

## Manchester Creative and Media Academy

<b>Name</b>	<b>Safeguarding Children and Child Protection Policy</b>
<b>Approved by</b>	<b>SSCC Committee</b>
<b>Policy Created</b>	<b>July 2016</b>
<b>Review</b>	<b>Yearly</b>
<b>Update Approved</b>	
<b>All policies are available to stakeholders either on the Academy website or upon request from the Academy's Main office.</b>	

The core safeguarding principles of MCMA are: -

- Being responsible for the safeguarding and promoting the health, safety and well-being of all pupils, staff and governors.
- To protect young people against all forms of abuse regardless of age, gender, sexual orientation, race, culture and disability.
- To ensure pupils have a voice and feel safe within the academy.
- All staff have a moral and statutory responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with the Child Protection policy and procedures.
- All pupils and staff involved in child protection issues will receive appropriate support from the senior management of the school who will follow this policy guidance in doing so.
- Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier date of review.

This policy has been developed to ensure that MCMA complies with statutory duties and responsibilities to safeguard and promote the welfare of young people. It has been developed in accordance with the principles established by the Children Acts 1989 and 2004, the Education Act 2002, and in line with government publications, 'Working Together to Safeguard Children' 2015, 'Keeping Children Safe in Education', September 2016 and the advice for practitioners updated by the DFE as follows:

What to do if you are worried a child is being abused, DFE (March 2015) and  
Information sharing: Advice for practitioners, DFE (March 2015)

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider at all times, what is in the **best interests** of the child.

## **Aims**

- a. Maintain pupil/staff welfare and wellbeing.
- b. To provide a safe and welcoming environment where pupils are respected and valued and can develop in ways that will foster security, confidence and resilience.
- c. Ensure pupils know that there are adults in school who they can approach if they are worried/concerned.
- d. Ensure pupils feel that school provides a safe environment in which they can learn and develop. This includes feeling safe online.
- e. To provide all staff with the necessary information and framework to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children.
- f. Develop effective and supportive liaison with other agencies.
- g. To ensure consistent good practice and to facilitate a systematic method of
- h. monitoring Pupils known to be at risk of harm.
- i. Ensure we practise safer recruitment in checking the suitability of staff and volunteers to work with pupils.
- j. To demonstrate the commitment with regard to safeguarding children, ensuring they receive effective support, protection and justice.
- k. To ensure all governors and staff have an understanding of what radicalisation is and why we need to be vigilant within the academy.

## **Rationale**

For the purposes of this policy, Child Protection forms part of the safeguarding procedures including the promotion of the welfare of pupils. It refers to the activity, which is undertaken to protect specific young people who are suffering, or at risk of suffering, significant harm and or abuse.

This policy complements, and should be read in conjunction with, other relevant Academy Policies and documentation listed at the end of this policy.

All staff should have an awareness of safeguarding issues – some of which are listed below, Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence / sexual assaults and sexting. Staff should also be clear as to our policy and procedures with regards to peer on peer abuse. (See Appendix A)

## POLICY

### 1. Child Protection – Disclosure, Counselling and Confidentiality

- 1.1 Any pupil who seeks help with a problem is to be taken seriously.
- 1.2 If any teacher suspects that a child in his/her class may be a victim of abuse, they **must** inform immediately one of the Designated Safeguarding Officers about their concerns. Abuse can be of a sexual, emotional or physical nature. It can also be the result of neglect (See Appendices A and A1).
- 1.3 The member of staff must inform the pupil that the disclosure will be referred to a designated safeguarding officer. (see Appendix A).
- 1.4 In the case of child protection issues it is not possible to guarantee total confidentiality and the pupil must be informed of the need to share such information with a Designated Safeguarding Officer. This will need tact and sensitivity in order to reassure a pupil who may already be under severe emotional stress.
- 1.5 If a pupil discloses personal information about themselves, or their family, they should be assured that the information will only be given to strictly relevant people, e.g. Designated staff, Principal, Social Services. (See Appendices B & C).
- 1.6 In all cases, the Designated Safeguarding Officers will liaise with each other to ensure that there is appropriate support for the pupil, the family and the member(s) of staff involved. The Principal and HOY/AHOY will also be informed. Confidentiality will be maintained within this group. The Academy's Designated Safeguarding Officers will work closely with all relevant agencies.
- 1.7 Other members of staff need only know enough to prepare them to act with sensitivity to a distressed pupil. It is not essential that all details be disclosed (see Appendix B). The pupil should be kept informed of who knows, and what they know, at all stages of the procedure. Great care will be given in reassuring the pupil that what has happened is not their fault.
- 1.8 The academy values its relationships with parents/carers and, in many circumstances; a pupil will be encouraged to share their concerns with their family.
- 1.9 If Social Services are contacted, a Designated Safeguarding Officer will contact the family stating that there is a concern and that Social Services have been contacted. Prior to doing so, the Designated Safeguarding Officer will check with Social Services that this is the appropriate course of action. If the academy believes that notifying parents/carers could increase the risk to the pupil or exacerbate the problem, then this will be discussed with Social Services/MARAT.
- 1.10 Consideration will be given to those for whom English is not their first language or may have a physical/sensory/learning need and may need the services of an appropriate interpreter.
- 1.11 Staff should be aware that those identified as being vulnerable learners can face additional safeguarding challenges such as communication and the making of assumptions that

indicators of abuse such as behaviour, mood and injury, can relate to the young person's disability.

- 1.12 Staff should also help to identify any pupil who may benefit from 'early help' and identify these to the Designated Persons in the first instance. Other staff, such as the HOY/AHOY, may be required to support other agencies and professionals in an early help assessment and act as the lead professional in this. The designated safeguarding lead will be available to support the staff member with this, if required.
- 1.13 If early help or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving. All Heads of Year and Designated Safeguarding Officers have been trained in procedures for Early Help and the relevant information and procedure is available from them or Mrs S Murphy.

## 2. Types of Abuse

- 2.1 If any teacher suspects that a child in their class may be a victim of abuse they must immediately inform one of the named designated safeguarding officers about their concerns. Abuse can be of a sexual, emotional or physical nature and can also be the result of neglect. (See Appendix A).
- 2.2 Anyone who has concern that a child might have been abused by another child should refer their concerns to the designated safeguarding officers who will refer their concerns to children's social care in accordance with the referrals procedure. Allegations of peer abuse will be taken as seriously as allegations of abuse perpetrated by an adult.
- 2.3 The school is sensitive to differing family patterns and lifestyles and child rearing patterns that vary across different racial, ethnic and cultural groups. Forced marriage is a form of child, adult and domestic abuse and in line with statutory guidance is treated as such by the academy. Child abuse for any reason will not be condoned.
- 2.4 Information about forced marriage is incorporated into staff safeguarding and child protection training and briefings.
- 2.5 If a case of forced marriage is suspected, parents/carers will not be approached or involved about a referral to any other agencies. (See appendix).
- 2.6 **Female Genital mutilation (FGM)** is a form of child abuse and is illegal. It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. If the academy has reason to believe that a young person is likely to or has suffered FGM, it is mandatory for the academy to make a referral to social services and the police. Those who do not report such cases will face disciplinary sanctions. (See Appendix)
- 2.7 FGM is a collective term for all procedures involving partial or total removal of external female genitalia for cultural or other non-therapeutic reasons. Typically it is performed on girls aged between 4 - 15 or on older girls before marriage or pregnancy. It is illegal in the UK and it is also illegal to take a child abroad to undergo FGM. There is a maximum prison sentence of 14 years for anyone found to have aided this procedure in any way. It is considered to be child abuse as it causes physical, psychological and sexual harm. In the UK it has been estimated that 24,000 girls under the age of 15 are at risk of FGM.

- 2.8** There is a mandatory duty for staff in schools in England and Wales to make a report to the police where, in the course of their professional duties they are either: informed by a girl under 18 that an act of FGM has been carried out on her; or observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.
- 2.9** Reports under the duty will be made as soon as possible after a case is discovered and the academy will follow best practice which is that reports will be made by the close of the next working day.
- 2.10** Appendix H contains a risk assessment (developed by Manchester schools) to be used when it is suspected that the pupil may be at risk of FGM or that FGM has already happened.
- 2.11 Honour Based Violence:** The academy has a duty to report any 'honour based violence'. This may include FGM, Forced Marriage or other crimes which have been committed to protect or defend the honour of the family and / or the community. All of these are types of abuse and will be escalated as such. This includes abuse linked to belief in spirit possession.
- 2.12 Child Sexual Exploitation (CSE)** is a form of child abuse and is against the law. If the academy has reason to believe that a young person is a victim of CSE, a referral will be made to social services and the policy will be contacted. A referral to the SEAM panel may be completed (Sexual Exploitation and Missing Panel) (See appendix)

### **3. Children Missing from Education**

- 3.1** See attendance policy and the Manchester LA procedures that the academy follows.

