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Safeguarding Policy

At St Vincent's School – 'Every Child Matters'

The second aim of our Mission Statement is:-

To foster happy caring relationships within the school which enable individuals to grow in confidence, dignity and self esteem.

St Vincent's School supports the right of every child to feel safe and secure.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: **protecting children from maltreatment; preventing impairment of children's 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 they are not suffering harm or are at immediate risk.

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

- ☐ Child Protection Policy
- ☐ Behaviour Policy
- ☐ Critical Incident Procedure
- ☐ E-Safety Policy
- ☐ Health and Safety Policy
- ☐ Missing Child Policy
- ☐ Prevent Duty agenda – What we do
- ☐ Preventing Extremism and Radicalisation
- ☐ Promoting British Values
- ☐ Social Media Policy
- ☐ Summary of Specific Safeguarding Issues



DfE documents:

- ☐ Use of reasonable force – advice for headteachers, staff and governing bodies
- ☐ Searching, Screening and Confiscation
- ☐ The Prevent Duty
- ☐ Keeping Children Safe in Education
- ☐ ICO Bring your own device (BYOD)
- ☐ Behaviour and Discipline in Schools

The role of the school

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Keeping Children Safe in Education 2016. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

Each school should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care. At St. Vincent's, this is Anne-Marie Worrall. In her absence, the Deputy Safeguarding Lead is Kathryn Long.

The Teacher Standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All school staff have a responsibility to provide a safe environment in which children can learn.

All school staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

In addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support social workers to take decisions about individual children through MARAC consultations.

What school staff need to know

All staff members should be aware of systems within their school which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's child protection policy; the school's staff behaviour policy (code of conduct); and the designated safeguarding lead.

All staff members should also receive appropriate child protection training which is regularly updated. This takes place in September of each academic year, as well as key updates and reminders throughout the year.

Key information is posted on the rear of all staff doors as an aide memoire of training received.

All staff should be aware of the Early Help process and that the Headteacher, Deputy Headteacher or SENDCo are there to support these referrals.

Should any member of staff have a safeguarding concern regarding a child, then this should be reported without delay to the DSL. A safeguarding referral form should also be completed as a written record by the member of staff. The DSL will support staff with making direct referrals to Social Care should this be requested by external professionals as part of their role.

What school staff should look out for

All school staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Examples of these are posted on the rear of staff doors as an aide memoire.

Staff members working with children are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should **always** act in the interests of the child.

There are various expert sources of advice on the signs of abuse and neglect. Warrington's Local Safeguarding Children Board (LSCB) should be able to advise on useful material, including training options. One good source of advice is provided on the [NSPCC website](#).

Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the designated senior person or children's social care.

A child going missing from an education setting is a potential indicator of abuse or neglect. School staff members should follow their procedures for dealing with this in conjunction with the Duty and Assessment team.

