

Child Protection and Safeguarding

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1. Scope

All staff.

2. Purpose

- 2.1. An effective whole-school child protection policy is one which provides clear direction to staff and others about expected behaviour when dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring may be handled sensitively, professionally and in ways which support the needs of the child.
- 2.2. To ensure that the welfare of the child is always a paramount consideration (in accordance with the Children Act (1989)).
- 2.3. To recognise that all stakeholders understand that we have a 'duty of care' for young people.

3. Responsibility

- 3.1. The school's Designated Child Protection Officers (DCPO) are:
 - Ms L Simms - Deputy Headteacher (Students) - Designated Senior Person for Child Protection
 - Miss C Atkin - Deputy Designated Senior Person for Child Protection
- 3.2. The governor with responsibility for child protection is:
 - Mrs V Smith - Designated Governor for Child Protection

4. Aims

Children and young people have a fundamental right to be protected from harm. Our aim is to do all we can to protect and safeguard the well-being of our students. Our students have the right to expect us to provide them with a safe and secure environment, and we acknowledge that teachers and other staff in our school are in a unique position to identify and help abused and vulnerable children. Safeguarding incidents can happen anywhere and staff need to be alert to this fact. We also recognize that the protection of our students is a shared community responsibility. As Looked-After Children (LAC) have additional vulnerabilities, extra care and vigilance will be placed around their welfare.

5. Principles

- 5.1. Our policy applies to all in our school community, namely students, staff, governors and volunteers. There are five main elements to our policy:
 - Ensure we practice safer recruitment practices in checking the suitability of staff and volunteers who work with children.
 - Raise awareness of child protection issues and equip children with the skills needed to keep them safe.
 - Develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.
 - Support students who have been abused in accordance with his/her agreed child protection plan.
 - Establish a safe environment in which children can learn, develop, achieve and feel safe.
- 5.2. We recognise that, for our students, having high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse. School staff are well placed to observe the outward signs of abuse.
- 5.3. We will therefore:
 - Establish and maintain an environment where our students feel safe and secure, and where they are encouraged to talk and are listened to seriously.
 - Ensure that our students know that there are adults in the school whom they can approach if they are worried or in difficulty or concerned about one of their peers.
 - Include in the curriculum activities and opportunities in PSHE, which equip students with the skills that they need to stay safe from abuse.
 - Safeguarding staff will challenge other colleagues and adults in school, and will 'think the unthinkable'.
 - The school recognises the need to train staff to be aware of signs, symptoms, nature and categories of abuse and in the way to deal with the disclosure of abuse. There will be a rolling programme of staff training.

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- 5.4. We recognise that it is the responsibility of each member of staff to ensure that all elements of this policy are actively and consistently reflected in our practice.

6. Practice and Roles & Responsibilities

6.1. **The Governing Body** is responsible for ensuring that:

- The school complies with legislation related to child protection.
- The school has a Child Protection & Safeguarding Policy and that procedures are in place that safeguard and promote the well-being of students in our school.
- This policy is reviewed annually.
- The school is using safe recruitment procedures, and that appropriate checks are carried out on new staff and volunteers.

6.2. **The named governor for child protection** and children in care is responsible for maintaining:

- Regular contact with the members of the school staff designated for child protection.
- Awareness of current responsibilities and requirements in relation to child protection by attending appropriate professional development activities.

6.3. The designated senior person for child protection is a senior member of staff responsible for:

- The provision of leadership and vision in respect of child protection and safeguarding.
- The practical implementation of the child protection policy in ensuring that child protection procedures are followed within the school and that appropriate referrals are made to the proper Social Care Services and other agencies.
- The provision of training to all staff employed within the school so that they are aware of signs of abuse, what they need to do if they think that a student is being abused, and how they can protect themselves from an allegation.
- Ensuring that the designated child protection co-ordinator and the safeguarding team have received the appropriate training.
- The co-ordination of all activities related to child protection and children in care, including record keeping, school representation at child protection conferences and other related meetings, supporting students at risk, liaison with other professionals, and the monitoring and evaluation of our child protection procedures.
- Liaison between the safeguarding team and the leadership team and governors.

