



Beacon Academy Trust

A COMPELLING VISION FOR SUCCESS

SAFEGUARDING AND CHILD PROTECTION POLICY

Approving Body	Trust (proprietor)
Date of Last Review	January 2018
To be Reviewed	January 2019 (Must be reviewed annually)
Statutory (Y/N)	Y (Keeping Children Safe in Education)
Signed/Authorised	

I. INTRODUCTION – PURPOSE AND SCOPE

1. BMAT's overriding concern is the best interests of every child and young person in its care. In meeting this concern, this policy aims to:
 - a. Provide staff with a framework to promote and safeguard the wellbeing of children and ensure that they comply with their statutory responsibilities.
 - b. Ensure consistent good practice across BMAT.
 - c. Provide a caring, positive, safe and stimulating environment that promotes social, physical and moral development.
 - d. Identify concerns early and prevent them from escalating.
 - e. Ensure that children who have unmet needs are supported appropriately.
 - f. Raise student awareness of child protection issues and equipping students with the skills they need to remain safe.
2. 'Safeguarding' means the arrangements that are in place for all children.
3. 'Child Protection' means the policy and procedures for children who have been harmed or are at risk of harm.
4. This policy, and all action relating to it, is in line with the following legislation and guidance:
 - a. The Children Acts of 1989 and 2004
 - b. The Education Acts of 2002 and 2011
 - c. The Education (Pupil Information) Regulations (England) 2005
 - d. The School Staffing (England) Regulations 2009
 - e. The Children and Families Act 2014
 - f. The Safeguarding Vulnerable Groups Act 2006
 - g. The Counter-Terrorism and Security Act 2015 (PREVENT Duty)
 - h. PREVENT Duty Guidance 2015
 - i. Working Together to Safeguard Children 2015
 - j. Keeping Children Safe in Education 2016
 - k. Working Together to Safeguard Children 2015
 - l. Searching, Screening and Confiscation 2015
 - m. Mental Health and Behaviour in Schools 2016
 - n. The Female Genital Mutilation Act 2003.

II. GUIDING PRINCIPLES

5. Safeguarding and child protection is the responsibility of everyone: Staff, students, parents/carers, volunteers and visitors should be aware of and in compliance with this policy at all times.
6. Equality Statement: Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. BMAT is committed to anti-discriminatory practice and recognise children's diverse circumstances. We give special consideration to children who:
 - a. Have special educational needs or disabilities;
 - b. Are young carers;
 - c. May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality;
 - d. Have English as an additional language;
 - e. Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence;
 - f. Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation;
 - g. Are asylum seekers.
7. E-Safety: BMAT has an '[E-Safety Policy](#)' to ensure its ability to protect and educate students and staff in their use of technology such as mobile phones and cameras.
 - a. BMAT will follow the Data Protection Act 1998 when taking and storing photos and recordings for use in one of its constituent schools.
 - b. Staff will receive annual e-safety training and updates throughout the year, via staff bulletins and briefings.
 - c. Students will participate in e-safety awareness sessions via tutor time, ICT lessons and PSHE lessons.
8. Radicalisation/PREVENT: The Counter Terrorism and Security Act 2015 places the PREVENT duty on schools to have due regard to the need to prevent people from being drawn into radicalism and/or terrorism.
 - a. BMAT upholds this duty in its curriculum.
 - b. Lettings are vetted and monitored by the School Managers.

- c. All staff have a statutory duty to look out for and inform the Safeguarding Team of any concerns.

9. Training and Support:

- a. School principals will ensure that the designated persons for safeguarding and child protection undertake the necessary formal training at least every two years and that this is updated informally at least annually.
- b. The Designated Lead(s) will ensure that all members of the Safeguarding Team have adequate training; and that the training of all members of staff is updated 'regularly' and at least annually.
- c. All members of staff are required to read Part One of 'Keeping Children Safe in Education' (2016).
- d. 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 trainees.

10. Confidentiality:

- a. The purpose of confidentiality is to benefit the student: no one should guarantee confidentiality to a student, as any child protection concern **must** be reported to the Safeguarding Team.
- b. Staff will be informed individual child protection issues confidentially and on a 'need to know basis' only.

