

Child Protection Policy for Mulberry UTC

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Version	Reviewed	Changes since last version
1	Jan 2019	
2	November 2019	<ul style="list-style-type: none"> • Minor updates with reference to KCSIE 2019 – including definition of ‘upskirting’ and reference to the risk of serious crime • Changes made to the Child Protection record keeping process • Staffing updated for 2019-20
3	November 2020	<ul style="list-style-type: none"> • Updates with reference to KCSIE 2020 – including definition of safeguarding to include physical and mental health, minor additions to role of DSL, inclusion of ‘transferable risk’ to reasons for reporting safeguarding concerns on staff including supply staff and volunteers and recognition of contextual safeguarding in appendix 1 • Staffing updated for 2020-2021 • Appendices added on Mental Health and Child Criminal Exploitation: County Lines • Appendix removed on Physical Restraint as is in the Behaviour Policy

Aim of the policy

The aim of this policy is to establish and promote a child centred and co-ordinated approach to safeguarding our pupils' welfare, safety and physical and mental health. The guidance in this policy fosters an honest, open, caring and supportive ethos. The pupils' welfare is of paramount importance.

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

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

Parents and carers are informed of this policy and where to find it during induction meetings held by the Heads of House. It is also available to all on the school's website.

This policy is based on the DfE's **2020 Statutory Guidance "Keeping Children Safe in Education" (KCSIE)**. It should also be read in conjunction with that guidance and other relevant policies at the school, including the:

- Anti-Bullying Policy*
- Attendance and Punctuality Policy
- Behaviour Management Policy*
- Confidentiality Policy
- Critical Incident Plan
- Drugs Policy
- E Safety and Acceptable Use of ICT Policy*
- Fire Evacuation Plan
- First Aid Policy*
- Health and Safety Policy
- Special Educational Needs, Disability and Inclusion Policy
- Intimate Care Policy
- Medical Needs Policy*
- Procedures for Managing Allegations Against Staff
- Provision Statement for SEN
- Prevent Strategy
- Sex and Relationships Policy
- Staff Code of Conduct*
- Safer Recruitment Policy
- Trips and Visits Policy
- Visitors Policy*
- Whistleblowing Policy*

*All staff are required to sign that they have read and understood these policies, and KCSIE Part 1 and Annex A, in the first two weeks of each academic year or within two weeks of starting work at the school. All other policies are to be read and understood within the first half term.

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

1. School Commitment

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

Our school will:

- Establish and maintain a whole school safeguarding culture where students feel secure, are encouraged to talk and are listened to.
- Ensure students know that there are adults in the school who they can approach if they are worried or are in difficulty.
- Include opportunities in the curriculum (e.g. citizenship) for students to develop the skills they need to recognise and stay safe from abuse, which may include extremist influences.
- Ensure that, wherever possible, every effort is made to establish effective working relationships with parents/carers and colleagues from other agencies.
- Ensure safe recruitment practises are always followed.

2. Roles and Responsibilities

All adults working in the school have a responsibility to safeguard and promote the welfare of the pupils. Staff are to take an attitude of 'it could happen here' to safeguarding. Everyone who has contact with pupils has a role to play in identifying concerns, sharing information and taking prompt action. All staff are aware of the process for making referrals to children's social care, however, the key people who have specific responsibilities under Child Protection (CP) procedures are: the Designated Safeguarding Lead, Deputy Safeguarding Leads, Heads of House, the Principal and the Designated Safeguarding Governor. The names of those carrying these responsibilities for the current year are listed at the end of this policy.

The role of the **Designated Safeguarding Lead** is to take lead responsibility for safeguarding and child protection.

These responsibilities include:

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

- liaising with staff on matters of safety and safeguarding and when deciding to make a referral; acting as a source of support, advice and expertise for staff;
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with staff
- ensuring the child protection policies are known, understood and used effectively, reviewed annually and available publicly; ensuring that staff have relevant, up-to-date safeguarding training;
- ensuring that child protection files are transferred where a child leaves to join a new school or college.

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

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

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

The role of the **Deputy DSL** is to ensure that they are trained to the same standard as the designated safeguarding lead. Whilst activities of the DSL can be delegated to the Deputy DSL, ultimate lead responsibility for child protection, remains with the Designated Safeguarding Lead.

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

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

The **Governing body** have a duty to the Trust Board to ensure that the school meets its statutory responsibilities and ensure that the children and young people attending the school are safe. The safeguarding governor undertakes an annual review of practice and reports the outcomes of this to the governing body as well as the Principal.

Visitors to the school are made aware of our safeguarding policy and practice on arrival and regular visitors such as enrichment tutors are given an induction.