6.4. **The Headteacher** is responsible for:

- Supporting the designated senior colleagues for child protection in all aspects of the role.
- Ensuring that the designated senior colleagues for child protection and the safeguarding team have received the appropriate training.
- Ensuring that all members of the school community are aware of and comply with our Child Protection & Safeguarding Policy
- Ensuring the safe recruitment of all staff (including supply staff and volunteers).
- Making parents aware of the school's Child Protection & Safeguarding Policy.
- Dealing with any allegations against members of staff or volunteers.
- Creating a safe environment for students at the school.

6.5. All staff, including supply staff and volunteers are expected to:

- Know the names of the designated senior colleagues for child protection co-ordinator and members of the safeguarding team
- Understand and comply with the school's Child Protection & Safeguarding Policy.
- Deal with any bullying incidents that may occur, following proper procedures.
- Refer e-safety concerns.
- Refer radicalisation concerns.
- Have read 'part one' of 'Keeping Children Safe in Education'.
- Behave in accordance with our Staff Code of Safe Practice.

7. What is Child Abuse?

- 7.1. Child abuse happens when an adult inflicts harm on a child or young person - even, in some cases, if the adult's actions are not deliberate. An abused child is a boy or girl under the age of 18.

7.2. There are four broad categories of child abuse:

- Physical Abuse
- Sexual Abuse
- Neglect
- Emotional Abuse

7.3. Sometimes children are sexually abused by other children.

7.3.1. Physical Abuse

This happens when a child is deliberately hurt, causing injuries such as cuts, bruises and broken bones. It can involve hitting, shaking, throwing, poisoning, burning, slapping or suffocating. It is also physical abuse when a parent/carer fabricates, or induces, the symptoms of an illness in a child.

7.3.2. Emotional Abuse

This is persistent and, over time, it severely damages a child's emotional development. Active emotional abuse happens when a parent/carer denies the child the love and care they need in order to be healthy and happy. Such adults might be emotionally unavailable; fail to offer their child praise and encouragement; interact with them in an age-inappropriate way; be over-protective, limiting their opportunities to explore, learn and make friends; or expect the child to meet parent/carer's own emotional needs.

7.3.3. Neglect

This is persistently failing to meet a child's basic physical and/or psychological needs, resulting in serious damage to their health and development. Neglect is difficult to define as it is hard to describe the absence of something such as love or attention. In practical terms, neglect may involve a parent/carer's failure to:

- Provide adequate food, clothing or and shelter
- Protect the child from physical and emotional harm or danger
- Supervise the child properly
- Make sure the child receives appropriate medical care or treatment

7.3.4. Sexual Abuse

This involves actual or likely sexual exploitation of a child or adolescent. It also involves forcing or enticing a child or young person to take part in sexual activities. It does not necessarily involve violence, and the child may or may not be aware of what is happening. Sexual abuse includes: grooming a child with the intention of sexually abusing them; all forms of penetrative and non-penetrative sex; sexually exploiting a child in return for gifts, money or affection; and making, looking at and distributing indecent images of a child.

8. Procedures at Isleworth & Syon

8.1. REPORTING CONCERNS ABOUT A STUDENT

8.1.1. If a member of staff has a concern regarding the safety of a child, they have a duty to report his or her concerns immediately to the senior designated member of staff for child protection:

Designated Senior Person for Child Protection: Lin Simms (LSI) DHT (Students)

8.1.2. In her absence, the report must be made to:

Deputy Designated Senior Person for Child Protection: Cressida Atkin (CAT)

8.1.3. In the absence of these colleagues, the referral should be to:

The Headteacher: Euan Ferguson (FEF)

8.1.4. Referrals can be made through school to:

Designated Governor for Child Protection: Mrs V Smith

8.1.5. For looked after children, please contact:

Designated Officer for Looked After Children Liz Austin (EAU)

8.1.6. All school contacts can be reached through the school's telephone system on: 020 8568 5791.

8.1.7. All staff may raise concerns directly with Children Social Services via Early Help Hounslow (telephone: 020 8583 6600).