11. Records and Monitoring:

- a. Any one receiving a disclosure of abuse or noticing signs of possible abuse **must** make a signed and dated record within **24 hours** of reporting the incident; noting what was seen or said, putting the event into context, and giving the date, time and location.
- b. File notes are kept for any student on a child protection plan (CPP) or for any student monitored for child protection purposes.
- c. These records stored securely on the school communications system.
- d. If a student transfers from a school within BMAT, any child protection notes will be forwarded to the student's new school marked "confidential" and for the attention of the receiving school's Designated Safeguarding and Child Protection Lead.

12. Safe Recruitment (for further information, see the [BMAT Recruitment and Selection Policy](#)): Every effort will be made to ensure the safe recruitment of staff and all legislation regarding safer recruitment will be followed. This includes:
- a. Following statutory DBS guidelines re: checks on staff.
 - b. Ensuring that information on all checks are carried out in the single central record of BMAT's constituent schools and held in individuals' personnel files, where appropriate.
 - c. Requiring a standardised application form and not just a CV.
 - d. Stating clearly on any advertisement our commitment to safeguarding children.
 - e. Requiring staff that have successfully completed safer recruitment training to be on any interview panel used to recruit staff.
 - f. Validating as far as possible qualifications, experience, references and expertise.
 - g. Verifying identity and the right to work in the UK.
 - h. Examining all career breaks, sudden job changes and/or dismissals.
 - i. Maintaining a single, central record of all staff.
 - j. Checking NCTL for Teacher Prohibition Orders.
 - k. Checking for Section 128 (Prohibition from Management) Orders via DBS and/or NCTL, for any person being employed to a managerial role.
 - l. Acting in accordance with '[Keeping Children Safe in Education](#)' (2016) by supervising all third party organisations whilst working with students; requiring written confirmation of DBS checks for regulated activities; and seeking assurance that the organisations concerned have appropriate safeguarding and child protection procedures in place.
13. Inter-Agency Action: BMAT will provide a coordinated offer of early help when unmet needs are identified.
14. Notifying parents/carers: Where appropriate, we will discuss any concerns about a child with the child's parents/carers. The designated safeguarding lead(s) will normally do this in the event of a suspicion or disclosure. If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so. In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

15. Whistleblowing: BMAT has a separate Whistleblowing Policy which covers concerns regarding the way in which students are safeguarded by the organisation (e.g. poor or unsafe practice).

III. ROLES AND RESPONSIBILITIES

16. All Staff are expected to:

- a. Comply with this policy and the [‘Staff Code of Conduct’](#).
- b. Read Part One of ‘Keeping Children Safe in Education’ (2016).
- c. Familiarise themselves with the Safeguarding Team.
- d. Refer safeguarding and child protection issues to the appropriate member(s) of the Safeguarding Team.
- e. Monitor vulnerable students and promote early identification and assessment by recording information and sharing it swiftly DAPs, SLT and the Safeguarding Team.
- f. Challenge those who do not appear to be taking action.
- g. Employ their training and professional judgment to distinguish between an ‘early-help concern’ and an immediate danger or risk of harm.
- h. Never allow professional relationships to interfere with their duty of care towards students.

17. Designated Safeguarding Leads are senior members of staff who take ultimate responsibility for safeguarding and child protection. With the support of the Safeguarding Team, they provide and/or ensure:

- a. Leadership and vision in respect of safeguarding and child protection.
- b. Mechanisms to assist staff to understand and discharge their role and responsibilities, including training to all staff on the signs of abuse, the appropriate action and how to protect themselves from allegations.
- c. That appropriate referrals are made to the relevant agencies.
- d. That the Safeguarding Team, SLT and LGB liaise on safeguarding and child protection issues.
- e. That students are taught the importance of safeguarding and child protection, including e-safety.
- f. That the effectiveness of this policy is monitored.
- g. That the Safeguarding Team receives the appropriate formal training at least every two years, with non-formal updates at least annually.

