



## MARLBOROUGH COLLEGE

### SAFEGUARDING AND CHILD PROTECTION POLICY

#### NMS Standard 11 - Child Protection

The school ensures that:

- Arrangements are made to safeguard and promote the welfare of pupils at the school; and
- such arrangements have regard to any guidance issued by the Secretary of State.

#### NMS Standard 14 – Staff Recruitment and Checks on Other Adults

- 14.1 Schools operate safe recruitment procedures and vet staff in line with the regulatory requirements and having regard to relevant guidance issued by the Secretary of State.
- 14.2 For all persons over 16 (not on the roll of the school) who after April 2002 began to live on the same premises as boarders but are not employed by the school, there is a Disclosure and Barring Service check completed at the standard level.
- 14.3 There is a written agreement between the school and any person over 16 not employed by the school but living in the same premises as boarders (for example, members of staff households). This specifies the terms of their accommodation, guidance on contact with boarders, their responsibilities to supervise their visitors, and notice that accommodation may cease to be provided if there is evidence that they are unsuitable to have regular contact with children. They must be required to notify an unrelated designated senior member of staff if they are charged with, or convicted of, any offence.
- 14.4 All persons visiting boarding accommodation (eg visitors, outside delivery and maintenance personnel) are kept under sufficient staff supervision to prevent them gaining substantial unsupervised access to boarders or their accommodation.

This Policy addresses Independent School Standards Regulations (ISSRs) and the consequent ISI Regulatory Requirements (effective from Feb 2016) Part 3 – Welfare, health and safety of pupils, Paras 7 (a) and (b), 8 (a) and (b).

This Policy will have regard to the Government (DFE) guidance in the following documents:

Keeping Children safe in Education (KCSIE) September 2019.

The full guidance, Keeping Children Safe in Education can be found at:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

A summary for staff can be found at:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working Together to Safeguard Children July 2018.

The procedures of the Wiltshire Safeguarding Vulnerable People Partnership (formerly WSCB).

What to do if you're worried a child is being abused: Advice for practitioners, March 2015.  
Allegations Against Adults who work with children – Wiltshire SCB Flowchart (Review dated October 2019)

What to do if you're worried a child is being abused or neglected – Wiltshire SCB Flowchart October 2019

Wiltshire Safeguarding Thresholds Guidance December 2018.

Links to the above documents can be found at [www.wiltshirescb.org.uk](http://www.wiltshirescb.org.uk)

The Prevent Duty: Departmental advice for schools and childcare providers, June 2015

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

This policy applies to all staff employed by Marlborough College, including temporary and part-time staff and volunteers.

*This policy should be read in conjunction with the following College Policies:*

*Countering Bullying Policy*

*College Policy and Procedures on Sexting*

*College Policy and Procedures on Peer on Peer Abuse*

*Behaviour Management Policy*

*Code of Conduct (Staff Behaviour Policy)*

**Terms:** In this document the terms Designated Safeguarding Lead (DSL) and Child Protection Co-Ordinator are interchangeable.

## **Aim**

The central aim of the following procedures is to ensure that the protection and general welfare of all College pupils is of paramount importance.

*The College aims to safeguard and promote the welfare of all its pupils. In addition, some pupils will require specific child protection support to enable them to thrive.*

## **Education, Training and Prevention of harm**

Marlborough College believes that safeguarding and promoting the welfare of children is the responsibility of **all** members of the community. Everyone who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action. The College promotes an open culture in which concerns or questions about safeguarding can be discussed or raised at any time, and in any context.

Training and induction in Child Protection issues is provided for all staff, whether they hold an academic, pastoral or other role, including temporary staff and volunteers. All employees of the College are issued with Child Protection guidelines and all staff have access to the protocol to be followed in the event of Child Protection concerns. All members of staff, including temporary staff and volunteers, receive a Child Protection induction on the commencement of their employment at the College; this includes a copy of the Child Protection Policy, the staff Code of Conduct, a copy of Part I of Keeping Children Safe in Education (KCSIE) September 2019, and a copy of Annex A of KCSIE. This induction includes the identity of the Designated Safeguarding Lead, and makes clear that **anyone** can make a referral to children's social care if a child is in immediate danger or is at risk of harm. All staff are required to read at least Part 1 and Annex A of Keeping Children Safe in Education (KCSIE) and receive regular training, in line with advice from the Wiltshire SVPP. Mechanisms are in place to enable staff to understand and carry out their role and responsibilities as set out in Part 1 of KCSIE. These include online training, developed for Marlborough College in conjunction with Cylix (online training provider), and an online questionnaire.

Procedures are in place for staff appraisal and monitoring. In addition, staff receive regular annual updates on safeguarding and child protection issues, via the DSL and HR Departments, either in written form, or in person, via staff meetings.