8.1.8. The London Borough of Hounslow Local Authority Designated Officers (LADO) (direct telephone line: 020 8583 2785).

8.2. RECEIVING A DISCLOSURE

Anyone who receives a disclosure of abuse or an allegation of abuse, or who suspects that abuse may have occurred, must report it immediately to the designated child protection co-ordinator or one of the safeguarding team; in their absence, the matter should be brought to the attention of the Headteacher or the most senior member of staff in school.

8.2.1. This should be done when staff:

- Have a suspicion that a student is marked or bruised in a way that is not readily attributed to 'normal' knocks or scrapes.
- Notes behaviours or actions in a student which give rise to suspicions that a student may have suffered abuse.
- Receives hints or a disclosure of any type of abuse from a student or from one of his/her friends.

8.3. VERBAL REPORT

In the first instance, reports should be made verbally. However, as in all cases where referral to outside agencies is a possibility, accurate written records are vital. An email (marked confidential) with details of what has been disclosed should be used to follow up any concern. It is important that members of staff do not investigate or follow up any suspicions themselves, for instance by speaking with and/or questioning students or parents/carers.

8.3.1. Whilst staff must be circumspect about using 'hearsay' evidence, it must not be discounted without thought. Gossip is often, but not always, untrue. Such evidence may, together with other indicators, give us warning of an abusive situation. It is an essential requirement for all members of staff to record any conversation or contact that might be useful as evidence.

8.4. WRITTEN RECORD

This should be followed with a written record within 24 hours, using as far as possible the student's own words. It is important to remember that any member of staff can refer their concerns to children's social care directly. Staff must take further action if they feel the school has not acted appropriately or robustly to safeguard. This may involve reporting to the Chair of Governors or direct to LADO, Social Care or Police.

8.5. The Designated Child Protection Officer (DCPO) (or one of the safeguarding team) will immediately refer cases of suspected abuse or an allegation of abuse to Hounslow Children's Services via Early Help Hounslow. Any referral will be confirmed in writing within 24 hours. Where possible the inter-agency referral form should be used. Where the allegation is against a member of staff, the Headteacher must first be informed.

8.6. If the Designated Child Protection Officer (DCPO) (or one of the safeguarding team) is unsure about whether a formal referral should be made or has a general concern about a child's health or development, advice should be sought from local Social Care Service via Early Help Hounslow.

8.7. We will inform parents/carers of our actions unless it is our view that so doing could place the child at greater risk of harm or could impede a criminal investigation.

8.8. We will inform parents/carers about our duties and responsibilities under child protection procedures. Parents/carers may request a full copy of this policy.

8.9. In addition to working with the designated lead, staff may be asked to support Social Care/Police to take decisions about individual students.

8.10. We will listen and take seriously any disclosure or allegation of abuse and any concern expressed about the safety and well-being of our students. We will consider the 'unthinkable' and challenge when required.

8.11. Students are considered children up to the age of 18, however there may be times when a student is deemed to be vulnerable even though they have reached or exceeded 18. This policy will therefore also apply to vulnerable adults within our Sixth Form.

9. Responding to Child Protection Disclosure using Non-Leading Techniques

9.1. RECEIVE

- Staff should receive what has been said. Accept what you are told - you do not need to decide whether it is true.
- Listen without displaying shock or belief.

9.2. REASSURE

- Acknowledge that you are listening to them.
- **Do not promise confidentiality. You must not** keep information to yourself or act on your own initiative.
- Reassure them but do not promise what you may not be able to deliver, i.e. "everything will be all right now" (it may not be).

9.3. RESPOND

- Respond to what the student has said but do not interrogate.
- Avoid leading questions like: "Was it your father?" Questions like this can be used by defence counsel in a subsequent court case to suggest that you 'contaminated' the evidence.
- Ask open-ended questions: "Do you want to tell me anything else?"; "And?"; "Yes?"
- Where necessary, clarify what has been said.

