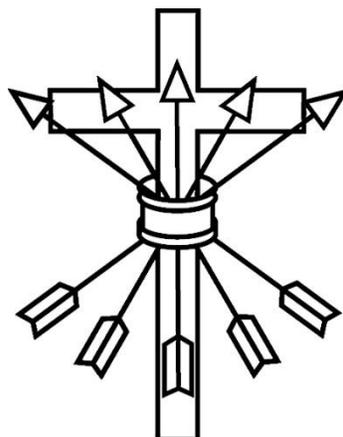


# WADDES DON CHURCH OF ENGLAND SCHOOL



## SAFEGUARDING & CHILD PROTECTION POLICY

<b>STATUS OF POLICY:</b>	Statutory Policy
<b>BASED ON LA PROCEDURE DATED:</b>	Adopted LA procedure dated March 2015
<b>COMMITTEE RESPONSIBLE:</b>	Curriculum & Student Wellbeing
<b>GOVERNING BODY APPROVAL:</b>	CSWB – 11.10.17 FGB – 22.11.17
<b>INTERIM REVIEW:</b>	
<b>REVIEW DATE:</b>	January 2019

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## 1. Contacts

### 1.1 School contacts

- Designated Safeguarding Lead (DSL): [James Sturla 01296 651382]
- Additional Designated Safeguarding Leads: [Annalies McIver and Rachel Branton 01296 651382]
- Nominated Governor: [Rex Stevens]
- Chair of Governors: [Paul McSweeney]

### 1.2 Contacts in County

- Education Safeguarding Advisory Service 01296 382912
- Education Safeguarding Advisor 01296 382732
- Local Authority Designated Officer (LADO): 01296 382070
- First Response Team 08454 600 001
- Social Care, Out of Hours: 0800 999 7677
- Thames Valley Police 101(999 in case of emergency)
- Local Safeguarding Children Board [Bucks LSCB](#)
  - for procedures, policies and practice guidelines
- Family Resilience Service 08454 600 300
- Family Information Service 0845 688 4944
- SchoolsWeb [BucksCCSchoolsWeb](#)
  - School bulletin, Safeguarding links, A-Z guide to information and services
- Buckinghamshire Grid for Learning e-Safety [Bucks CC e-Safety](#)

### 1.3 Other contacts

- NSPCC 0800 800 5000
- Childline 0800 11 11
- Kidscape Bullying Helpline 0845 1205 204
- Female Genital Mutilation  
Email: [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk) 08000283550

- Samaritans 0845 790 9090
- CEOP (Child Exploitation and Online Protection) [CEOP](#)
- Foreign and Commonwealth Office (Forced Marriages Section) 0207 008 0151
- Crimestoppers 0800 555 111
- Channel /Prevent/Protect (Anti – Radicalisation) 01494 421371

## 2. Introduction

- 2.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; and in line with the following:

“Working Together to Safeguard Children 2015”

Buckinghamshire Multi-Agency Information Sharing for Children, Young People & Families – Code of Practice for sharing personal information, March 2015.

“Keeping Children Safe in Education”- statutory guidance for schools and further education colleges. September 2016.

Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act 2015

“Inspecting safeguarding in early years, education and skills setting” Ofsted August 2016

- 2.2 The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 (section 157 for Independent schools) to safeguard<sup>1</sup> and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm or whose welfare may be in question. Governors will ensure all staff at the school have read and understood their responsibilities pertaining to part 1 of Keeping Children Safe in Education September 2016.
- 2.3 We recognise that all staff<sup>2</sup> and Governors have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern.
- 2.4 All staff believe that our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.

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<sup>1</sup> Safeguarding (as defined in the Joint Inspector’s Safeguarding report is taken to mean “All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children’s welfare are minimised” and “where there are concerns about children and young people’s welfare, all agencies take all appropriate actions to address those concerns, working to agree local policies and procedures in full partnership with other agencies”

<sup>2</sup> “Staff” covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

## 2.5 The aims of this policy are:

- 2.5.1 To support the child's development in ways that will foster security, confidence and resilience.
- 2.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- 2.5.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and promptly reporting cases of abuse or suspicion of radicalisation (see Appendix 2).
- 2.5.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children.
- 2.5.5 To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- 2.5.6 To ensure the school has robust systems in place for ensuring that true and accurate records of events are kept and appropriately stored, and to ensure that any such records clearly differentiate between fact and opinion.
- 2.5.7 To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse or suspicion of radicalisation.
- 2.5.8 To develop effective working relationships with all other agencies, involved in safeguarding children.
- 2.5.9 To ensure that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.