What school staff should do if they have concerns about a child

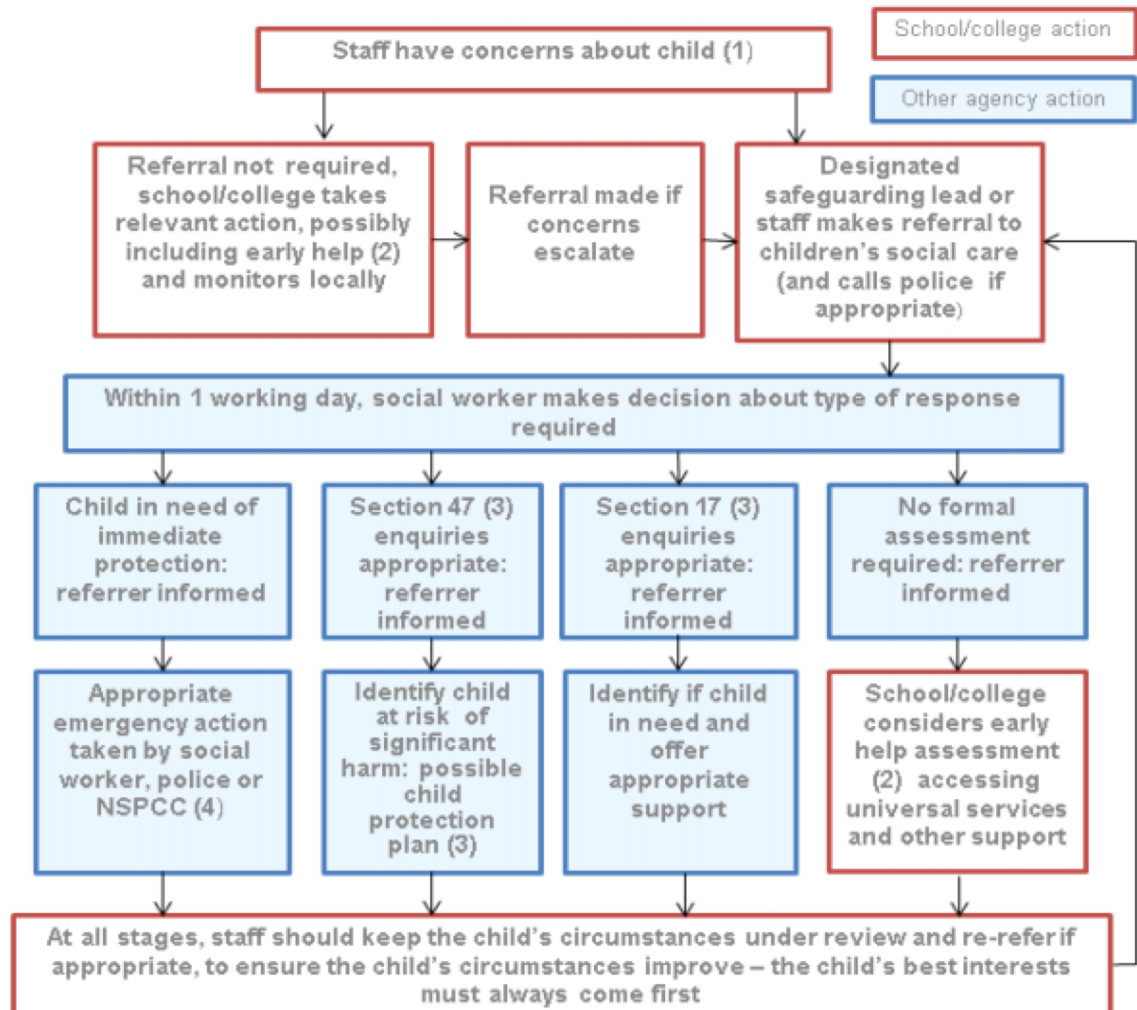
If staff members have concerns about a child they should raise these with the school's designated safeguarding lead. This also includes situations of abuse which may involve staff members. The safeguarding lead will usually decide whether to make a referral to children's social care, but it is important to note that any staff member can refer their concerns to children's social care directly. Where a child and family would benefit from co-ordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs co-ordinator, General Practitioner (GP), family support worker, and/or health visitor.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point. If anyone other than the Safeguarding Lead makes the referral, they should inform the DSL as soon as possible. The LA should make a decision within one working day of a referral being made about what course of action they are taking and they should let the referrer know the outcome. Staff should follow up on this should that information not be forthcoming. The online tool Reporting child abuse to your local council directs staff to their local children's social care contact number.
<https://www.gov.uk/report-child-abuse-to-local-council>

If a teacher in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Appendix.

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

Actions where there are concerns about a child



1. In cases which also involve 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. 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. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of [Working together to safeguard children](#)
4. This could include applying for an Emergency Protection Order (EPO).

Types of abuse and neglect

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. 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.

Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the [TES website](#) and also on its own website www.nspcc.org.uk

St Vincent's also has a Summary table of Specific Safeguarding issues, to which the DSP and staff may refer to support the identification and quick response to specific concerns. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

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- child sexual exploitation (CSE) – see also below
 - bullying including cyberbullying
 - domestic violence
 - drugs
 - fabricated or induced illness
 - faith abuse
 - female genital mutilation (FGM) – see also below
 - forced marriage
 - gangs and youth violence
 - gender-based violence/violence against women and girls (VAWG)
 - mental health
 - private fostering
 - radicalisation – see policy
 - sexting
 - teenage relationship abuse
 - trafficking

When the government published “Every Child Matters” it raised 5 key issues that were deemed essential in the complete development of each and every child. These are:

- Stay safe
- Be healthy
- Enjoy and achieve
- Achieve economic well-being
- Make a positive contribution

While each area of society has an important part to play in child development, schools have a responsibility to embrace the document both individually and collaboratively. At St Vincent’s we see this important document dovetailing with our Mission Statement: –

To love and serve as Jesus Shows Us

The outcomes of 'Every Child Matters' are displayed in all classrooms and, as part of the annual induction programme, children are encouraged to explore and develop an understanding of what they mean.