Safeguarding and e-safety issues at Marlborough College are addressed through the curriculum and co-curriculum as appropriate; details can be found in the Countering Bullying Policy. We also ensure that bullying is identified and dealt with (See Countering Bullying Policy). The College's Bullying Statement is included in the Almanac issued to all pupils, parents and staff, is written into the Common Room Handbook and Parents' Handbook and is published on House Notice Boards. In it the right of all members of the College to enjoy their lives free of bullying and harassment is asserted, as is the expectation that all members of the College are expected to treat each other as they hope to be treated themselves in an atmosphere of mutual respect.

## **Early Help**

The College recognises that early help can provide support for children experiencing problems, such that risks are minimised, harm is avoided and the need for intervention from statutory and specialist agencies is reduced.

It recognises, further, that providing early help can be more effective in safeguarding and promoting the welfare of children than reacting later, once a crisis point has been reached.

*“Preventative services can do more to reduce abuse and neglect than reactive services. Many services and professions help children and families so coordinating their work is important to reduce inefficiencies and omissions.”*

The Munro Review of Child Protection: Final Report, *A child-centred system*, Professor Eileen Munro, May 2011

### **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.**

The College will follow the guidance provided by the Wiltshire SVPP in identifying, assessing and acting to support children who may benefit from early help.

Effective early help relies upon local agencies working together to:

identify children and families who would benefit from early help;

- undertake an assessment of the need for early help; and
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

**All staff** at the College who work with children and their families have a role to play in identifying those pupils who may benefit from additional support. The tutorial structure enables staff to quickly refer concerns through HMs and, through them, to the DSL, as appropriate.

The full boarding nature of the College means that many additional sources of support, such as educational psychologists, Learning Support, counselling, access to psychologist and psychiatrist services, etc. can be provided within the term-time structure.

Medical services, access to a GP and onwards referral (e.g. to CAMHS) are also provided within the College structure. Coordination and liaison between services is facilitated by the regular Pastoral Meetings, which the DSL attends.

When early or additional help is needed it would be usual to involve parents from the outset. Concerns can be raised with parents by HMs, or directly by the Medical Centre, or by the DSL.

### **Information sharing**

It is important that information relating to the safeguarding of children’s welfare is shared.

The DfE emphasises that “The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purpose of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.”

In other words, data protection law is not a barrier, but it is a system of checks and balances to be borne in mind when recording, sharing and retaining vital but sensitive data.

The following guidance is available:

Information Sharing: Advice for Practitioners Providing Safeguarding Service to Children, Young People, Parents and Carers 2018

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/721581/Information\\_sharing\\_advice\\_practitioners\\_safeguarding\\_services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)

### **Recruitment**

Marlborough College makes stringent background checks regarding all Child Protection matters on any person appointed to the staff and is committed to Safer Recruiting procedures. These include the provision for Enhanced Disclosure and Barring Service and banned list checks for all persons employed by the College in regulated activities, and for the regular updating of such checks, as well as the maintenance of a Central Register of Employment for all College staff.

Pre-employment checks at the College are carried out, appropriate to the role offered and duties involved, to ensure that anyone employed is not subject to a prohibition order, direction, sanction or restriction issued by the Secretary of State. For those appointed to teach, checks are carried out to ensure they are not prohibited from teaching. For those engaged in management roles, an additional check is carried out to ensure they are not prohibited under Section 128 of the Education and Skills Act 2008. At least one member of any interview process for employment to the College will have received training in Safer Recruiting procedures. Marlborough College also has arrangements in place for the welfare of pupils, in respect of any person living in College boarding accommodation who is not employed by the College, such as the spouses or children over the age of 16 (who are not themselves members of the College) of those with residential responsibilities.

Further details of the College's process for recruitment can be found in the Recruitment Policy, available on the College VLE and on request from the HR Department.

In the case of Marlborough pupils working with adults who are not employed by the College, e.g. through the College's Outdoor Activity and Outreach programmes, measures are in place to ensure that appropriate Child Protection checks and procedures are in place, including where pupils are on a site other than the College.

Visitors to the College whose business is pupil-centred are issued with a Statement of Community Norms and Values, which makes reference to the 'duty of care' to safeguard and promote the welfare of pupils.

All visitors, in any capacity, are subject to the College's security procedures, which includes identifying them as visitors whilst on College premises.

### **Child Protection Statement**

In order for each adult member of the Marlborough College community to respond appropriately to matters relating to suspected, alleged or actual child abuse, there exist Standing Guidelines on Child Abuse matters. These recognise that child abuse can encompass neglect, physical injury, sexual abuse and emotional abuse, of anyone under the age of 18 by someone who is either an adult or an adolescent, and also acknowledge that peer on peer abuse can occur. The Standing Guidelines give advice as to the appropriate response to a child who discloses abuse, and on the action to be followed by adults in the event of suspicion or knowledge of abuse.

All members of staff should be aware that if, at any point, there is immediate danger or risk of serious harm to a child a referral should be made to children's social care and/or the police directly and without delay, and that **anyone** can make a referral. Staff should note that parental consent is not required in the case of referrals to statutory agencies.

A member of staff with any suspicion, knowledge or disclosure that a child might be being or have been abused **MUST** make a formal written record of the cause for concern as soon as possible and must inform the DSL immediately and directly (or the Deputy DSL or Master). This includes instances where a complaint involves a member of staff.