### **4. Extremism**

- 4.1** From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". They must also 'work to prevent children being drawn into extremism'.
- 4.2** In order for MCMA to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified.
- 4.3** All MCMA staff and governors complete on-line training relevant to the PREVENT duty. Designated staff will complete additional training in line with national guidelines. Records of the training will be kept and checked by MCMA HR staff.
- 4.4** Since the Education and Inspections Act 2006 schools have a duty to promote community cohesion. MCMA ensures that pupils study a broad and balanced curriculum which promotes the spiritual, moral and cultural development of pupils and prepares them for the opportunities, responsibilities and experiences of life.

- 4.5** Any member of staff who has a concern about a particular pupil should follow the academy's normal safeguarding procedures and discuss with the designated safeguarding staff. Where deemed necessary, the designated staff will discuss with children's social care. It may also be necessary to contact GMP via 101 (the non-emergency number). The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk). The helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.
- 4.6** MCMA has a separate Preventing Radicalisation and Extremism Policy which must be read in conjunction with this policy.

## **5. Record Keeping**

- 5.1** Any information directly, or possibly, relevant to child protection issues should be carefully recorded, should be confidential and securely stored. Only the designated members of staff should see these documents. Details of dates, times and discussions should be kept and records should be factual and signed. Such records could be used in a court of law and must stand scrutiny there.
- 5.2** Records of information collated, will be retained by the CP/LAC Co-ordinator. Minutes of case conferences and multi-agency meetings will be retained in the CP/LAC Co-ordinators office and will remain in a locked filing cabinet, separate from the pupil's main file. Documents will also be uploaded to CPOMS but to be viewed by relevant personnel only. These records will be stored confidentially and securely until the child's 25<sup>th</sup> birthday and are passed to the child's next school/college. If this happens, then a receipt must be produced.
- 5.3** MCMA will keep and maintain up to date information on pupils on the Academy roll including where and with whom the pupil is living, attainment, attendance, referrals to and support from other agencies and any other significant events in a pupil's life.
- 5.4** Parents/carers have no right to information contained in Academy records that relates to child protection. If any member of staff receives a request from a pupil or parent/carer to see child protection records, they must refer the request to the Principal.
- 5.5** The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a pupil.
- 5.6** The Designated staff, pastoral teams and relevant members of the Senior Leadership Team will have access to CPOMS, where records of all safeguarding concerns and actions taken will be stored on line. The access to this will be secure and monitored by the Designated Safeguarding Lead. The information will be checked daily by key staff and weekly meetings will be held to monitor the safeguarding of MCMA students.

## **6. Training for Staff and Volunteers and Governors**

- 6.1** The designated staff will attend relevant training and will keep up-to date with changes in both National and Local policy and procedures.
- 6.2** Training is provided for all staff and volunteers. Induction training includes information about the Academy's policies and procedures relating to child protection, the signs and symptoms of abuse, how to manage a disclosure from a pupil as well as when, and how, to record a concern about the welfare of a pupil.
- 6.3** All staff and volunteers in the Academy, who are in regular contact with pupils, will receive mandatory Level 1 Child Protection training. This will be updated every year. The Designated staff for Safeguarding will receive refresher training every two years as well as further training at Level 2 and above. Other members of staff with specific responsibility for pastoral care will also receive Level 2 and above training.
- 6.4** All new staff are required to complete the MSCB level 1 e-learning course "Awareness of child abuse and neglect" and provide a certificate as evidence of completion prior to starting their appointment. In addition there will be training and briefings in particular safeguarding issues and for example, FGM, forced marriage, child sexual exploitation, PREVENT and e-safety. Logs of training are kept.
- 6.5** A log of all training relating to Safeguarding and Child Protection for all staff will be kept.
- 6.6** All Academy staff must take precautions to ensure that they do not put themselves in vulnerable situations in dealing with pupils.
- 6.7** The Academy will follow the LA procedures for managing allegations against staff and will work closely with the LADO. Staff also have access to the whistleblowing policy and the NSPCC whistleblowing helpline (08000280285).
- 6.8** Staff must sign to say that they have both read and understood part one of the most up to date 'Keeping children safe in education' and the guidance for safer working practice for educators who work with children and young people. They will also be provided with an opportunity to ask questions.
- 6.9** Governors also receive relevant safeguarding training and there is a link governor for safeguarding.
- 6.10** An outline of the safeguarding procedures and summaries of key points from this policy are also found in the staff operational handbook and key information is also given to supply staff.

## **7. Recruitment**

- 7.1** MCMA is committed to safeguarding pupils in its care. All applicants are required to give details of any previous convictions and enhanced DBS checks are carried out following an appointment to the Academy, alongside an additional check to ensure that they are not prohibited from teaching. For those engaged in management roles, including governors and members of the Trust, an additional check is in place to ensure that they are not prohibited under section 128 provisions. A DBS barred list check will identify any section 128 direction. The Academy follows the guidance in Safeguarding Children and Safer Recruitment in Education together including at least one person on every recruitment panel having completed safer recruitment training.
- 7.2** All new members of staff will undergo an induction programme that includes familiarisation with the child protection procedures.
- 7.3** All staff governors and members of the Trust are compliant with safeguarding checks outlined in Keeping Children Safe in Education and this is checked via the HR Manager.

## **8. Responsibility**

- 8.1** Members of the Senior Leadership Team are trained as designated staff for Safeguarding. The Assistant Vice Principal (Behaviour) is the Senior Leader for Safeguarding. There are also several other members of staff who are safeguarding trained. (See Appendix D)
- 8.2** In an emergency, if the designated staff are not in school and cannot be contacted, any child protection issue should be referred to the Principal.
- 8.3** The designated safeguarding lead will take responsibility for safeguarding, as per their job description. (See appendix A)

## **9. Monitoring and Review**

- 9.1** The Governing Body is responsible for ensuring the annual review of this policy.
- 9.2** The academy has a link governor for safeguarding who will provide the governing body with appropriate information about safeguarding and will liaise with the designated safeguarding lead. The Trust also shares safeguarding information.
- 9.3** The governors will ensure that the policy is regularly reviewed and updated and that the academy complies with local safeguarding procedures.
- 9.4** The governing body will ensure that pupils are taught about safeguarding, including online, through teaching and learning opportunities as part of providing a broad and balanced curriculum.

- 9.5** The governors will ensure that the academy has procedures for dealing with allegations against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- 9.6** The Principal and the governing body will ensure that the academy operates safer recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.

## **10 . Attendance, Exclusions and Safeguarding**

- 10.1** In accordance with MCMA's Attendance Policy, absences are rigorously pursued and recorded. The Academy, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of pupils in its care.
- 10.2** The Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases this may form part of a Common Assessment Framework (CAF) or the relevant section of the Early Help Framework, and form part of the evidence relating to Child Protection procedures or a Parenting Contract.
- 10.3** We implement the statutory requirements in terms of monitoring and reporting children missing education (CME). We follow the Local Authority guidance for off-rolling pupils. We understand how important this practice is in safeguarding pupils.
- 10.4** It is the Form Tutor's responsibility to take the register each morning.
- 10.5** It is the subject teacher's responsibility to take a register (using the electronic registration system) at the start of each lesson. For pupils who leave a lesson without permission, or do not arrive at a lesson, the teacher will send an email to the attendance officers, HOY and Reception [reception@mcmacademy.com](mailto:reception@mcmacademy.com) giving the name of the missing pupil. The teacher will also log this on SIMS as truancy.
- 10.6** Where a teacher has given permission for a pupil to leave a lesson, a permission card is issued to the pupil. Pupils will not be able to leave a lesson without the card.
- 10.7** All parents/carers who are collecting a pupil from the Academy during the school day will be asked to sign the pupil out and will be given a signing out slip.
- 10.8** The Academy will only place pupils in alternative educational provisions that have been quality assured by the Local Authority. Their attendance will be monitored by MCMA in accordance with the Academy Register Regulations.
- 10.9** The Assistant Vice Principal (Behaviour) will be informed when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a pupil is likely to be permanently excluded a full assessment will be instigated to ensure that there is improved understanding of the needs of the pupil and their family and that the key agencies are involved.

- 10.10** The academy operates a first day phone call procedure in order that absent pupils are followed up on. (See attendance policy). Home visits may also be conducted on the first day of absence, otherwise the academy will follow the procedures set out in the attendance policy.
- 10.11** If a young person goes missing from education they could be at risk of significant harm. There are certain vulnerable groups which are more likely than others to go missing from education. For any child missing from education (CME), the academy follows the CME procedures set out by the Local Authority
- 10.12** The attendance and safeguarding of young carers is continually monitored through regular procedures and through 'keeping in touch' meetings with the Head of Year / Associate Head of Year.
- 10.13** Children Looked after are overseen by the CP/LAC Coordinator who also checks their attendance and safeguarding each day.