9.4. RECORD

- Make brief notes as soon as possible. Keep original notes then write up a subsequent record including date, time and place.
- Record the actual words that the child uses.
- On every occasion that a member of staff has reason to suspect that a child has suffered neglect or is at risk of abuse or neglect, the Designated Child Protection Officer is informed immediately.
- On receipt of the information, the Designated Child Protection Officer must make a decision as to whether there are grounds for suspecting abuse, neglect or the potential risk of abuse and to, therefore, make a referral to Social Services or the police as a priority. Information will be provided on a Child Protection Referral Form.
- School staff may contact a student's parents/carers to alert them to the fact that Social Services and/or the police have been contacted by the school. However, the safety and wellbeing of the student is of paramount importance. If it is considered that it would be unwise/unsafe to contact parents/carers until Social Services staff have contacted them, then school staff will not inform parents/carers of referrals to Social Services.

10. Allegation against Staff

- 10.1. All school staff 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/carers to be conducted in view of other adults. All staff should also be aware of the school's Behaviour Policy.
- 10.2. We understand that a student may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Child Protection Officer, or the Headteacher if the allegation is about one of the Child Protection Officers. If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors without notifying the Headteacher first. The school will follow the DfE procedures for managing allegations against staff. Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult in making this decision.

11. Training & Support

- 11.1. The Headteacher will ensure that the Designated Child Protection Officer undertakes the necessary child protection training and that this is updated at appropriate recommended intervals. The Designated Child Protection Officer will ensure that all members of the Safeguarding team have adequate training.
- 11.2. Training is delivered on a variety of levels. The designated lead (or a member of the safeguarding team) will offer child protection awareness training as part of the induction package for all staff and teaching trainees. They will also raise awareness of child protection issues as necessary at staff briefings, staff meetings or in the staff bulletin. This training should raise awareness of child protection issues, clarify the actions to be taken if abuse is disclosed, alleged or suspected, and also encourage staff to keep themselves as safe as possible from an allegation being made against them.

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- 11.3. Such training must be 'regularly' updated.
 - 11.4. The school will ensure that the Designated Child Protection Officer also undertakes training relevant to their role and attends refresher training at two-yearly intervals to keep knowledge and skills up-to-date. The designated governor will also attend training.
 - 11.5. At Isleworth & Syon School, every member of staff has refresher training at the start of the new school year, and completes a Child Protection Level 1 Training Course every three years.
 - 11.6. Temporary staff and volunteers who work with children in the school will be made aware of the school's arrangements for child protection and their responsibilities.
 - 11.7. The Headteacher and, where relevant, governors and/or senior leaders, will undertake appropriate Safer Recruitment Training.
 - 11.8. School staff will undertake training on the prevention of terrorism (WRAP training).

12. Confidentiality

- 12.1. All staff need to understand that the only purpose of confidentiality is to benefit the student. No one should guarantee confidentiality to a student, nor should they agree with a student to keep a secret, as any child protection concern must be reported to one of the designated child protection officers and may require further investigation by the appropriate authorities.
- 12.2. Staff will be informed of relevant information in respect of individual cases on a "need-to-know basis" only. Any information shared in this way must be kept confidential.