## 3. Responsibilities

- 3.1 All staff at our school understand that safeguarding children is everyone's responsibility. Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred should report it immediately to the DSL (see contacts sheet) or, in their absence, to the Additional DSL (see contacts sheet) using the systems and processes our school has designed for this purpose. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.
- 3.2 The Governing Body understands and fulfils its safeguarding responsibilities. It will:
  - 3.2.1 Ensure that the school has a robust Safeguarding & Child Protection Policy and that this is reviewed annually.
  - 3.2.2 Monitor and evaluate the effectiveness of the Safeguarding & Child Protection Policy and be satisfied that it is being complied with.
  - 3.2.3 Ensure there is a DSL who is a member of the school's senior leadership team and, ideally, any additional DSLs, together with a Nominated Governor for Child

Protection. The roles and responsibilities of the DSL and additional DSL will be made explicit in the post-holders' job descriptions.

- 3.2.4 Recognise the importance of the role of the DSL and support him/her, ensuring the training necessary to be effective is undertaken.
- 3.2.5 Ensure cover is provided when needed and appreciate the additional duties taken on by the member of staff when carrying out this role especially when there are on-going child protection issues.
- 3.2.6 Recognise the contribution the school can make to helping children and young people keep safe through the teaching of self-protection skills and encouragement of responsible attitudes through the Personal, Social and Health Education curriculum.
- 3.2.7 Ensure that there are safe and effective recruitment policies and disciplinary procedures in place, which adhere to *Keeping Children Safe in Education (September 2016)* and legislation referred to therein.
- 3.2.8 Ensure the safeguarding needs of pupils, their families and the school are fully understood and resources allocated to meet identified needs.
- 3.2.9 Work with the DSL to complete an annual safeguarding audit for the school to evidence how the school is meeting its statutory responsibilities for safeguarding and promoting the welfare of children. Ensure the findings of this audit are shared with the local authority.
- 3.3 It will be the duty of the Chair of Governors to liaise with relevant agencies if any allegations are made against the Headteacher.
- 3.4 The Nominated Governor for child protection will be familiar with Buckinghamshire LSCB procedures, Local Authority procedures and guidance issued by the Department for Education.
- 3.5 The Nominated Governor will:
  - 3.5.1 Work with the DSL to produce the Safeguarding & Child Protection Policy.
  - 3.5.2 Undertake the training available for Nominated Governors.
  - 3.5.3 Ensure that child protection is, as a minimum, an annual agenda item for the Governing Body.
  - 3.5.4 Meet regularly with the DSL to review and monitor the school's delivery of its safeguarding responsibilities
- 3.6 We have a DSL who is responsible for:
  - 3.6.1 Referring a child if there are concerns about a child's care or welfare: abuse or neglect, to Social Care (First Response Team). Making a telephone referral in the first instance and following up with a written referral using the Multi-agency Referral Form which will be securely emailed to the team ([secure-cypfirstresponse@buckscc.gcsx.gov.uk](mailto:secure-cypfirstresponse@buckscc.gcsx.gov.uk)) within the same school day or, if this is impossible, within 24 hours.

- 3.6.2 Ensuring detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral and that any such records clearly differentiate between fact and opinion.
- 3.6.3 Ensuring all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology.
- 3.6.4 Ensuring an indication of additional and separate record-keeping is marked on the pupil records.
- 3.6.5 Creating a culture of safeguarding and vigilance within the school, beginning with ensuring all staff receive an appropriate level of induction and training to support them in their understanding.
- 3.6.6 Acting as a focal point for staff concerns and liaising with other agencies and professionals, including staff concerns for conduct and behaviours of their peers
- 3.6.7 Ensuring all school staff are aware of the school's Safeguarding & Child Protection Policy and procedures, and know how to recognise and refer any concerns.
- 3.6.8 Ensuring either they or another appropriately informed member of staff attends Child Protection Case Conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the Framework for Assessments process, and provides a report which has been shared with the parents.
- 3.6.9 Ensuring any absence of two consecutive school days, without satisfactory explanation, of a pupil currently subject to a child protection plan is immediately referred to their social worker.
- 3.6.10 Ensuring if a pupil, about whom there have been child protection concerns leaves the school, concerns and school medical records are forwarded under confidential cover to the DSL at the pupil's new school as a matter of urgency. The original copy of significant documents will be retained at our school, and photocopies forwarded as above.
- 3.6.11 Providing, with the Headteacher, an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and Governors; number and type of incidents/cases, and number of children referred to Children's Social Care and subject to Child Protection Plans (anonymised). The Governing Body will use this report to fulfil its responsibility to provide the LA with information about their Safeguarding policies and procedures.
- 3.6.12 Meet regularly (once a term) with the Nominated Governor to share oversight of safeguarding provision within the school, monitor performance and develop plans to rectify any gaps in delivery noted using the Section 11 Auditing tool to evidence and monitor performance.
- 3.6.13 Meet the statutory requirement to keep themselves up to date with knowledge, enabling them to fulfil their role, including attending relevant training, at least every two years, provided by the Buckinghamshire Safeguarding Children Board, or the Education Safeguarding Advisory Service.

