** Two input fields showing 'Wed 01 August 2018' and '12:43PM'.
- Alert Staff Members:** A dropdown menu with the placeholder text 'Begin typing a staff member's name' and a row of buttons for 'DSL', 'Year 7', 'Year 8', 'Year 9', 'Year 10', 'Year 11', '6th Form', 'Teachers', and 'All Staff'. Below this is the text: 'Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.'
- Who should I alert?:** A text input field.
- Files:** A large text area with a button that says 'Click to browse or drag a file to upload'.
- Agency Involved:** A link labeled 'Select Agencies' and a red 'Add Incident' button at the bottom.

## Taking action

**Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”.** Key points for staff to remember for taking action are:

- In an emergency take the action necessary to help the child, if necessary call 999
- report your concern as soon as possible to the DSL, definitely by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern
- seek support for yourself if you are distressed.

**The flowchart below sets out what action should be taken if a member of staff has concerns about a child.**

Where a safeguarding concern arises, the child’s wishes and feelings will be considered when determining what action to take and what services to provide. The child will be able to express their views and any process or action will be taken in the best interests of the child, law permitting.

### **If you are concerned about a pupil’s welfare**

There will be occasions when staff may suspect that a pupil may be at risk. The pupil’s behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to talk to the pupil and ask if they are okay or if they can help in any way. Following an initial conversation with the pupil, if the member of staff has concerns, they should discuss their concerns with the DSL.

Staff should use the CPOMS to record these early concerns. If the pupil does reveal that they are being harmed, staff should follow the advice below.

#### **If a pupil discloses to you**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will, at the appropriate time, let the pupil know that in order to help them they must pass the information on to the DSL.** The point at which they tell the pupil this is a matter for professional judgement. During their conversations with the pupils staff will:

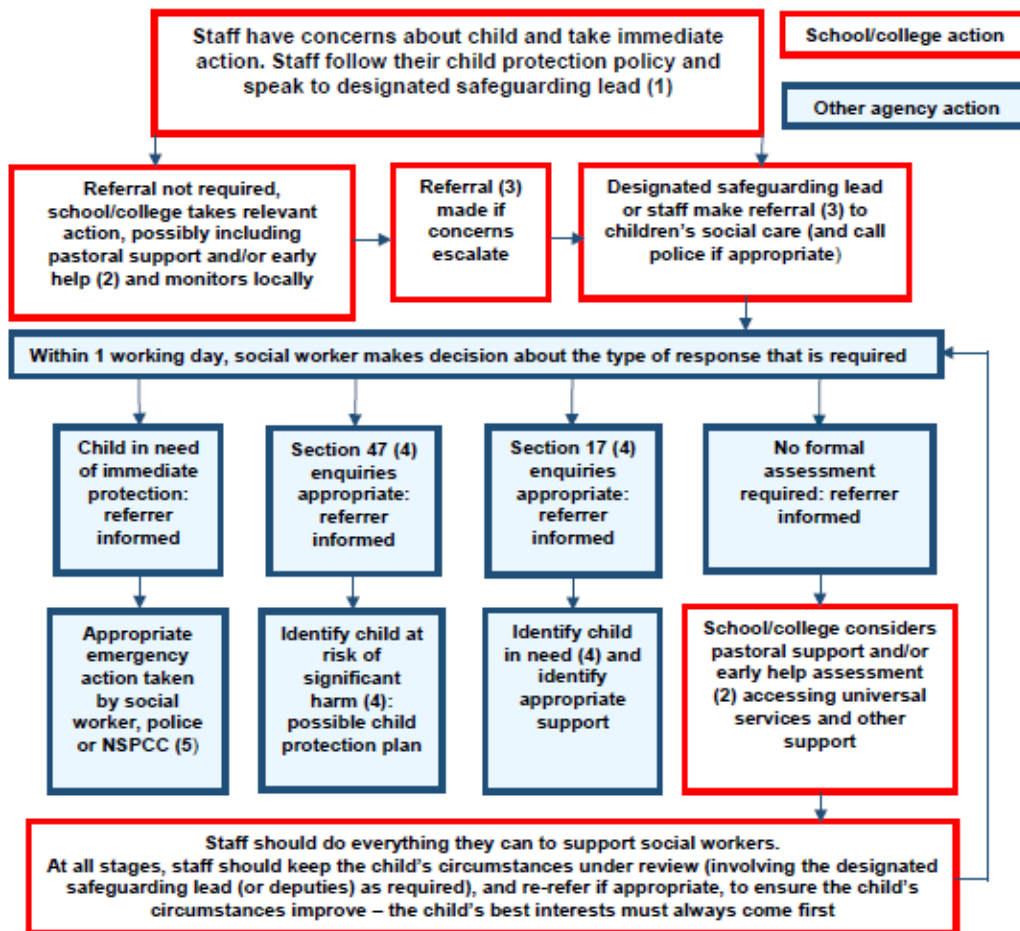
- allow them to speak freely
- remain calm and not overreact
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil’s mother think about it
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why
- not automatically offer any physical touch as comfort
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next
- report verbally to the DSL even if the child has promised to do it by themselves
- complete the **record of concern form** and hand it to the DSL as soon as possible

- seek support if they feel distressed.

## Notifying parents

The School will normally seek to discuss any concerns about a pupil with their Parents/Carers. This must be handled sensitively and the DSL will make contact with the Parent/Carer in the event of a concern, suspicion or disclosure.

Our focus is the safety and wellbeing of the pupil. Therefore, if the School believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).



## **New duty for health and social care professionals and teachers to report female genital mutilation (FGM) to the police**

### **What is the new duty?**

On 31 October 2015 a new duty was introduced that requires health and social care professionals and teachers to report 'known' cases of FGM in girls aged under 18 to the police.

For example, if a doctor sees that a girl aged under 18 has had FGM they will need to make a report to the police. Or, if a girl tells her teacher that she has had FGM, the teacher will need to report this to the police.

### **What will happen after the case has been reported to the police?**

FGM is a serious crime and the police will need to investigate each reported case appropriately. The police will work with social care professionals to make sure that the girl is safe and her needs are put first.

### **Why is it being introduced?**

When a girl has undergone FGM, a serious crime has taken place so it is very important that the police are involved as soon as possible. This will make sure that a proper investigation can take place.

The purpose of the new duty is to help make sure that professionals have the confidence to confront FGM and to help increase the number of referrals to the police so that cases can be investigated appropriately.

### **What the new duty won't do**

It **doesn't** mean that police will take action without consulting appropriately with social care professionals and other relevant professionals.

It won't require professionals to report cases to the police where they suspect FGM may have been carried out or think a girl may be at risk. The duty also doesn't apply to women aged 18 or over. Professionals will follow existing safeguarding procedures in these cases.

### **Summary: Mandatory reporting of FGM\***

Duty applies to regulated health and social care professionals and teachers in England and Wales.

Requires these professionals to make a report to the police if, in the course of their professional duties, they:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

\*Introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015