3. Procedures

Staff should remember that Child Protection procedures relate to a range of issues, including physical abuse and non-accidental injury, sexual abuse, emotional abuse,

neglect and failure to thrive as well as radicalisation and extremism and involvement in serious crime. Staff will also recognise that mental health problems can, in some cases, be an indicator that a pupil has suffered or is at risk of suffering abuse, neglect or exploitation.

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

- Never promise that you will keep everything the pupil says a secret. He/she must know that in a situation where their safety and well-being are at risk, you will have to refer the matter to someone more senior in order to get help for them. You must explain that this would be so in all such cases, that what happens next will be supportive and that only key people will be told. (All students should know this procedure: that staff will have to seek the professional help of others to resolve some situations satisfactorily).
- Above all, listen to what the child says and be clear on facts. You must not ask leading questions or what you may say in possible proceedings later will not be admissible evidence. You may ask, 'What happened?' However, you are NOT conducting an interview nor an investigation and it is important that you go on to the next step as soon as possible. The pupil should not have to keep repeating their story.
- When a pupil has disclosed abuse or neglect to you, you must report this immediately to the Head of House and Designated Safeguarding Lead or the Deputy Safeguarding Lead. No one else has a 'right to know' at this stage and the pupil must be assured of your confidentiality in this.
- Go with the pupil to the relevant member of staff and support them with this. Remember that they have chosen to disclose to you for a reason, usually because they have a positive relationship with you. You may be present and support them throughout any procedure which may follow, but of course you must say if you do not feel able to, for any reason. Others will take over and it is the responsibility of the DSL/Deputy DSL to proceed with this.
- A pupil may choose to tell you something, clearly indicating that they are at risk, at a time when/in a place where there is no senior or named person available (e.g. during an after school activity or on a trip). If you feel that the child is in immediate danger, you must then contact the local authority's safeguarding team via the Child Protection advice line, or the local police. They are legally responsible for securing a place of safety for the child via Social Care. You MUST NOT deal with this on your own.
- If you are concerned for the safety or physical or mental well-being of any pupil, whether they have spoken to you or not, you should report this to the relevant Head of House, the DSL or Deputy DSL, in confidence, at the earliest opportunity.

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

4. Referral Procedures, Record Keeping and Information Sharing (HoH, DSL, Principal)

Guidelines for HoH Referrals:

When a disclosure is made the HoH should:

- Listen, accept and record what the pupil says.
- Do not ask any leading questions.
- Let the pupil know you will need to tell someone.
- Reassure but be honest.
- Give the pupil as much information and choice as possible.
- Do not leave the pupil alone.
- Ring CP Advice line – 020 7364 3444 / 02073645006 – option 3
They will give feedback and/or pass on the referral to the appropriate Advice and Assessment Team. The name of duty social worker and details of call to be recorded on CPOMS.
- Complete a MASH referral form. Send to MASH and to the DSL.
- Details of referral to duty and actions taken as a result to be recorded on CPOMS alerting the DSL
- All CP records are to be kept on CPOMS.
- Ensure any actions stated by the DSL via CPOMS are followed up urgently.
- Emergency Out of Hours Duty Team (5.00 – 9.00) is also to be reached on 02073644079

Child Protection Conferences

- If a CP Conference is called it is essential that the school is represented by someone who has informed knowledge of the pupil – this must be the HoH, DSL or Deputy DSL. Another member of the Inclusion team may also attend.
- If a pupil has a CPP it is important to monitor attendance and well-being of the pupil and to ensure that this is recorded on SIMS.

- A HOH or other key staff should attend core group meetings. Information about these meetings and paperwork should be passed to the DSL

Record Keeping and Information Sharing:

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

Pupil files from schools that pupils transfer from are essential. If a child arrives at school and the file has not transferred from the previous school, every effort is made to obtain that file as soon as possible otherwise important safeguarding information in that child's prior history may be lost. Upon enrolment, all schools will be contacted and student files, including Child Protection files, will be requested.

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

Information will be shared with other agencies as appropriate in accordance with their guidelines and our confidentiality policy.

5. Supporting Students at Risk

Mulberry UTC recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. We will endeavour to support students through:

- The curriculum, to encourage self-esteem and self-motivation.
- The school ethos, which promotes a positive, supportive and secure environment.
- The implementation of the school behaviour management policy.
- Regular liaison with other professionals and agencies who support the students and their families.
- A commitment to develop productive, supportive relationships with parents/carers, whenever it is in the child's interest to do so.

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

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

6. Early Help

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. Staff must be mindful of issues that may require early help, including; children who are young carers, family circumstances that present challenges such as substance abuse, mental health problems, domestic abuse and children misusing drugs or alcohol.

If staff have a concern about a pupil's wellbeing, they should act on it immediately. At Mulberry UTC this means staff should discuss early help requirements with the Designated Safeguarding Lead or the relevant Head of House. Staff may be required to support other agencies and professionals in an early help assessment.

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

7. Training

Mulberry UTC will ensure that the Principal, the DSL and Deputy DSL, Heads of House and the Child Protection Governor attend training relevant to their role. All staff, including non-teaching staff, will have access to Safeguarding and Child Protection training, including training in the Prevent Duty, in a way which is relevant and

appropriate to their role. This should include training in procedures to follow, signs to note and appropriate record keeping.

The DSL and deputy’s training is updated at least annually, with full training at least every two years and will passes updates to all staff at least annually. Mechanisms are in place to assist staff to understand and discharge their roles and responsibilities with regards to child protection procedures and all staff are required to ‘read and understand’ Part 1 of Keeping Children Safe. All new staff are trained in the school’s policy and procedures during induction. The whole staff has safeguarding training regularly – at least every two years – and usually annually as part of our Pastoral Inset in the summer term.

Governors and trustees are required to have Safeguarding Training as part of their role and this is accessed via online training as well as a face to face session that they must attend with the DSL.

8. Key Child Protection staff for academic year 2020 – 2021)

Role	Name	Responsibility
Designated Safeguarding Lead	Sally Brian (Senior Vice Principal)	These individuals are responsible for safeguarding at Mulberry UTC and are the first point of contact for staff concerned about any safeguarding issue, including in relation to Prevent. The DSL is responsible for record keeping.
Deputy Designated Safeguarding Lead	Marisa Bruce (Assistant Principal (Seconded) Pastoral)	
Principal	Katharine Vincent	Oversight of all safeguarding practices.
Head of House	Saamiah Salam	As pastoral leads, these individuals are responsible for ensuring that students are kept safe on a daily basis, that any issues are reported to the DSL and that the pastoral curriculum meets students’ needs in relation to safeguarding and child protection
Head of House	Afsana Akther	
Head of House	Noor Alam	
Pastoral Support Officer	Habiba Parvin	Monitoring attendance and supporting students with pastoral needs.
Reception staff	(Maternity Cover)	Checking visitors to the school site and ensuring that the visitors’ policy is adhered to by all staff and visitors.
Office Manger	Samera Khokhar	Compiling and updating the SCR, and ensuring it is regularly checked by the DSL. Maintaining HR Files

Child Protection Governor	Lois Whittaker	Ensuring that school staff are fulfilling their duties in relation to safeguarding and child protection
Director of Estates	Stephen Beadle	Ensuring commissioned services are compliant with Prevent and other safeguarding duties

9. Key contact details

- The London Borough of Tower Hamlets Child Protection Advice Line Number is 02073643444 / 5006
- The London Borough of Tower Hamlets Local Authority Designated Safeguarding Officer (LADO): Melanie Benzie 020 7364 0677
- Out of Hours Duty Team 0207 364 4079
- The NSPCC whistle-blowing helpline number 0800 028 0285

9. Policy monitoring, evaluation and review

The DSL monitors the implementation of the policy through her experience of day-to-day practice and regular discussions with HOH about their CP cases. The DSL and DDSL assistant spot-checks CP records termly to ensure they meet the standards expected. The DSL regularly monitors HOH CP records through the production of CPOMS reports.

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

The effectiveness of the policy is evaluated by:

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

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

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

10. Policy availability

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

Appendix 1: Definitions of abuse

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

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

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

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

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

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

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

Appendix 2: Staff guidelines – Mental Health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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

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

Appendix 3:

STUDENTS GOING MISSING FROM ANY EDUCATION SETTING

In the event of a pupil going missing from any education setting where the school has responsibility for students, the following procedures must be followed to ensure all children are kept safe from harm.

If a pupil goes missing while on an educational trip or visit:

- The Lead Teacher must have all next of kin contact names, numbers, risk assessments and a mobile phone, as required in the School Trips and Visits Procedures.
- Students must be instructed regarding all safety procedures and to remain in pairs and groups as directed at all times.
- If a pupil goes missing for any period of time, however brief, the lead teacher calls the pupil's mobile phone if they have one.

- Where appropriate, activities are put on hold while all participants follow instructions from the DSL to safely check all areas.
- The DSL contacts the parents of the missing pupil to inform them and keeps them updated regularly.
- The UTC Senior Leader on duty is informed by the DSL at the same time as the pupil's parents/carers.
- Emergency Services are called as appropriate.
- The lead teacher remains with the pupil group and maintains calm at all times.
- If necessary, the UTC's Critical Incident Plan is put into place.