13. Records and Monitoring

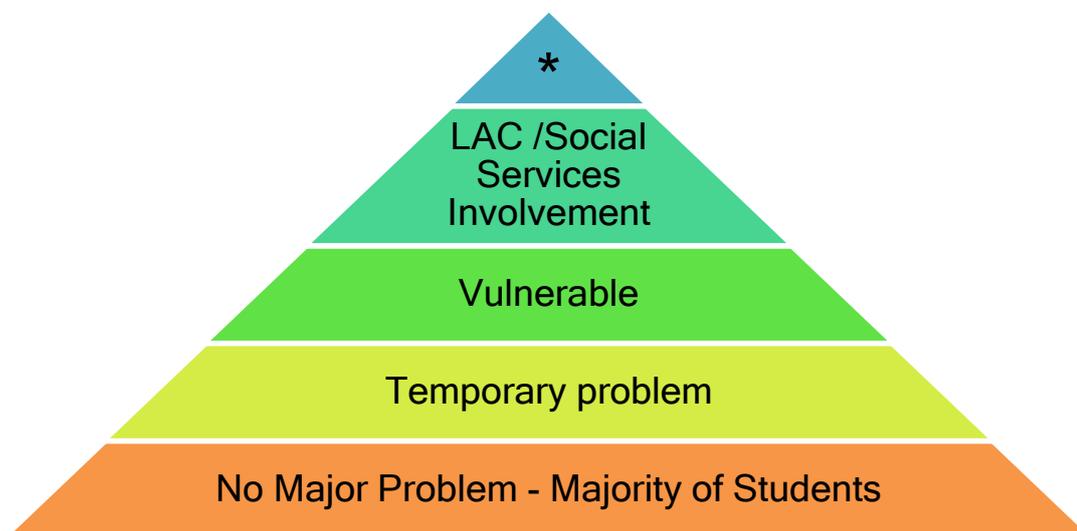
- 13.1. Accurate records are essential to good child protection practice.
- 13.2. Anyone receiving a disclosure of abuse or noticing signs of abuse must make an accurate record within 24 hours of reporting the incident, noting what was seen or said, putting the child into context, and giving the date, time and location. This record must be signed and dated.
- 13.3. File notes are kept for any student on a Child Protection Plan (CPP) or for any student monitored for child protection reasons. These records will be kept in a locked cupboard and electronically on a secure area of the school's communication system.
- 13.4. If a student transfers from the school, any child protection notes will be forwarded to the student's new school marked "confidential" and for the attention of the Designated Child Protection Officer.

14. Safer Recruitment and Selection

- 14.1. We ensure that all appropriate measures are applied in relation to everyone who works in the school, including volunteers and contracted staff. Safer recruitment practice includes: a member of the panel having a safer recruitment qualification; scrutinising applications; verifying identification, qualifications and references; and checking previous employment history.
 - 1. An enhanced DBS disclosure is obtained for all new appointments including a check on list 99 - Children's barred list (teachers prohibited from the profession).
 - 2. The school is committed to keep an up-to-date single central record.
 - 3. Two references will be sought for each appointee.
 - 4. Qualifications will be checked and verified.
 - 5. Where staff work with children under the age of 8, they will be required to complete a Disqualification by Association Form.

15. Supporting Students – The Pyramid of Vulnerability

- 15.1. Please note that * indicates those students on a child protection plan and those students for whom we have major child protection concerns.



- 15.2.** In the area of Child Protection, there is a pyramid of need for the support of vulnerable students (see the diagram above).
- 15.2.1.** At the top are those students on child protection plan and those students for whom we have major child protection concerns.
 - 15.2.2.** Next are children ‘Looked After’ by the local authority, adopted children and those who are cared for by people other than a parent/carer.
 - 15.2.3.** Then, we have those students who take the role as a significant carer for a family member. The Designated Child Protection Officer is responsible for ensuring that we have an up-to-date list of these groups of students. The names of vulnerable students are available for staff to access in the Safeguarding area on Office 365 so that they can monitor students and raise any concerns with the safeguarding team. Confidential details will not be included on this list.
 - 15.2.4.** Next is a larger group of students who are vulnerable in some other way. This may be because of family circumstances, health issues or social reasons.
 - 15.2.5.** Lastly there are the majority of students, who do not need ongoing extra support but may need some support for a short period of time. This may be, for example, in the case of family illness, crisis or bereavement.
- 15.3.** The designated lead regularly checks our first aid/medical request log for students seeking medical assistance, so that we can identify concerns at an early stage. We are committed to providing support for all these groups of students appropriate to their needs. This may be provided by the Safeguarding Team, a member of the Leadership Team, a member of the Pastoral Team, a tutor or an adult in school specifically approached to do so.
- 15.4.** Isleworth & Syon School has an ethos of respect and a culture that values, involves and listens to children. We also support our students in a myriad of ways for many reasons. We try to help students understand what is and is not acceptable behaviour towards them and how to speak up if they have worries. We also encourage students to speak up about concerns they may have for their peers.