3.6.14 Ensure that a referral is made of all cases where a staff member has been dismissed or left the school due to the risk/ harm, to the Disclosure and Barring Service

3.6.15 Refer to the Police any cases where a criminal offence may have been committed

#### 4. Procedures

Our school procedures for safeguarding children will be in line with Buckinghamshire County Council and Buckinghamshire Safeguarding Children Board Child Protection Procedures, "Working Together to Safeguard Children 2015" and "Keeping Children Safe in Education" 2016 and statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015

4.1 We will ensure that:

4.1.1 We have a Designated Member of the Senior Leadership Team who has undertaken appropriate training for the role, as recommended by BSCB. Our DSL will update their training at least every two years.

4.1.2 We have a member of staff who will act in the DSL's absence who has also received training for the role of DSL, and who will have been briefed in the role. In the absence of an appropriately trained member of staff, the Headteacher will assume this role.

4.1.3 All adults (including supply teachers and volunteers) new to our school will be made aware of the school's policy and procedures for child protection, the name and contact details of the DSL, their role and responsibilities under Keeping Children Safe in Education 2016 and have these explained, as part of their induction into the school.

4.1.4 All members of staff are provided with opportunities at least every three years to receive training arranged or delivered by the DSL in order to develop their understanding of the signs and indicators of abuse, how to respond to a pupil who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse. This training will also include the factors that make a person vulnerable to radicalisation, the possible signs and the procedure to be followed to share a concern.

4.1.5 All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Safeguarding & Child Protection Policy, and reference to it in our prospectus/brochure and home school agreement.

4.1.6 All staff, parents/carers and children are aware of the school's escalation process (Appendix 5) which can be activated in the event of concerns not being resolved after the first point of contact. An individual's safeguarding responsibility does not end once they have informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL as information will only be shared on a need to know basis.

4.1.7 Our Lettings Policy will seek to reflect the on-going responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time.

- 4.1.8 Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.
- 4.1.9 The school operates Safe Recruitment practices including ascertaining the suitability of employed staff and volunteers in regulated activities. Checks will be made through the Disclosure and Barring Service and the National Teachers Council's Prohibition List, as recommended by Buckinghamshire County Council and in line with current legislation.
- 4.1.10 Allegations against members of staff are referred to the Local Authority Designated Officer (LADO). There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. The school recognises that this is a legal duty and a failure to refer when the criteria are met is a criminal offence.
- 4.1.11 All staff working in a regulated activity are required to give an undertaking that they are not disqualified by association from working with children under the age of 8 yrs. Staff must inform the Headteacher if events arise which may impact on their capacity to give this undertaking
- 4.1.12 Our procedures will be annually reviewed and up-dated.
- 4.1.13 The name of the DSL will be clearly shown in the school in appropriate locations including Reception and the staff room, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

## 5. Prevention

- 5.1 We recognise school plays a significant part in the prevention of harm to our pupils by providing students with effective lines of communication with trusted adults, supportive friends and an ethos of protection. We include within this the emotional wellbeing of our students and recognise the role school plays in recognising and preventing the political indoctrination of pupils either by self-radicalisation or through exposure to extremist views
- 5.2 The school community will therefore:
  - 5.2.1 Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.
  - 5.2.2 Receive focused training to support learning and understanding of the changing landscape of safeguarding which is underpinned by legislation and includes issues such as FGM and radicalisation.
  - 5.2.3 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
  - 5.2.4 Provide, across the curriculum, opportunities which equip children with the skills they need to stay safe from both physical and emotional harm and to know to whom they should turn for help.

- 5.2.5 Staff will work effectively with partner agencies to seek advice support and guidance, drawing on multi agency expertise, knowledge and experience to support students at risk of harm including emotional and intellectual harm via social media and use of the internet