PUPILS GOING MISSING FROM EDUCATION

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

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

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

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

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

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

- a. the full name of the pupil;
- b. the full name and address of any parent with whom the pupil lives;
- c. at least one telephone number of the parent with whom the pupil lives;
- d. the full name and address of the parent who the pupil is going to live with, and the date the pupil is expected to start living there, if applicable;
- e. the name of pupil's destination school and the pupil's expected start date there, if applicable; and

f. the ground in regulation 8 under which the pupil's name is to be removed from the admission register (Annex A of the Children Missing Education Statutory Guidance 2016)

Appendix 4: STAFF GUIDELINES: Female Genital Mutilation (FGM)

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

These procedures are classified into 4 major types as follows:

1. **Clitoridectomy:** partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris).
2. **Excision:** partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are 'the lips' that surround the vagina).
3. **Infibulation:** narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without the removal of the clitoris.
4. **Other:** all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterizing the genital area.

Female Genital Mutilation (FGM) is child abuse.

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

Consequences of FGM

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

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

Risk factors

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

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

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

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

Appendix 5: Staff guidelines – Domestic Violence

The cross-government definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

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

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

Children who witness domestic abuse may:

- become aggressive
- display anti-social behaviour
- suffer from depression or anxiety
- not do as well at school - due to difficulties at home or disruption of moving to and from refuges.

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

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

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

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

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁵ should be considered. Like other forms of abuse and exploitation, county lines exploitation:

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

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

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

Staff follow procedures as laid out in this Policy.

Appendix 7: STAFF GUIDELINES: PROTECTING STUDENTS FROM RADICALISATION and EXTREMISM

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

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

Training in the Prevent Strategy will help staff to identify patterns of behaviour that might indicate that a child is engaged in an ideology, is intent on causing harm or capable of committing violent acts. If any member of staff has concerns that a child is at risk from extremist narratives or being radicalised, the procedure is to report to the Designated Safeguarding Lead, as they would for any other child protection issue.

The Designated Safeguarding Lead may pass this on to the Principal or Vice Principal for action as appropriate and may contact the Child Protection Helpline or the police as appropriate. When necessary, the external reporting of these concerns would usually be to the LBTH Social Inclusion Panel using the eEHA form for Channel or other support.

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

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

Appendix 8:

STAFF GUIDELINES: Forced marriage

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

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

In cases of forced marriage, we will follow the guidance as set out in the London Child Protection Procedures as a child who is being forced into marriage is at risk of significant harm through physical, sexual and emotional abuse. If any member of staff receives a disclosure or is aware that a forced marriage is about to happen, this must be disclosed to the Designated Safeguarding Lead without delay so that the appropriate referrals may be made and/or protective measures may be put in place, especially as the child/ren may be taken out of the country.

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

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

Staff should not:

- Minimise the potential risk of harm
- Approach or inform the child's family, friends or members of the community that the victim has sought help as this is likely to increase the risk to the victim significantly.

- Share information outside child protection information-sharing protocols without the express consent of the child;
- Attempt to be a mediator. This has in the past resulted in the victim being removed from the country and not traced /or murdered.

Appendix 9:

Child Sexual Exploitation

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

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

The victim may have been sexually exploited even if the sexual activity appears consensual.

Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

First published: Home Office, 16 February 2017

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

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

OCC Inquiry CSEGG Interim Report, 2012

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

- Disclosures made then withdrawn
- Unexplained money or gifts and unexplained mobiles
- Absent from school
- Bullying in or out of school
- Change in physical appearance
- Recruiting others into exploitative situations
- Family involvement in sexual exploitation
- Poor mental health
- Self-harm or thoughts of/or attempts at suicide
- Older 'boyfriend'
- Gang-involved male peers
- Missing from home or care

- Physical injuries.
- Drug or alcohol misuse
- Involvement in offending
- Repeat sexually-transmitted infections, pregnancy and terminations
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites

CSEGG Inquiry, OCC Nov 2012

Prevention, Education and Support at Mulberry UTC

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

Enrichment opportunities across the school encourage students to develop self-worth and confidence in speaking out. Such opportunities include, Model United Nations, the Jack Petchey Speak Out Challenge.

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

Inform, as soon as possible, the relevant HoH or the Designated Safeguarding Lead and share your concerns, including in written form.
Staff follow procedures as laid out in the Child Protection Policy

Appendix 10:

Child on Child Sexual Violence and Sexual Harassment

Context

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

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

It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. However it is noted that sexual harassment can occur between two children of any sex.

We are aware of the importance of:

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

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

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

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- communication barriers and difficulties overcoming these barriers.

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

Sexual violence

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

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

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

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

What is consent?

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

Sexual harassment

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

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

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

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
- 'Upskirting' – this typically involves taking a picture under a person's clothing (not necessarily a skirt) without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation distress or alarm. It is now a criminal offence (Voyeurism Offences Act 12 April 2019) and may constitute sexual harassment.

Mulberry UTC considers sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Harmful sexual behaviours

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

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

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

Prevention, Education and Support at Mulberry UTC

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

PHSE, especially the SRE curriculum, tackle the issues of

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

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

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

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

Staff follow procedures as laid out in the Child Protection Policy

