



Safeguarding and Child Protection Policy

Aims of this Policy

To ensure that children are effectively safeguarded from the potential risk of harm at St George's Church of England Academy and that the safety and well-being of the children is of the highest priority in all aspects of the school's work.

To help the school maintain its ethos whereby staff, pupils, parents and governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.

Purpose of this Policy

To ensure that all members of the school community...

- ...are aware of their responsibilities in relation to safeguarding and child protection.
- ...know the procedures that should be followed if they have a cause for concern.
- ...know where to go to find additional information regarding safeguarding.
- ...are aware of the key indicators relating to child abuse.
- ...fully support the school's commitment to safeguarding and child protection.

Principles

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children 2015. Schools should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

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

The Children Act 2004 Places a Statutory Responsibility as Follows:-

Education and schools: - All people working in education and schools contribute to the safeguarding and promoting of children's welfare. All schools and further education institutions have a statutory duty to safeguard and promote the welfare of children. Consequently, staff in these establishments play an important part in safeguarding children from abuse and neglect by early identification of children who may be vulnerable or at risk of harm and by educating children, about managing risks and improving their resilience through the curriculum. All schools and further education institutions should create and maintain a safe environment for children and young people, and should be able to manage situations where there are child welfare concerns.



Keeping Children Safe in Education September 2016

This is statutory guidance from the Department for Education issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

In September 2016, the DfE updated the statutory guidance on safeguarding. Full guidance, Keeping Children Safe in Education at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Eight page summary for staff at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf

Keeping children Safe in Education contains information on what schools should do and sets out the legal duties with which schools must comply. It should be read alongside statutory guidance 'Working Together to Safeguard Children 2015' which applies to all the schools referred to above, and departmental advice 'What to do if you are worried a child is being abused 2015- Advice for practitioners'.

This school recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse.

We believe that every child regardless of age has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged.

We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extra-curricular activities, pastoral care and extended school activities.

In order to achieve this, all members of staff (including volunteers and governors) in this school, in whatever capacity, will at all times act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm. All staff are aware of signs of abuse and neglect, with updated guidance being shared during staff briefings. Alongside this, staff have their safeguarding training updated. All staff members are reminded to maintain the attitude of 'it can happen here' with regards to safeguarding and the welfare of children.

The school seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The school hopes that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.

Children's worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

In our school, if we have suspicions that a child's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, we will take appropriate action in accordance with the procedures issued by Darlington Safeguarding Children Board (<http://www.online-procedures.co.uk/darlington/>)



As a consequence, we

- all members of staff assure to act in the interest of the child.
- assert that teachers and other members of staff (including volunteers) in the school are an integral part of the child safeguarding process;
- accept totally that safeguarding children is an appropriate function for all members of staff in the school, and wholly compatible with their primary pedagogic responsibilities.
- recognise that safeguarding children in this school is a responsibility for all staff, including volunteers, and the Governing body;
- will ensure through training and supervision that all staff and volunteers in the school are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions;
- will designate a senior member of staff with knowledge and skills in recognising and acting on child protection concerns. He or she will act as a source of expertise and advice, and is responsible for coordinating action within the school and liaising with other agencies; there will also be a team of deputies to ensure that there are a number of staff members who are highly trained in safeguarding procedures.
- ensure (through the designated member of staff) that staff with designated responsibility for child protection will receive appropriate training to the minimum standard set out by the Darlington Safeguarding Children Board;
- will share our concerns with others who need to know, and assist in any referral process;
- will ensure that all members of staff and advise volunteers who have suspicion that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns to the Designated member of staff, who will refer on to Children's Social Care in accordance with the procedures issued by Darlington Safeguarding Children Board.
- safeguard the welfare of children whilst in the school, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs, cyber bullying or internet technologies
- we will recognise that children are capable of abusing their peers. Staff recognise that peer on peer abuse can take different forms, including 'sexting' and staff know that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Staff will follow safeguarding procedures if there is an allegation of peer on peer abuse, this will be investigated by the DSL.
- assert the fact that additional barriers can exist when recognising abuse and neglect in relation to children with SEN and disabilities.
- will ensure that all staff are aware of the child protection procedures established by Darlington Safeguarding Children Board and, where appropriate, the Local Authority, and act on any guidance or advice given by them;
- will ensure through our recruitment and selection of volunteers and paid employees that all people who work in our school are suitable to work with children,
- will act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children.