## 6. Supporting Children

- 6.1 We recognise that a child who is abused, who witnesses violence, who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.
- 6.2 We recognise the young minds of our students can be vulnerable and exploited by others, staff will be alert to the signs of vulnerability and / or susceptibilities to violent extremism or indoctrination
- 6.3 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 6.4 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 6.5 Staff recognise the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to attitudinal changes of student which may indicate they are at risk of radicalisation
- 6.6 Our school will support all pupils by:
- 6.6.1 Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
  - 6.6.2 Promoting a caring, safe and positive environment within the school.
  - 6.6.3 Monitoring all absences from school and promptly addressing concerns about irregular attendance with the parent/carer. Any pupil absent for ten school days, where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education using the CME Protocol. [https://schoolsweb.buckscc.gov.uk/schools/documents/exclusions\\_reintegration/Children\\_Missing\\_Education\\_Protocol.doc](https://schoolsweb.buckscc.gov.uk/schools/documents/exclusions_reintegration/Children_Missing_Education_Protocol.doc)
  - 6.6.4 Liaising and working together with all other support services and those agencies involved in the safeguarding of children. Using the expertise and resources of colleagues in other service areas to promote the welfare of student
  - 6.6.5 If a student is thought to be vulnerable to or espousing radical political ideologies, staff will work with Prevent Officers and the Channel Panel to support and safeguard.
  - 6.6.6 If a pupil has medical needs, we will liaise with the parent/carer, GP and/or school nurse to ensure that an appropriate care plan is in place.
  - 6.6.7 Notifying Social Care (First Response) as soon as there is a significant concern.
  - 6.6.8 Ensuring that a named teacher is designated for Children Looked After (CLA) and that an up to date list of children who are subject to a Care Order or are accommodated by the County Council is regularly reviewed and updated. The Virtual School Team must be made aware of all CLA in the school.

- 6.6.9 Notifying Social Care (First Response) when a child attending the school is privately fostered. This means when a child lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days.
- 6.6.10 Seeking appropriate advice, support and guidance to enable us to critically evaluate safeguarding information and concerns, and to act on them appropriately.
- 6.6.11 Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the DSL at the pupil's new school as a matter of urgency/ within the first term. The original copy of significant documents will be retained at our school, and photocopies forwarded as above.

## **7. Confidentiality**

- 7.1 We recognise that all matters relating to child protection are confidential.
- 7.2 The Headteacher or DSL will disclose personal information about a pupil to other members of staff on a need to know basis only. This will be governed by BSCB Information Sharing Protocols.
- 7.3 However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 7.4 Staff will not keep duplicate or personal records of child protection concerns. All information will be reported to the DSL and securely stored only in the designated location within the school, separate from the pupil records.
- 7.5 Provision is in place for the information to be accessed in the absence of the DSL in an emergency.
- 7.6 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- 7.7 We will always undertake to share our intention to refer a child to Social Care (First Response) with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the ESAS or Social Care on this point.

## **8. Supporting Staff**

- 8.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 8.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support. This could be provided by the Headteacher or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.
- 8.3 In consultation with all staff, we have adopted a code of conduct for staff at our school. This forms part of staff induction and is in the staff handbook. We understand that staff should

have access to advice on the boundaries of appropriate behaviour in order to define and underpin the safe working practices adhered to within our school.

- 8.4 We recognise that our DSL(s) should have access to support (as in 8.2 above) and appropriate workshops, courses or meetings as organised by the LA.

## **9. Allegations against staff**

- 9.1 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 to be conducted in view of other adults. (See also 8.3 above)
- 9.2 Staff should be aware of the school's behaviour/discipline policy. This can be found in the staff handbook and on the school's website.
- 9.3 We understand that a pupil 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 Headteacher / DSL who will then liaise with the Headteacher or the most senior teacher if the Headteacher is not present.
- 9.4 The Headteacher/senior teacher on all such occasions should immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO). The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action.
- 9.5 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO (as in 9.4 above) without notifying the Headteacher first.
- 9.6 The school will follow the LA procedures for managing allegations against staff, a copy of which can be found on the school intranet.
- 9.7 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult (as in 9.4 above) in making this decision, as well as being guided by HR.
- 9.8 If a suspension is made, following Local Authority procedures (as in 9.6 above) restrictions will apply to all staff regarding contact whilst suspended including the use of social media such as Facebook and Twitter.
- 9.9 Our lettings agreement for other users requires that the organiser will follow LA procedures for managing allegations against staff and, where necessary, the suspension of adults from school premises.

## **10. Whistleblowing**

- 10.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 10.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the delegated 'whistleblowing' Governor or the Local Authority Designated Officer (LADO).

## **11. Physical intervention/Positive handling**

- 11.1 Our policy on physical intervention/positive handling by staff is set out separately, as part of our Behaviour Policy. It complies with the Department for Education Guidance, 'The Use of Reasonable Force, Advice for Headteachers, Staff and Governing Bodies' July 2013. This

policy states that staff may only use 'reasonable force', meaning no more force than is needed, to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.

- 11.2 Headteachers and authorised staff can use such force as is reasonable in the circumstances to conduct a search for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.
- 11.3 If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.
- 11.4 Any use of force or restraint, should be recorded and signed by a witness. The parent/carer will be informed of the incident.
- 11.5 Staff who are likely to need to use physical intervention must be appropriately trained.
- 11.6 We understand that physical intervention of a nature which causes injury or unnecessary distress to a child may be considered under child protection or disciplinary procedures.