16. Child Missing from Education

A child going missing from education is a potential indicator of abuse or neglect. The school will carry out a daily absence check and on the third day of absence will report the matter to Hounslow’s Child Missing from Education Officer. The school will take all reasonable steps to ascertain the whereabouts of the child. If a member of staff has concerns about a particular student, they should talk to the designated safeguarding lead and follow up in writing. If a child has disclosed that they are being abused to a member of staff, they should go straight to the Designated Child Protection Officer or, in his/her absence, the deputy or the Headteacher.

17. Students on the Child Protection Register or For Whom We Have Child Protection Concerns

The number of students on a Child Protection Plan (CPP) varies. There are also other students about whom we have child protection concerns who are not on a CPP. We support students in various ways by:

- following the guidance set out in any Child Protection Plan;
- ensuring that they know and are comfortable about whom they can approach for help or if they have specific concerns;
- monitoring their welfare carefully, including talking to them regularly about their well-being;
- attending any child protection meetings held on their behalf, including speaking on their behalf at such meetings should they request it;
- monitoring their attendance carefully and reporting any unexplained absence to social care;
- monitoring their academic grades carefully to try to ensure they are making good progress in school;
- enlisting the support of and liaising with other agencies as appropriate;
- checking that they have access to all elements of school life, including visits and other activities;
- informing their Pastoral Leader that they are on a CPP without breaching confidentiality so that he/she knows to register immediately any concerns - however minor - with the Designated Child Protection Officer (or a deputy).

18. Attendance at Child Protection Conferences and Core Group Meetings

- 18.1.** It is the responsibility of the Designated Senior Person for Child Protection to ensure that the school is represented and/or a report is submitted to any child protection conference called for children on the school roll or previously known to them. Whoever attends will be fully briefed on any issues or concerns that the school has and be prepared to contribute to the discussions at the conference.
- 18.2.** If a child is made subject to a Child Protection Plan, it is the Designated Child Protection Officer's responsibility to ensure that the child is monitored regarding their school attendance, welfare and presentation. If the school is part of the core group then the Child Protection Officer should ensure that the school is represented at these meetings and that there is a record of attendance and issues discussed. All concerns about the child protection plan and/or the child's welfare should be discussed and recorded at the core group meetings unless the child is further at risk of significant harm. In this case, the Child Protection Officer must inform the child's key worker immediately and then record that they have done so and the actions agreed.

19. Looked-After Children (LAC)

- 19.1.** We have a Designated Lead responsible for students designated as Looked-After Children. We keep a list of students who are looked after by the local authority or neighbouring authorities. Research shows that these students fare less well at schools than their peers; to narrow this gap, we monitor their progress and wellbeing carefully by:
- being involved in and following the guidance set out in the student's Personal Education Plan (PEP);
 - arranging for one of our safeguarding team (or for another teacher to whom the child relates well) to take a particular interest in the student's welfare and to talk to them regularly;
 - targeting student premium specifically to support children in care;
 - attending any liaison or review meetings held on their behalf, including speaking for them or acting as their advocate at such meetings should they request it, and keeping in touch with social workers and/or carers;
 - monitoring their attendance carefully and reporting any unexplained absence to social care and the Educational Welfare Service;
 - monitoring their academic grades carefully to try to ensure they are making good progress in school;
 - informing staff that they are on the looked after register without breaching confidentiality so staff know to register any concerns speedily to the designated lead;
 - being careful not to accept any under achievement just because the child is 'looked after';
 - looking out for difficulties with homework or resources that may be a result of their being in care, and giving them help to organise and manage their work and by providing the resources needed;
 - enlisting the support of and liaising with other agencies as appropriate;
 - checking that they have access to all elements of school life, including visits and other activities, and by giving these students the opportunities to take part in those self-esteem projects/residential trips organised by the school as and when appropriate.
- 19.2.** In addition, we also keep a record of those students who are: looked after by someone other than a parent/carer, adopted, or on a Special Guardianship plan.

20. Young Carers

It is the responsibility of the Designated Senior Person for Child Protection (or a deputy) to keep a record of those students who play the part of a major carer for a family member. However, such families do not often publicise their situation for fear of social care involvement.