**Any** member of staff who has a concern or allegation about school practices or the behaviour of colleagues which is likely to put pupils at risk of abuse or other serious harm, must report this to the DSL (or the Deputy DSL and the Master) immediately.

In all cases, allegations involving staff or volunteers will be referred to the Designated Officer for Allegations for advice before any investigation takes place, within one working day. Other external agencies, including the police may be involved from the outset.

In the case of concern or allegations in respect of Child Protection, involving the Master or the DSL, a member of staff must report this to the Chairman of Council immediately (contact via 01672 892 390)

**Immunity from retribution or disciplinary action against members of staff for "whistle-blowing" in good faith is assured.**

It is the duty of **all members of staff** to be informed and vigilant in these matters, and to be familiar with the contents of the College's Safeguarding and Child Protection Policy, for the protection and general welfare of all College pupils is of paramount importance.

**All members of staff** who come into contact with pupils and their families must meet the College's policy on Confidentiality (Appendix G).

**All members of staff** who come into contact with pupils and their families must be aware of the College's procedures in respect of boarding pupils who are absent without leave (i.e. missing pupil procedure) – see College Supervision Policy (College website).

**All members of staff** must follow the Code of Conduct, issued to all staff as part of their induction procedures.

Any deficiencies or weaknesses in the College's Child Protection arrangements, which the College become aware of via any means, will be remedied without delay.

## **Standing Guidelines to Staff on Child Abuse Matters**

### ***What is Child Abuse?***

Child Abuse is 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. They may be abused by an adult or adults, or another child or children (peer-on-peer 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.

Children may be abused in a family or in an institutional or community setting by those known to them, or more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

Child abuse can encompass:

**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 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.

**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.

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

**Emotional Abuse:** 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 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.

Thus bullying (which usually involves systematic unpleasantness within yeargroups or across Lower School yeargroups) does not usually come under the heading of Child Abuse. The College's Countering Bullying Policy exists as a separate document.

However, in cases where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm as a result of the action of another child or children, then the College will have a duty to refer the situation to the local safeguarding agencies, (see College Policy and Procedures on Peer-on-Peer Abuse).

All staff must be aware:

- That safeguarding issues are complex and sensitive;
- That pupils may suffer physical, sexual or emotional abuse or suffer as a result of neglect, either at home or at school, and that abuse, neglect and safeguarding issues are rarely stand alone events that can be covered by one definition or label;
- Of the behavioural and physical indications that may reveal the possibility of abuse.
- That additional barriers can exist when recognising abuse and neglect in children with special educational needs. These barriers can include (a) assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; (b) children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs; and (c) communication challenges and difficulties in overcoming these challenges.
- That safeguarding incidents and/or behaviours can be associated with factors outside the College and/or can occur between children outside the College.

Contextual safeguarding means considering the context in which such incidents and/or behaviours occur, and considering wider environmental factors which may be present in a child's life which threaten their welfare and/or safety. These factors can be used to inform both the referral process and a full assessment of the child's needs.

- That children are capable of abusing their peers, and that such abuse should never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. Marlborough College has a policy and a clearly defined procedures for dealing with Peer-on-Peer Abuse.

### ***Safeguarding and the Prevent Duty***

As part of the College's commitment to safeguarding pupils, staff will follow Department of Education guidance in respect of the Prevent duty i.e. the duty under section 26 of the Counter-Terrorism and Security Act 2015 to have "due regard to the need to prevent people from being drawn into terrorism".

The College acknowledges that, in certain circumstances, young people can be susceptible to radicalisation – the process by which a person comes to support terrorism and forms of extremism leading to terrorism – and also that appropriate intervention and support can prevent vulnerable people being drawn into terrorist-related activity.

Extremism is defined in the DfE guidance as "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs." The College promotes these values through its overall ethos, and they are reinforced through the academic curriculum, the role of the Chapel, the PSHE programme, the opportunity for service and achievement offered by the co-curriculum, the College's global connectivity, among many aspects of boarding life. Not least, the pastoral care offered to pupils, focusing on individual self-worth, participation in and service to the community and positive aspiration, acts to reduce the risk factors which lead to disengagement and vulnerability to extremism, and to build resilience to radicalisation. The College seeks always to engage effectively and fully with parents to safeguard and promote the welfare of pupils. Active parental support for their children and the College, in their various endeavours and activities, is regularly invited and welcomed, and acts to reduce the risk of disengagement and isolation which can make pupils vulnerable to radicalisation.

The DSL will work with key staff, including Heads of Department and pastoral staff to identify vulnerable children, and to ensure that the College ICT systems provide adequate protection from the risks of online radicalisation.

As with any safeguarding issue, any concerns should be reported to the DSL. A risk-assessment may be carried out and, depending on the outcome; a referral may be made to the Wiltshire SVPP via the Channel programme. At all stages the College will work together with existing local partnerships and in accordance with government advice.