## **12. Antibullying**

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

## **13. Racist Incidents**

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

## **14. Health and Safety**

- 14.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment and, for example, in relation to internet use, and when away from the school when undertaking school trips and visits.

## **15. e-Safety**

- 15.1 All staff should be aware of the school policy on e-Safety which sets out our expectations relating to:
  - Creating a safer online environment
  - Giving everyone the skills, knowledge and understanding to help children and young people stay safe on line
  - Inspiring safe and responsible use and behaviour
  - Use of mobile phones both within school and on school trips/outings
  - Use of camera equipment, including camera phones
  - What steps to take if you have concerns and where to go for help

## **16. Cultural Issues**

As a school we are aware of the cultural diversity of the community around us and seek to work sensitively to address the unique culture of our students and their families as they relate to safeguarding. Our policy on: -

- Female genital mutilation
- Forced marriage
- Breast Ironing

is set out in separate documents

## **17. Policy Review**

17.1 The Governing Body of our school is responsible for ensuring the annual review of this policy, and for reporting back to the Local Authority. The date the next review is due is on the front cover

## Child Protection

Everyone who works with children has a duty to safeguard and promote the welfare of children. They should be aware of the signs and indicators of abuse and know what to do and who to speak to if they become concerned about a child or if a child discloses to them.

The following is intended as a reference for school staff and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm.

The Children Act 1989 defines abuse as when a child is suffering or is likely to suffer 'significant harm'. Harm means ill treatment or the impairment of health or development. Four categories of abuse are identified –

- Neglect
- Physical Abuse
- Sexual Abuse
- Emotional Abuse

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment). If a child is observed scavenging for food at school, the possibility of inadequate feeding at home should be considered as a priority
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate or inappropriate care-givers)
- ensure access to appropriate medical care or treatment.

It may also include the neglect of, or unresponsiveness to, a child's basic emotional needs.

**Physical abuse** 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** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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 cyber bullying), causing children to feel frightened and in danger or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

*Domestic violence is very damaging to a child's emotional development; where a child is living with domestic violence, schools should consider making a referral to Social Care if the child shows any indicators of significant harm.*

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts (e.g. masturbation, kissing, rubbing and touching outside of clothing). They may include non-contact activities, such as involving children in looking at, or in the production of, sexual images (including on-line images), watching sexual activities, or 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.

Although no culture sanctions extreme harm to a child, cultural variations in child rearing patterns do exist. A balanced assessment must incorporate a cultural perspective but guard against being over-sensitive to cultural issues at the expense of promoting the safety and well-being of the child.

*Fear of being accused of racism can stop people acting when they otherwise would. Fear of being thought unsympathetic to someone of the same race can change responses.*

*Every organisation concerned with the welfare and protection of children should have mechanisms in place to ensure equal access to services of the same quality, and that each child, irrespective of colour or background, should be treated as an individual requiring appropriate care.*

*Victoria Climbié Inquiry Report.*

Research also tells us that children with special needs are at an increased risk of abuse. There are fewer signs and indicators and more possible explanations. Children with communication difficulties may be especially vulnerable.

Some children and young people may be more vulnerable to abuse due to particular circumstances such as:

- Young women subject to honour based violence (where for instance they have transgressed the expectations of them as young women in their family and community).
- Children at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community.
- Girls at risk of genital mutilation (usually being taken back to their country of origin for this procedure to be carried out).
- Children being trafficked from abroad.
- Girls and/or boys at risk of being forced into marriage.

## Preventing Radicalisation Guidance

### Background

This Preventing Radicalisation Guidance is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

### Ethos

At Waddesdon CE School we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe.

Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

### Statutory Duties

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2016)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2015)

### Non-statutory Guidance

- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014)

## Related Policies

- IT Policy
- Behaviour for Learning Policy
- Child Protection and Safeguarding Policy
- Equality Policy
- Lettings' Policy
- Personal, Social And Health Education (PSHE) Policy
- Spiritual, Moral, Social, Cultural (SMSC) Policy
- Staff Code of Conduct
- Teaching and Learning Policy
- Values for Education Policy
- Visitors Policy
- Whistle-blowing Policy

## Definitions

- **Extremism** is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **British Values** are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

## Roles and Responsibilities

- **Role of the Governing Body**

It is the role of the governing body to ensure that the school meets its statutory duties with regard to preventing radicalisation.

The governing body has a nominated person who will liaise with the Headteacher and other staff about issues to do with protecting children from radicalisation. Rex Stevens as the Designated Safeguarding Governor is the Designated Prevent Governor.