## **11. Safeguarding Pupils with Medical Needs**

- 11.1** The Academy provides clear procedures for managing prescription medicines that need to be taken during the school day. These are:
- 11.1.1** It is expected that parents/carers will normally administer medication to their child at home. Parents/carers should be encouraged to check with their child's GP if medicine can be administered outside of Academy hours and still be effective. No medication will be administered without prior written permission from the parents/carers, including written medical authority if the medicine needs to be altered (e.g. crushing of tablets).
- 11.1.2** The Vice Principal decides whether it is appropriate for medication to be administered in the Academy following consultation with staff. All medicine is normally administered during breaks and lunchtime. If, for medical reasons, medicine has to be taken at other times during the day, arrangements will be made for the medicine to be administered at other prescribed times. Pupils will be told where their medication is kept and who will administer it.
- 11.1.3** Any member of staff, on each occasion, giving medicine to a pupil should check:
- Name of pupil.
  - Written instructions provided by the parents/carers or doctor.
  - Prescribed dose (to be confirmed with a second member of staff).
  - Expiry date.
- 11.1.4** Written permission from the parents/carers will be required for pupils to carry and self-administer medicine(s).
- 11.1.5** All medicines will be kept in a locked cabinet in the Academy administration office. As immediate access to reliever inhalers is essential, it is expected that pupils at the academy will keep their own inhalers as they move around the Academy (however, spare inhalers will be kept in the administration office). All medicine will be logged onto the Academy's file.

**11.1.6** Staff will complete and sign a record sheet each time medication is given to a pupil and these will be kept in the administration office. The sheets will record the name of the pupil, who supervised the administration, name of medication, dosage given, a note of any side effects and if the medicine has been altered for administration (e.g. crushing a tablet), and authority for doing so.

**11.1.7** Staff are provided with flowcharts in the staff operational handbook which outline what to do if a child has asthma or anaphylaxis. Please read the medicines policy for more details.

## **12. First Aid**

**12.1** There are a number of teaching and associate staff that are trained and designated First Aiders.

**12.2** All First Aiders are issued with procedures for dealing with a pupil who is unwell during the school day and how to contact Emergency Services. This is also in the staff operational handbook.

**12.3** First Aiders are aware that a record of any incident they have dealt with has to be recorded and passed immediately to C Mitsi. There is an electronic copy of the details as well as a paper copy which is kept by the Site Manager.

**12.4** Staff on Academy trips should be made fully aware of the medical needs of pupils, the procedures for administration of medication and the relevant emergency procedures.

**12.5** All parents/carers should complete medical details and emergency contact forms at the start of every academic year and these should be checked before each trip/educational visit. There is a requirement for first aiders on trips.

**12.6** The location of first aiders around the academy is signposted and maps also indicate where the first aiders reside.

## **13. Self-Injury**

**13.1** Self-injury describes a wide range of things that people do to themselves in a deliberate and usually hidden way. In the vast majority of cases self-injury remains a secretive behaviour that can go on for a long time without being discovered. Self-injury can involve:

**13.1.1** Cutting, often to the arms using razor blades, broken glass, scissors or a pair of compasses (including scratching, picking, biting or scraping).

**13.2.1** Burning using cigarettes or caustic agents.

**13.2.3** Punching and bruising.

**13.2.4** Inserting or swallowing objects (sharp objects or harmful substances).

**13.2.5** Head banging (hitting themselves against objects).

**13.2.6** Hair pulling out (hair, eyelashes or eye brows).

**13.2.7** Restrictive or binge eating.

**13.2.8** Overdosing.

- 13.2.9 Self-neglect.
  - 13.2.10 Alcohol abuse.
  - 13.2.11 Taking personal risks.
  - 13.2.12 Sleep deprivation.
- 13.2 Any member of staff who is aware of a pupil engaging in or suspected to be at risk of engaging in self injury should refer to a Designated Safeguarding Officer, a HOY/AHOY, or the Principal.
- 13.3 Pupils may choose to confide in a member of staff if they are concerned about their own welfare or that of a peer. However, this must be referred.
- 13.4 In order to offer the best possible help to pupils it is important to try to maintain a supportive and open attitude – a pupil who has chosen to discuss their concerns with a member of Academy staff is showing a considerable amount of courage and trust.
- 13.5 Pupils need to be made aware that it is **not possible to offer confidentiality**. It is important not to make promises of confidentiality that cannot be kept even if a pupil puts pressure on you to do so.
- 13.6 In the case of an acutely distressed pupil, the immediate safety of the pupil is paramount and an adult should remain with the pupil at all times.
- 13.7 If a pupil has self-injured in the Academy the School Nurse should be contacted. If this is not possible then a first aider should assess the injury.
- 13.8 Following the report, the Designated Safeguarding Officer, HOY/AHOY, or the Principal, will implement the following as appropriate:
- 13.8.1 Inform pupil that parents/carers will be contacted and when;
  - 13.8.2 Contact parents/carers as soon as possible and endeavour to arrange a meeting in the Academy;
  - 13.8.3 Advise parents/carers to book an appointment with their GP to seek further professional assistance;
  - 13.8.4 Arrange professional assistance through any agencies who work with the Academy e.g. School Health Advisor, CAMHS;
  - 13.8.5 Where possible arrange an appointment with the in-school counsellor, or an off-site service (e.g. 42<sup>nd</sup> Street) unless an external agency is already involved;
  - 13.8.6 Inform a member of the PE staff and excuse from lessons if necessary;
  - 13.8.7 Inform other members of teaching staff that the pupil is experiencing severe emotional difficulties;
  - 13.8.9 Report back to the member of staff who raised concerns;
  - 13.8.10 Offer the pupil on-going staff support. However, all further concerns must still be logged in the usual way.
  - 13.8.11 Set up a support group for friends if necessary
- 13.9 All staff should follow the guidance for staff flow chart on how to deal with Self Injury (See Appendix E).

## **14. Working with Agencies**

- 14.1** MCMA recognises, and is committed to, its responsibility to work with other professionals and agencies both to ensure pupil's needs are met and to protect them from harm.
- 14.2** The Academy will endeavour to identify those young people and families who may benefit from the intervention and support of external professionals and will seek to enable referrals (in discussion with parents/carers) as appropriate.
- 14.3** The Academy is not the investigating agency when there are child protection concerns and thus, the Academy will pass all relevant cases to the statutory agencies, which we will support in undertaking their roles.
- 14.4** The Academy recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings, CAF Meetings and any other multi agency meetings which are required.
- 14.5** For some families support in the form of help to prevent further escalation of need, and referral to Social Services, is not required. To this end the Academy will follow the guidance set out in the Local Authorities document "Early Help Strategy 2015 – 18".
- 14.6** The Manchester safeguarding board will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death.
- 14.7** The serious case review will find out if there are any lessons to be learnt from the case and how local professionals and agencies work together to safeguard and promote the welfare of young people.
- 14.8** If required, the academy will provide an individual management report for a serious case review and cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

## **15. Domestic Abuse**

- 15.1** The Academy is aware that pupils' development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue. Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.
- 15.2** Any pupil thought to be at immediate risk will be reported without delay to the police service and Social Services. (Contact Centre can be contacted, including out of hours, or in an emergency, on 0161 255 8250).

## 16. Anti-Bullying

- 16.1** All children and young people have a right to feel safe and to be protected in school from all types of harassment and bullying: derogatory name-calling; verbal intimidation; social exclusion; ridicule; humiliation; extortion; physical violence; sexual, homophobic, racial and cultural harassment; cyber bullying and disability or SEN based bullying.
- 16.2** Bullying is harmful to all involved, not just the bullied, it can lead to self-doubt, lack of confidence, low self-esteem, depression, and anxiety, self-harm and sometimes even suicide.
- 16.3** Definitions are different and individuals have different experiences; however from the Accounts that the Anti-Bullying Alliance have heard from children and young people, they consider bullying to be:
- 16.3.1** Repetitive, wilful or persistent;
  - 16.3.2** Intentionally harmful, carried out by an individual or a group;
  - 16.3.3** An imbalance of power, leaving the victim feeling defenceless.

### 16.4 Bullying can be:

- 16.4.1** Physical, Verbal, Indirect, Emotional, Racist, Sexual, Cyber or due to a disability or Learning need. **There are procedures in place for pupils to report any incidents of bullying. Please read the academy anti-bullying policy.**
- 16.5** Bullying incidents are recorded. A range of strategies are used including Restorative Practice.
- 16.6** Staff are also aware of different gender issues that can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched / assaulted or boys being subject to initiation/hazing type violence. However, the academy realises that these examples may be relevant to both genders as well.

## 17. E-Safety

- 17.1** The Academy has an Acceptable Use policy that recognises that Internet safety is a whole school responsibility (staff, pupils, parents/carers).
- 17.2** Pupils may expose themselves to danger, whether knowingly or unknowingly, when using the Internet and other technologies. Additionally, some young people may find themselves involved in activities that are inappropriate or possibly illegal.
- 17.3** We therefore recognise our responsibility to educate our pupils, teaching them the appropriate behaviours to enable them to remain both safe and legal when using the Internet and related technologies.
- 17.4** All members of staff are trained in and receive regular updates in e-safety and reporting concerns.

- 17.5 Peer on peer abuse can manifest itself in many ways and all staff are aware of 'sexting' and the implications of this. Pupils also receive information about the dangers and consequences of sexting in curriculum time or through form time/assemblies. The academy follows the searching screening and confiscation advice for schools that the DFE provides and all staff are aware of the Child Exploitation online protection centre (CEOP) and the sexting guidance that is on there. Pupils are also made aware of CEOP guidance.