### ***What is the Role of the Designated Safeguarding Lead/Child Protection Co-ordinator?***

The role of the DSL/Child Protection Co-ordinator is held by the Deputy Head (Boarding): Academic year 2019-2020 - **Lady C M Cayley** [cmc@marlboroughcollege.org](mailto:cmc@marlboroughcollege.org)

The Deputy DSL/Child Protection Co-ordinator is **Mr Ben Miller** [bhm@marlboroughcollege.org](mailto:bhm@marlboroughcollege.org)

Briefly, the designated Child Protection Co-ordinator is responsible for:

- Ensuring that staff are aware of and alert to the signs of abuse and the steps which staff must take when abuse is suspected.
- Organising for the regular safeguarding and child protection training of all members of staff and others with responsibility for the care of pupils, including in respect of online safety. In accordance with legislative requirements training for the designated Child Protection Co-ordinator is updated at least every **two years to Level 3 standard**, and training for the Master and members of staff is updated on a regular basis.  
Senior Pupils who hold positions of responsibility (Prefects and Heads of Houses) with regard to other pupils are also given training on Safeguarding issues, at the commencement of their duties, and on an annual basis. Prefects are briefed by the Second Master, Proctor or Head of Sixth Form, and Heads of Houses are briefed by the Deputy Head (Boarding).
- The dissemination to staff of information about local SVPP-approved procedures in responding to suspected abuse or to the disclosure of abuse.
- Ensuring the College's consultation and cooperation with inter-agency referral, as appropriate. This will involve prompt communication with the Wiltshire SVPP in the event of an allegation or disclosure of abuse, and the following up of this communication in writing within 24 hours. This may include participation in Wiltshire SVPP Designated Officer for Allegations (DOFA)-led case conferences with the Wiltshire SVPP and/or Police.
- This will also include prompt communication with MASH teams in respect of broader concerns about child welfare and safeguarding, and working with other services (including social care, police, health services) to promote the welfare of children and protect them from harm.
- Maintaining a confidential written record of all concerns, discussions and decisions and the reasons for those decisions, in relation to safeguarding. In addition, to maintain a central written record of all contact with the Wiltshire SVPP and MASH, including both formal allegations against adults and informal concerns raised. Records will be kept confidentially and reviewed with the Member of Council with termly responsibility for safeguarding so that concerning patterns of behaviour can be spotted.
- Providing support (once the paramount interests of the child have been ensured) to the child's HM and to any member of staff who has been concerned with a Child Protection investigation in any way.
- Organisation for an annual Review of the College's Safeguarding and Child Protection Policy and procedures and of the efficiency with which the related duties have been discharged. This involves the submission of all relevant documentation, including a written record of all Child Protection issues for the preceding year, to the Member of Council with specific Child Protection leadership responsibilities. There then follows a meeting between the Member of Council and the DSL, in advance of the Lent Term Council Meeting in any given year.  
For the academic year 2019-2020, the Member of Council with specific Child Protection leadership responsibilities is **Mrs Penny Cameron-Watt**.
- Informing the Master immediately in all cases where child abuse is alleged or suspected, involving any member of Marlborough College, staff, volunteers or pupils. Whenever any matter of suspected or actual child abuse is about to be formally investigated by any of the agencies mentioned above (Wiltshire SVPP or Police) the DSL shall inform the Master and the Member of Council with specific responsibility for Child Protection.

- The drawing up of risk assessments and/or pastoral care plans where there is a considered to be a significant risk to a child's welfare from whatever cause, including self-harm.
- Implementation of the College's response to the Prevent strategy in respect of safeguarding children from radicalisation and the risk of being drawn into terrorism.
- Ensuring that, where pupils leave the College, their child protection file (as appropriate) is transferred to the new school or college as soon as possible, ensuring secure transit, and confirming receipt. In addition, the DSL will consider appropriate information sharing in advance of a child leaving, to enable support to be put in place, as appropriate.
- Working with pastoral and other leaders to ensure that children are safeguarded from potentially harmful and inappropriate online material. This includes monitoring the College's firewall and the efficiency of College filtering systems, including VPNs.

Finally, if any member of staff at any time wishes to have access to any or all of the Department of Education's documentation on the responsibilities of Schools with regard to Child Protection it is the duty of the DSL to make them available.

***How should members of staff respond in order to help a child who discloses abuse?***

- Listen patiently and comfort
- Stay calm and controlled: do not show revulsion or distress.
- If a pupil approaches a member of staff and asks to speak in confidence the member of staff must be sympathetic and supportive but should *never* fall into the trap of promising complete confidentiality. *In cases of the disclosure of abuse it is obligatory for a member of staff to report the offence even if the pupil does not wish to do so.*
- Reassure the child frequently that the abuse is not his/her fault. Make it clear that the disclosures have not made you lose affection or respect for them.
- Reassure the child that he/she should not feel guilty for telling.
- Make *a formal written record as soon as possible, as appropriate to the context of the disclosure, noting down: Date / Time / Place / Nature of disclosure / any relevant details.*

***How should members of staff respond in order to help children where abuse is suspected?***

- A member of staff with any suspicion that a child might be being abused, based on what they observe, hear or are told, should make a *formal written record as soon as possible*, noting down: Date / Time / Place / Nature of injury or concern / Explanation given / Demeanour. (NB Law prevents parents from demanding to see such written records). Hand written records or notes made at the time are preferable to typed notes after a time interval.
- In any conversation with a child about possible abuse a member of staff must be very careful not to ask leading questions: Do no more than listen sympathetically and report the matter.

A member of staff must pass on immediately all safeguarding concerns/information on to the DSL (or Deputy DSL), unless there is an immediate risk of harm to a child or the child is in immediate danger, in which case, any member of staff can make a referral to children's social care and/or the police directly and without delay. A member of staff who makes a referral directly should inform the DSL as soon as possible thereafter.

NB In no circumstances should any member of staff including HMs conduct an investigation into possible Child Abuse or decide whether a child has been abused (this is the role of specialist agencies) or alert a child's parents to such possibilities unless they have been authorised to do so.

Where child abuse is suspected or disclosed it is the role of the DSL to refer to external agencies using the appropriate route:

Children **in need of support** will be referred to children's social care for inter-agency assessment using Common Assessment Framework (CAF) guidelines to initiate a Team around the Child (TAC) response.

Children **at risk of harm** will be reported immediately to children's social care, who will advise on the course to be followed.



In cases of **allegations that refer to possible abuse** the DSL will report to the Wiltshire SVPP Designated Officer for Allegations (DOFA) without delay, and within one working day, seeking advice as to how to respond to the allegation. Where criminal behaviour or serious harm may have occurred, other agencies, including the police, will be involved from the outset.

The seconded DOFA for Wiltshire is:

**Anton Hammond    Tel: 01225 713945**

**Business Support Assistant for the Designated Officer – Sue Miluk/Rebecca Peterson**

Tel: 01225 713945

**Multi-Agency Safeguarding Hub (MASH)                      Tel: 0300 4560108**

**Out of Hours Emergency Duty Service                      Tel: 0300 4560100**

Members of staff should, at all time, avoid putting themselves in situations where they are vulnerable to or capable of being misunderstood:

There are three sensitive areas:

- The One-to-One Adult Staff / Pupil private interview

There are several contexts where members of staff with academic, pastoral and other responsibilities may need to meet on a one-to-one basis with individual pupils. Typically, tutorial meetings are held on a one-to-one basis in boarding houses. Careers and university guidance, co-curricular and academic support beyond the teaching timetable may be offered on a one-to-one basis. In such instances, it may be appropriate to maintain privacy but if possible have a classroom, office or bedsit door ajar or an external sightline, or ensure that the meeting is known to others and the setting rendered contextually “formal” i.e. occurring at an appropriate time and in an appropriate place for the business being conducted.

If the interview is likely to be sensitive members of staff are asked to make sure that someone (e.g. secretary / another member of staff with pastoral responsibility / HM) knows that the interview is taking place.

- Physical Contact with Pupils

This may be perfectly acceptable in the context of instruction or coaching e.g. Music or PE lessons or where safety demands it (e.g. to assist an injured pupil, or in breaking up a fight). Also, where a member of staff with specific pastoral responsibility instinctively feels that it is right for him/her to touch a pupil’s arm or shoulders in order to give reassurance, it is probably right to do so. However, members of staff should always be very careful in doing the latter and never do so when alone with the child or when there is no obvious reason for doing so.

- Digital Media

Given the widespread use of digital media in schools, members of staff must be scrupulous about their digital communication with pupils – The Code of Conduct for all staff and staff handbooks contain detailed guidance.

Members of staff who need to communicate with pupils using digital media should do so only from and to authorised College email addresses, or using the isams system or Firefly VLE. Members of staff should use only College-issued mobile technology to communicate with pupils. Private web-based email addresses, or personal mobile phones should NOT be used, except in emergencies, or when agreed in advance with the Educational Visits Coordinator, eg on school trips. Members of staff should avoid communicating with pupils via social networking sites.

### **Allegations of abuse against teachers and other staff**

1. The College will manage cases of allegations in which it is alleged that a member of staff has:

- behaved in a way that has harmed a child, or may have harmed a child;
  - possibly committed a criminal offence against or related to a child; or
  - behaved toward a child or children in a way that indicated he or she may pose a risk of harm to children;
- according to the guidance set out in Part Four of KCSIE (September 2019).

2. This guidance recognises:
  - The need to act consistently regardless of where or when the alleged abuse took place.
  - The duty of care to employees.
  - The need for common sense and judgement, and the need to act without delay to refer to Children's Social Care, the SVPP and/or police in the case of serious allegations, which meet the criteria above.
3. In the event of an allegation against a member of staff the Master (or Chair of Governors where the Master is subject of an allegation) – the 'Case Manager' will discuss the allegation immediately with the DSL. The purpose of the discussion is to consider the nature, content and context of the allegation and agree a course of action.
4. Where it is deemed that there is an immediate risk to children or there is evidence of a possible criminal offence, it is appropriate to involve the police immediately.  
Initial information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern.  
Any decision, and the justification for it, will be recorded by both the 'Case Manager' and the DSL. Consideration will then be given to the action to be taken in respect of the individual and the initiator(s) of the allegation.  
In all cases the process in respect of;
  - Supporting those involved
  - Confidentiality
  - Record Keeping
  - Timescales
  - Information sharing
  - Oversight and monitoring
  - Outcomes, actions, learning lessons
 will follow the guidance set out in Part Four of KCSIE (September 2019).
5. In cases of allegations that refer to possible abuse by members of staff or volunteers (e.g. sexual or physical abuse, criminal acts, acts of gross misconduct or any act where children are 'at risk'), the Wiltshire SVPP will be contacted by the Master or the DSL to refer the situation, within one working day.  
He/She will make it clear that the referral is being made under the College's Child Protection Procedure and the report will be confirmed in writing, within 24 hours.  
  
NB. In some cases, when deciding whether to make a referral, following an allegation or suspicion of abuse, it may be appropriate to seek the advice of the Wiltshire SVPP Designated Officer for Allegations (DOFA). This may be done informally and without giving names in the first instance.  
  
In either case, the College will endeavour to do nothing which may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse.
6. If the complaint is considered sufficiently serious and following discussion with the Wiltshire SVPP Designated Officer for Allegations (DOFA), and involves a member of staff, that member of staff will be told that serious allegations of misconduct have been made. The member of staff will have the opportunity to answer the allegations and his/her contractual rights will remain in force. The member of staff concerned will continue to have access to the Master or Bursar, who will keep the member of staff informed of developments.
7. It may be that suspension from duty immediately pending a full investigation is the appropriate course of action. though this is by no means automatic. A decision to suspend must be contextually risk assessed.
8. In a case of suspension from duty pending full investigation, it may be appropriate for the College to provide alternative accommodation for members of staff, outside of the boarding environment.
9. In the event of a criminal act being alleged, the Police will be contacted for their advice.

10. In all cases of complaint, decisions will be taken to ensure that the complaint is fully investigated quickly, and in a fair and consistent way, and resolved in such a way that is in the child's best interests, whilst at the same time supporting the person who is the subject of the allegation.
11. All serious complaints will be reported to the chairman of the governors (The Chairman of the College Council) immediately, and subsequently all the Governors (The College Council).
12. The College will report to the Disclosure and Barring Service (DBS), within one month of leaving the school any person (whether employed, contracted or a student) whose services are no longer used because he or she is considered unsuitable to work with children. In addition, consideration will be made to reporting to the TRA any teacher who has been dismissed or has left for whom a prohibition order may be appropriate because of unacceptable professional conduct.
13. The term 'child' shall be taken to indicate all pupils being educated at the College even if they are over 18 years of age.

### **What happens when the child is back in the classroom?**

- Help the child to get as much privacy and to be as normal as possible.
- Be as observant as possible to spot the child being harassed by other children who know about the abuse and be prepared to intervene.
- Be prepared for the child's school work and behaviour to be below their best.
- Recognise that a child with a compulsion to tell others what has happened to them needs counselling rather than censure.

### **What are the signs of Child Abuse that members of staff should be alert to?**

The following should not be regarded as a comprehensive list, nor should any indicator on this list be regarded, when taken alone, as being a definitive sign of abuse. This is why it is crucially important to raise concerns promptly such that advice can be sought from experienced and expert agencies, working together for the best interests of the child.

#### Physical

- unexplained injuries – perhaps improbable explanations (see Appendix B)
- fear of medical help
- fear of parents being contacted
- fear of returning home
- self-destructive tendencies – i.e. hatred for his/her own body
- desire to look as unsexual and unattractive as possible
- aggression towards others
- dislike of being touched or touching others
- chronic running away
- dirty, torn or threadbare clothing; inappropriate clothing for the season or context (sign of neglect)
- unwashed hair, dirty appearance, unclean smell
- excessive or uncontrollable tearfulness

#### Signs of possible emotional abuse (in addition to some of above)

- A feeling of shame or guilt (“It must have been my fault . . .”)
- A feeling that he/she is dirty or degraded
- Embarrassment (“Perhaps there’s something wrong with me”)
- A desire to talk about a topic frequently (betraying a need for reassurance and a desire to get it out of the system)
- Nightmares or trouble with sleeping
- Compulsive stealing
- Neurotic behaviour
- Inappropriately adult or sexualised behaviour or inappropriately infantile behaviour

## ***Summary***

- Be AWARE OF and ALERT TO signs of child abuse
- RECORD and REPORT any concerns
- CONSULT with HMs or with the Child Protection Co-ordinator if you are worried at any time.
- Above all remember that the CHILD'S INTERESTS ARE PARAMOUNT. If you are concerned act quickly but with discretion.

**Author: Management Team**

**Where found: College Website and Firefly**

**Policy Date: September 2019**

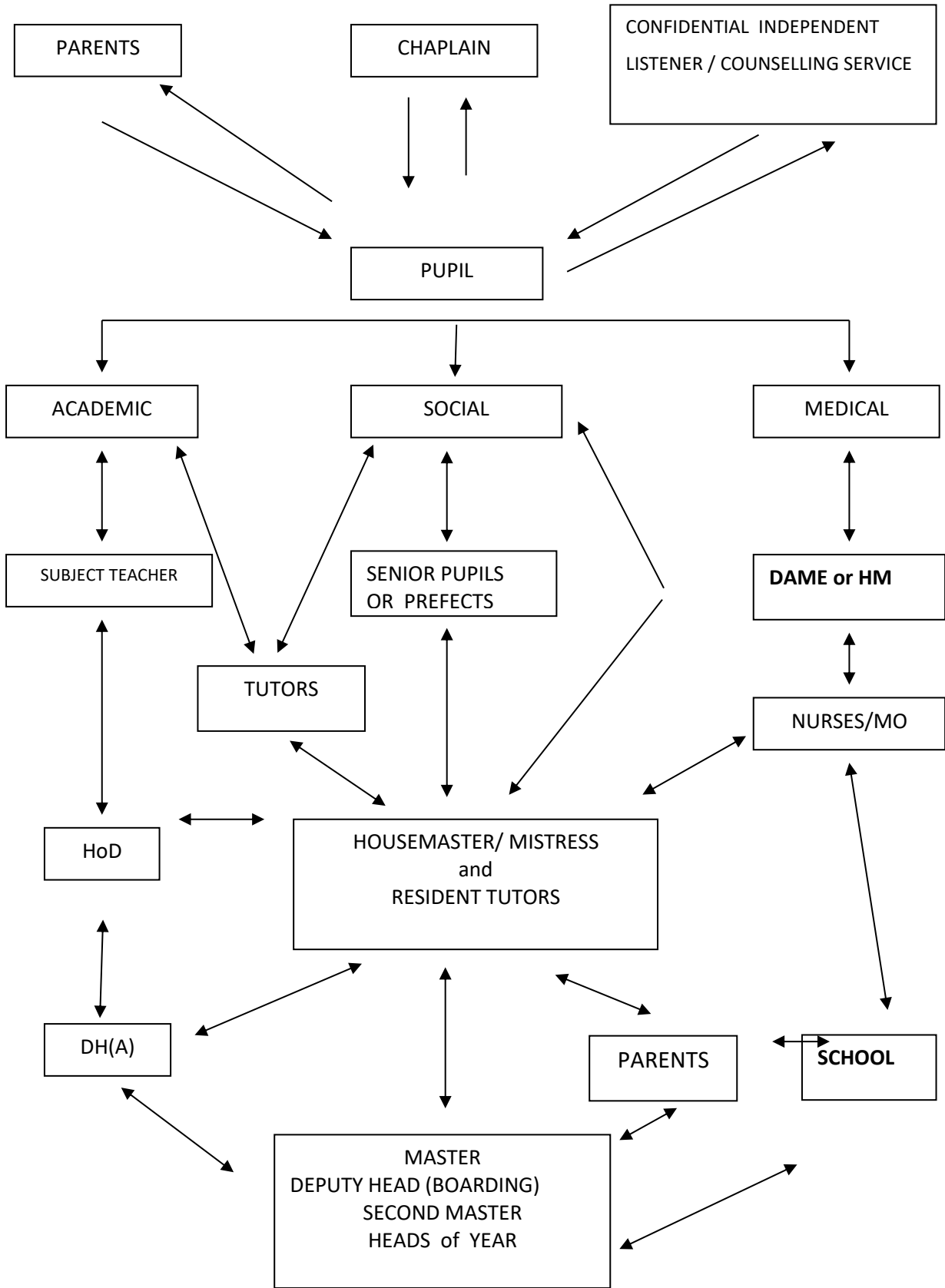
**Statutory Annual Review Date: September 2020**

## List of Appendices

- A Pastoral Care Plan
- B Non-Accidental Injury: Signs of Possible Abuse
- C Child Protection Training – Pro forma for Staff
- D Allegations against adults who work with children – Guidance Flowchart
- E Wiltshire Local Safeguarding Children Board: What to do if you are worried that a child is being abused or neglected
- F What is Child Protection? Poster for Staff Notice Boards
- G The Children Act (1989) Notes for Members of Common Room
- H College Confidentiality Statement
- I Occupancy Terms for Spouse/Partner and Dependents of Employees
- J Further information relating to specific safeguarding issues, including Forced Marriage and Female Genital Mutilation

## Pastoral Care Plan

### PUPIL SUPPORT SYSTEM STRUCTURE



## Appendix B

### NON-ACCIDENTAL INJURY: SIGNS OF POSSIBLE ABUSE

Common Sites for Non-Accidental Injury	Common Sites for Accidental Injury
Eyes – bruising, black (particularly both eyes)	Forehead
Cheek/side of face – bruising, finger marks	Nose
Mouth – torn frenulum	Chin
Shoulders – bruising grasp marks	Bony spine
Genitals – bruising	Elbows
Knees – grasp marks	Forearm
Skull – fracture, bruising or bleeding under skull (from shaking)	Hip
Ears – pinch or slap marks – bruising or grasp marks	Knees
Upper and inner arms – bruising or grasp marks	Shins
Chest – bruising or grasp marks	
Back Buttocks Thighs	inner bruising outline of belt/buckles scalds/burns