Designated Member of Staff

The designated senior member of staff (designated person) for safeguarding protection in this school is: Janine Gleeson (Head teacher). In their absence, these matters will be dealt with by: Catherine Pollard (Deputy Head teacher). The Designated person is also supported by Ruth Lyonette (Assistant Head teacher) and Sarah Cox (Inclusion Officer) The designated person is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers and governors to draw upon.

The school recognises that:

- The designated person need not be a teacher but must have the status and authority within the school management structure to carry out the duties of the post – they must therefore be a senior member of staff in the school.
- All members of staff (including volunteers) must be made aware of who this person is and what their role is.
- The designated person will act as a source of advice and coordinate action within the school over child protection cases
- The designated person will need to liaise with other agencies and build good working relationships with colleagues from these agencies.
- They should possess skills in recognising and dealing with child welfare concerns.
- Appropriate training and support should be given in line with the statutory guidance that the designated person attends updates yearly and full training bi-annually.
- The designated person is the first person to whom members of staff report concerns.
- The designated person is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the Darlington Safeguarding Children Board.

To be effective they will:

- Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals by liaising with Children's Social Care and other relevant agencies over suspicions that a child may be suffering harm.
- Cascade safeguarding advice and guidance issued by the Darlington Safeguarding Children Board.
- Where they have concerns that a referral has not been dealt with in accordance with the child protection procedures, ask the Head of Safeguarding to investigate further.
- Ensure each member of staff and volunteers at the school, and regular visitors (such as Education Welfare Officers, Connexions personal advisors, trainee teachers and supply teachers) are aware of and can access readily, this policy.
- Liaise with the head teacher (if not head teacher) to inform him/her of any issues and on-going investigations and ensure there is always cover for the role.
- Ensure that this policy is updated and reviewed annually, and work with the designated governor for child protection regarding this.
- Be able to keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place.



- Ensure parents are aware of the child protection policy in order to alert them to the fact that the school may need to make referrals. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child.
- Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible but certainly within the 15 day national requirement, separately from the main file, and addressed to the designated person for child protection.
- Where a child leaves and the new school is not known, ensure that the local authority is alerted so that the child's name can be included on the database for missing pupils.

The designated person also has an important role in ensuring all staff and volunteers receive appropriate training.

They should:

- Attend training in how to identify abuse and know when it is appropriate to refer a case
- Have a working knowledge of how Darlington Safeguarding Children Board operates and the conduct of a child protection case conference and be able to attend and contribute to these when required.
- Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and governors.
- Ensure members of staff have regular annual training and up-dates
- Make themselves (and any deputies) known to all staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated teacher immediately.

Designated Governor

The Governing Body has an overarching role in ensuring that policies, procedures and training in school is effective and in line with LSCB procedures and current legislation.

The Designated Governor for Safeguarding at this school is: Jean Fletcher.

Where appropriate, the Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.

The Governors will ensure that the designated member of staff for child protection is given sufficient time to carry out his or her duties, including accessing training.

The Governors will review safeguarding practices in the school on a regular basis, and no less than bi-annually, to ensure that:

- The school is carrying out its duties to safeguard the welfare of children at the school;
- Hold regular monitoring meetings with designated safeguarding lead
- Members of staff and volunteers are aware of current practices in this matter, and that staff receive training where appropriate;
- Child protection is integrated with induction procedures for all new members of staff and volunteers
- The school follows the procedures agreed by Darlington Safeguarding Children Board, and any supplementary guidance issued by the Local Authority
- Only persons suitable to work with children shall be employed in the school, or work here in a voluntary capacity



- Where safeguarding concerns about a member of staff are raised, take appropriate action in line with Darlington Safeguarding Children Board Procedures
- Governors are aware of the new guidelines for example on filtering to teach online safety, and act upon new guidelines and legislation.