The government published a policy "Safeguarding Children" (DfES/027/2004) and this has been used in formulating our safeguarding statement. It has been further reviewed in the light of the DfE publication 'Keeping Children safe in Education' published in July 2015. This is statutory guidance from the Department for Education issued under Section 175, Education Act 2002, the Education (Independent School Standards) (England) Regulations 2010 as amended by SI 2012/2962 and the Education (Non-Maintained Special Schools) (England) Regulations 2011.

At St Vincent's School the health and safety of all children is of paramount importance. Parents send their children to school each day with the expectation that school provides a secure environment in which their children can flourish. We therefore see it as our natural duty to ensure that this expectation becomes reality. In order to do this a wide range of measures are put in place:

The Health and Safety Policy

The school has a health and safety policy, which is monitored regularly by the Premises Committee of the school governors.

The Headteacher, the Deputy Headteacher, SLT and the Governors oversee the policy. Any concerns from staff are reported to any of the above who carries out an initial examination, assessing what remedial action needs to take place.

Fire Drill

Each term there is a fire drill that practices efficient evacuation from the buildings. The school conducts an annual Fire Risk Assessment.

Critical Incident/Emergency Plan

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

First Aid

In school there are always trained members of staff who volunteer to oversee first aid.

There are a number of first aid kits situated around school, as well as a defibrillator located in the main entrance to the school. When a child is poorly, or has suffered an accident in school or on the playground there is a protocol for staff to follow. If deemed necessary:

- ☐ A trained first aider is consulted
- ☐ The incident is logged in the accident book
- ☐ For head injuries a Head Note/Sticker is issued and parents are contacted by telephone.
- ☐ If there is any doubt at all a parent is contacted.

Medication Policy

School policy is that members of staff will only give prescribed medicines when the parent has completed and signed the appropriate form requesting that staff administer medicine; the decision to meet the request is at the discretion of the Head Teacher. For the majority of medicines, however, a dose before and after school is perfectly adequate.

For matters of an intimate nature staff are informed to deal with a child with utmost sensitivity and always to seek guidance from the Headteacher or Deputy Headteacher. In almost all situations the parents will be asked to come into

school immediately so that they are part of the decision making process for such matters. In rare circumstances the school nurse will be contacted as a matter of utmost urgency before the parent.

Site Security

St Vincent's, in collaboration with Penketh South Community Primary School, provides a secure site, but, it is acknowledged 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, which govern it. Laxity can cause potential problems to safeguarding. Therefore:

- ☐ Gates should be locked at playtimes and lunchtimes. They will also be locked at 8.55am and 3.20pm by the Maintenance Officer each day.
- ☐ Staff are timetabled on a rota basis to greet pupils and parents on the main gate every morning.
- ☐ All Exit Doors should be closed to prevent intrusion. It is the responsibility of classroom teachers to ensure this happens
- ☐ Visitors must only enter through the main entrance and after signing in at the office window. They should be given a visitors badge on entry, which must be worn at all times.
- ☐ All staff must enter and leave through the main entrance of the school and sign in and sign out each day.
- ☐ Children will only be allowed home with adults with parental responsibility or confirmed permission.
- ☐ Children should never be allowed to leave school alone during school hours, and if collected by an adult, 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. Then parents and police will be informed of the circumstances (see Missing Child Policy)

Attendance

Excellent attendance is expected of all children, but when children are unwell parents are expected to confirm absence by telephone. If there is no notification school has a policy of phoning home to ascertain each child's whereabouts (First Day Response). Staff should place a Post-it note on the front of the register when a child is absent at registration, so that it may be followed up by office staff. All parents receive written print outs of their child's attendance three times per year, as well as receiving letters from the school attendance officer where attendance is a concern.