18. School principals are responsible for:

- a. Supporting the Safeguarding Team and ensuring that all members have received the appropriate training.
- b. Ensuring that all members of BMAT are mindful of this policy; and that all employees are familiar with Part One of 'Keeping Children Safe in Education' (2016).
- c. Overseeing the safe recruitment of all staff.
- d. Handling allegations against staff, or ensuring that they are handled by an appropriate delegate.
- e. Ensuring that students are taught the importance of safeguarding and child protection, including e-safety.

19. The Local Governing Body ['LGB'] is responsible for ensuring that BMAT:

- a. Has an effective Safeguarding and Child Protection Policy, which complies with child protection legislation, and is reviewed at least annually.
- b. Uses safe recruitment procedures.
- c. Is mindful of its statutory duties.

20. The Named Governor for Safeguarding and Child Protection is responsible for:

- a. Maintaining regular contact with BMAT's Designated Safeguarding Leads.
- b. Ensuring that this policy is effective and up to date.

IV. PROCEDURE – CONCERNS ABOUT A STUDENT

21. Anyone who receives a disclosure of abuse, an allegation of abuse or who suspects that abuse may have occurred **must report it immediately** to the Safeguarding Team (See Appendix A – Safeguarding Team).

22. If a child discloses a safeguarding issue to you, you should:

- a. Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- b. Stay calm and do not show that you are shocked or upset
- c. Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- d. Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- e. Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it

- f. Sign and date the write-up and pass it on to the designated safeguarding lead(s). Alternatively, if appropriate, make a referral to children's social care and/or the police directly, and tell the designated safeguarding lead(s) as soon as possible that you have done so
- 23.** This should be followed by a **written record within 24 hours**, using the student's own words where appropriate.
- 24.** If a child is in immediate danger, a referral **must** be made to social services and/or the police immediately. Anyone can make a referral, but the designated safeguarding lead(s) must be informed as soon as possible if a referral is made.
- 25.** Staff should take further action if they feel that BMAT has failed to act appropriately. This may involve reporting the matter to the Named Governor for Safeguarding and Child Protection, LADO, Social Care, the NSPCC or the Police.
- 26.** The Safeguarding Team will **immediately refer cases** of suspected abuse or an allegation of abuse to the relevant investigating agency. Any referral will be **confirmed in writing within 24 hours**. Where possible, MARF AND CAF referral forms should be used. Where the allegation is against a member of staff, the school principal must first be informed.
- 27.** If the Safeguarding Team is unsure about whether a formal referral should be made, advice should be sought from social services, the NSPCC or the Redbridge Child protection Team.
- 28.** BMAT will inform parents/carers of its actions unless doing so could place the child at greater risk of harm or impede a criminal investigation.
- 29. Early Help:**
- a. Members of the safeguarding team may use a CAF and/or MARF for families about whom we have concerns and where there is likely to be multi-agency working.
 - b. In addition to working with the designated lead, staff may be asked to support Social Care/Police/PREVENT panels to take decisions about individual students.
 - c. BMAT will take any disclosure or allegation of abuse seriously; it will consider the 'unthinkable' and challenge when required.
- 30. Searching, Screening and Confiscation:** school principals and authorised members of staff have the statutory power to search students or their

possessions, without consent, where they have reasonable grounds for suspecting that they may have prohibited item/s:

- 31.** We will allow access for Children’s Social Care and the Police, where appropriate, to conduct a Section 17 or 47 Assessment.

V. PROCEDURE – SUPPORTING STUDENTS

- 32.** There is a pyramid of need for the support of vulnerable students:

- a. At the top are those students on child protection plan and those students for whom we have major child protection concerns.
- b. Next are children ‘Looked After’ by the Local Authority adopted children and those who are cared for by people other than a parent; and those students who take the role as a significant carer for a family member.
- c. 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.
- d. Lastly there are the majority of students, who do not need on-going support but may need support for a short period of time. This may be, for example, in the case of family illness, crisis or bereavement.

- 33.** The Safeguarding Team is responsible for ensuring that we have an up to date list of these groups of students.

- 34.** BMAT will endeavour to support students through:

- a. The curriculum and school ethos, which promote a positive, supportive and secure environment and which give all students and adults a sense of being respected and valued.
- b. Encouraging students to report safeguarding or child protection concerns.
- c. The consistent implementation of behaviour management policies.
- d. Regular liaison with agencies that support students and their families.
- e. The development and support of a responsive and knowledgeable staff group.