Recruitment

In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

We accept that it is our responsibility to follow the guidance set out in “Safeguarding Children and Safer Recruitment in Education”; in particular we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- Identity checks to establish that applicants are who they claim to be
- Academic qualifications, to ensure that qualifications are genuine
- Professional and character references prior to offering employment
- Satisfy conditions as to health and physical capacity
- Previous employment history will be examined and any gaps accounted for.
- DBS checks e.g., through birth certificate, passport, new style driving licence, etc...

Volunteers

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will undergo DBS checks.

Induction & Training

All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.

All new staff at the school will receive child protection information (‘Keeping Children Safe in Education’) and a copy of this policy on starting their work at the school.

All staff will be expected to attend training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively.

Staff will attend regular refresher training.

Dealing with Concerns

Members of staff and volunteers must not investigate suspicions; if somebody believes that a child may be suffering, or may be at risk of suffering significant harm, they must always refer such concerns in line with Darlington Safeguarding Children Board Procedures. A ‘Cause for Concern’ is an action, observation or discussion that makes you feel anxious or worried about the well-being or safety of a child.

To this end, staff will follow the procedures below;

- All causes for concern must be recorded immediately by the person with the concern on the CPOMs system (a secure on-line recording system). This will include a detailed account of the incident/ cause for concern, as well as including the date and time.
- This must then be passed to the designated teacher immediately, who will decide on the appropriate actions. (The DT will receive an automated notification e-mail of any new records on the CPOMs system, however it is still advisable to speak directly to the DT or a member of this team.)



- Even if this results in no further action records will remain on the CPOMs system and all further involvement and documentation will also be entered on the CPOMs system. This will create a chronological record of evidence, in case there are future concerns raised.

Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

Safeguarding in School

As well as ensuring that we address child protection concerns, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge.

To this end, this policy must be seen in light of the school's policies on:

- Personal, Social and Health Education and Sex and Relationships Education; child protection issues will be addressed through the curriculum as appropriate.
- Anti - Bullying; the school will also ensure that bullying is identified and dealt with so that any harm caused by other pupils can be minimised. We will pay particular attention to sexualized behaviour, or bullying that is homophobic in nature, cyber bullying or where there appear to be links to domestic abuse in the family home.
- Safe recruitment and code of conduct for staff.
- School Lettings Policy
- Complaints Policy
- Safer Recruitment Policy
- Staff Code of Conduct
- Racist incidents
- Radicalisation Policy
- Confidentiality
- Behaviour and discipline
- Health & Safety
- Physical Intervention
- Allegations against members of staff
- E-safety (Computing Policy)
- Whistle Blowing
- Visitors policy (including work experience)
- Induction policy
- Information sharing policy
- Security Policy
- Safe use of children's photographs and / or video

Photographing Children *(see separate policy for detail)*

We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.

We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent.

The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.



CONFIDENTIALITY and INFORMATION SHARING *(see separate policy for detail)*

The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for child protection.

Conduct of Staff

The school has a duty to ensure that high standards of professional behaviour exist between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- working alone with a child
- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving to and receiving gifts from children and parents
- contacting children through private telephones/communication devices (including texting), e-mail, MSN, or social networking websites.
- disclosing personal details inappropriately
- meeting pupils outside school hours or school duties

If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and Darlington Safeguarding Children Board procedures, we will view this as misconduct, and take appropriate action.

