



FRIEZLAND PRIMARY SCHOOL  
**Safeguarding Policy**

Date written / reviewed	January 2017
Date of next review	January 2018
Headteacher	
Chair of Governors Safeguarding Governor	

# Safeguarding Policy for Schools

School: Friezland Primary School

Headteacher: Miss R Swaby

## Named personnel with designated responsibility for Safeguarding

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2010-11	Mrs T L Meadham	Miss R Swaby	Mr A Stott	Mr N Jones
		Mrs V Peacock		
2011-12	Mrs T L Meadham	Miss R Swaby	Mrs J Read	Mr N Jones
2012-13	Mrs T L Meadham	Miss R Swaby	Mrs J Read	Mr N Jones
2013-14	Mrs T L Meadham	Miss R Swaby	Mrs C Neild	Mr N Jones
2014-15	Mrs T L Meadham	Mrs F Wilson	Mrs C Neild	Mr N Jones
2015-16	Mrs T L Meadham	Miss R Swaby	Mrs L Shaw	Mr N Jones
2016-2017	Miss R Swaby	Miss F Hodgson	Mrs L Shaw	Mr N Jones
2016-2017 JAN	Miss R Swaby	Miss R Hill	Ms N Gainsborough	Mrs C Neild

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## INTRODUCTION

Friezland School has drawn on various sources to inform this policy.

**This policy applies to all adults, including volunteers, working in or on behalf of the school.**

‘Everyone working in or for our school shares an objective to help keep children and young people safe by contributing to:

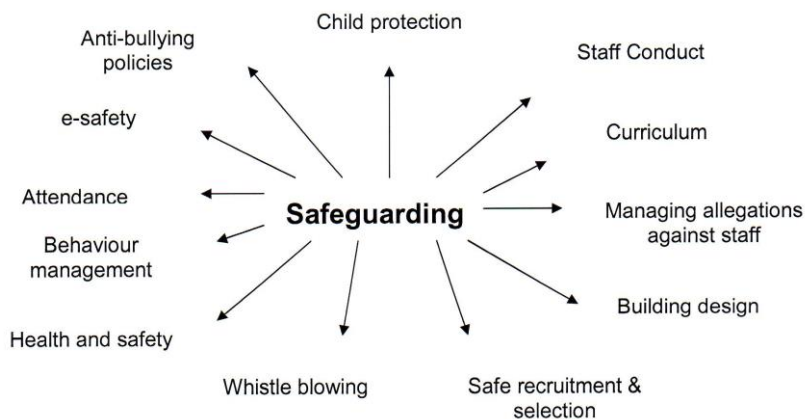
providing a safe environment for children and young people to learn and develop in our school setting;

identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting’;

understanding that pupils with additional (educational, physical or emotional) may be more vulnerable than others.

## SCHOOL COMMITMENT

Friezland Primary School is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil’s welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.



## PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

### 1. Safer Recruitment and Selection

The school pays full regard to current DCSF guidance 'Safeguarding Children and Safer Recruitment in Education' Jan 2007. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children's List and Criminal Records Bureau checks and right to work in England checks.

In line with statutory changes, underpinned by regulations, the following will apply:

- a CRB Enhanced Disclosure is obtained for **all** new appointments to our school's workforce through staffing personnel and payroll, from October 2009 it is a criminal offence for employers to take on an individual in Independent Safeguarding Authority regulated activity whom they know to have been barred and/or not refer to the ISA details of anyone who is permanently removed from regulated activity or who leaves while under investigation for allegedly causing harm or posing a risk of harm
- this school is committed to keeping an up to date single central record detailing a range of checks carried out on our staff – this is maintained by Mrs. J.Flynn and kept in the school office
- all new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy
- identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the LA

### 2. Safe Practice

Our school will comply with the current *Guidance for Safer Working Practice for Adults who Work with Children and Young People and Keeping Children Safe in Education*.

Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;

- work with other colleagues where possible in situations open to question
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;
- be aware of confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

### **3. Safeguarding Information for pupils**

All pupils in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff (DSP) with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

Our school will ensure that pupils are made aware that information can be obtained about Child Line, E-safety etc. from posters and class teachers. Their main point of contact will be the class teacher and Pastoral Team Leader (Miss R Swaby).

School's arrangements for consulting with and listening to pupils are the use of the School Eco Council, Pupil Questionnaires and Worry boxes.

We make pupils aware of these arrangements as they move into a new class.

### **4. Partnership with Parents**

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted.

We are committed to working with parents positively, openly and honestly, sharing relevant information where possible. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

Friezland Primary School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with the class teacher or Senior Leadership Team, including the Head teacher.

We make parents aware of our policy through updates in the school monthly newsletter, the school website and prospectus and parents are made aware that they can view this policy on request.

## **5. Partnerships with others**

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the Oldham Safeguarding Children Board. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children. The headteacher has undertaken Oldham's *Working Together to Safeguard Children* training.

## **6. School Training and Staff Induction**

The school's senior member of staff with designated responsibility for child protection undertakes basic child protection training and training in inter-agency working, (that is provided by the Oldham Safeguarding Children Board) and refresher training at 2 yearly intervals. The Headteacher and all other school staff, including non teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at 3 yearly intervals. This is arranged by the school's Resource and Environment Team Leader.

## **7. Support, Advice and Guidance for Staff**

Staff will be supported by Oldham LA and professional associations.

The designated senior person for Safeguarding/Child Protection will be supported by a *designated person (Miss R Swaby) and the nominated governor (Mrs L Shaw)*.

Advice is available from Oldham's LADO (Local Authority Designated Officer) and Safeguarding team.

## **8. Related School Policies**

*'.....safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety and bullying.....and a range of other issues, for example, arrangements for meeting the medical needs of children ....providing first aid, school security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population'*

*Keeping Children Safe in Education DfES 2014*

*The Safeguarding policy is supported by the Behaviour Policy, Confidentiality Policy, Admissions, Exclusions, Child Protection and Work Experience.*

## **Children Missing from Education**

Parents are asked to inform school on a daily basis if their child is not well enough to attend unless they have been told by their doctor that the child needs to stay away from school for a set amount of time. If the school has not been informed of a child's absence by 9:00am the school secretary will ring the child's parents or carer. Staff with whom the parent speaks must ask what is wrong with the child rather than accepting a general response of 'not well'.

Children who are on roll, but fail to attend school will be reported to the Pupil Tracking Team: Pupil Tracking Team  
Access Service  
Level 6, Civic Centre  
West Street, OL1 1XJ  
Phone: 0161 770 4201  
Fax 0161 7704277

## **Confidentiality**

School has regard to "Information Sharing: Practitioner's guide" HM Government, 2006  
[www.ecm.gov.uk/deliveringservices/informationsharing](http://www.ecm.gov.uk/deliveringservices/informationsharing)

*"Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration. "*

School has a clear Confidentiality Policy which has been accepted by the Governing Body.

The school policy indicates:

- a) that the school recognises the responsibility to use, hold and safeguard information received
- b) when a child is put at risk information will need to be shared
- c) that information is shared on a need to know basis

## **9. Pupil Information**

Our school will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been on the Child Protection Register or subject to a care plan
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information which is kept in a locked cabinet in the Head teacher's office.



## **10. Roles and Responsibilities**

### ***Our Governing Body will ensure that:***

- the school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken the CWDC's or equivalent Safer Recruitment Training.
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- a senior member of the school's leadership team is designated to take lead responsibility for child protection issues, providing advice and support to other staff, liaising with the local authority and working with other agencies
- staff including the Head Teacher undertake appropriate child protection training which is updated every three years
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged

### ***Our Headteacher will ensure that:***

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children.
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

***Senior Member of Staff with Designated Responsibility for Child Protection will:***

**Referrals**

- refer cases of suspected abuse or allegations to the relevant investigating agencies and liaise with other agencies
- act as a source of support , advice and expertise within the educational establishment;
- liaise with the headteacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

**Training**

- recognise how to identify signs of abuse and when it is appropriate to make a referral;
- have a working knowledge of how Oldham's Safeguarding Children Board operates, the conduct of a child protection case conference and be able to attend and contribute to these and ongoing child protection plans
- ensure that all staff have access to and understand the school's child protection policy;
- ensure that all staff have safeguarding training as part of their induction;
- keep detailed accurate secure written records of referrals; discussions with other agencies and/or concerns
- obtain access to resources and attend any relevant or refresher training courses at least every two years.

**Raising Awareness**

- ensure the child protection policy is updated and reviewed annually and work with the Governing Body regarding this;
- ensure parents are made aware of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- where a child leaves the establishment, ensure the child protection file is copied for the new establishment asap and transferred to the new school separately from the main pupil file. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Education Social Work Service.

Where the parents inform school that they wish to 'home educate' their child, advice will be sought from the Oldham Safeguarding Team.

**All staff and volunteers will:**

- fully comply with the school's policies and procedures
- attend appropriate training
- inform the designated person of any concerns

**IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM**

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

**Definitions**

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18<sup>th</sup> birthday.

**Harm** means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

**Abuse and Neglect** are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

**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.

**Sexual Abuse (or Child Sexual Exploitation)** Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Emotional Abuse** 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 in so far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond 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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone

**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 and clothing, shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caretakers)
- ensure access to appropriate medical care or treatment.

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

(Working Together to Safeguard Children 2015)

### **TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME**

All staff follow the Oldham Safeguarding Children Board Child Protection Procedures which are consistent with 'Working Together to Safeguard Children 2015' and the 'Quick Guide'.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

#### **1. Staff must immediately report:**

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious

- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

## **2. Responding to Disclosure**

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.

### **Principles**

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened ?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible

- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate

### **3. Action by the Designated Senior Person (or other senior person in their absence)**

Following any information raising concern, the designated senior person will consider:

- any urgent medical needs of the child
- *making an enquiry to find out if the child is subject to a Child Protection Plan*
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Safeguarding Officer and/or Social Care
- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately  
**OR**
- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be followed up in writing within 24 hours using a standard referral form (See appendix 2)

### **4. Action following a child protection referral**

The designated senior person or other appropriate member of staff will:

- *make regular contact with the Social worker involved to stay informed*
- wherever possible, contribute to the Strategy Discussion

- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children are made the subject of a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Conferences
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision made by social care e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, follow the guidance in the Oldham Safeguarding Children Board procedures
- where a child subject to a child protection plan moves from the school or goes missing, immediately inform the key worker in Social Care

## **5. Recording and monitoring**

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All C.P. documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away in a filing cabinet in the Headteacher's office and only accessible to the headteacher and designated senior person. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection.' If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to the Education Social Work Service. Original copies will be retained until the child's 25<sup>th</sup> birthday.

## **6. Supporting the Child and Partnership with Parents**

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff

“need to know” personal information and what they “need to know” for the purpose of supporting and protecting the child.

### **Allegations regarding person(s) working in or on behalf of school (including volunteers)**

Where an allegation is made against any person working in or on behalf of the school, that he or she has:

- a. Behaved in a way that has harmed a child or may have harmed a child
- b. Possibly committed a criminal offence against or related to a child or
- c. Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

See also *Managing Allegations Against Staff*.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

#### **Initial Action**

- The person who has received an allegation or witnessed an event will immediately inform the headteacher and make a record
- In the event that an allegation is made against the headteacher the matter will be reported to the Chair of Governors who will proceed as the ‘headteacher’
- The headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The headteacher will consult with the Local Authority Designated Officer (Collette Morris - see Contacts List) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The headteacher will inform the Chair of Governors of any allegation.



## **Female Genital Mutilation**

Female Genital Mutilation (FGM) is illegal in the UK and is considered a form of child abuse. As such it is dealt with under the school's safeguarding policy.

The school uses the World Health Organisation definition of Female Genital Mutilation, as follows:

"Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons."

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

The UK government has written advice and guidance on FGM and states:

"FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of a child's right to life, their right to bodily integrity, as well as their right to health. The UK government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child."

Girls are at particular risk of FGM during school summer holidays. This is the time when families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM. UK communities that are most at risk of FGM include Kenyans, Somalians, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However, women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women.

Indications that a child is at risk of FGM:

- the family comes from a community known to practice FGM
- low level of integration into UK society
- in conversation a child may talk about FGM
- a child may express anxiety about a 'special' ceremony
- girls who are withdrawn from PSHE

- the child may talk or have anxieties about forthcoming long holidays to their country of origin
- parent/guardian requests permission for authorised absence for overseas travel or you are aware that absence is required for vaccinations
- if a woman has already undergone FGM and it comes to the attention of any professional, consideration needs to be given to any child protection implications e.g. younger siblings or extended family members, a referral must be made to Children's Social Care.

Indications that FGM has taken place:

- prolonged absence from school with noticeable change in behaviour – especially after a return from holiday.
- child spends long periods of time away from class during the day.

Procedures at Friezland Primary School

1. A robust attendance policy that does not authorise holidays, extended or otherwise.
2. FGM training for child protection leads and disseminated training for all staff at the front line of working with children.
3. FGM discussions by child protection lead with parents of children from practising communities who are at risk.
4. Comprehensive PSHE and Sex and Relationship education delivered to KS2 children with a discussion about what to do if anyone wants you to do something which may cause harm to yourself or others.

A child who is at risk of, or has undergone, FGM should be seen as a child protection issue. If we have concerns that children within our school are at risk, or are victims of, FGM we will make a referral to Children's Social Care.

### **Prevent Duty**

The threat to the UK from international terrorism is substantial. The terrorist threats that we now face are more diverse than ever before, dispersed across a wider geographical area and often in countries without effective governance. We therefore face an unpredictable situation! Dealing with violent extremism is nothing new. Throughout history there have been groups prepared to use violence to achieve their aims. A small minority of these seek to radicalise young people with an ideology which justifies the use of violence through a distorted interpretation of a set of values (often associated with a religion).

In line with guidance from the Department for Education (DfE), Friezland Primary School has a zero tolerance acceptance of extremist behaviour and ensures that our care, guidance and curriculum empowers young people to reject violent or extremist behaviour.

Whilst it remains very rare for school age children to become involved in extremist activity, young people can be exposed to extremist influences or prejudiced views, including via the internet, from an early age. Early intervention is a preferable way of tackling extremism.

#### DEFINITION

Extremism can be defined as “holding of extreme opinions: the holding of extreme political or religious views or the taking of extreme actions on the basis of those views”.

#### STRATEGIES FOR PREVENTING EXTREMISM

The Office for Security & Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST. This strategy is based on four areas of work:

- Pursue To stop terrorist attacks
- Prevent To stop people becoming terrorists or supporting terrorism
- Protect To strengthen our protection against a terrorist attack
- Prepare To mitigate the impact of a terrorist attack

Our role, as a school, is outlined more specifically in the DCSF (Department for Children, Schools and Families) document ‘Learning together to be safe: A toolkit to help schools contribute to the prevention of violent extremism.’

#### AIMS

At Friezland Primary School we follow the principles outlined in the DCSF toolkit which seeks to:

- Raise awareness within school of the threat from violent extremist groups and the risks for young people.
- Provide information about what can cause violent extremism, about preventative actions taking place locally and nationally and where we can get additional information and advice.
- Help schools understand the positive contribution they can make to empower young people to create communities that are more resilient to extremism, and protecting the wellbeing of particular pupils or groups who may be vulnerable to being drawn into violent extremist activity.
- Provide advice on managing risks and responding to incidents locally, nationally or internationally that might have an impact on the school community.

The school will use these principles to guide our work in all areas including building on our work in:

- Promoting pupil wellbeing, equalities and community cohesion
- Building the resilience of the school, working with partners, to prevent pupils becoming the victims or causes of harm
- Working with other agencies and parents to build community networks of support for the school.

#### **DfE links to further information**

Whilst this policy outlines the most common issues likely to occur at Friezland Primary School, all staff and governors need to be aware of the whole range of safeguarding information outlined in *Keeping Children Safe in Education, September 2016* as our children are not exempt from any form of abuse. Information on each area can be found by following the link. If at any time a child is suspected of being the target of any abuse, the procedures for reporting to the designated officer remain as set out above.

Child Sexual Exploitation: <https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

Fabricated or Induced Illness: <https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

Gangs and Youth Violence: <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

Radicalisation: <https://www.gov.uk/government/publications/preventing-religious-radicalisation-and-violent-extremism>

Bullying including Cyberbullying: <https://www.gov.uk/bullying-at-school>

Faith Abuse: <https://www.gov.uk/search?q=faith+abuse>

Violence Against Women: <https://www.gov.uk/government/policies/violence-against-women-and-girls>

Sexting: <https://www.gov.uk/search?q=sexting>

Domestic Violence: <https://www.gov.uk/search?q=domestic+violence>

Female Genital Mutilation: <https://www.gov.uk/search?q=female+genital+mutilation>

Mental Health: <https://www.gov.uk/search?q=mental+health>

Teenage Relationship Abuse: <https://www.gov.uk/search?q=teenage+relationship+abuse>

Drugs: <https://www.gov.uk/search?q=drugs>

Forced Marriage: <https://www.gov.uk/search?q=forced+marriage>

Private Fostering: <https://www.gov.uk/search?q=private+fostering>

Trafficking: <https://www.gov.uk/search?q=trafficking>

## **Appendix 1 - CONTACTS**

Local Authority Designated Officer (LADO) Colette Morris	0161 770 8870
Safeguarding Officer (Schools & Learning) David Devane	0161 770 8868
Pupil Tracking Team	0161 770 4201
Human Resources – Jay Bailey	0161 770 3969
Emergency Duty Team	0161 770 6936

**Appendix 2 Referral Form to Social Services - Personal Details (Page 1)**

<b>Surname:</b>	<b>First Name:</b>	<b>Title:</b>
<b>Preferred Name/Mode of Address:</b>		
<b>D.O.B.:</b>	<b>M/F/Unborn</b>	
<u>Permanent Address</u>	<u>Temporary Address</u>	
<b>Tel:</b>	<b>Tel:</b>	
<b>School attended:</b>	<b>Name of School Contact:</b>	
<b>First Language:</b>	<b>Interpreter Required?</b>	
<b>Ethnic Origin:</b>	<b>Religion:</b>	
<b>If Refugee/Asylum Seeker:</b>		
<b>iNationality:</b>	<b>Status:</b>	
<b>Any Risk to Professionals?</b>		
<b>Does the Child have any Special Needs?</b>		
<u>G.P. (Inc. Telephone Number)</u>		

**FAMILY/OTHER MEMBERS OF THE HOUSEHOLD**

<b>Name</b>	<b>Address/Telephone</b>	<b>Age/DOB</b>	<b>Relationship</b>	<b>Parental Responsibility</b>

**OTHER PROFESSIONALS INVOLVED**

<b>Name</b>	<b>Address &amp; Telephone Number</b>	<b>Role</b>

<b>CAF</b>	Has a CAF been completed or considered in this situation?	

**Referral Form to Social Services - Personal Details (Page 2)**

<b>Surname:</b>	First Name(s):
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Subject aware of Referral	Responsible Adult aware
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Referred By:
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Designation:	Date & Time:
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Address:
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Telephone Number:
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<p><u>Reason for Referral:</u></p>
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<p><u>Current Issues:</u></p>
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(Continue on separate sheet if necessary)