- 35.** Children Missing from Education: A student missing from education for ten sessions or more is a potential indicator of abuse and neglect. Should a student go missing from school, the Attendance officer will inform the Designated Lead, who will consider further action if necessary.

36. BMAT supports students on the Child Protection Register or for whom it has child protection concerns by:

- a. Following the guidance set out in any child protection plans.
- b. Ensuring that they know and are comfortable about whom they can approach for help.
- c. Monitoring their welfare carefully.
- d. Attending any child protection meetings held on their behalf.
- e. Monitoring their attendance carefully and reporting any unexplained absence to social care.
- f. Monitoring their academic attainment carefully.
- g. Enlisting the support of and liaising with other agencies as appropriate.
- h. Checking that they have access to all elements of school life, including visits and other activities.
- i. Informing their DAP that they are on a CPP, without breaching confidentiality, so that s/he knows to register any concerns with the Safeguarding Team.

37. Looked After Children: We keep a list of students who are looked after by the Local Authority or by someone other than a parent. To narrow the gap between these students and their peers, we monitor their progress and wellbeing carefully by:

- a. Being involved in and following the guidance set out in the student's personal education plan (PEP).
- b. Arranging for a member of the Safeguarding Team (or for another teacher to whom the child relates well) to take a particular interest in the student's welfare.
- c. Offering in school support such as anger management and assertiveness or social skills training.
- d. Attending any liaison or review meetings held on their behalf, including acting as their advocate at such meetings should they request it, and keeping in touch with social workers and/or carers.
- e. Monitoring their attendance carefully and reporting any unexplained absence to social care and the Educational Welfare Service.
- f. Monitoring their academic attainment carefully.

- g. Informing their DAP that they are on the looked after register, without breaching confidentiality, so he/she knows to register any concerns with the Safeguarding Team.
- h. Enlisting the support of and liaising with other agencies as appropriate.
- i. Checking that they have access to all elements of school life, including visits and other activities.

38. Young Carers: It is the responsibility of the Safeguarding Team to keep a record of those students who play the part of a major carer for a family member; and to offer a support package appropriate to their individual situation.

39. SEN/D: These children are more likely to be abused or neglected and for this to go unnoticed. 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. To ensure that these students have an added layer of protection, our SENco belongs to the Safeguarding Team.

VI. PROCEDURE - ALLEGATIONS OF ABUSE AGAINST STAFF

40. It is essential that our high standards of professional responsibility are displayed when adults working within BMAT are accused.

41. Corporal or physical punishment of children is unlawful. Physical restraint of children is only permitted if the child or others are at risk. Excessive physical restraint or constant shouting may constitute abuse.

42. If an allegation is made against a member of staff, the school principal (or an appropriate delegate) should contact the BMAT Accounting Officer, Local Authority Designated Officer (LADO) and HR.

43. They will decide whether the incident should be referred to social care and/or the police. If this is agreed, the school principal will inform social care/the police by telephone and follow this with **written confirmation within 24 hours**.

44. A referral will be made to the DBS where it is thought that the individual facing the allegation has engaged in conduct that harmed or is likely to harm a child.

45. In addition, the school principal should inform the chair of governors and/or the designated governor for child protection.

46. Should the allegation be against the school principal, the Accounting Officer should contact the LADO and then inform the chair of governors.