An agreed code of conduct in relation to safeguarding has been agreed and adopted by all adults working with children at St George's Church of England Academy. Any member of staff who does not adhere to the policy will be subject to disciplinary procedures

An agreed Whistle Blowing policy in relation to safeguarding (Appendix 1) to supplement the policy has been agreed in order to support the school ethos where pupils and staff can talk freely about concerns knowing they will be listened to and appropriate action taken.

There are a range of mechanisms in place to ensure that pupils feel comfortable to express their concerns to adults for example:

- Through encouragement to discuss issues at school assemblies
- Via the school council meetings
- An open approach to discussing issues with staff
- Through the school 'buddy' system



Physical Contact and Restraint *(see separate policy for detail)*

Members of staff may have to make physical interventions with children. Members of staff will only do this in line with school policy. See The Use of Force to control or Restrain Pupils Policy.

Allegations Against Members of Staff *(see separate policy for detail)*

If anyone makes an allegation that any member of staff (including any volunteer or Governor) may have:

- Committed an offence against a child
- Placed a child at risk of significant harm
- Behaved in a way that calls into question their suitability to work with children

The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by Darlington Safeguarding Children Board.

The head teacher, rather than the designated member of staff will handle such allegations, unless the allegation is against the head teacher, when the chair of governors will handle the school's response.

The head teacher (or chair of governors) will collate basic information about the allegation, and report these without delay to the Local Authority Designated Officer (LADO). The LADO will discuss the concerns and offer advice and guidance on how the situation will be managed and if a strategy meeting will be required.

Parents and Carers

This policy is available to download from the school website. Paper copies are available on request from the school office.

There is a statement on child protection in the school prospectus.

Provision to Help Pupils Stay Safe

Safeguarding permeates through all aspect of the wider school curriculum. Our robust anti-bullying policy is reinforced regularly. Pupils who have particular needs or difficulties in these areas are supported by a range of social and emotional support strategies and programmes, as well as receiving additional individual support from staff.

Implementation, Monitoring, Evaluation and Review

All adults in school have access to this policy and it will be discussed at least annually at staff meetings/training sessions.

The effectiveness of the policy will be reviewed and evaluated by the Governing Body in light of any specific incidents or changes to local/national guidance.



Appendix 1

Safeguarding Children: Whistle Blowing

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of the Head Teacher. Although this can be difficult this is particularly important where the welfare of children may be at risk. You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young person who are targeted. These children need someone like you to safeguard their welfare.

Don't think what if I'm wrong - think what if I'm right

Reasons for whistleblowing

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour
- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated yourself

What stops people from whistleblowing

- Starting a chain of events which spirals
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believe

How to raise a concern

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken.
- Try to pinpoint exactly what practice is concerning you and why
- Approach the Head teacher
- If your concern is about your immediate manager/Head teacher, or you feel you need to take it to someone outside the school, contact the Chair of Governors.
- Make sure you get a satisfactory response - don't let matters rest
- Put your concerns in writing, outlining the background and history, giving names, dates and places where you can.
- A member of staff is not expected to prove the truth of an allegation but you will need to demonstrate sufficient grounds for the concern.

What happens next?

- You should be given information on the nature and progress of any enquiries
- Your employer has a responsibility to protect you from harassment or victimisation
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence



Self-reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children

Further advice and support

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager, HR department and/or your professional or trade union.

Appendix 2:

Definitions and Symptoms of Abuse

There are four main categories of abuse – physical injury, neglect, sexual abuse and emotional abuse.

The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together. These symptoms, for example cuts and grazes, may also be accidental and not a sign of abuse.

Physical Abuse

Actual or risk of physical injury to a child or failure to prevent physical injury (or suffering) to a child, including deliberate poisoning, suffocation and factitious illness by proxy. This includes excessive punishment.