- **Role of the Headteacher**

It is the role of the Headteacher to:

- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis,
- ensure that the school's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation

- **Role of DSL**

It is the role of the DSL to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the governing body on these matters
- the Additional Safeguarding Lead is the Prevent Safeguarding Lead

- **Role of staff**

It is the role of staff to understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

## **Curriculum**

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.

For example, our daily whole school assembly covers a wide range of SMSC issues as well as encouraging 'dignity and respect for all' and British values.

This is built upon through the curriculum in lessons, most explicitly in CP, RS and History lessons. For the overview of British Values through the curriculum, see our Equality Policy.

These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the schools core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

## **Internet Safety**

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The County filtering systems used in our school blocks inappropriate content, including extremist content.

We also filter out social media, such as Facebook. Searches and web addresses are monitored and the ICT technicians will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.

Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff.

We are aware that our Sixth Form students have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when pupils are using their phones.

The Acceptable Use of ICT Policy (AUP) refers to preventing radicalisation and related extremist content. Pupils and staff are asked to sign the AUP annually to confirm they have understood what is acceptable.

Pupils and staff know how to report internet content that is inappropriate or of concern.

### **Staff Training**

Staff will be given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training.

### **Safer Recruitment**

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of *Keeping Children Safe in Education (2016)*. Vetting and barring checks are undertaken on relevant people, including Governors and volunteers. All members of LMT and key governors have completed the NSPCA's Safer Recruitment online training.

### **Visitors**

Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare.

Visitors who are invited to speak to pupils will be informed about our preventing extremism guidance and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children with a member of staff being present.

### **'No platform for extremists'**

The school is vigilant to the possibility that out-of-hours hire of the school premises may be requested by people wishing to run an extremist event. The school does not accept bookings from individuals or organisations that are extremist in their views.

### **Signs of vulnerability**

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle

- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

## **Recognising Extremism**

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

## **Referral Process**

Staff, governors and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation must be passed to the DSL or the Additional Safeguarding Lead using the usual methods for reporting other safeguarding concerns.

When there are significant concerns about a pupil, the DSL in liaison with the Headteacher will make a referral to the appropriate body.

## Children Looked After Guidance

### Rationale

Schools are key in helping to raise the educational standards and improving the life chances of looked after children, and in tackling the causes of social exclusion through careful planning, monitoring and evaluation. Schools can also provide a source of continuity and “normality” for children who may have been subject to emotional distress, abuse, and disruption. School can be the place where children maintain friendships and a place where they feel safe and can be themselves.

Raising levels of achievement has been strongly and clearly highlighted as a major part of improving the life chances of looked after children and schools play a pivotal role in this.

### Definition

The term “looked after” was introduced by the Children Act 1989. This refers to a child who is either accommodated (whereby the local authority provides for the child on an agreed basis with the person who has parental responsibility) or is subject to a care order (whereby a court order grants shared parental responsibility to the local authority in order to protect and promote a child’s welfare). Children in both instances could be living with foster carers, in a residential unit, in a residential school, with relatives, or even with parents on a part or full time basis.

Furthermore, the term “looked after”, which is widely used in social services is synonymous with the term “in public care”, which has been adopted by the DfES in their publication, “The Education of Young People in Public Care”.

### Legal Framework

Recent legislation and guidance from the Department for Education and Skills (DfES) and the Department of Health (DH) requires schools to have effective policies for supporting and promoting the education of looked after children.

Schools must:

- Ensure access to a balanced and broadly based education to all looked after children
- Prioritise recording and improving the academic achievement of all looked after children
- Prioritise a reduction in the number of exclusions and trancies for all looked after children
- Ensure there is a designated teacher to advocate for the rights of looked after children
- Develop systems of communications and protocols
- Promote the attendance of looked after children

### Objectives

We will:

- Work alongside social workers to ensure that each looked after child has a current Personal Education Plan in place (EPEP).
- Provide a climate of acceptance and challenge negative stereotypes.
- Ensure all children who are looked after have the same opportunities to participate fully in the National Curriculum, careers guidance, extra-curricular activities, work experience, and enjoy the school experience fully in line with corporate parenting principles.
- Ensure discretion when addressing a child’s care status and ensure there is sensitivity to the background of children who are looked after, especially surrounding work on family.
- Ensure the designated teacher is provided with regular training, and that they cascade this training to school staff as appropriate.

- Seek to review all school policies regularly in the light of the LEA's Social Inclusion guidance, Special Educational Needs Legislation, and joint Department for Education and Skills / Department of Health guidance on The Education of Children in Public Care.
- Ensure that a clear protocol for sharing of information will be followed both within school and with outside agencies.
- Endeavour to support all looked after children educated in this school to achieve to their fullest possible academic potential.

### **Roles and Responsibilities**

Many looked after children do not want school staff to be aware of their care status because it makes them feel "different". Therefore, we will negotiate with the child to identify who should be aware of their care status. However, we do acknowledge that in some cases, such as if the child has a severe learning difficulty, this may not be possible.