**Please see the e-safety and acceptable use policies**

**18. Curriculum and Staying Safe**

- 18.1** We recognise that pupils with SEND (Special Educational Needs and Disabilities) are potentially more vulnerable to all types of abuse and are therefore sensitive to their individual needs and circumstances. We are committed to providing a high level of support for all pupils with Special Educational Needs (SEN) and disabilities (SEND); this ensures all can participate in a curriculum that is personalised to them, meaning they achieve their potential.
- 18.2** All pupils are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities, which promote respect and empathy for others. There is access to information and materials from a diversity of sources, which promote social, spiritual and moral wellbeing, and physical and mental health.
- 18.3** There are opportunities, both within lessons and via other mediums, for pupils to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.
- 18.4** We recognise that the academy plays an essential role in helping children and young people to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when concerned.
- 18.5** The academy recognises its role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour, what is safe, to recognise when they and other close to them are not safe and how to seek advice and support when they are concerned. This may include covering relevant issues through PSHE and/or through SRE /RE or other curriculum time.
- 18.6** The academy recognises that children are capable of abusing their peers. There are procedures place to minimise the risk of peer on peer abuse. There are different forms of peer on peer abuse, but abuse is abuse and will not be tolerated or passed off as 'banter' or 'part of growing up'. The anti-bullying policy and work of the anti-bullying ambassadors covers this area. The academy also employs counsellors and works closely with other agencies.

## **19. Off-site trips & Residential Visits**

- 19.1** The Academy acknowledges the importance of educational visits and outdoor activities in fulfilling its curricular aims both within and outside the normal school day. It also contributes to the personal and social development of pupils.
- 19.2** The Academy accepts that leaders have a duty to take all reasonable care for pupils' safety and to act as a prudent parent would in similar circumstances. Full information to parents/carers about arrangements for any off-site visit or activity is a prerequisite, as is their written agreement to such arrangements, including a completed and up to date medical form for any residential trip.
- 19.3** Staff must request permission to take a trip and do this by completing the relevant forms that are then discussed by a Senior Management panel. Once this has been approved, staff must complete further relevant paperwork, depending on the nature and duration of the trip.
- 19.4** Organisers are then referred to the Manchester Guidelines for the risk assessment, First aid requirements and Supervisors duties.

## **20. Planned Visits by parents/carers, agencies and other visitors**

- 20.1** Staff to notify Reception of the name, date and time of any visitors to the Academy.
- 20.2** The visitor will be asked to sign in at the office.
- 20.3** The visitor will then be issued with a visitor's badge and asked to remain in the reception waiting area until the person they are asking to meet comes and meets them in reception.
- 20.4** At the end of the visit the member of staff meeting the visitor will escort the visitor to the reception area and formally sign them out of the building.
- 20.5** Any visitors giving a presentation or talk to pupils will be asked to read and sign the visiting speaker agreement form (see appendix)

## **21. Unplanned visits by parents/carers, agencies and other visitors**

- 21.1** All visits by parents and carers must be by appointment only. Should a parent/carer arrive without an appointment, their name will be recorded and the nature of the visit together with the name of the person to be visited will be asked for. The parent/carer will be contacted by the member of staff required and an appointment made within 2 days (wherever possible). **Please see communications policy.** Parents/carers/others cannot sit indefinitely in the reception area and wait. This is a safeguarding concern and will be dealt with as such. Any refusal to leave the academy may result in the academy seeking external support, such as from the Police.
- 21.2** It may, on occasion, be necessary to meet with other agencies without appointments. In this case the member of staff required (or a representative) will be notified and will hold the meeting as soon as possible.

## **22. Publicity & Photography of Pupils**

**22.1** There are occasions when the Academy might take photographs of pupils, as members of an audience or as participants in an Academy production or on a trip.

**22.2** A database is collected of the parents/carers responses to a request regarding photographic use by the Academy on pupil entry. It is the role of the staff to ensure this is checked prior to using any photographs of pupils.

## **23. Safer Recruitment.**

**23.1** The Academy will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.

**23.2** MCMA's Safer Recruitment Policy provides a good practice framework that complies with the principles also set down in the Academy's Equal Opportunities Policy.

**23.3** The Academy aims to:

- Ensure that recruitment and selection policies meet the requirements of employment and equal opportunities legislation.
- Enable the rigorous and unbiased appointment of staff.
- Provide systems and procedures for safe practice in recruitment, in order to safeguard and promote the welfare of pupils.
- Ensure that the best staff available are appointed and deployed in the most effective way to the benefit of the pupils.

## **24. Managing Allegations and Concerns against Staff and Volunteers**

**24.1** The Academy follows national guidelines when dealing with allegations made against staff and volunteers.

**24.2** The Academy will follow the LA procedures for managing allegations against staff and will work closely with the LADO.

This policy should be read in conjunction with other policies that are part of the Academy's Safeguarding Portfolio. These include:

- E-safety
- Antibullying
- Behaviour for learning
- Attendance
- Code of conduct
- Confiscation and intervention (DFE guidelines)
- Health and safety
- Educational trips and visits
- Whistle blowing
- Safer Recruitment
- First aid
- Children with medical needs
- Self Injury

Date Approved By Governors:

Date for Review:

## ***Different forms of abuse***

**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 (eg via the internet). They may be abused by an adult, or adults or another child or children.

### **Physical Abuse**

This may involve hitting, shaking, throwing, poisoning, and burning, scalding, drowning, suffocating or otherwise causing physical harm to a young person. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a young person.

### **Emotional Abuse**

This is the persistent emotional maltreatment of the young person such as to cause severe and persistent adverse effects on their emotional development. It may involve conveying to a young person that they are worthless, unloved, and inadequate or valued only in so far as they meet the needs of another person. It may be inappropriate expectations being imposed on a young person. It may also be witnessing the ill-treatment of another. It can include bullying.

### **Sexual Abuse**

This is the forcing of or enticement of the young person to take part in sexual activities, whether or not a young person is aware of what is happening. This may also include the young person looking at inappropriate material or being asked to behave in inappropriate ways.

### **Neglect**

This is the failure to meet a young person's basic physical and/or psychological needs, which may result in serious impairment of their health or development. It may also include neglect of a young person's emotional needs.

### **Peer on Peer Abuse**

Anyone who has a concern that a child might have been abused by another child should refer their concerns to children's social care in accordance with the referrals procedure. Allegations of peer abuse will be taken as seriously as allegations of abuse perpetrated by an adult.

The following guidelines highlight the most important points to remember when dealing with a disclosure of abuse.

- 1.** Always accept what the child says, no matter how difficult you find it. Remember it has taken a great deal of courage to disclose.
- 2.** Never stop a child who is freely recalling events.
- 3.** Stay calm and be reassuring.
- 4.** Listen carefully and patiently to the child. Do not press for information; as well intentioned questions at this stage could result in the failure of a criminal prosecution.
- 5.** Never promise to keep a secret, no matter how insistent the child is. Explain that you will need to share this information with the designated staff and other professionals who may be able to help them.
- 6.** Do not discuss your suspicions with the parents/carers, other pupils or anyone else involved in the care of the child. Do not discuss anything with anyone other than the designated staff.
- 7.** Report the disclosure as soon as possible to the designated staff. Keep the child informed of the action you are taking.
- 8.** Record the details of the disclosure and pass the records to the person you have reported it to. Any comment by the child, or by an adult, about how an injury occurred should be recorded using quoted words actually used as soon as possible after a comment is made.
- 9.** Record all subsequent events up to the time of the substantive interview with Social Services and/or the police.
- 10.** Take care of yourself. Make sure you have a chance to discuss your feelings with another professional at a later stage, but do not include specific details of the disclosure or discuss any of the details with friends and family. MCMA provides supervision for all staff and a designated member of staff will be able to direct you to this support.

There may be instances where a child does not actually confide in the member of staff but he/she comes to suspect abuse because of overhearing a conversation with other children. Disclosure can also occur through a third party. These incidents should also be reported to the designated staff as soon as possible.

## Appendix A2

**Designated Safeguarding Lead: Mr M Halshaw MCMA extension:**

**Safeguarding Lead: Mrs S Murphy (CP and CLA) (first floor office) extension:**

**Safeguarding Lead: Mrs S Fisher (Attendance) extension:**

**Safeguarding Lead: Mr G Webb (Head of Year) extension:**

**There are clear posters around the academy which highlight the safeguarding structure and all visitors are provided with a safeguarding leaflet on arriving at the academy, Visitors must also accept safeguarding conditions when they sign into the academy.**

The Principal has appointed Mr M Halshaw as the Designated Lead for the academy. The link Inclusion Governor is aware of this appointment and meets with them to receive regular updates.

The Principal shall also ensure that all staff and Governors are aware that the DSL responsibilities include:

i ensuring that effective communication and liaison takes place between the Academy and Social Services and any other relevant agencies, where there is a child protection concern in relation to an Academy student;

ii ensuring that all staff have an understanding of child abuse, neglect and its main indicators; and

iii advising staff on the Academy's and their own child safeguarding responsibilities and supporting staff in their child safeguarding role.

iv responsibility to ensure that all documentation is up to date and kept in a secure environment

v The DSL will also have a role in ensuring all staff and volunteers receive appropriate training

Staff should possess skills in recognising and dealing with child welfare concerns. Appropriate training and support will be given. The lead staff member on call (Mrs S Murphy) is most likely to be the first person to whom education staff report concerns. Staff will always be requested to complete a Cause for Concern email. It is then the responsibility of the lead on call, or other safeguarding officers, to discuss the situation with the relevant agencies.

The Academy has arrangements in place for when the designated DSL is absent as there are other members of staff present on the CP on call team. All Academy staff are aware that this staff are as above.

The DSL and /or other trained staff are responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by

their The Manchester Safeguarding Children Board and LA. The Principal will initiate appropriate proceedings to address any allegations made against members of staff.

The DSL will act as a source of advice, support and expertise within the Academy and be responsible for co-ordinating action regarding referrals by liaising with Social Services and other relevant agencies over cases and allegations of abuse, regarding both children and members of staff.

The DSL will ensure each member of staff has access to, and is aware of this policy. This is especially important in respect of staff that are part time or work with more than one Academy, such as, external agencies, trainee teachers and supply teachers. The DSL will liaise with the Principal to inform her of any issues and ongoing investigations and to ensure there is always cover for the role.

They will make sure the Academy's child protection policy is updated and reviewed annually and work with the designated governor for Child Protection/Inclusion regarding this.

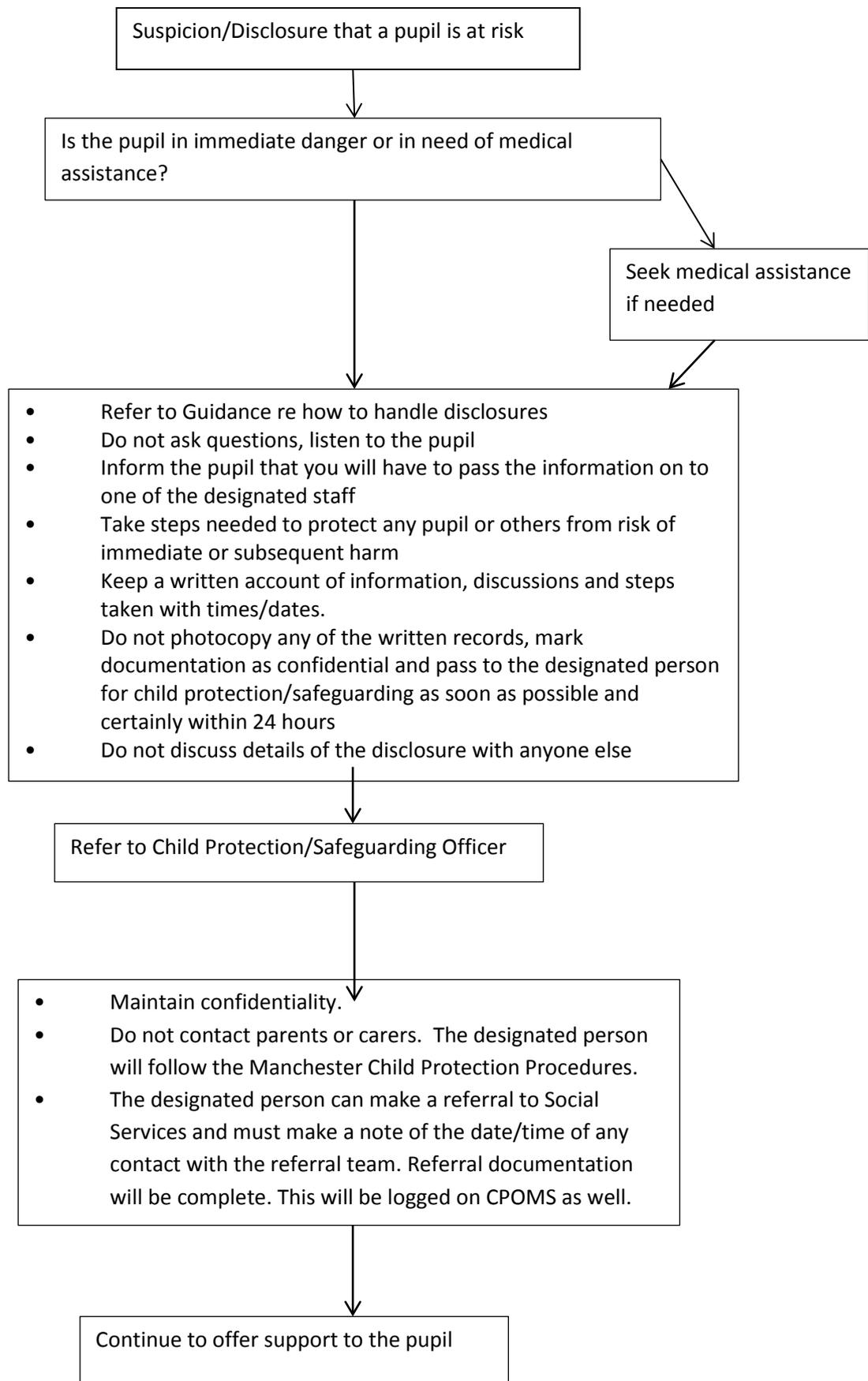
The DSL will ensure parents/carer see copies of this policy in order to alert them to the fact that the Academy may need to make referrals. (Raising parents' awareness may avoid later conflict if the Academy does have to take appropriate action to safeguard a child).

Where students leave the Academy roll, the DSL and attendance team will follow procedure to ensure the appropriate CP information is transferred to the new Academy or college as soon as possible. If a child leaves and the new Academy or school is not known, the DfE/LA should be alerted so that these children can be included on the database for lost pupils / CME.

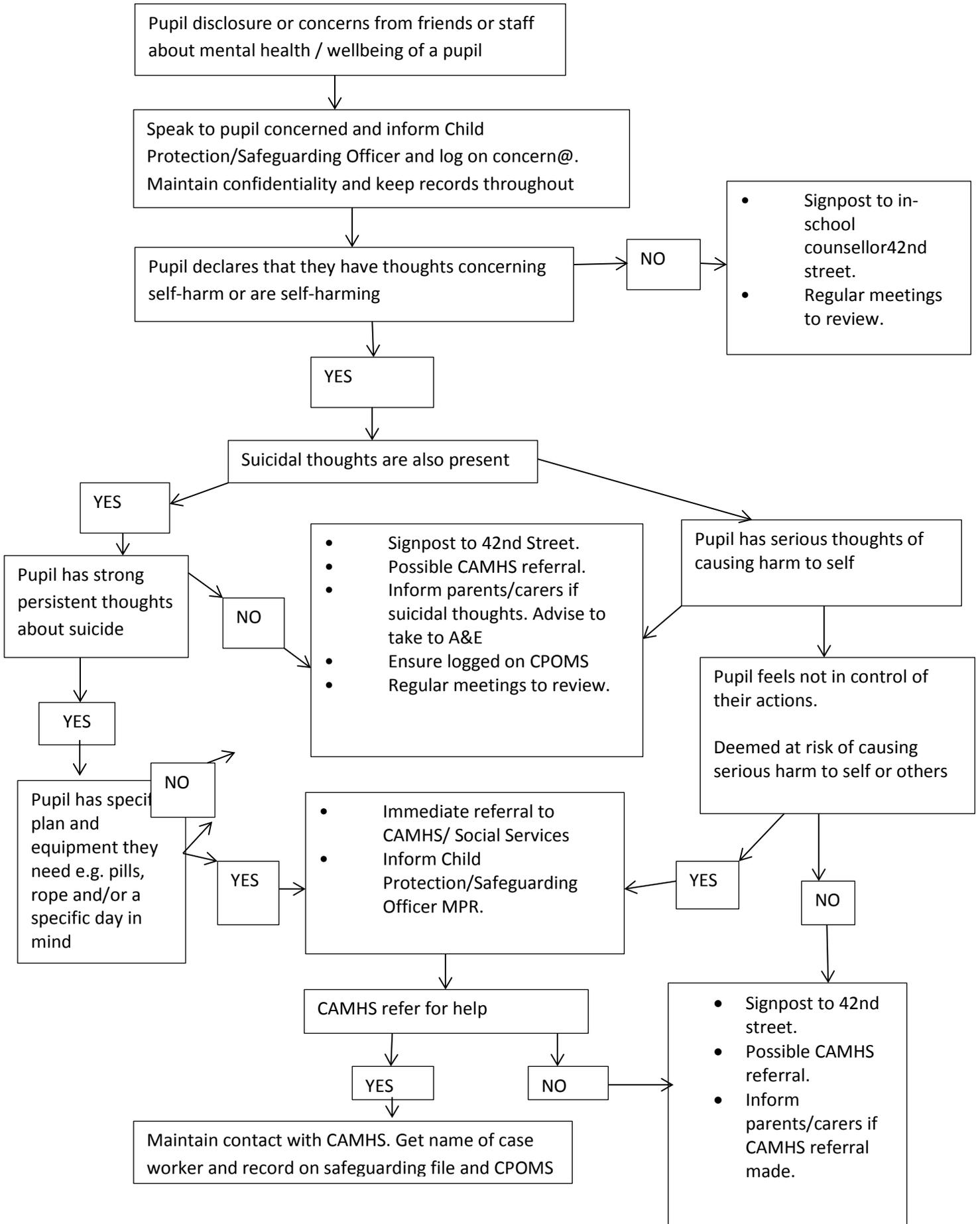
The Principal will:

- Establish procedures for handling cases of suspected abuse (including allegations against staff and volunteers) which are consistent with those agreed by the MCC. (LADO) These will be accessible to all staff
- Liaise with the nominated governor on child protection issues and Academy policy
- Appoint a Designated Safeguarding Lead to co-ordinate action within the Academy and liaise with other agencies on suspected abuse cases
- Ensure that the DSL receives appropriate training and support
- Ensure that all staff recognise, and are alert to, signs of possible abuse and know what to do if they have any concerns or suspicions
- Make parents aware of the Academy's Child Protection policy
- Work with local partners such as the Children's Services to create a safe environment for children at the Academy

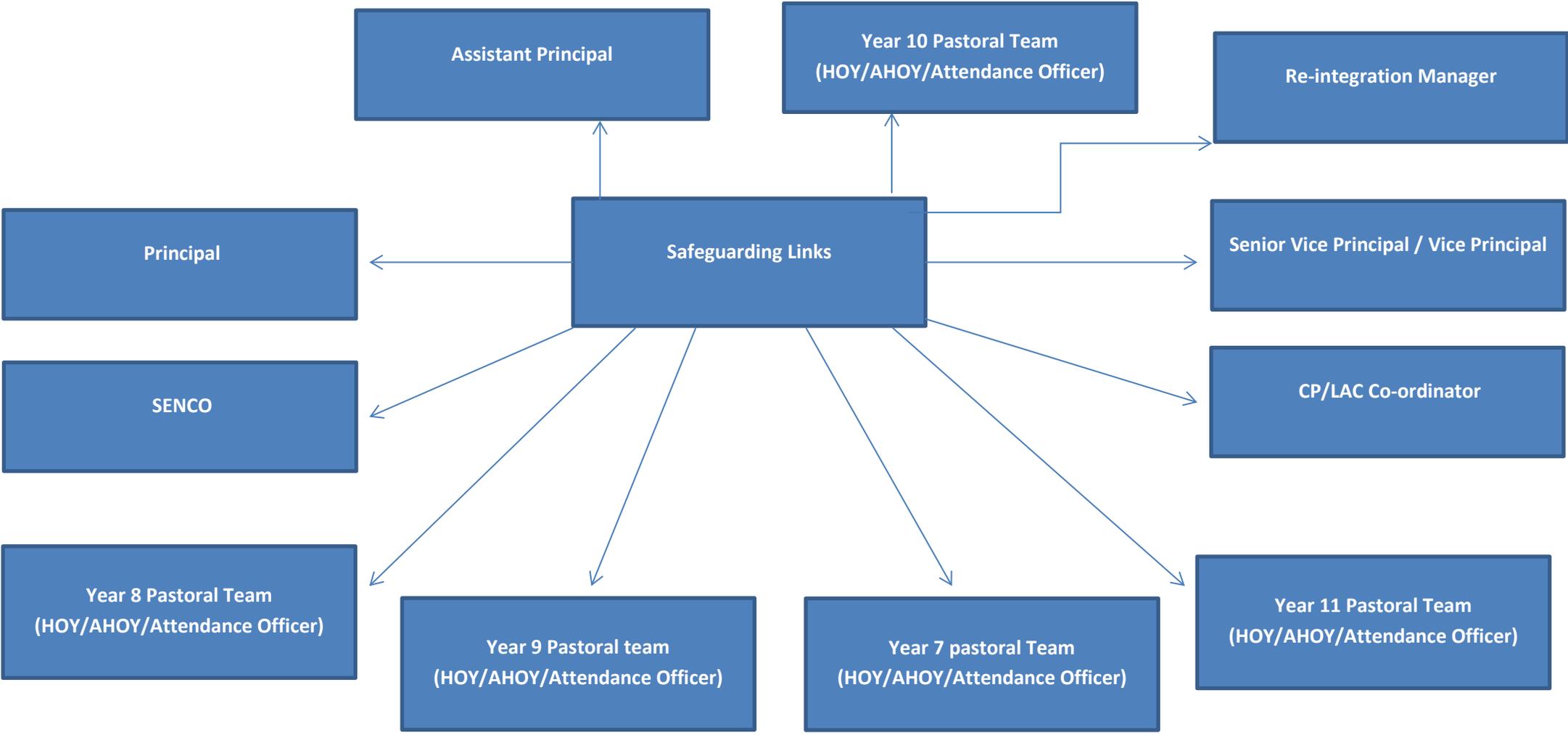
### MCMA: for suspected cases of abuse



## Pupils who have mental health/wellbeing concerns

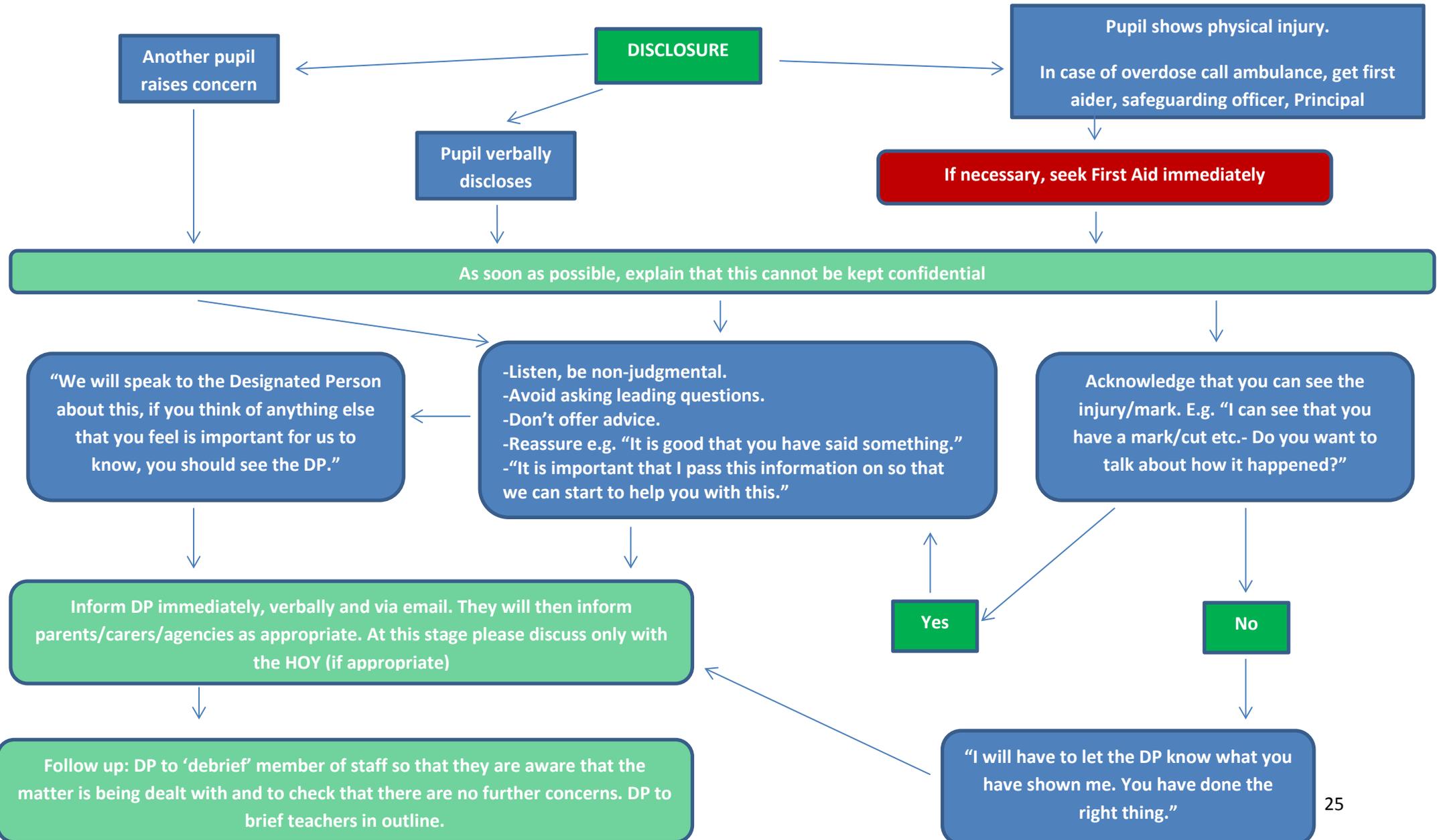


**Appendix D**

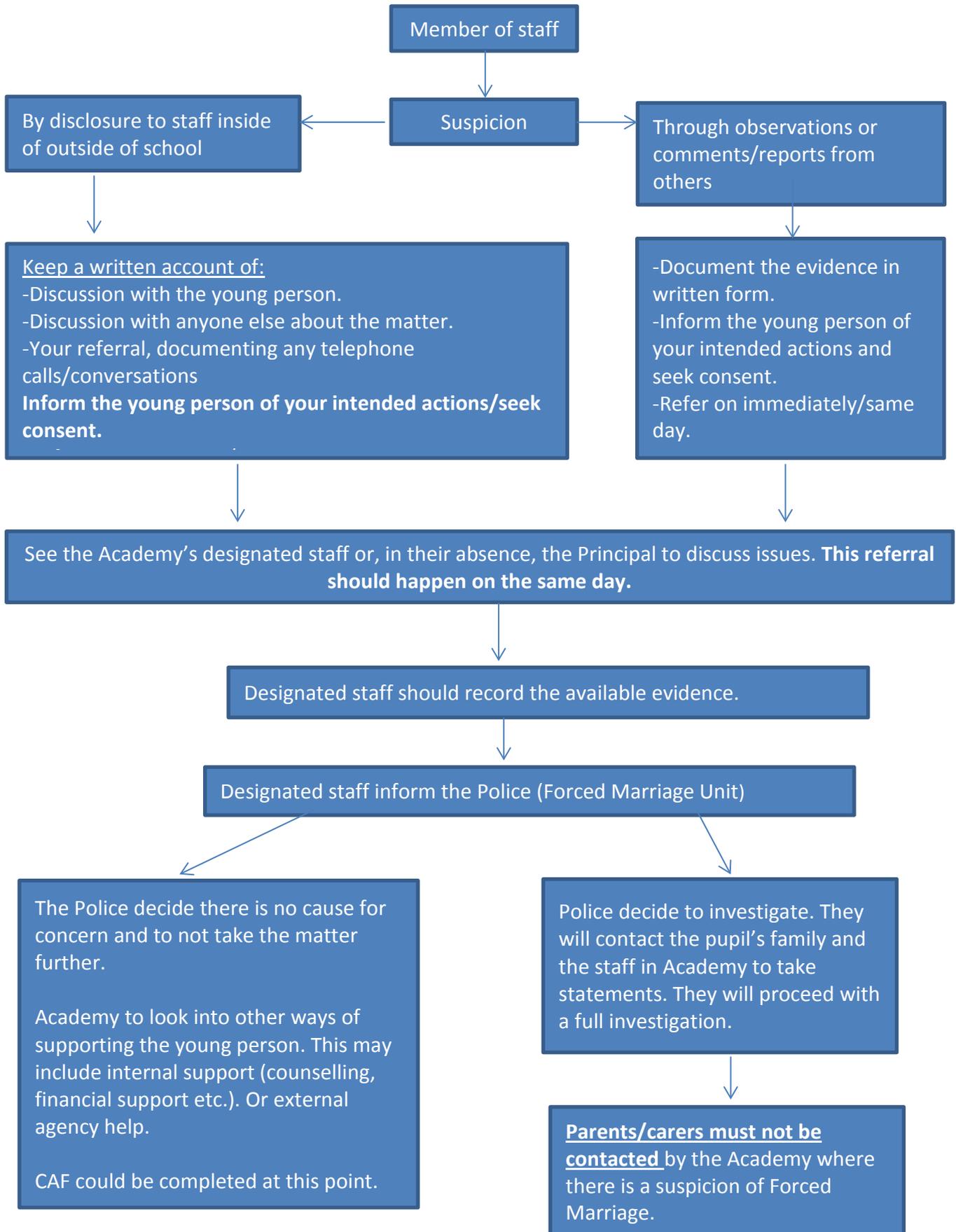


## Self-Injury Procedure

## Appendix E



**The Referral Process**  
**For suspected cases of Forced Marriage**



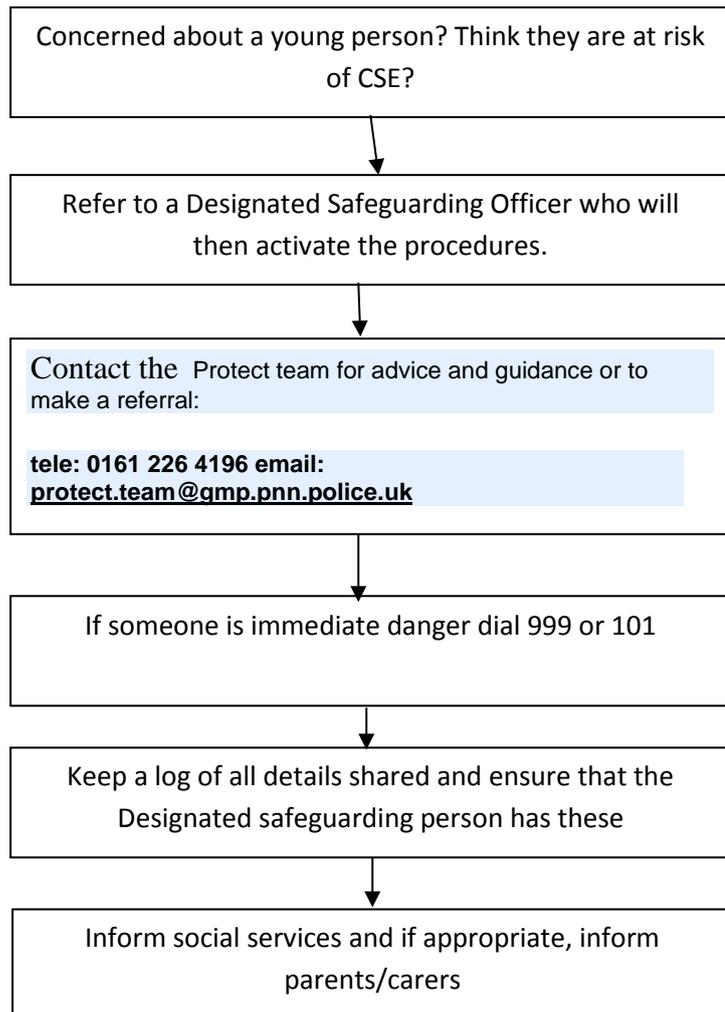
## Appendix G – Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation:

Signs include:

- Underage sexual activity
- Inappropriate sexual or sexualised behaviour
- Sexually risky behaviour, 'swapping sex'
- Repeat sexually transmitted disease
- Receiving unexplained gifts or gifts from an unknown source
- Having multiple mobile phones and worrying about losing contact via mobile
- Changes in the way they dress
- Going to hotels or other unusual locations to meet friends
- Seen at known places of concern
- Moving around the country, not knowing where they are
- Getting in/out of different cars driven by unknown adults
- Having older boy/girlfriends
- Contact with known perpetrators
- Involved in abusive relationships, intimidated and fearful of certain people or situations
- Hanging out with other younger people in exploitative situations
- Associating with others involved in CSE
- Truancy, exclusion, disengagement, opting out of education
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- Mood swings, volatile behaviour, emotional distress
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- Drug or alcohol misuse
- Getting involved in crim
- Police involvement, police recods
- Involved in gangs, gang fights, gang membership
- Injuries from physical assault, physical restraint, sexual assault

## Referral for CSE



## **Appendix H**

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

### **What is FGM?**

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons

### **Is FGM legal?**

FGM is internationally recognised as a violation of human rights. It is illegal in most countries including the UK.

### **Signs that may indicate a child has undergone FGM**

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour , including isolating themselves
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