Symptoms:

- | | |
|---|---------------------------|
| Behaviour changes/wet bed/withdrawal/regression | Finger marks |
| Frequent unexplained injuries | Broken bones |
| Afraid of physical contact | Cuts and grazes |
| Violent behaviour during role play | Cigarette burns |
| Unwillingness to change clothes | Cowering |
| Aggressive language and use of threats | Bruising in unusual areas |
| Changing explanation of injuries | |
| Not wanting to go home with parent or carer | |

Neglect

Actual or risk of persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation. Extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including failure to thrive.

Symptoms:

- | | |
|--------------------------------------|-------------------------|
| Lack of appropriate clothing | Dirty |
| Cold – complaining of | Hunger – complaining of |
| Body sores | Urine smells |
| Unkempt hair | No parental interest |
| Not wanting to communicate | Behaviour problems |
| Attention seeking | Lack of respect |
| Often in trouble – police | Bullying |
| Use of bad language | Always out at all hours |
| Lack of confidence – low self-esteem | Stealing |
| Jealousy | |

Sexual Abuse

Actual or risk of sexual exploitation of a child or adolescent. The child may be dependent and/or developmentally immature. The involvement of dependent, immature



children and adolescents in activities to which they are unable to give informed consent or that violate the social taboos of family roles.

Symptoms:

Inappropriate behaviour – language	Withdrawn
Change of behaviour	Role play
Rejecting physical contact or demanding attention	Rocking
Physical evidence – marks, bruising	Knowledge
Pain going to toilet, strong urine	Stained underwear
Bruising/marks in genital area	
Drawing – inappropriate knowledge	
Relationships with other adults or children for example, being forward	

Emotional Abuse

Actual or risk of severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection. It is important to remember that all abuse involves some emotional ill-treatment.

Symptoms:

Crying	Rocking
Withdrawn	Not wanting to socialise
Cringing	Bad behaviour
Aggression	Behaviour changes
Bribery by parent	Self infliction
Lack of confidence	Attention seeking
Isolation from peers – unable to communicate	Clingy
Afraid of authoritative figures	
Treating others as you have been treated	
Picking up points through conversation with children	

Child Sexual Exploitation

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

Some of the following signs may be indicators of sexual exploitation:

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

Transgender

We seek to ensure equality through support of pupils where transgender is highlighted. By providing education and support we seek to ensure the vulnerability of the pupil is protected.

1. A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a



- process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex. .
2. A reference to a transsexual person is a reference to a person who has the protected characteristic of gender reassignment. .
 3. In relation to the protected characteristic of gender reassignment:
 - (a) a reference to a person who has a particular protected characteristic is a reference to a transsexual person; .
 - (b) a reference to persons who share a protected characteristic is a reference to transsexual persons

Homophobia

We do not tolerate homophobia of any kind towards adults or children. This includes use of words that intimate homophobia. Pupils are educated on appropriate use of vocabulary and tolerance. Any pupils in school need to feel safe in relation to their sexuality and all adults respond in the appropriate way to any pupils expressing feelings around sexuality and/or homophobia.

Honour based' violence' (HBV)

Encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including **Female Genital Mutilation (FGM)**, **forced marriage**, and practices such as **breast ironing**.

Female Genital Mutilation

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Staff will report to DSL if they believe a child is at risk of FGM and will make a report to police if, in the course of their duties, they are informed by a girl under the age of 18 that she has undergone the act of FGM or they observe physical signs that an act of FGM may have been carried out on a girl under the age of 18.

Force marriage

Marriage entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Some communities use religion and culture as a way to coerce a person into marriage.

Breast ironing

Traditional West African Practice involves the pounding the developing breast of young girls with hot objects, most commonly stones, spoons and hammers.

Practice carried out by girl's mothers or female family members.

Practice carried out to remove outward signs of puberty and prevent girls becoming sexually attractive to men.



Preventing Radicalisation (*see separate policy for detail*)

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty").

Schools and colleges should be aware of the signs and symptoms of a young person being at risk of becoming radicalised:-

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology; communications with others that suggest identification with a group/cause/ideology.

The examples above are not exhaustive and vulnerability may manifest itself in other ways.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf