

Brown's School

Safeguarding and Child Protection Policy

Introduction:

Brown's School is committed to safeguarding its pupils and expects all staff, including volunteers, to play an active part in protecting children and young people from harm. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about any worries they may have. We believe that the school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

This policy has been developed in accordance with the guidance from **Working Together to Safeguard Children (DFE) 2018, Keeping Children Safe in Education (DFE) 2018 and The Prevent Duty 2015.**

Keeping Children Safe in Education 2018 specifies that there should be 'a child centred and coordinated approach to safeguarding.' and states that 'safeguarding and promoting the welfare of children is everyone's responsibility' and that 'all professionals should make sure their approach is child centred.' The staff of Brown's School consider, at all times, what is in the best interests of the child. To ensure that staff are fully supported in safeguarding pupils the school has a Designated Safeguarding Lead (DSL) and a Deputy. The school also has an appointed designated teacher for 'Looked After Children (LAC)' and previous LACs.

Designated Safeguarding Lead: Mrs Jeanette May, Pastoral Care Manager (01689 876816), jeanettemay@brownsschool.co.uk

Deputy: Mrs Denise Mitchell, Business and Admissions Manager (01689 876816), info@brownsschool.co.uk

Designated Teacher for 'Looked After Children': Mr Christopher Ponulak, Head Teacher (01689 876816), headteacher@brownsschool.co.uk

Chair of Governors: Ms Sarah Mortiboys: sarahmortiboys@brownsschool.co.uk

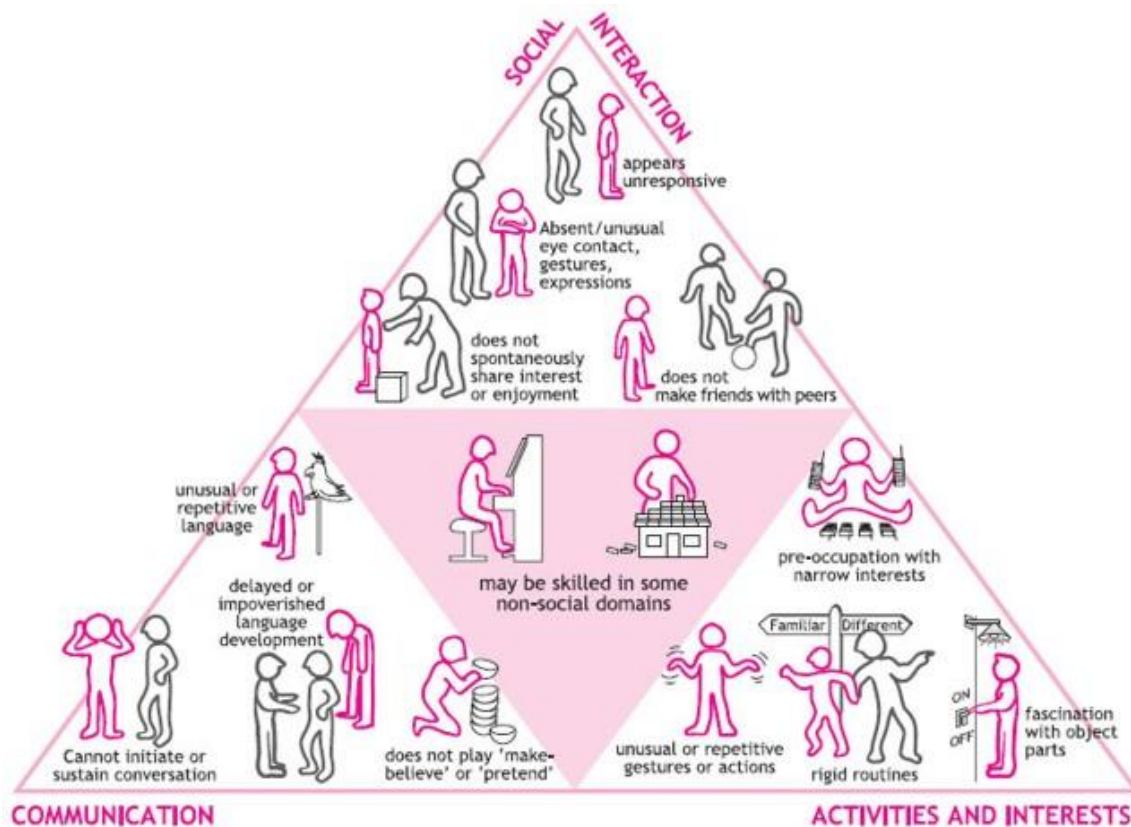
Governor responsible for Safeguarding: Ms Lucy Stevens: lucystevens2@brownsschool.co.uk

Lead Officer for Education Safeguarding and Education Local Authority Designated Officer (LADO): Ms Rita Dada, 0208 461 7669, rita.dada@bromley.gov.uk

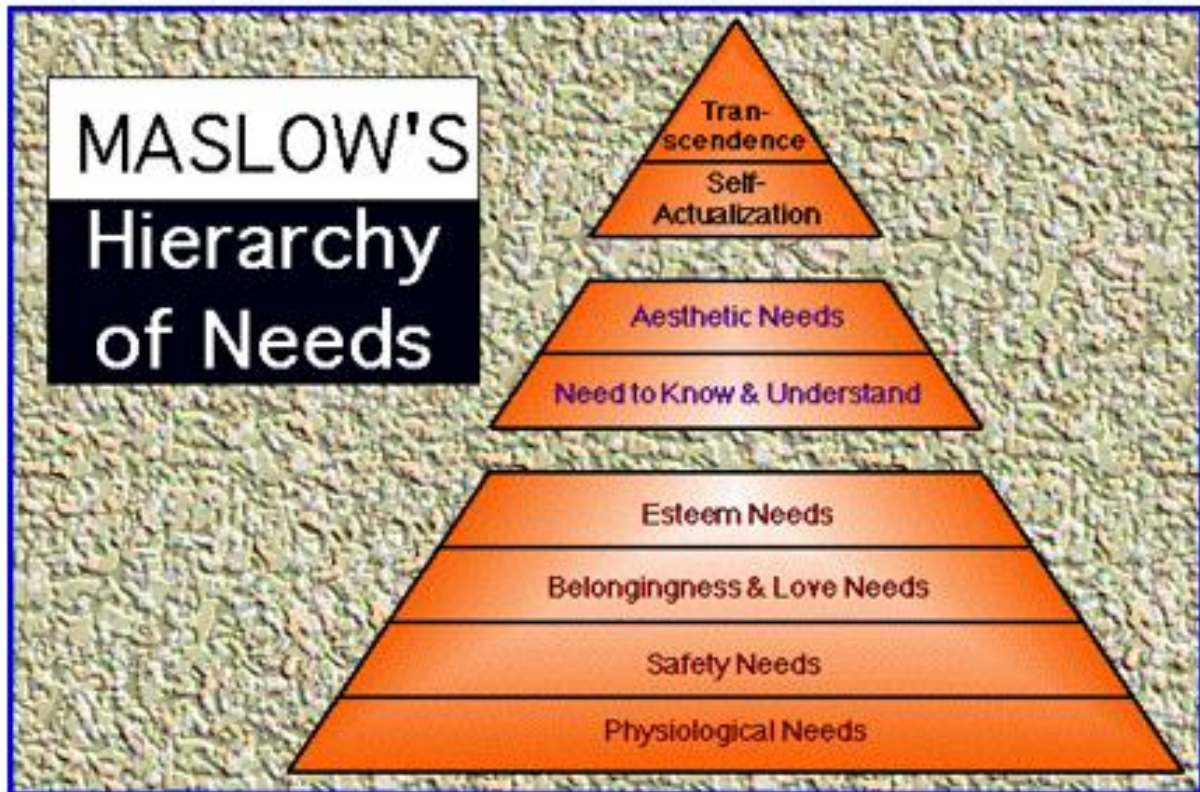
Brown's is a specialist school and staff are mindful of the fact that children with special educational needs and disabilities have a higher risk of being isolated by their peers and are

disproportionately affected by bullying. The school has a high level of mentoring and pastoral care to ensure that all children are supported in these areas. Pupils are explicitly taught social skills on a weekly basis by the school's Speech and Language Therapist and these skills are reinforced and modelled by staff throughout the day. Pupils also have opportunities to learn these skills through a carefully considered PSHE programme. A member of the Pastoral Care Team is available at all times to support pupils with concerns or worries and each pupil has an individually chosen listening ear (trusted adult). The school's therapy team, including Speech and Language Therapy, Occupational Therapy and Clinical Psychology, also support identified vulnerable pupils. Pupils also have the opportunity to confide in their peers through regular peer mentoring sessions.

Staff do not assume that if pupils are behaving in particular or different ways to their norm, or are looking distressed, that this is part of their disability or special education need but consider that this could be a sign of the potential for abuse.



The triad of impairment (Figure 1, above, originally devised in 1979 by Lorna Wing and Judy Gould) is a useful tool to refer to when educating pupils with complex needs (especially those with an ASD diagnosis).



Maslow's Hierarchy of Needs is another useful tool for educators. Many of the pupils at Brown's have a diagnosis of complex, co-occurring difficulties. Often behaviours displayed by our pupils are consistent with their individual diagnosis and make learning difficult.

Aims:

The aims of our Safeguarding and Child Protection Policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected and in which they can learn.
- To raise awareness of all staff, including volunteers, of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of physical, sexual and emotional abuse, as well as neglect (see appendix 1).
- To provide a systematic means of monitoring children known or thought to be at risk of harm and support those children within school.
- To develop and maintain a structured procedure within the school for identifying and reporting cases of suspected abuse which will be followed by all members of staff.

- To develop and promote working relationships with other agencies involved in safeguarding children, particularly Social Care and the Police ('Working Together to Safeguard Children', 2018).
- To ensure that the school practises safe recruitment in checking the suitability of staff and volunteers to work with children, including verification of their identity, taking up references, an enhanced DBS check and a barred list check.
- To ensure that staff are aware of policies for safe practices including anti-bullying, behaviour, health and safety and internet safety.
- To ensure that all parents/carers are aware of the school's Safeguarding and Child Protection Policy. An updated version of the policy is on the school website and it is also available as a hard copy from the school office.
- To ensure that appropriate filters and monitoring systems are in place in order to keep pupils safe online within school.
- To ensure that pupils are explicitly taught about safeguarding, including online safety, through the curriculum in PSHE and Social Skills lessons as well as specified days throughout the year, e.g. Safer Internet Day, Cyberbullying Day. Parents and students also sign an Acceptable Use Policy which helps the school minimise inappropriate use of the internet and mobile phones during the school day. Due to the nature of our pupils' needs, they are not allowed unsupervised use of personal electronic devices whilst they are at school.

Staff:

- All members of staff and the Governor responsible for safeguarding are provided with a copy of the school's Safeguarding and Child Protection Policy and Code of Conduct at induction and receive safeguarding induction training so that they understand school procedures, understand the role of the DSL and know who to report a concern to. Staff will also receive the Staff Handbook which references staff discipline, grievance policy and whistle-blowing policy and a copy of 'Keeping Children Safe in Education' - Part one: 'safeguarding information for all staff' and Annex A.
- All members of staff receive appropriate safeguarding and child protection training which is regularly updated and, in addition, receive updates during staff meetings and inset days. This is delivered termly and includes updates on issues such as: Female Genital Mutilation, Child Sexual Exploitation, 'Honour Based' Crimes and County Lines (see appendices 2, 3, 4 and 5).
- Staff are given the opportunity to contribute to the Safeguarding Policy and are encouraged to discuss the safeguarding issues affecting the school during regular weekly staff meetings.

- The names of the DSL and Deputy will be clearly advertised in the school and on the school website.
- Staff understand that any concerns should be reported to the DSL or Deputy. Concerns are recorded by staff on a designated Safeguarding Concern Sheet and given to the DSL or Deputy so that written records may be kept. Concern forms are kept in a file directly outside of the school's safeguarding office. Staff can discuss any concerns with the DSL or Deputy at all times however all verbal conversations should be promptly recorded on the concern form. Staff are made aware that any staff member who has concerns about a pupil can refer directly to Children's Social Care in exceptional circumstances such as an emergency or a genuine concern that appropriate action has not been taken. The DSL will give staff feedback on any action taken, where appropriate.
- If a staff member has a concern about another staff member, this should be referred directly to the Head Teacher.
- Any member of staff found not suitable to work with children will be notified to the appropriate bodies.
- Staff are aware of the early help process through the Common Assessment Framework (CAF) system and understand that they should liaise with the DSL to report any emerging problems which they have identified regarding pupils.
- Staff are aware that the school has a Whistleblowing Policy and this should be adhered to should a staff member feel unable to raise an issue with the Head Teacher or management. The NSPCC Whistleblowing helpline is also available to staff to call for advice (0800 028 0285).
- Staff recognise that children are capable of abusing their peers and understand the different forms of peer on peer abuse. The school does not tolerate any form of peer on peer abuse. Any allegations of this will be investigated and dealt with following the procedures in the school's Behaviour Policy. Referrals to outside agencies will be made if appropriate. Any victims of peer on peer abuse will be supported by their trusted adult in school, and/or the pastoral care team, and/or the therapy team, as appropriate. The school has a separate Peer on Peer Abuse policy.

Training:

- The DSL and Deputy have completed Safeguarding for named and designated Lead Professionals (Level 3/Group 5).
- All staff have completed the basic child protection/safeguarding training (Group 1/2) delivered by Ken Palmer, Independent Safeguarding Trainer for Schools. The DSL updates staff on safeguarding and child protection issues in staff meetings and during inset training days throughout the school year.

- Five members of the school's Senior Management Team have attended Safer Recruitment Training delivered by the Safer Recruitment Consortium.
- All staff have attended WRAP training by Paul Smith UKCT Support Services Ltd, in line with Government recommendations under the Counter Terrorism and Security Act 2015 (The Prevent Duty) or have completed online training.
- Staff are regularly Team Teach (95% de-escalation, 5% restraint) trained so that they are confident to deal with any incidences of positive handling which may arise. All incidents are recorded formally in the school's 'Bound and Numbered book'. Positive Handling Plans for identified students help to reduce the use of physical restraint. The school recognises that there are times when an appropriate form of contingent touch, e.g. an arm around the shoulder, can be used when a child is upset. Staff are encouraged to use their professional knowledge, judgement and experience in such circumstances.

Responsibilities of the Designated Safeguarding Lead and Deputy:

The Designated Safeguarding Lead is a member of the school's Senior Leadership Team and, as the Pastoral Care Manager, is suitably placed to support staff and pupils alike with any worries or concerns they may have. The DSL is completely independent from the proprietor and any family members who are employed at the school.

The DSL and Deputy will:

- Ensure they undergo formal safeguarding training every two years and also update their knowledge and skills at regular intervals, but at least annually, in order to update staff on safeguarding issues.
- Refer a child if there are concerns about possible abuse and/or immediate serious harm to Social Care. Referrals to Social Care should be made on the day of disclosure and followed up in writing within 24 hours.
- Take responsibility for written records on concerns about a child and ensure that all such records are kept confidentially and securely and away from the main pupil files.
- Liaise and share information with other agencies and professionals to ensure the welfare and safety of the child. This includes attending case conferences or other multi-agency planning meetings, writing reports and contributing to assessments. The DSL will ensure that any reports or assessments contain a comprehensive account of the child's social sphere.
- Ensure that the following procedures are carried out for any pupil who is on the Child Protection Register: on day **one** of any absence from school the DSL or Deputy will telephone the home. If there is no reply from the home and/or there are concerns for the child's wellbeing the DSL or Deputy will contact Social Care.

- Ensure that any new concern or relevant information about a child with a Child Protection Plan is passed to the child's allocated social worker on the same day

- Report any suspicion of a Private Fostering Arrangement to Social Care. Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a close relative. This is a private arrangement made between a parent and a 'carer' without the knowledge of the local authority, for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step parents; it does not include great-aunts or uncles, great grandparents or cousins. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence. Whilst most privately fostered children are appropriately supported and looked after, we understand that they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or may be involved in trafficking, child sexual exploitation or modern-day slavery. Staff know that they should notify the DSL if they become aware of private fostering arrangements. The DSL will then speak to the family involved to check that they are aware of their duty to inform the local authority. On admission to the school, the Business and Admissions Manager will take steps to verify the relationship of the adults to the child who is being registered.

- Initiate the Common Assessment Framework (CAF) process if:
 - staff concerns are raised around the progress of a pupil in terms of their health, welfare, behaviour, learning or any other aspect of their wellbeing.

 - pupil/parent make a request for extra support.

Supporting Children:

- We understand that children with disabilities are more vulnerable to abuse than non-disabled children and are more likely to be bullied (Safeguarding Disabled Children, 2009) therefore we have a clear and robust anti-bullying policy.

- We recognise that a pupil who is abused or witnesses violence may find it difficult to develop and maintain a sense of worth and that, in these circumstances, may feel helpless and humiliated. We recognise that a child may feel self blame.

- We understand 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.

Brown's School will support all students by:

- Encouraging self-esteem and self-assertiveness, whilst not condoning aggressive behaviour or bullying.
- Promoting a caring, safe and positive environment within the school where children feel secure, are encouraged to talk and are always listened to.
- Ensuring that all pupils know that there is a trusted adult in the school (listening ear) whom they can confide in if they are worried or in difficulty.
- Liaising and working together with all other support services and agencies involved in the safeguarding of children.
- Include in the curriculum opportunities to equip children with the skills they need to stay safe from harm, including PSHE and Social Skills lessons.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded to the pupil's new school under confidential cover.

Confidentiality:

- The school recognises that all matters relating to child protection are confidential.
- The Head Teacher, DSL or Deputy will disclose any information about a pupil on a 'need to know' basis only.
- All staff must be aware that they have a professional responsibility to share and disclose information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

Supporting Staff:

- The school recognises that staff working in the school who have become involved with a child who has suffered harm, or appears 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 Head Teacher, DSL or school's clinical psychologist and to seek further support as appropriate.

Allegations against staff:

At Brown's school we recognise the possibility that adults working in the school may harm children. Any concerns about the conduct of other adults in the school should be taken to the Head Teacher without delay, or, where that is not possible, to the DSL or Deputy. Any concerns about the Head Teacher should be reported to the Chair of Governors who can be contacted on sarahmortiboys@brownsschool.co.uk. Where there are concerns about the Proprietor of the school, the DSL should contact the LADO without delay.

- The school acknowledges that safe practice, proper procedures and boundaries keep both pupils and staff safe. The school has a clear Behaviour policy and Code of Conduct for staff to adhere to.
- The school understands that a pupil may make an allegation against a member of staff.
- If such an allegation is made, the Head Teacher will be informed immediately and staff will ensure that the child is safe and supported. The member of staff should then accurately record what they have been informed/observed.
- The Head Teacher will discuss the content of the allegation with the LADO within **one** working day.
- Staff should report any concerns about the Head Teacher to the DSL or Deputy and if an allegation is made against the Head Teacher, the DSL or Deputy will inform the LADO.
- The school has a clear policy for staff regarding Allegations of Abuse made against Teachers and other staff and a separate Whistle Blowing Policy.

Safer Recruitment:

- The school will implement their responsibilities for safer recruitment strategies as recommended in Keeping Children Safe in Education 2018.
- This will include appropriate training for Head Teachers and others who recruit and select staff and volunteers.
- As part of the Safer Recruitment process all staff being offered positions in regulated activity within the school will have their offers made subject to an enhanced DBS and barred list check.
- In addition to obtaining the above checks, anyone who is appointed to carry out teaching work will be checked to ensure they are not prohibited from teaching. For those engaged in management roles within the school, an additional check will ensure that they are not prohibited from engaging in a 'management role' under Section 128 provisions. This will include the Head Teacher, Senior Leadership Team and Governors.
- The Single Central Record is kept to record the following for all staff: an identity check, a barred list check, an enhanced DBS check, a prohibition from teaching check, a section 128 check, further checks on people who have lived or worked outside the UK,

a check of professional qualifications and a check to establish the person's right to work in the United Kingdom.

- The school will ensure that appropriate checks are carried out to ensure that all staff who have direct contact with pupils, or who are directly concerned with the management of the school, are not disqualified under the 2006 Childcare Act and the 2018 [disqualification](#) regulations.
- The school risk assesses volunteers to decide whether an enhanced DBS check should be undertaken.
- The school understands that it is responsible for the safeguarding of our pupils when they are placed in alternative provision and ensures that we obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.

Children Missing Education (CME)

Knowing where children are during school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children.

The school's Business and Admissions Manager monitors attendance carefully and addresses poor or irregular attendance as a matter of priority. At times this may mean involving other professionals, including Children's Social Care or the local authority Education Welfare Officer.

The school has a written procedure for following up absence and we hold at least two up to date contact numbers for parents/carers. Parents are regularly reminded to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2018) the school has:

- Staff who understand what to do when children do not attend regularly
- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions)
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage
- Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a) leave school to be home educated
 - b) move away from the school's location
 - c) remain medically unfit beyond compulsory school age
 - d) are in custody for four months or more (and will not return to school afterwards); or
 - e) are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place, will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Preventing Radicalisation and Extremism:

- The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including schools, to have due regard for the need to prevent pupils from being drawn into terrorism ('The Prevent Duty').
- Staff are aware that if they are concerned that any pupils are developing extremist views or show signs of becoming radicalised, this should be recorded and discussed with the DSL or Deputy.
- Senior management will assess the risk of individual pupils being drawn into/supporting terrorism and refer them to Channel (contact for Bromley: Peter Sibley, 0208 313 4638, peter.sibley@bromley.gov.uk) or children's social care.
- Senior management will ensure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism and challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups.
- Any visiting speakers to the school will be vetted by Senior management and appropriately supervised within the school.
- The school will ensure that British values are promoted within the delivery of the curriculum, extra-curricular activities and in the general conduct of the school.
- The school will ensure that pupils are safe from terrorist and extremist material when accessing the internet in school by establishing appropriate levels of filtering and understand how people with extreme views share those with others, especially using the internet
- The school will ensure that it is a safe place for pupils to discuss topics, including terrorism and extremist ideas and learn how to challenge these ideas.
- The school has a separate Extremism and Radicalisation policy.

This policy should be read in conjunction with the following school policies and guidance:

- Peer on Peer Abuse Policy
- Behaviour Policy
- E-safety Policy
- Social Media Policy
- Extremism and Anti-Radicalisation Policy
- Attendance Policy

- SEND Policy
- Staff Code of Conduct
- Keeping Children Safe in Education (Part one and annex A)

Reviewed in Staff Meeting

Person responsible for editing: Jeanette May in September 2018

_____ Signature

_____ Date

_____ Headteacher

_____ Date

This policy will be reviewed in September 2019

Appendices

Appendix 1: Types of abuse and neglect, signs and symptoms

Appendix 2: Signs and symptoms of child sexual exploitation

Appendix 3: Signs and symptoms of female genital mutilation

Appendix 4: Honour-based crimes

Appendix 5: County lines

Appendices

Appendix 1: Types of abuse and neglect; signs and symptoms

All 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.

Abuse: 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 another child or children.

Physical abuse: 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: 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: 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: 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: Signs and symptoms of child sexual exploitation

The definition of child sexual exploitation is as follows:

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

Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

Potential indicators of risk include:

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

Potential vulnerabilities include:

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

Having a prior experience of neglect, physical and/or sexual abuse;
Lack of a safe/stable home environment, now on in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
Recent bereavement or loss;
Social isolation or social difficulties;
Absence of a safe environment to explore sexuality;
Economic vulnerability
Homelessness or insecure accommodation status;

Connections with other children and young people who are being sexually exploited;
Family members or other connections involved in adult sex work;
Having a physical or learning disability;
Being in care (particularly those in residential care and those with interrupted histories; and
Sexual identity

The full guidance: Child Sexual Exploitation (DfE 2017) is available in the Safeguarding Office.

Appendix 3: Signs and symptoms of Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

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

Signs for staff to look out for include:

- low level integration into UK society
- knowledge that the family belongs to a community in which FGM is practiced and awareness that preparations are being made to take the child on holiday
- planned absence from school the child may talk about a 'special procedure/ceremony' that is going to take place

Indications that FGM may have already taken place include:

- difficulty walking, sitting or standing and may even look uncomfortable
- spending longer than normal in the toilets due to difficulties urinating
- long periods away from classes or other normal activities, possibly with bladder or menstrual problems.
- prolonged absence from school with noticeable behaviour changes on return
- talk of something somebody did to them that they are not allowed to talk a prolonged absence from school with noticeable behaviour changes on return
- frequent urinary, menstrual or stomach problems
- a child complaining of pain between their legs
- reluctance to undergo normal medical examinations

Mandatory Reporting Duty

The Serious Crime Act 2015 places a statutory duty upon professionals, including teachers, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under

18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases.

More detailed information on FGM may be found in the Government's Multi-agency statutory guidance on female genital mutilation (April 2016), a copy of which is held in the school's Safeguarding Office.

Appendix 4: Honour-Based Violence

So called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage and practices such as breast ironing. All forms of so called HBV are abuse, regardless of the motivation) and should be handled and escalated as such. Staff should have an awareness of these crimes in order to identify and report concerns to the Designated Safeguarding Lead as a matter of urgency.

Appendix 5: County Lines

County lines is the organised criminal distribution of drugs from the big cities into smaller towns and rural areas using children and vulnerable people. Although cannabis is occasionally linked to the county lines organisations, it is the harder drugs that provide the focus: heroin, cocaine and amphetamines. The main county line gangs operate from London and Liverpool, but other groups work out of Reading, Birmingham and Manchester. Faces from the cities are not known by police in the quieter areas and can operate more easily initially.

Young boys, often 9 or 10 years old, are often groomed to be part of the gang with cash, clothes, cars and respect. Entry is by violent initiation. Girlfriends are pulled into the gang and are often subject to a high level of sexual violence.

The boys, typically 15 and 16, but sometimes younger, travel by coach, train and taxi with only a disposable phone (‘burner’) and a stash of drugs. The ‘drug runners’ need places to stay and, to do this, the gang will take over the home of a vulnerable person, often after following them home (known as ‘cuckooing’). The vulnerable people whose homes have been taken over in this way are kept compliant by intimidation, violence and threats that they are now involved and could be jailed too.

Children most at risk are those with chaotic backgrounds, maybe some previous offending, poor school attenders and often children who are looked after. Signs that should prompt concern include: being found in distant areas; unexplained new

clothes, money or phones; being associated with older people; and a significant change in behaviour or mental state.

For further information, copies of 'Criminal exploitation of children and vulnerable adults: county lines' (Home Office, 2017) and 'County Lines Gangs Violence, Exploitation and Drug Supply' (National Crime Agency, 2017) are available in the school's Safeguarding office.