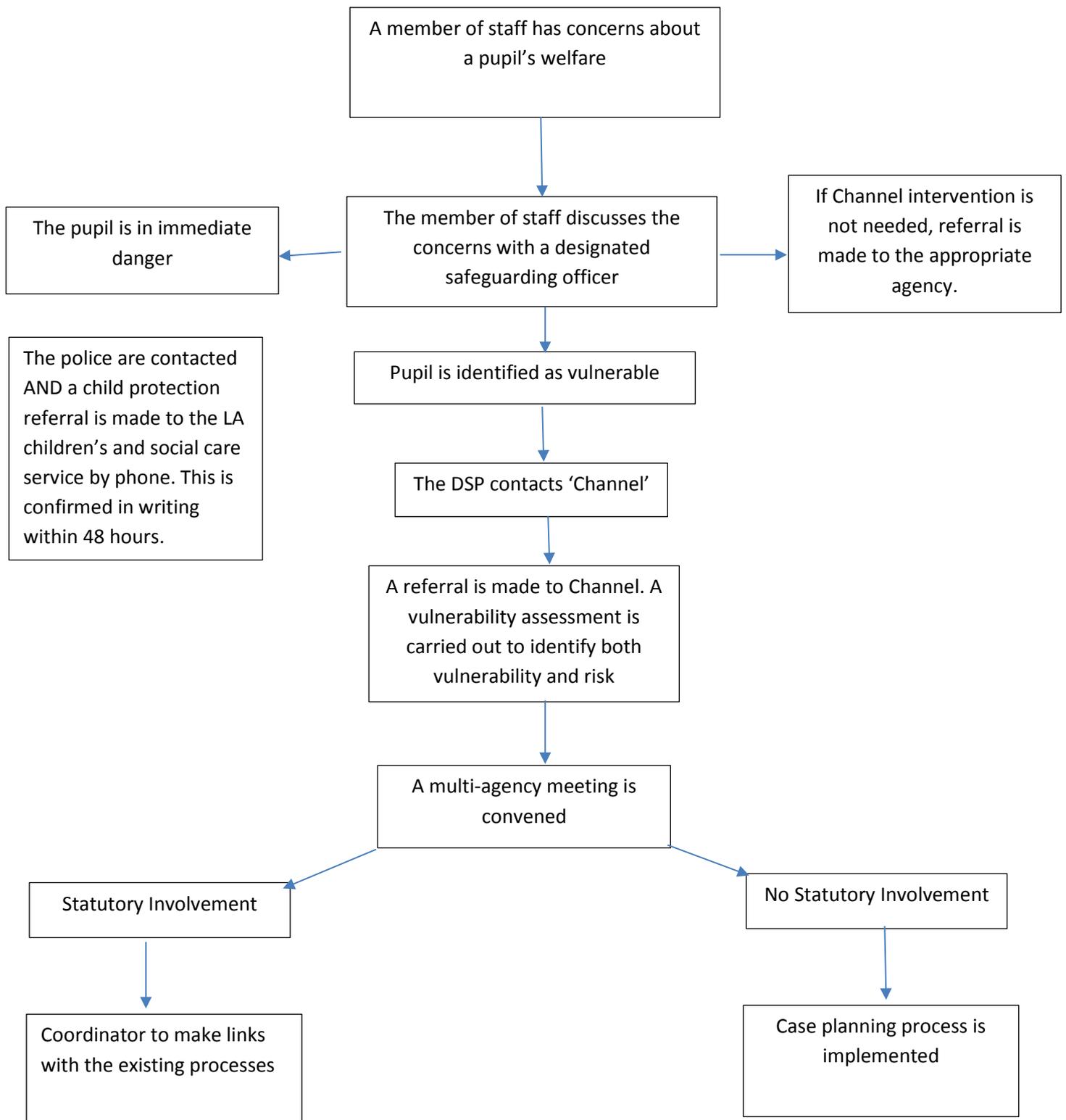
### **How to Refer**

- Obviously you should speak to one of the Designated Safeguarding persons, or in an emergency, you can ring 999.
- If a pupil is thought to be at risk of FGM, staff should be aware of the need to act quickly before the pupil is abused by undergoing FGM in the UK or abroad.
- An interpreter must be used in all interviews with the family if their preferred language is not English and the interpreter must be female.
- The referral must be written up as soon as possible and at least within 24 hours

### **Strategy meeting / Discussion**

- Once a referral has been received by the police, children's social care services, education or relevant health care providers for either a pupil who is at risk or who has undergone FGM, a strategy meeting/discussion must be convened within 2 working days
- A pupil who has undergone FGM should be seen as a child in need an offered services as appropriate. The strategy meeting should consider the need for medical assessment and /or therapeutic services for her.

## Appendix I – Preventing Extremism Flowchart





<p>Sexual harm and sexually harmful behaviour – national          Stop It Now! 0808 1000 900  <a href="http://www.stopitnow.org.uk">www.stopitnow.org.uk</a>          The AIM Project (for children with sexual behaviour problems):  <a href="http://www.aimproject.org.uk">www.aimproject.org.uk</a></p>	<p>Sexual harm and sexually harmful behaviour – local          AIM Project, Quays Reach,14 Carolina Way, Salford, Manchester          M50 2ZY email  <a href="mailto:rita.aimproject@nspcc.org.uk">rita.aimproject@nspcc.org.uk</a>          Tel: 0161 743 4665 / 4666          Fax: 0161 743 4646</p>
<p>Internet safety – national          ChildNet International: <a href="http://www.childnet.com">www.childnet.com</a>          Child Exploitation and Online Protection: 0870 000 3344 <a href="http://www.ceop.gov.uk">www.ceop.gov.uk</a>          Internet Watch Foundation <a href="http://www.iwf.org.uk">www.iwf.org.uk</a>          Think U Know: <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a></p>	<p>Internet safety – local          Mick Wilson Customer &amp; Business Support Manager Manchester City Council          Children's Services          Overseas House Quay Street          Manchester, M3 3BB          Tel: 0161 234 7228          Internal: 801 7228          Textphone: 0161 234 7452          Fax: 0161 274 7070</p>
<p><u>Local agencies</u>          Police: 0161 872-5050          Children’s Social Care: 0161 225-9293          Out of Hours Duty Team: 0161 255-8250          Local Authority Designated Officer for Child Protection: Majella O’Hagan          Manchester Safeguarding &amp; Improvement Unit, Wenlock Way Offices          Ground Floor, R&amp;D Block, Wenlock Way Offices, Wenlock Way, Gorton, Manchester M12 5DH          Tel: 0161-274-6555          No: 0161-276-7634 <a href="mailto:majella.o’hagan@manchester.gov.uk">majella.o’hagan@manchester.gov.uk</a></p> <p>Hospital      Manchester Royal Infirmary                           Oxford Road, M13 9WL                           0161 276 1234      <a href="http://www.cmft.nhs.uk">www.cmft.nhs.uk</a></p>	

<p><b>CHILDREN ABUSED THROUGH FGM PRACTITIONERS-RISK ASSESSMENT</b>                  Guidance on the use of the risk assessment                  These indicators are a guide and do not replace, but should assist the exercise of professional judgment.                  Completion of the risk assessment by the professional identifying the concerns should involve liaison with other agencies to ensure that there is multi-agency information sharing and support.</p> <p>If a child or young person presents with an indicator of FGM or a risk that FGM might take place, action is required.</p> <p>The purpose of this toolkit is to enable professionals to assess a child or young person’s level of risk of FGM in a quick and consistent matter.</p>		<p>Who should use this risk assessment?</p> <p>This risk assessment should be used by school professionals.                  Important points to note when assessing FGM.</p>	
<p>Step 1 – Indications that FGM has already taken place.</p>			
Behaviours	Y/N	Key staff	Comments
Child			
Extended toilet breaks due to difficulties urinating		Class teachers and associate staff	
Extended toilets breaks due to menstrual problems		Class teachers and associate staff	
Repeated urinary tract infections (UTI)		Class teachers and admin staff/attendance leads	
Difficulties with menstruation		Class teacher/ admin/welfare/attendance leads	
Prolonged/repeated absence from school		Class teachers and attendance leads	
Behavioural changes		Class teachers and welfare support	
Non participation in PE/swimming and related activities		Class teachers	
Talk of a party or special celebration involving child		Class teachers and associate staff	

Step 2. Indicators that FGM may take place			
		Key staff	Comments
Requested absence from school to visit high FGM risk country		Class teacher/ admin/welfare/attendance leads	
A girl may talk about a holiday to a high FGM risk country.		Class teachers and associate staff	
Female family elder visiting from high FGM risk country		Class teachers and associate staff	
Girl may discuss FGM with peers		Class teachers and associate staff	
Girl may confide that she is having a special procedure or to attend a special occasion to become a woman.		Class teachers and associate staff	
Girl might be a member of a family where mother or other siblings have been victims.		Pastoral staff	

What may happen when Children Services receive an FGM referral?

The referral is received by social workers at the MASH (Multi-Agency Safeguarding Hub) who will read it and make further enquiries by telephone. If the MASH social workers suspect that FGM has already taken place, they will send the referral on to a duty social worker who can make further enquiries, or organise a strategy meeting with the police to plan how to respond to the concerns.

There may be subsequent risk to the child's health so a medical examination could be required for health purposes. If the family have facilitated the arrangements for FGM, then the police may begin enquiries to determine whether a prosecution may be indicated. A medical examination could also provide forensic evidence in the case of a prosecution. Social workers would be looking at whether there are any other children at risk in the family and extended family.

If the suspicion is that FGM has already been carried out, a detailed referral would be preferred, with as much information as is available to help determine whether or not FGM has occurred, before police and social workers confront the family.

If you suspect that the child is at risk of undergoing FGM, then the timeframe for action may be more urgent and a referral to Children Services should be made immediately. In this case the priority is to make the referral quickly listing the information you have which indicates that the family are planning to carry out FGM on the child.

## What to include on the referral

### Step 1:

Is the child a female from an FGM practicing community? (Refer to list and be mindful, that ethnicities and cultural backgrounds of both parents may not always be clear, so err on the side of caution)

- What is known about the child's ethnic background
- Immigration issues?
- Arrival date in the UK?

### Step 2:

- Have any of the listed indicators changed recently?
- When was the change?
- Are there any known events in the child's life which occurred around the time of the change?

### Step 3:

Outline possible alternative explanations for the behaviour change; e.g.

- Medical problem
- Emotional difficulties not related to FGM
- Abuse at home
- Victim of bullying or racial abuse

### Step 4:

Summary –

- List the behaviour / indicators which are concerning.
- Outline the reasons why this could indicate FGM.
- Acknowledge alternative explanations.