47. If it is decided that a referral to social care is not necessary, it may still be appropriate to conduct an internal investigation in accordance with the [BMAT Disciplinary Procedure](#) and in liaison with HR.
48. The accused individual will be informed of the concerns or allegations and the likely course of action as soon as possible after speaking to the LADO (and the police or social services, where necessary). Where the police and/or social services are involved, only information that has been agreed with those agencies will be shared with the accused individual. Parents/carers will also be informed of the need to keep the allegations confidential whilst investigations are ongoing. Parents/carers will be kept informed of the progress of the case and the outcome, where there is not a criminal prosecution.
49. The parents/carers of the child/children concerned will be informed of the allegation(s) as soon as possible if they do not already know.
50. Where appropriate, the suspension of the accused will be carefully considered; advice will be sought from the LADO, police and/or social services, as appropriate. If immediate suspension is considered necessary, the rationale for this will be recorded with the LADO, including information about the alternatives to suspension that have been considered but rejected. Written confirmation of suspension will be provided to the accused within **one working day**, and the individual will be given a named contact at BMAT and their contact details.
51. If BMAT is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the National College for Teaching and Leadership.
52. If further action other than suspension is needed, steps will be taken with the LADO to initiate the appropriate action and/or liaise with the police and/or social services as appropriate.
53. Effective support will be provided to the accused individual. This may include the appointment of a named representative to keep them informed of the progress of the case (e.g. a trade union representative).
54. Where no further action is required, details and decisions should be recorded in a confidential file. The LADO and chair of governors still need to be informed.
55. Any member of staff who is concerned about the conduct of another adult on BMAT premises should contact the Safeguarding Team immediately. Should the

concern relate to the school principal, the contact should be the Designated Safeguarding lead or the Accounting Officer, who will then inform the LADO and chair of governors.

56. Any member of staff who is concerned about safeguarding practices within BMAT should raise their concerns to the Safeguarding Team.

57. If an allegation is shown to be deliberately invented or malicious, disciplinary action will be considered and most likely taken against the student(s) concerned.

58. Record-keeping, references and confidentiality:

- a. BMAT will make every effort to maintain confidentiality while allegations of abuse are being investigated. Advice will be taken from the LADO, police and/or social services, as appropriate (e.g. on who needs to know about the allegation(s) and what information can be shared).
- b. Records will be kept, including a clear and comprehensive summary of allegation(s) and action(s) taken.
- c. The records of any allegations that are found not to have been made maliciously will be stored on the personnel file of the accused individual and a copy will be provided to the individual. Records will be retained until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.
- d. The records of any allegation that is found to be malicious will be deleted from the accused individual's personnel file.
- e. When providing employer references, no reference will be made to allegations which have been shown to be false, unsubstantiated or malicious.

VII. PROCEDURE – PEER ON PEER ABUSE.

59. In accordance with non-statutory guidance from the DfE in December 2017, BMAT recognises that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”.

60. Most cases of students hurting other students will be dealt with under the [BMAT Code of Conduct and Behaviour Management Policy](#), but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

This might include where the alleged behaviour:

- a. Is serious, and potentially a criminal offence e.g. gang involvement
- b. Could put pupils in the school at risk
- c. Is violent

- d. Involves pupils being forced to use drugs or alcohol
- e. Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

61. If a pupil makes an allegation of abuse against another pupil:

- a. You must tell the designated safeguarding lead(s) and record the allegation, but do not investigate it;
- b. The designated safeguarding lead will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence;
- c. The designated safeguarding lead will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed; and
- d. The designated safeguarding lead will contact the children and adolescent mental health services (CAMHS), if appropriate.

62. BMAT will minimise the risk of peer-on-peer abuse by:

- a. Challenging any form of derogatory or sexualised language or behaviour;
- b. Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys;
- c. Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent;
- d. Ensuring students know they can talk to staff confidentially
- e. Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy; and
- f. Ensuring that activity the premises e.g. school gates are monitored by senior members of BMAT staff at peak times

APPENDIX A – THE SAFEGUARDING TEAM

Designated Safeguarding and Child Protection Lead - Victoria Chadwick

Safeguarding Advisor – Judy Gilcreest

SENco – Cormac O’Neill

Designated Governor for Safeguarding and Child Protection – Michelle Fuller

School Principals – Terese Wilmot (Beal), Will Thompson (TFA)

Accounting Officer – Kathryn Burns

Director of Sixth Form – Mark Smith

Director of BBIH – Lise Thompson

Beacon Communication Hub – Katie Ball (Principal); Robert Smith; Sian Davies

Directors of Beal Upper Site – Yvonne Andress and Rob Laird

Directors of Beal Lower Site – Stephanie Hirst and Sapna Vadher

APPENDIX B – RECOGNISING DIFFERENT TYPES OF ABUSE

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.

