

Child Protection and Safeguarding Policy Mulberry School for Girls

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| Approval Body: | Mulberry School for Girls Local Governing Body |
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Version Control

| Version | Reviewed | Changes since last version |
|---------|---------------|---|
| 1 | existing | |
| 2 | June 2018 | <ul style="list-style-type: none"> • The policy as updated in the light of KCSiE 2018 (DfE statutory guidance) • Appendices on Child Sexual Exploitation and Child on Child Sexual Violence were added |
| 3 | Jan 2019 | <ul style="list-style-type: none"> • In the light of the safeguarding review 2018, the safeguarding context for this policy was strengthened and its links to other policies. • The monitoring and evaluation and policy availability sections were added. • Appendices on the definitions of abuse and domestic violence were added. • Small edits were made for consistency and clarity. |
| 4 | November 2019 | <ul style="list-style-type: none"> • Minor updates with reference to KCSiE 2019 – including definition of ‘upskirting’ and reference to the risk of serious crime • Changes made to the Child Protection record keeping process • Staffing updated for 2019-20 |
| 5 | July 2020 | <ul style="list-style-type: none"> • Updates with reference to KCSiE 2020 – including definition of safeguarding to include physical and mental health, minor additions to role of DSL, inclusion of ‘transferable risk’ to reasons for reporting safeguarding concerns on staff including supply staff and volunteers and recognition of contextual safeguarding in appendix 1 • Staffing updated for 2020-2019 • Appendices added on Mental Health and Child Criminal Exploitation: County Lines • Appendix removed on Physical Restraint as is in the Behaviour Policy |
| 6 | August 2021 | <ul style="list-style-type: none"> • Updates with reference to KCSiE 2021 – including reference to: <ul style="list-style-type: none"> ➤ condensed Part 1 in Annex A appropriate for staff not working directly with children. ➤ Updated guidance in Appendix 8 about child-on-child abuse including how staff should identify and respond to child on child sexual abuse. ➤ Updated language on the sharing of nude and semi-nude images (this replaces previous language and advice on sexting) ➤ Updated guidance about the specific experience of girls being criminally exploited ➤ Updated Domestic Abuse definition based on Domestic abuse Act 2021. |

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| | | ➤ Updated definitions of CSE / CCE and County Lines |
| 7 | July 2022 | <ul style="list-style-type: none"> • New paragraph setting out that children may not feel ready or know how to tell someone if they are being abused. • Additional detail added to definition of domestic abuse. • Additional detail about the purpose of Governors safeguarding and child protection training. • Additional appendix added with guidance about how to support children who are LGBT • Child on child abuse replaced with child on child abuse • Additional sentence added about reporting low level concerns about staff • Additional paragraph added to Appendix 2 about the role of the senior mental health lead. • Additional sentence added highlighting the importance of children understanding that the law on child on child sexual abuse is there to protect them rather than criminalise them. • Additional sentence added highlighting support for siblings required following intra familial sexual abuse. |

This policy has been adopted by the Mulberry Schools Trust and will be applied to Mulberry School for Girls. All schools within the Trust have a requirement from the DfE to have their own Child Protection and Safeguarding Policy.

The aim of this policy is to establish and promote a child centred and co-ordinated approach to safeguarding our pupils' welfare, safety and physical and mental health. The guidance in this policy fosters an honest, open, caring and supportive ethos, where pupils or staff can talk freely about their concerns, in the belief that they will be listened to and appropriate action taken. The pupils' welfare is of paramount importance.

The school fully recognises the contribution it can make to protect and support children in our school ("children" includes everyone under 18).

Our policy applies to all staff, governors and visitors working in the school.

This policy is based on the DfE's **2022 Statutory Guidance "Keeping Children Safe in Education" (KCSIE)**. It should also be read in conjunction with that guidance and other relevant policies at the school, including the:

- Anti-Bullying Policy*
- Attendance and Punctuality Policy
- Behaviour Management Policy*
- Confidentiality Policy
- Critical Incident Plan
- Drugs Policy
- E Safety and Acceptable Use of ICT Policy*
- Fire Evacuation Plan
- First Aid Policy*
- Health and Safety Policy

- Special Educational Needs, Disability and Inclusion Policy
 - Intimate Care Policy
 - Medical Needs Policy*
 - Procedures for Managing Allegations Against Staff
 - Provision Statement for SEN
 - Prevent Strategy
 - Sex and Relationships Policy
 - Staff Code of Conduct*
 - Safer Recruitment Policy
 - Trips and Visits Policy
 - Visitors Policy*
 - Whistleblowing Policy*
- All staff are required to sign that they have read and understood these policies, and KCSIE Part 1 and Annex B, in the first two weeks of each academic year or within two weeks of starting work at the school. There is now a condensed Part 1 in Annex A which is appropriate for staff not working directly with children. This can be directed at the discretion of the governing body or headteacher.

All other policies are to be read and understood within the first half term.

The school also follows the Mulberry Schools Trust policy on Safer Recruitment. This policy can be found on the Trust's website.

1. School Commitment

We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help all pupils and especially those at risk of, or suffering from, abuse.

Our school will:

- establish and maintain a whole school safeguarding culture where pupils feel secure and are encouraged to talk, and are listened to;
- ensure pupils know that there are adults in the school who they can approach if they are worried or are in difficulty;
- include opportunities in the curriculum (e.g. PSHE, RSE, citizenship, pastoral assemblies, tutor time activities) for pupils to develop the skills they need to recognise and stay safe from abuse which may include online abuse, child-on-child abuse or extremist influences;
- ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies;
- ensure safer recruitment practices are always followed.

2. Roles and Responsibilities

All adults working in the school have a responsibility to safeguard and promote the welfare of the pupils. Staff are to take an attitude of '**it could happen here**' to safeguarding. Everyone who has contact with pupils has a role to play in identifying concerns, sharing information and taking prompt action. All staff are aware of the process for making referrals to children's social care.

The key people who have specific responsibilities under Child Protection (CP) procedures are – Year Learning Coordinators, Designated Safeguarding Lead, Deputy Safeguarding Leads, the Headteacher and the Designated Safeguarding Governor. The names of those carrying these responsibilities for the current year are listed at the end of this policy.

The **Designated Safeguarding Lead** (DSL) takes lead responsibility for safeguarding and child protection.

These responsibilities include:

- managing referrals by reporting suspected abuse to the Local Authority as required; supporting staff who make referrals; referring concerns about radicalisation as required; referring relevant cases to the Disclosure and Barring Services and refer cases where a crime may have been committed to the Police;
- working with others, such as the Headteacher, to keep them informed of ongoing enquiries and investigations; liaising with designated officer(s) at the Local Authority for child protection concerns;
- liaising with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children, using the document NPCC- 'When to call the police' as guidance.
- liaising with staff on matters of safety and safeguarding and when deciding to make a referral; acting as a source of support, advice and expertise for staff;

- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with staff
- ensuring the child protection policies are known, understood and used effectively, reviewed annually and available publicly; ensuring that staff have relevant, up-to-date safeguarding training;
- ensuring that child protection files are transferred where a child leaves to join a new school or college.

The DSL (or deputy DSLs) is always available during school hours for staff in the school or pupils to discuss any safeguarding concerns.

The **Deputy DSL** is the ‘**designated teacher**’ for **Looked After Children (LAC)** and has the lead responsibility for helping school staff understand the things which affect how looked-after children learn and achieve.

The designated teacher for LACs is the main point of contact with the Virtual School Head Teacher. The role of the designated teacher is to implement effectively the school’s duty to promote the educational achievement of looked-after children. The designated teacher will also support care leavers in career aspirations and ambitions and will liaise with the local authority Personal Advisors to do this.

Year Learning Coordinators support the work of the DSL, and take forward cases delegated to them. They are responsible for ensuring that students are kept safe on a daily basis, that any issues are reported to the DSL and that the pastoral curriculum meets students’ needs in relation to safeguarding and child protection.

The **Headteacher** has oversight of all safeguarding and child protection practice and ensures that policies and procedures are fully implemented and followed by all staff.

The **Governing Body** has a duty to the Trust Board to ensure that the school meets its statutory responsibilities and that the children and young people attending the school are safe. Safeguarding is a standing item at all governing body meetings. The Chair of Governors at Mulberry School for Girls is currently the **Designated Safeguarding Governor**. She undertakes regular reviews of safeguarding practice and reports the outcomes to the Local Governing Body and the Headteacher.