We offer support to these students appropriate to their individual situation. This package would contain elements of the support offered to students looked after by the local authority.

21. Disabled Students

Disabled children may be less able to recognise or understand that they are being abused. Communication difficulties may make it harder for them to disclose abuse and/or dependency on their care giver may mean they have no-one to tell. Professionals may focus on meeting the needs of the child's impairment; however, at Isleworth & Syon, we will always try to ensure that the voice of the child is heard/sought.

22. Child Sexual Exploitation (CSE)

CSE involves young people receiving something in exchange for sexual acts. Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious gang and group exploitation. As a school staff, we should be aware that sexual exploitation can take many forms and that students may not exhibit external signs of abuse. Therefore, staff must be vigilant for the less obvious signs: lots of new electronic equipment, when before there was none; seeming to have extra money to spend; moving away from established friendship groups, etc.

23. Female Genital Mutilation (FGM)

- 23.1.** Whilst only boys attend the school from age 11-16, girls are welcome in the Sixth Form. There are occasions when girls attend the school during Key Stages 3 and 4 (following particular courses; taking part in School Productions/events). Staff, therefore, should be fully aware of this aspect of child protection.
- 23.2.** FGM involves cutting, and sometimes sewing the girl's genitalia, normally without anaesthetic, and can take place at any time from birth onwards. It is sometimes referred to as 'female circumcision' but this misnomer belies the invasive and irreversible nature of the procedure. It is now more correctly termed Female Genital Mutilation. The procedure has a cultural, rather than religious, origin and is practised by disparate ethnic communities in many countries, including Ethiopia, Somalia, Sudan, Egypt, Nigeria, India, Pakistan, Yemen and Iraq.
- 23.3.** The Female Genital Mutilation Act 2003 makes it a criminal offence not only to carry out FGM in England, Scotland and Wales on a girl who is a UK national or permanent resident, but also to take a girl out of the UK to have FGM performed abroad, even to countries where FGM is still legal. The indicators of FGM may initially mirror those of sexual abuse. You may notice, for example, that a girl or young woman shows signs of pain or discomfort, needs to visit the toilet constantly, has vaginal blood loss, or is unable to sit comfortably. She may make excuses to avoid PE and other physical activity, or refuse to use the school showers. She may also become evasive or fearful if you enquire if she is unwell, and assure you that she is fine when she clearly is not. If she is has recently arrived back from a 'holiday' abroad or a period of absence from school, seems to be in pain and has not been taken by her family to see a doctor, you should consider FGM, alongside other possible explanations.

24. Forced Marriage

- 24.1.** The subject of forced marriage is also highlighted in documentation on Safeguarding Children and Safer Recruitment in Education. Forced marriage occurs when a young person is forced into a marriage that they do not want with someone that they have not chosen, following coercion, intimidation, threats and possibly physical and sexual abuse. It is very different from an arranged marriage, where both young people can make the decision to accept or decline the partner chosen for them by their parents.
- 24.2.** Once again, schools can be seen as being in the front line in protecting young people from this type of abuse. A student who fears that they are likely to be forced into a marriage may disclose to a member of staff. Their initial approach, in common with many disclosures of abuse, may be seemingly innocuous, such as talking about taking a holiday abroad. Their fear, that the proposed holiday will result in a forced marriage, may only become apparent after a number of conversations. These young women may also become victims of what is termed 'honour-based violence'.
- 24.3.** This type of violence is described in 'The Right to Choose' guidance as: "A variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community". Students who are forced by others to enter into a marriage agreement against their will, will be referred to Social Services. This is part of normal child protection procedures.

25. Radicalisation/PREVENT

- 25.1.** The PREVENT strategy will specifically:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; AND
- work with sectors and institutions where there are risks of radicalisation which we need to address.

25.2. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values. Awareness of PREVENT and the risks that it is intended to address are both vital.

25.3. Staff can help to identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism.

25.4. Schools of all kinds can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. Schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond PREVENT but they connect to the PREVENT agenda.