The school works closely with the Authority's Attendance Officer whenever a child's attendance and punctuality causes concern. Attendance rates are reported each term to the LA, annually to the governors and to all parents. Positive measures are in place to encourage children to attend regularly and punctually and the school is aware of its right to take legal action against parents who do not ensure good attendance and punctuality.

Appointments of staff and induction of newly appointed staff and work placements

All staff that are appointed to work in school have a criminal records search called a DBS check. This search highlights people who have a criminal record or if previous allegations have been made them. If staff are found to have a criminal record the appointment is reconsidered by the Headteacher and the Governing Body. The LA is informed directly by the Criminal Records Bureau.

The Headteacher sits on all appointment panels. The Headteacher and members of the Personnel Committee have undertaken the NCSL training on Safer Recruitment which is renewed regularly.

New staff are inducted into safeguarding practices. Newly appointed staff are assigned a mentor for the induction period, usually from their phase team and/or the Deputy Headteacher. It is the responsibility of the mentors to familiarise new staff with procedures and policy, which affect the health and safety of all at school but especially the children.

Induction of volunteers

Volunteers must also have Criminal Records Bureau (DBS) clearance. For a brief activity, such as a school visit, which does not involve the supervision or close contact of children the school may telephone for a "99" check. For extended contact with children, when children may be left alone with an adult, or when an adult visitor may be in and around the school building a full DBS search will be conducted. The office performs this. Visitors who do not yet have clearance will under no circumstance be left alone with a child or group of children.

Welcoming visitors

It is assumed that visitors with a professional role i.e. the School Nurse or members of the police already have relevant clearance but the office will endeavour to check this before admittance is granted and a note made of anyone entering without clearance. (See also Site Security).

Child Protection Policy

The designated adult for Child Protection is Anne-Marie Worrall and the designated governor is Michelle Harrison. There is a separate Child Protection Policy. It is the Governing Body's duty to ensure the policy is reviewed annually and any deficiencies within the policy addressed immediately. Certain governors and all staff have had appropriate child protection training, which is updated at least every three years.

The child protection policy is supported by the Safe Handling Policy. This school follows DfES guidelines 10/98 which asserts that physical restraint may be used if there is the possibility that a child may be about to cause harm to him/herself or to another. It also asserts that on no occasion should such physical contact be used as a punishment.

Allegations against Staff

All allegations of abuse by or complaints of a teacher will be dealt with following the Local Authority's Safeguarding Procedures (LADO). For any complaints about the Headteacher the Chair of Governors should be contacted directly.

The Design of the Curriculum

The curriculum deals with safeguarding in two ways. Firstly, the curriculum, in subjects such as Personal, Social and Health Education discusses relevant issues with the children. Topics include such themes as Drugs, Personal Relationships and Stranger Danger. Children are encouraged to explore and discuss these issues. Parents are also invited into school for a talk prior to the children in Year 6 receiving sex education.

Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as using equipment properly in PE and Design and Technology. At all times there has to be appropriate staffing levels and when the curriculum is taken out of school appropriate and agreed pupil/adult ratios are maintained. The lead adult always assesses visits as to the level of risk and all trips are finally authorised by the Headteacher. Residential visits are authorised by the Governing Body and Warrington LA through Evolve.

St Vincent's School acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our pupils for the responsibilities of adult life and citizenship. It is expected that all curriculum development teams (QITs – Quality Improvement Teams) will consider the opportunities which exist in their area of responsibility for addressing personal safety issues. As appropriate, the SEAL curriculum will be used to help pupils to keep safe and to know how to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils will be taught, for example;

- to recognise and manage risks in different situations and then decide how to behave responsibly;

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- ☐ to judge what kinds of physical contact are acceptable and unacceptable;
 - ☐ to recognise when pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help;
 - ☐ to use assertiveness techniques to resist unhelpful pressure.

All computer equipment and Internet access within the School will be subject to appropriate "parental controls" and Internet safety rules.

St Vincent's Catholic Primary School will continue to work with partners to promote its "Healthy School" status throughout the curriculum with the aim of;

- ☐ Promoting a school ethos and environment which encourages a healthy lifestyle for pupils;
- ☐ Using the full capacity and flexibility of the curriculum to help pupils to achieve healthy lifestyles;
- ☐ Ensuring that food and drink available across the school day reinforces the healthy lifestyle message;
- ☐ Providing high quality Physical Education and sport to promote physical activity;
- ☐ Promoting an understanding of the full range of issues and behaviours which impact upon a lifelong health.