3. Procedures

Staff should remember that Child Protection procedures relate to a range of issues, including: physical abuse and non-accidental injury, sexual abuse including child-on-child abuse, emotional abuse, neglect and failure to thrive, as well as radicalisation and extremism and involvement in serious crime. Staff will also recognise that mental health problems can, in some cases, be an indicator that a pupil has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff must adhere to the following guidelines in relation to pupils who disclose information about potential Child Protection issues:

- Never promise that you will keep everything the pupil says a secret. She must know that in a situation where her safety and well-being are at risk, you will have to get help for her and so refer the matter to someone more senior. You must explain that this would be so in all such cases, that what happens next will be supportive and that only key people will be told. At the point of disclosure, pupils are told that staff will have to seek the professional help of others to resolve some situations satisfactorily.
- Above all, listen to what she says and be clear on facts. You must not ask leading questions or what you may say in possible proceedings later will not be admissible evidence. You may ask, 'What happened?' However, you are NOT conducting an interview nor an investigation and it is important that you go on to the next step as soon as possible. The pupil should not have to keep repeating her story.
- When a pupil has disclosed abuse or neglect to you, you must report this immediately to the Year Learning Coordinator and Designated Safeguarding Lead or (if the DSL is not available) to the Headteacher. No one else has a 'right to know' at this stage and the pupil must be assured of your confidentiality in this.
- When a pupil reports sexual abuse including child-on-child abuse, reassure her that she is being taken seriously and that she will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them
- Go with the pupil to the relevant member of staff and support her in this. She chose you for a reason. You may be present and support her throughout any procedure which may follow but of course you must say if you do not feel able, for any reason, to go through with this. Others will take over and it is the responsibility of the DSL / Deputy DSL to proceed with this.
- A pupil may choose to tell you something, clearly indicating that she is at risk, at a time when, or in a place where, there is no senior or named person available, for example during an after-school activity. You must then contact the local authority's safeguarding team via the Child Protection Advice Line or if they fail to answer, the local police. They are legally responsible for securing a place of safety for the girl via Social Care. You MUST NOT deal with this on your own. You must inform the DSL as soon as possible after the referral has been made.
- If you are concerned for the safety or physical or mental well-being of any pupil, whether she has spoken to you or not, you should report this to her Year Learning Coordinator or DSL, in confidence, immediately. All concerns, no matter how minor they may be thought to be, must be reported as soon as possible.

- If a teacher, in the course of their work, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police on 101 immediately.
- If you have safeguarding concerns about a member of school staff or another adult in the school including supply staff and volunteers, or an allegation is made about him/her posing a threat to children, or if you believe a person behaved or may have behaved in a way that indicates they may not be suitable to work with children (this is considered 'transferable risk') you must refer this to the DSL and Headteacher by completing the low level concern form on MS Teams. If your concern is about the Headteacher you must refer this to the Chair of Governors.

4. Referral Procedures, Record Keeping and Information Sharing (YLCs, CP designated teacher, Head Teacher)

Guidelines for YLC Referrals

When a disclosure is made the YLC should:

- listen, accept and record what the pupil says;
- not ask any leading questions;
- let the pupil know you will need to tell someone;
- reassure but be honest;
- give the pupil as much information as possible;
- not leave the pupil alone;
- immediately inform the DSL (or the Headteacher if the DSL is not available) if the child is at risk of harm so that further action can be taken;
- Consult the school social worker or if unavailable ring CP Advice line – 020 7364 3444 / 020 7364 5006 – option 3, or if necessary the Emergency Out of Hours Duty Team on 020 7364 4079 (5– 9am). They will give feedback and/or pass on the referral to the appropriate Advice and Assessment Team. The name of duty social worker and details of call to be recorded on CPOMS;
- complete a Multi-Agency Safeguarding Hub (MASH) referral form. Send to MASH and upload onto Child Protection Online Monitoring System (CPOMS) alerting the DSL;
- details of referral to duty and actions taken as a result to be recorded on CPOMS alerting the DSL;
- All CP records are to be kept on CPOMS.

Child Protection Conferences

- If a CP Conference is called it is essential that the school is represented by someone who has informed knowledge of the pupil – this must be the YLC, DSL or Deputy DSL. Another member of the Inclusion team may also attend.
- If a pupil has a Child Protection Plan it is important to monitor attendance and well-being of the pupil and to ensure that this is recorded on SIMS.
- A YLC or other key staff should attend core group meetings. Information about these meetings and paperwork should be uploaded onto CPOMS alerting the DSL

Record Keeping and Information Sharing

Records are now kept on CPOMS of any concerns that staff, form tutors and YLCs have about a pupil. This information is helpful to ensure that pupils are fully supported and it provides a vital context for any future disclosure that may be made.

A record should be kept of all concerns, discussions and decisions made, and the reasons for those decisions, should be recorded on CPOMS

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Pupil's CP files from schools that pupils transfer from are essential. If a child arrives at school and the file has not transferred from the previous school, every effort is made to obtain that file as soon as possible otherwise important safeguarding information in that child's prior history may be lost. At post-16, this is sometimes very difficult as it is not usual practice for Y11 files to transfer on to post-16 providers however all efforts will be made to acquire it. Pupil's CP files are also passed on promptly when a pupil transfers to another school. If the pupils next school also uses CPOMS, files can be transferred electronically or CPOMS records can be printed and sent by recorded delivery.