25.5. PREVENT referrals should be reported in line with other safeguarding procedures. If a member of staff has concerns regarding any extreme behaviour, they must report this to the Designated Senior Person for Child Protection. If required, the school will contact the LA's PREVENT Officer to seek advice and guidance. The LA will then discuss the incident at a Channel Panel Meeting in line with the Counter Terrorism and Security Act (2015). Panels will assess the extent to which the identified individuals are vulnerable to being drawn into further issues.

26. E-Safety (Internet Usage)

We have policy guidance in place to ensure our ability to protect and educate our students and staff in their use of technology; this is located within our Staff Handbook, hosted on the 'Staffroom' Office 365 Site.

27. Links to the Curriculum

PSHE, ICT and RE lessons and/or assemblies are delivered to the students on the following:

- Staying safe from harm
- Staying safe online
- Sex, relationships education (SRE) - staying safe
- Staying safe from bullying
- Who can I turn to in school?
- Drugs and Alcohol misuse
- Calculated risks
- Child sexual exploitation
- Domestic Violence
- FGM - Female Genital Mutilation
- Forced Marriage
- Gang activity
- Radicalisation and extremism
- Morality - making the right decisions

28. Use of the School Premises by Other Organisations

Where services or activities are provided separately by another body using the school premises, the Governing Body, through the letting process, will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

29. Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Any member of staff who is concerned about the conduct of another member of staff or adult on the school premises (or employed by the school) should contact either the Headteacher or Designated Senior Person for Child Protection, in line with our Whistleblowing Policy. Should the concern relate to the Headteacher, the member of staff should contact the Chair of Governors.

30. Implementation of the Policy

- 30.1.** This policy will be implemented with the approval of the governing body. All staff will be given relevant training as previously described. Staff joining the school will be part of a rolling programme of training. All staff including temporary staff are reminded of the key personnel responsible for child protection and child safeguarding issues. The policy will be monitored annually and details of this monitoring and evaluation process will be available to governors and the SLT.
- 30.2.** Parents/carers will have access to this policy through the school website.
- 30.3.** Student safety and well-being is part of the ethos of the school. It is made explicit in curriculum areas, assemblies and pastoral work.
- 30.4.** Staff will be kept informed about child protection responsibilities and procedures through induction, briefings, staff meetings, the staff bulletin, and other awareness training. All new staff will attend a training session on child protection awareness as part of their induction programme, as well as receiving our Staff Code of Safe Practice and Part One of 'Keeping Children Safe in Education'. Where other adults are working in the school alone with students, the Headteacher or the Deputy Headteacher (Staff Development) will ensure that they are aware of the contents of these policies. Any trainee teachers will receive a training session on child protection awareness as soon as possible after their arrival.

31. Retention and Data Protection

Through the application of this policy, the School may collect, process and store personal data in accordance with our data protection policy. We will comply with the requirements of the Data Protection Legislation (being (i) unless and until the GDPR is no longer directly applicable in the UK, the General Data Protection Regulation ((EU) 2016/679) and any national implementing laws, regulations and secondary legislation, as amended or updated from time to time, in the UK and then (ii) any successor legislation to the GDPR or the Data Protection Act 1998). Records will be kept in accordance with our Privacy Notices, our Retention & Destruction Policy and in line with the requirements of the Data Protection Legislation.

32. Review

This policy will be reviewed every year with the relevant staff and agencies. The Chair of Governors will be apprised of incidents where appropriate.

33. Further Information

- 33.1.** This policy, and all action relating to it, is in line with the following guidance:
- 'Safeguarding Children in Education' (DfES / 0027 / 2004)
 - 'The Working Together to Safeguard Children' document (March 2015) - copy available in staff library
 - 'Keeping Children safe in Education' (March 2015) - copy available in staff library
- 33.2.** This policy needs to be read in conjunction with other Isleworth & Syon School policies, in particular:
- Anti-Racism Policy
 - Behaviour Policy
 - E-Safety Policy
 - Equality Policy
 - PSHE Policy
 - Staff Code of Safe Practice