The named Governor will work in co-operation with the Headteacher and Designated Teacher as the named staff responsible for ensuring that all looked after children have equal access to all learning opportunities in line with their peers. The Headteacher and Designated Teacher also have specific responsibilities for supporting the rest of the staff in their training and work with looked after children.

The named Governor should be satisfied that:

- the school has a coherent policy for looked after children
- the school's policies and procedures are reviewed in the light of social inclusion guidance and joint DH/DfES guidelines
- the Designated Teacher has received appropriate training
- looked after children have equal access to all areas of the curriculum
- the Governing body receives an annual report

The Headteacher will:

- appoint the Designated Teacher
- ensure that the Designated Teacher has received appropriate training
- oversee the development of the policy on looked after children
- be responsible for all systems to support looked after children.
- report to the governing body on an annual basis on the following:
  - the number of looked after pupils in the school
  - an analysis of test scores as a discrete group, compared to other pupils
  - the attendance of pupils, compared to other pupils
  - the level of fixed term and permanent exclusions, compared to other pupils
  - the number of complaints

### **The Designated Teacher**

The Designated Teacher will serve as the contact for social services and the education department and will maintain responsibility for several key areas to support looked after children within the school. This includes serving as an advocate for all looked after children in the school.

The Designated Teacher will help establish and maintain the ethos regarding looked after children of the school by:

- maintaining and respecting confidentiality of all looked after children and ensuring information is shared on a strictly 'need to know' basis

- ensuring that all staff, through appropriate training, are aware of the difficulties and educational disadvantages faced by looked after children and understand the need for positive systems to support them, whilst maintaining appropriately high expectations for their educational achievements
- acting as an advocate for looked after children in order to allow them equal access to educational opportunities and support with important decisions affecting future life chances

The Designated Teacher will set up systems to monitor and record the progress of all looked after children. S/he will:

- have an overview and co-ordinating role for gathering and holding all information regarding children who are looked after
- maintain records regarding all looked after children, including legal status and information regarding who should be contacted regarding matters concerning the child
- establish a system for contacting and forwarding educational records to new schools to facilitate a smooth and speedy transfer
- monitor the educational progress of all looked after children and intervene, in co-operation with other agencies if required, if there is evidence of underachievement, absence from school or internal truancy, or other similar concern

The Designated Teacher will facilitate effective communication by:

- building positive home-school relationships between parents / carers with regular opportunities for dialogue
- being proactive and participating in setting goals for the child's EPEP
- playing an active role in care planning by ensuring that the attendance of the most appropriate member of staff and/or written reports are provided to all statutory reviews of looked after children
- helping co-ordinate education and EPEP meetings
- serving as the named contact for colleagues in social services and education
- ensuring effective communication between all relevant parties
- inviting the responsible social worker to all meetings, and liaising with this social worker regarding the development of Personal Education Plans (EPEP).

The Designated Teacher will monitor each child's achievement and ensure that they have the support they require within school:

- by meeting with the looked after child to discuss who needs to know they are looked after and to ensure that the young person is informed of their role
- by ensuring each child has a named member of staff who can provide advice and/or practical help on academic or pastoral issues
- by ensuring each child has a Personal Education Plan
- by requesting support from the SENCO and/or outside agencies, including the Education of Children Looked After Service, if a looked after child requires additional academic or behavioural support
- by working closely with the SENCO to ensure all looked after children with special educational needs are being assessed and are getting appropriate resources to support their learning
- by having a strategy for key stage or new school transitions
- by ensuring the involvement of the Connexions service with children in Key Stage four
- by encouraging all children to continue to further or higher education
- by ensuring all looked after children are made to feel a part of the school environment

The Designated Teacher at Waddesdon School is Mr James Sturla.

### **Personal Education Plans**

Each child will have a Personal Education Plan (EPEP), which their social worker will take the lead in developing. However, the school's role in this plan is crucial and at least one member of staff who knows

the child will attend the meeting to establish and subsequently review this. Other staff will contribute in writing as appropriate.

The EPEP will consider:

- the child's strengths and weaknesses
- interests, both in and out of school
- developmental and educational and pastoral needs
- future plans, and how these can be supported
- issues arising for the child
- It will also identify targets that will be reviewed during the next PEP meeting.

### **Admission/Induction Arrangements**

Looked after children are a priority for admission and, as such, we will follow the LEA's published admission criteria.