Referrals that are made to CP services or any other agency support are to be uploaded onto CPOMS.

Information will be shared with other agencies as appropriate, in order to promote children's welfare, in accordance with their guidelines and our confidentiality policy.

5. Supporting Pupils at Risk

Mulberry School for Girls recognises that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. We also recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way.

We will endeavour to support pupils through:

- the curriculum, to encourage self-esteem and self-motivation;
- the school ethos, which promotes a positive, supportive and secure environment;
- the implementation of the school behaviour management policy;

- regular liaison with other professionals and agencies who support the pupils and their families;
- a commitment to develop productive, supportive relationships with parents, whenever it is in the child's interest to do so.

Mulberry School for Girls also recognises that students with Special Educational Needs and Disabilities can face additional safeguarding challenges and all staff need to be aware that there may be additional barriers to recognising abuse and neglect in this group of children.

These barriers include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

6. Early Help

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. Staff must be mindful of issues that may require early help, including; children who are young carers, family circumstances that present challenges such as substance abuse, mental health problems, domestic abuse, involvement in serious crime, children misusing drugs or alcohol, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk.

If staff have a concern about a pupils wellbeing they should act on it immediately. At Mulberry School for Girls this means staff should discuss early help requirements with the Designated Safeguarding Lead or the YLC. Staff may be required to support other agencies and professionals in an early help assessment.

This should be distinguished from instances where a child is in immediate danger, where a referral should be made to children's social care and/or the police immediately (see Appendix 2). Early help cases will be under constant review to determine whether a referral to statutory services is necessary.

6. Training

Mulberry School for Girls will ensure that the Headteacher, the DSL and Deputy DSLs, YLCs and the Designated Safeguarding Governor attend regular training relevant to their role. All staff, including non-teaching staff, will have Safeguarding and Child Protection training, including training in the Prevent Duty and e-safety, in a way which is relevant and appropriate to their role. This includes training in procedures to follow, signs to note and appropriate record keeping on CPOMS.

The DSL and deputy's training is updated at least annually, with full training at least every two years. Procedures are in place to assist staff in understanding and

discharging their roles and responsibilities with regards to child protection procedures and all staff are required to 'read and understand' the current Part 1 and Annex B of Keeping Children Safe in Education at the start of each school year. All new staff are trained in the school's policy and procedures during induction. The whole staff has safeguarding training regularly and usually annually as part of our Pastoral Inset in the summer term.

At Mulberry School for Girls we ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding including the school's obligations under the Human Rights Act 1998, The Equality Act 2010 and local multi agency safeguarding arrangements. The training is regularly updated.

Visitors to the school are given an information sheet on our safeguarding policy and practice on arrival and regular visitors such as supply teachers and enrichment tutors are given an induction.

7. Key CP staff (2022 – 2023):

| Role | Name | Responsibility |
|----------------------------------|--------------------------------|---|
| DSL | Kirsty Pugh (AHT Inclusion) | These individuals are responsible for safeguarding at Mulberry School for Girls and are the first point of contact for staff concerned about any safeguarding issue, including in relation to Prevent. The DSL is responsible for record keeping. |
| Deputy DSL | Saffia Rawat | |
| Headteacher | Alice Ward | Oversight of all safeguarding practices |
| YLC Year 7 | Hasina Begum | As pastoral leads, these individuals are responsible for ensuring that students are kept safe on a daily basis, that any issues are reported to the DSL and that the pastoral curriculum meets students' needs in relation to safeguarding and child protection |
| YLC Year 8 | Fatima El Meeyuf | |
| YLC Year 9 | Thomas Murphy | |
| YLC Year 10 | Emma Brown | |
| YLC Year 11 | Dawn Reid | |
| YLC Year 12 | Bethany Roberts | |
| YLC Year 13 | Samia Hadjadji | |
| Designated Safeguarding Governor | Alice Crawley | Ensuring that school staff are fulfilling their duties in relation to safeguarding and child protection |
| Reception Staff | Pauline Davis Ana Roman | Checking visitors to the school site and ensuring that visitors' policy is adhered to by all staff and visitors. |

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| Director of HR | Fiona Costley | Compiling and updating SCR, and ensuring it is regularly checked by the DSL Ensuring the Trust's Safer Recruitment policy is followed |
| HR Officer | Runa Hoque | Maintaining staff HR files |
| Director of Estates | Stephen Beadle | Ensuring commissioned services are compliant with Prevent and other safeguarding duties |

8. Key contact details

- The London Borough of Tower Hamlets Child Protection Advice Line Number is 020 7364 3444 / 5006
- Out of Hours Duty Team 020 7364 4079
- The NSPCC whistle-blowing helpline number 0800 028 0285

9. Policy monitoring, evaluation and review

The DSL monitors the implementation of the policy through her experience of day-to-day practice and regular discussions with YLCs about their CP cases. The DSL and Deputy DSL also regularly monitor YLC's CP records through the checking and production of CPOMS reports.

The Designated Safeguarding Governor conducts monitoring visits half-termly, feeding back to the DSL.

The effectiveness of the policy is evaluated by:

- the DSL reflecting on the number and distribution of disclosures and who the disclosure is made to – to check that students feel safe to talk to school staff;
- bringing together monitoring evidence;
- termly reviews with staff and pupils by the Designated Safeguarding Governor or her representative;
- Conducting an external safeguarding review every three years.

This policy is reviewed annually by the Designated Safeguarding Lead, with the Deputies and other key staff, in the light of new or updated statutory guidance and evaluative evidence from the previous year.

Following the review, any changes proposed are discussed with the Associate Head, Ethos and Inclusion. The final policy is sent to the Headteacher to be submitted for approval by the Local Governing Body. All Governors have been trained in their accountabilities under KCSIE Part 2.

10. Policy availability

This policy is available to all staff, students and parents/carers on the school's website. It is highlighted to all staff at the beginning of each academic year. Parents and carers are informed of this policy and where to find it during Year 7/12 induction meetings held by the Year Learning Co-ordinator and at other mid-year induction meetings.

Appendix 1: Definitions

Definitions of Abuse

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

All staff should be aware that safeguarding issues and/or behaviours can be associated with factors outside the school and can occur between children outside of this environment. This is known as 'contextual safeguarding'. All staff, but especially the DSL will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

other children is a specific safeguarding issue in education known as child-on-child abuse.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Definitions of CSE, CSE and County Lines

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help maintain them in education.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK – no specified distance of travel is required.

Appendix 2: Staff guidelines – Mental Health

The deputy DSL is also the school's Senior Metal Health Lead and will lead on all work related to pupil's mental health from September 2022. This will include liaising with CAMHS and other external mental health organisations, managing risk assessments for students who are at risk of self harm or suicide and keeping a record of all interventions offered.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff will receive training to ensure they understand these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the procedures in this policy talking to the DSL and relevant YLC.

Appendix 3: Pupils going missing from any education setting

In the event of a pupil going missing from any education setting where the school has responsibility for students, the following procedures are to be followed:

- The Lead teacher has all next of kin contact names, numbers, risk assessments and a mobile phone as in School Trips and Visits Procedures
- Pupils are instructed regarding all safety procedures and to remain in pairs and groups as directed at all times
- If a pupil goes missing for any period of time, however brief, the Lead teacher calls the pupil's mobile phone if she has one
- Where appropriate, activities are put on hold while all participants follow instructions from the Lead teacher to safely check all areas
- All staff working in the setting are notified and a tannoy is used where possible
- The Lead teacher contacts the parents of the missing pupil to inform them and keeps them updated regularly
- The School Senior Leader on duty is informed by the Lead teacher at the same time as the pupil's parents
- Emergency Services are called as appropriate
- The Lead teacher remains with the pupil group and maintains calm at all times
- If necessary, the school Critical Incident Plan is put into practice

Pupils going missing from education

Children missing from Education (CME) are at significant risk of underachieving, being victims of abuse, and becoming NEET later in life.

Mulberry School for Girls complies with the statutory guidance 'Children Missing Education' and further guidance from Tower Hamlets Local Authority.

The school will enter pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school will undertake reasonable enquiries to establish the child's whereabouts before notifying the local authority.

The attendance officer and YLCs monitor pupils' attendance through their daily register and enquiries are made with parents as to the nature of any absences. Mulberry School for Girls adheres to the Tower Hamlets Attendance and Welfare Service criteria for referrals. Referrals are made where there has been one of the following:

- 10 consecutive days of unauthorised absence
- 10 sessions of unauthorised absence in a five week period
- 15 late marks in a five week period
- 15 sessions of authorised absences in a five-week period with no medical certificate received
- Failure to return to school following a fixed term exclusion
- Failure to attend alternative provision after the fifth day of an exclusion
- Pupils who parents have notified the school in writing that they are educating the child at home

Mulberry School for Girls will notify Tower Hamlets Local Authority when a pupil's name is to be removed from the admission register at a non-standard transition point. The school will provide:

- a. the full name of the pupil;
- b. the full name and address of any parent with whom the pupil lives;
- c. at least one telephone number of the parent with whom the pupil lives;
- d. the full name and address of the parent who the pupil is going to live with, and the date the pupil is expected to start living there, if applicable;
- e. the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- f. the ground in regulation 8 under which the pupil's name is to be removed from the admission register (Annex A of the Children Missing Education Statutory Guidance 2016)

Appendix 4: Staff guidelines – Domestic Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents.

Domestic abuse includes a range of different abusive behaviours from one person to another who are both aged 16 or over and are personally connected to each other. Behaviour is “abusive” if it consists of any of the following:

- physical or sexual abuse;
- violent or threatening behaviour;
- controlling or coercive behaviour;
- economic / financial abuse
- psychological, emotional or other abuse;

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child on child abuse is sometimes referred to as ‘teenage relationship abuse’.

Operation Encompass

Mulberry School for Girls is now signed up to ‘Operation Encompass’. Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child’s circumstances and can enable immediate support to be put in place, according to the child’s needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children’s social care if they are concerned about a child’s welfare.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Living in a home where there’s domestic abuse is harmful. It can have a serious impact on a child's behaviour and wellbeing. Parents or carers may underestimate the effects of the abuse on their children because they don’t see what’s happening. Children witnessing domestic abuse is recognised as 'significant harm' in [law](#). Domestic abuse can also be a sign that children are suffering another type of [abuse or neglect](#) (Stanley, 2011).

Children who witness domestic abuse may:

- become aggressive
- display anti-social behaviour
- suffer from depression or anxiety

- not do as well at school - due to difficulties at home or disruption of moving to and from refuges.

Staff who are concerned that a student might be exposed to domestic abuse or if a student makes a disclosure about domestic abuse in the home should:

Inform, as soon as possible, the relevant YLC or the Designated Safeguarding Lead and share your concerns, including in written form.

Staff follow procedures as laid out in the Child Protection and Safeguarding Policy.

Appendix 5: Staff guidelines - Child Sexual Exploitation (CSE)

Child Sexual Exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity, often through violence or the threat of violence

- (a) in exchange for something the victim needs or wants, and/or
- (b) for the financial advantage or increased status of the perpetrator or facilitator

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex.

Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

The following factors are associated as increasing a young person's vulnerability towards CSE:

- Living in a chaotic or dysfunctional household
- History of abuse
- Living in residential care, hostel, B&B or being homeless
- Gang association either through relatives, peers, intimate relationships or neighbourhood
- Lacking friends from the same age group
- Attending school or are friends with young people who are sexually exploited
- Not engaging in education/training or employment
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Learning disabilities
- Young carer
- Recent bereavement or loss
- Low self-esteem or self-confidence

OCC Inquiry CSEGG Interim Report, 2012

The following behavioural and risk indicators have been linked to CSE:

- Disclosures made then withdrawn
- Unexplained money or gifts and unexplained mobiles
- Absence from school
- Bullying in or out of school
- Changes in physical appearance
- Recruiting others into exploitative situations
- Family involvement in sexual exploitation
- Poor mental health
- Self-harm or thoughts of/ or attempts at suicide
- Older 'boyfriend'
- Gang-involved male peers
- Missing from home or care
- Physical injuries.
- Drug or alcohol misuse
- Involvement in offending
- Repeat sexually-transmitted infections, pregnancy and terminations
- Evidence of sexual bullying and/ or vulnerability through the internet and/ or social networking sites

CSEGG Inquiry, OCC Nov 2012

Prevention, Education and Support at Mulberry School for Girls

The Mulberry School for Girls curriculum offer includes Relationships and Sex Education which explores the context of gender-based violence. These lessons are delivered by a specialist team offering an engaging way to learn about healthy relationships and how to recognise signs of exploitation.

Enrichment opportunities across the school encourage students to develop self-worth and confidence in speaking out. Such opportunities include, Model United Nations and Debate Mate.

Staff who are concerned that a student might be at risk of sexual exploitation should:

Inform, as soon as possible, the relevant YLC or the Designated Safeguarding Lead and share your concerns, including in written form.

Staff follow procedures as laid out in the Child Protection and Safeguarding Policy

Appendix 6: Staff Guidelines - Child Criminal Exploitation (CCE) – County Lines

Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into

county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media.

Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have a change in friendships or relationships with older individuals or groups
- suffer a significant decline in performance
- show signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;

- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Staff who are concerned that a student might be involved in CCE abuse or if a student makes a disclosure about their involvement should:

Inform, as soon as possible, the relevant YLC or the Designated Safeguarding Lead and share your concerns, including in written form.

Staff follow procedures as laid out in this Policy.

Appendix 7: Staff guidelines – Protecting pupils from radicalisation and extremism

The ongoing schedule of training for all staff and Safeguarding Governor in safeguarding children incorporates the advice from the Home Office that 'Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm.' (The Prevent Strategy). All concerns about this aspect of safeguarding are therefore reported and recorded in the same way as other safeguarding concerns. In addition, the school addresses this issue through the curriculum and a range of other extra-curricular activities such as:

- Work on social and community cohesion, anti-violence, promoting mutual respect and tolerance, the value of individual liberty and the rule of law addressed throughout the taught curriculum but especially the PSHE, Religious Studies and Citizenship curricular as monitored by the SLT line managers
- Opportunities for developing advanced debating skills such as the Model UN schedule of debating events hosted and modelled for other schools and monitored by SLT
- The provision of school counselling services, peer mediators and mentors to address and support early intervention in matters of pastoral concern including conflict resolution
- Critical appraisal of sources and internet resilience when researching subject areas as monitored by DH with responsibility for Internet Security
- Rewarding positive behaviour
- Parenting programmes to ensure consistent messages between home and school

If any member of staff has concerns that a child is at risk from extremist narratives or being radicalised, the procedure is to report to the CP Officer as they would for any other child protection issue. The DSL will ensure that the Head teacher is aware of the concern and may contact the Child Protection Helpline or the police as appropriate. When necessary, the external reporting of these concerns would usually through contact with the Child Protection Advice Line and completion of a MASH referral.

Online safeguarding and policy regarding user behaviour and network security is outlined in the school's Acceptable Use Policy.

Responsibility for vetting visitors and those with access to school facilities is carried out by the SLT Premises and Finance Manager.

Appendix 8: Staff guidelines – Child on child abuse, sexual violence and sexual harassment

Children can abuse other children (often referred to as child on child abuse). This can happen both inside and outside of school and online. Just because the abuse is not known does not mean that it's not happening and so all staff should be alert to changes in behaviour or students wishing to report child on child abuse.

All staff in school should challenge inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers / other young people.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Child on child sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of child on child sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Child on child sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

It is important that all victims are taken seriously and offered appropriate support.

It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. However it is noted that sexual harassment can occur between two children of any sex, therefore, it could happen at Mulberry School for Girls.

We are aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up” or “just having a laugh”
- Challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia. Dismissing or tolerating such behaviours risks normalising them

Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable.

Disabled and deaf children are three times more likely to be abused than their peers. As stated previously in this policy, additional barriers can sometimes exist when recognising abuse in SEND children.

Children who are Lesbian, Gay, Bi, Trans or Questioning (LGBTQ) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBTQ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ.

Sexual violence

Sexual violence is referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

Sexual harassment

Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline.

Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment, which might include: consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
- 'Upskirting' – this typically involves taking a picture under a person's clothing (not necessarily a skirt) without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation distress or alarm. It is now a criminal offence (Voyeurism Offences Act 12 April 2019) and may constitute sexual harassment.
- Mulberry School for Girls considers sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Harmful sexual behaviours

Children's sexual behaviours exist on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviours are developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviours". The term has been widely adopted in child protection and is used in this policy.

Harmful sexual behaviours can occur online and offline and can occur simultaneously between the two.

Harmful sexual behaviours should be considered in a child protection context. Harmful sexual behaviours can, in some cases, progress on a continuum. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying harmful sexual behaviours have often experienced their own abuse and trauma. It is important that they are offered appropriate support.

At Mulberry School for Girls we recognise intra familial harms have a significant impact on siblings who may or may not have experienced the same abuse and therefore siblings should also be offered and any necessary support following incidents

Prevention, Education and Support at Mulberry School for Girls

Mulberry School for Girls' approach to sexual violence and sexual harassment reflects and is part of our broader approach to safeguarding. The DSL and deputies are trained to have a good understanding of harmful sexual behaviours. This knowledge will be disseminated to staff through annual safeguarding training. Staff will then be able to identify and support such behaviours. The DSL will track and monitor reports of sexual violence and sexual harassment.

PSHEE, especially the RSE curriculum, tackles the issues of:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong; and
- addressing cultures of sexual harassment.

These lessons allow children an open forum to talk things through and such discussions do lead to increased safeguarding disclosures. In these lessons and through assemblies children are made aware of the processes by which to raise their concerns, about a friend or a peer, or make a report.

Staff who are concerned that a student might be a victim or perpetrator of sexual harassment or sexual violence should:

Inform, as soon as possible, the relevant YLC or the Designated Safeguarding Lead and share your concerns, including in written form.

Staff follow procedures as laid out in the Child Protection and Safeguarding Policy.

Appendix 9: Staff guidelines – Forced marriage

Forced marriage is a marriage in which one or both spouses do not (or, in the case of some adults with learning or physical disabilities, cannot) consent to the marriage, and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.

Forced marriage, as distinct from arranged marriage, is conducted without consent and under duress. Mulberry School for Girls recognises that coercion and duress may be perpetrated by partners and by extended family members. This constitutes domestic violence and is closely linked to so-called honour-based violence.

In cases of forced marriage, we will follow the guidance as set out in the London Child Protection Procedures as a child who is being forced into marriage is at risk of significant harm through physical, sexual and emotional abuse. If any member of staff receives a disclosure or is aware that a forced marriage is about to happen, this must

be disclosed to the Designated Safeguarding Lead without delay so that the appropriate referrals may be made and/or protective measures may be put in place, especially as the child/ren may be taken out of the country.

Staff who are concerned that a student may be at risk of forced marriage should:

- See the child immediately in a secure and private place
- Explain to the child the limits of confidentiality
- Tailor their approach according to whether the child is already married or is at risk of being married
- Gather as much information as possible (e.g. the details of a the plan to force the child to marry, including a traceable address overseas) as a victim may never be seen again
- Encourage and/or help the child to complete a personal risk assessment
- Develop an emergency safety plan with the child
- Explain all the options to the child (starting with the fact that forced marriage is illegal in the UK) and recognise and respect the child's wishes. If the child does not want LA children's social care to intervene, the professional will need to consider whether the child's wishes should be respected or whether the child's safety requires that further action be taken. This requires the professional to make an assessment of the risk of harm facing the child
- Agree a means of discreet future contact with the child
- Contact, as soon as possible, the agency's designated safeguarding children professional, who should be involved in the assessment of risk
- Record all discussions and decisions (including rationale if no decision is made to refer to LA children's social care)

Staff should not:

- Minimise the potential risk of harm
- Approach or inform the child's family, friends or members of the community that the victim has sought help as this is likely to increase the risk to the victim significantly.
- Share information outside child protection information-sharing protocols without the express consent of the child;
- Attempt to be a mediator. This has in the past resulted in the victim being removed from the country and not traced /or murdered.

Appendix 10: Staff guidelines - Female Genital Mutilation (FGM)

The World Health Organisation definition of FGM is: 'All procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons'.

These procedures are classified into 4 major types as follows:

1. **Clitoridectomy:** partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris).
2. **Excision:** partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are 'the lips' that surround the vagina).

3. **Infibulation:** narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without the removal of the clitoris.
4. **Other:** all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterizing the genital area.

FGM is child abuse

FGM is recognized by the UN as a violation of the human rights of girls and women. It reflects deep-rooted inequality between the sexes, and constitutes an extreme form of discrimination against women. It is nearly always carried out on minors (between infancy and age 15) and is a violation of the rights of children. It is illegal in the UK and it is child abuse.

Consequences

Aside from the mental health factors, long-term consequences can include complex, physical repercussions including:

- Recurrent bladder and urinary tract infections
- Cysts
- Infertility
- An increased risk of childbirth complications and new born deaths
- A need for further surgery to allow for sexual intercourse and childbirth

Risk factors

The communities in the UK that girls are most at risk of FGM include the Somali, Sudanese, Sierra Leone, Gambian, Liberian, Egyptian, Nigerian, Ethiopian and Eritrean communities. Non-African communities that practice FGM include Yemeni, Afghani, Kurdish, Indonesian, Malaysian and Pakistani Bohra Muslim communities.

All staff need to be alert to any changes in students' patterns. This could include a long holiday and any changes in behaviour following this, any discussion between students about 'special procedures', discomfort in sitting, prolonged toilet breaks, asking to be excused from PE or Dance frequently.

If a teacher, in the course of their work, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police on 101 immediately.

Any concerns, however minor, should be reported to the school DSL. The school Safeguarding Procedures are followed in all cases and other agencies involved as necessary.

Appendix 11: Staff guidelines - Children who are lesbian, gay, bi or trans.

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff. LGBT inclusion is part of Mulberry School for Girls Relationship and Sex Education curriculum and staff are given guidance about how to respond to students who open up to them about this. Mulberry School for Girls provides opportunities for LGBT students to talk with a learning mentor in a safe space, either on a 1:1 basis and also as part of a group should they wish to.