1. **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.
2. **Emotional Abuse:** The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. It may involve:
 - a. Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
 - b. Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
 - c. Age or developmentally inappropriate expectations being imposed on children (e.g. interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning).
 - d. Seeing or hearing the ill-treatment of another.
 - e. Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.
3. **Sexual Abuse:** 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. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. It may involve:
 - a. Physical contact, including assault by penetration (for example rape or oral sex).
 - b. Non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

- c. Non-contact activities such as: involving children in looking at, or in the production of, sexual images
 - d. Encouraging children to behave in sexually inappropriate ways
 - e. Grooming a child in preparation for abuse (including via the internet)
4. 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. It may involve:
- a. Failing to provide food, clothing, shelter or access to medical care.
 - b. Failing to protect a child from physical and emotional harm or danger ensure adequate supervision (including the use of inadequate care-givers)
 - c. Neglect of, or unresponsiveness to, a child's basic emotional needs.
5. Child Sexual Exploitation (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. CSE can take many forms and that students may not exhibit external signs of abuse. Therefore staff must be vigilant for the less obvious signs:
- a. Lots of new electronic equipment, when before there was none.
 - b. Seeming to have extra money to spend.
 - c. Moving away from established friendship groups, older boy/girlfriends, involved with other vulnerable children/adults etc.
6. Sexting: It is illegal for sexual or indecent images of a child under 18 to be taken and or distributed.
- a. All incidents of sexual images should be reported to the Safeguarding Team. The image/s and the device they are stored within should be confiscated.
 - b. If there is a concern that the student is at risk of harm, the Safeguarding Team will contact social care and/or the police.
 - c. Members of staff should only view the image(s) if necessary and with a member of the Safeguarding Team present.
 - d. Members of staff must never copy, print, or share the image(s), unless asked to do so by the Police.
 - e. The Safeguarding Team will always refer to the police or social care if an incident involves an adult; coercion, violence, blackmail, or grooming; concerns about capacity to consent, [e.g. SEN/D]; a child under 13.

7. Female Genital Mutilation ['FGM']: Involves cutting, and sometimes sewing the girl's genitalia, normally without anaesthetic, and can take place at any time from birth onwards. The procedure has a cultural, rather than religious, origin and is practised by disparate ethnic communities in many countries.
- a. 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.
 - b. From 3 May 2015, professionals have a mandatory duty to report such offences to the police.
 - c. 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.
 - d. If she is a BME child, 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.
8. Forced Marriage and Honour Based Violence: Occurs when a young person is forced into a marriage that they do not want with someone 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.
- a. 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.
 - b. These young women may also become victims of what is termed honour-based violence, 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.

- c. Forced marriage, here or abroad, is a crime; we will always report to both Police and Children's Social Care.
- d. Signs may include the withdrawal of a student from school by those with parental responsibility; students being prevented from attending higher education; truancy or persistent absences; a request for extended leave or a student not returning from an overseas visit; surveillance by siblings/cousins/extended family members at school; and a decline in behaviour, engagement, performance or punctuality.

APPENDIX C – USEFUL CONTACTS/LINKS

LADO: Mark Robson on 020 8708 5350 or 07903211521; LADO@redbridge.gov.uk

CEOPS: 0870 000 3344; <https://ceop.police.uk/>

NSPCC Whistleblowing Line: 08000280285; help@nspcc.org.uk

Redbridge Child Protection and Assessment Team: 020 8708 3885 from 9am-5pm;
020 8708 5896 after 5pm

Children Missing from Education: 020 7088 6047; cme@redbridge.gov.uk

Children with Disabilities Team: 020 8708 6092; admin.CWDT@redbridge.gov.uk

Children's Services Complaints: 020 8708 5174;

ChildresnComplaints@redbridge.gov.uk

Local Safeguarding Children Board: 020 9708 5282; LSCB@redbridge.gov.uk

[UK Safer Internet Centre: appropriate filtering and monitoring](#)

www.thinkuknow.co.uk

www.disrespectnobody.co.uk

www.saferinternet.org.uk

www.internetmatters.org

www.childnet.com/cyberbullying-guidance

www.pshe-association.org.uk

educateagainsthate.com

www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

www.ceop.gov.uk

www.anti-bullyingalliance.org

www.childline.org.uk

www.nspcc.org.uk