Visiting Speakers

Visiting speakers, with correct clearance, are always welcome into school so that children can benefit from their specialist knowledge.

Internet Safety

Children should be encouraged to use the internet as much as is possible, but at all times in a safe way. Parents are asked if they agree to their child using the internet. Pupils must never be left unattended whilst online and teachers should ensure that this does not happen. If teachers know of misuse, either by a teacher or child the issue should be reported to the Headteacher without delay.

As Child Protection Officer the Headteacher has overall responsibility for internet safety.

The school has an Acceptable use policy for staff and pupils.

Equal opportunities

St Vincent's School ensures that equal opportunities are available for everyone, regardless of gender, class and ethnic group or ability range."

Children with disabilities must be able to take a full and active part in every lesson and every measure must be taken to ensure this.

Behaviour and Discipline Policy

Good behaviour is essential in any community and at St Vincent's we have high expectations for this. 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.

There are numerous rewards available to children:

- ☐ Stickers
- ☐ Showing another teacher good work
- ☐ Certificates
- ☐ Cups
- ☐ Special privileges

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- Joan Johnson Award for 'Generosity of Spirit'

Sanctions range from:

- A telling off
- Being removed from the class
- Loss of playtime
- Reporting to a senior member of staff
- A letter home
- Exclusion

For more detail see the Pastoral Care and Discipline Policy

Staff are discouraged from handling children, but when they deem it is safest to do so guidance has been given on safe methods of restraining a child so that they do not harm either themselves or others. Three members of staff have received specific training on this (Team Teach).

Anti Bullying Policy

In the Anti-bullying Policy the definition of bullying is:

Aggressive or insulting behaviour by an individual or group, often repeated over a period of time, which intentionally hurts or harms.

The school's response to this is unequivocal.

Adults must be informed immediately and action will take place.

Children are told that silence is the bully's best friend and they understand the meaning of 'bystander'. 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.

Racial and Disability tolerance

Along with the equal opportunities policy there is also an Equality Policy. We want our children to be prepared for an ethnically diverse society. The school will work hard to promote racial equality and harmony by preventing and challenging racism. If anyone ever feels unjustly treated then the school welcomes and values a response.

Racism is tackled in both the RE and in the PSHE curricula. The children take part in discussions designed to raise awareness and address prejudices. From time to time visitors work with the children and courses are organised for children at the Peace Centre.

All Racial Incidences are reported to the Local Authority and Governing Body on a termly basis.

Photographing and videoing

There has been a lot of controversy about adults photographing and filming young people.

The concerns are genuine, however we have taken a sensible, balanced approach, which allows parents to photograph and film providing they follow certain guidelines:

Parents consent to school taking photographs by signing a permission slip at Parents' Evening or upon entry to school. School photographs that are for use outside of school are anonymous unless specific permission has been received from parents.

Parents will in the future be asked to sign to say that they have read the LA guidance document prior to using their camera.

Whistleblowing

If members of staff ever have any concerns about the behaviour or intentions of any person within the building, school grounds or within proximity of children, they have a professional duty to inform the management accordingly. This can be done in writing or verbally but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality. The school's Whistleblowing Policy is discussed annually and available to staff, at all times in the Staffroom.

The Governing Body of the School will consider safeguarding issues and their implications for this policy on an annual basis. For this item, the Head teacher will report upon levels of child protection referrals made by the school during the past year, training undertaken by school staff and governors and any changes in legislation or national/local guidance. Otherwise, this policy will be reviewed and updated in Autumn Term 2018

_____ **Chair of Governors** _____ **Date**

_____ **Head teacher** _____ **Date**

Appendix

Further information on child sexual exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education

Further information on so-called '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 Female Genital Mutilation (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. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf

FGM mandatory reporting duty

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.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, 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. Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation procedural information.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.¹⁸ Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college'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 (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

All staff are provided with copies of Keeping Children Safe in Education Part 1 document, which must be signed for and retained by the school office after each update.