On admission, the child will meet with the Designated Teacher and their named member of staff. They will discuss any relevant issues, academic or pastoral, and ensure the child is made to feel comfortable in our school. Records will be requested from the child's previous school and as soon as practicable after they are received a meeting will be held with the carer / parent, social worker, and other relevant professionals, and child as appropriate. This will provide information to inform the child's new Personal Education Plan, and ensure that communication systems are established early. In the first PEP meeting, we will seek clarification from the social worker as to who requires school reports and who may give permission for school trips or other such activities. At this meeting any means of communication to aid the fluid exchange of information between statutory meetings will be discussed and agreed (such as a home/school book to detail any sudden significant changes in a child's circumstances.)

### **School Trips and Special Activities**

Given the delays that looked after children experience in getting parental consent for school trips and activities, we will aim to ensure that looked after children enjoy the same extra-curricular opportunities as other children by reserving placements for them on trips or on activities.

### **Complaints**

If a young person, parent or social worker wishes to complain about the provision or policy, they should in the first instance raise it with the Designated Teacher, who will try to resolve the situation.

If the issue cannot be resolved within 10 days, the young person, carer or social worker can submit a formal complaint in writing to the Headteacher. The Headteacher will investigate the complaint and respond within 10 working days.

Any issue that remains unresolved at this stage should be addressed through a meeting in order to assess the impact of any such complaint upon the young person's education. This meeting may include the named Governor and any other outside agency that both parties deem necessary to attend. This meeting should normally be held within 10 working days of the Headteacher's response

## Additional Guidance sheet

### Peer on Peer Abuse

Staff will recognise that children are capable of abusing their peers; this occurs when a child intentionally threatens, harms or causes distress to another child. Staff will refer any concerns immediately to the relevant head of year or a member of the safeguarding team. It may be considered a safeguarding matter if the allegation is around:

- Physical Abuse
- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol
- Emotional Abuse
- Blackmail or extortion
- Threats and intimidation
- Sexual Abuse
- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting
- Encouraging other children to engage in inappropriate sexual acts
- Photographing or videoing other children performing indecent acts
- Sexting
- Bullying
- Gender related issues
- Sexualised touching
- Violence
- Gang initiation/hazing

Hazing is the practice of rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. Hazing is seen in many different types of social groups, including gangs, sports teams, schools, military units, and fraternities and sororities.

The signs of this may include:

- Changes in behaviour
- Sudden reluctance or refusal to participate or engage
- Avoiding particular pupils
- Staying close to adults
- Self-harm
- Angry outbursts
- Decline in academic performance
- Excluding themselves
- Sudden development of sexualised behaviours
- Vague disclosures

Staff will always challenge abuse and will not merely pass it off as 'banter' or 'part of growing up'.  
(Please also refer to our Behaviour Policy)

## **Bullying log held by the Deputy Head teacher**

Pupils will be taught how to recognise, keep themselves safe and report peer on peer abuse. All incidents will be investigated and dealt with by either a member of the safeguarding team or a member of LMT.

## **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. 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.

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. From 3<sup>rd</sup> May 2015, **professionals have a mandatory duty to report such offences to the police.**

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 a BAME 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, alongside other possible explanations.

## **Breast Ironing**

Breast ironing (also known as breast flattening) is the pounding and massaging of a pubescent girl's breasts using hard or heated objects, to try to make them stop developing or to disappear. It is usually carried out by mothers on their daughters to protect them from rape and sexual harassment. In certain African cultures men believe that as soon as a girl has breasts she is ready to have sexual relationships. There have been incidents of this happening in the UK, you may notice an unwillingness to get changed for PE, pain when moving, or a flattened breast area.

## **Forced Marriage**

The subject of forced marriage is also highlighted in 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 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.

Once again, schools can be seen as being in the front line in protecting young people from this type of abuse. A pupil 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. 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.'

Forced marriage, here or abroad, is a crime; we will always report to both Police and Children's Social Care.

### **Honour Based Violence**

'Murder or violence in the name of so-called honour' are murders/violence in which, predominantly females, are killed/harmed for actual or perceived immoral behaviour, which is deemed to have breached the honour code of a family or community, causing shame. They are sometimes called 'honour killings/violence'. There is, however, no honour in murder/violence.

The honour code means that women must follow rules that are set at the discretion of male relatives and which are interpreted according to what each male family member considers acceptable. Breaking the rules is seen as destroying the good name of the family, and is deserving of punishment at the discretion of male relatives.

Honour is an unwritten code of conduct that involves loss of face on someone's part if offended against, especially in groups where loyalty is considered paramount.

Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBV may exist.

Signs:

- withdrawal of student from school by those with parental responsibility
- pupil/student being prevented from attending higher education
- truancy or persistent absences
- request for extended leave or student not returning from an overseas visit
- surveillance by siblings/cousins/extended family members at school
- decline in behaviour, engagement, performance or punctuality, poor exam results – in particular for previously motivated pupil/student
- decline in physical presentation or demeanour

**FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD**