Non-Accidental Injuries	Accidental Injuries
Bruises - likely to be: frequent/patterned e.g. finger and thumb marks/ old and new in same place (note colour)/in unusual position. Consider: development of child and their activities/may be more difficult to see on darker skins.	Bruises - likely to be: few but scattered/no pattern/same colour and age. Consider: age and activity of child e.g. may be confused with birthmarks or other skin conditions.
Burns and Scalds – likely to have: clear outline/splash marks around burn area/unusual position e.g. back of hand/indicative shapes e.g. cigarette burns, bar of electric fire.	Burns and Scalds – likely to be: treated/easily explained, may be confused with other conditions e.g. impetigo.
Injuries suspicious if: bite marks/fingernail marks/large and deep scratches/incisions e.g. from razor blades	Injuries likely to be: minor and superficial/treated/easily explained.
Fractures likely to be: numerous – healed at different times. Consider: age of child/delay in seeking treatment.	Fractures likely to be: of arms and legs/seldom on ribs except for road traffic accidents/ rarely may be due to ‘brittle bone syndrome’.
Sexual abuse may result in: unexplained soreness, bleeding or injury to genital or anal area/sexually transmitted disease.	Genital area injury may be accidental – (seek expert advice) –soreness/irritation e.g. from bubble bath/anal soreness may be due to constipation or threadworm infestation.

**PARENTAL ATTITUDE IS IMPORTANT IN ASSESSING ALL OF THE ABOVE.**

**WHEN A CHILD IS SUFFERING A SEVERE AND PAINFUL INJURY MOST WOULD SEEK MEDICAL HELP.**

## Appendix C

### Child Protection Briefing – Academic and Pastoral Staff

As a boarding school Marlborough College is bound by the provision of several key pieces of legislation, to **“safeguard and promote the welfare”** of children in its care.

First among these is the Children Act (1989), which was updated in 2004 to include the recommendations of the Green Paper “Every Child Matters”.

The Act identifies five key welfare outcomes for children and young people:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Economic well-being

This and other legislation was incorporated into Keeping Children Safe in Education (September 2019) Statutory Guidance for Schools, which incorporates details of the Prevent Duty (to have due regard to the need to prevent people from being drawn into terrorism), as well as the need to protect children from FGM and forced marriage. Part 1 of KCSIE is issued to all staff.

In addition, a set of National Minimum Standards for Boarding exist, last updated March 2016, which incorporate these outcomes, and it is these standards that form the basis for the College’s **“Duty of Care”** towards its pupils.

**It is the responsibility of all staff to share this duty of care to *“safeguard and promote the welfare”* of the College’s pupils.**

The **promotion** of pupil welfare is achieved by providing opportunities for satisfactory development and growth across a broad range: social, moral, spiritual, emotional, physical and intellectual.

The **safeguarding** of pupil welfare is achieved in two ways:

- Reasonable measures to minimise risks of harm. This includes risks of accident or injury, or risks of being abused, bullied, being lost or being taken.
- Taking appropriate actions to address concerns about welfare

In its widest sense, therefore, Child Protection involves many aspects of the College’s work, including

- Health and Safety issues, including medical care
- Staff recruitment, induction and training
- Pastoral Care system
- Grievance procedures
- Accommodation and physical plant

Following from this **all staff** have a responsibility to ensure that in their day-to-day work, pupil welfare is safeguarded by their **knowledge, understanding and actions**.

What follows is presented as a Child Protection Checklist for members of staff.

Beaks are encouraged to use the list as a way of self-auditing their own Child Protection awareness, and updating, where necessary, their familiarity with relevant aspects of College policies and administration.

The most up-to-date version of the CR Handbook is available in the Pastoral Section of Firefly and the College’s Policies are found on the College Website.



## CR Checklist

Name:.....Signature.....Date:.....

Knowledge: I am aware ...

	That it is the responsibility of <b>all staff</b> to share the duty of care to “ <i>safeguard and promote the welfare</i> ” of the College’s pupils
	That the Child Protection Co-ordinator is the <b>Deputy Head (Boarding), Lady Cayley (CMC)</b>
	What to do in the event of a pupil disclosing information to you about abuse, if you have concerns about abuse, or if you receive an allegation of abuse; What to do in the event of <b>any</b> concern about the welfare of a child, i.e. act promptly and directly such that the concern is addressed; That <b>any</b> member of staff can make a direct referral to the statutory agencies (Wiltshire SVPP, police) in the event of an immediate risk to the welfare of a child. That any such referral should be reported immediately to the Child Protection Co-ordinator. <b>See Summary diagram – Pastoral Notice Board, Common Room, or Staff Common Rooms in boarding houses.</b>

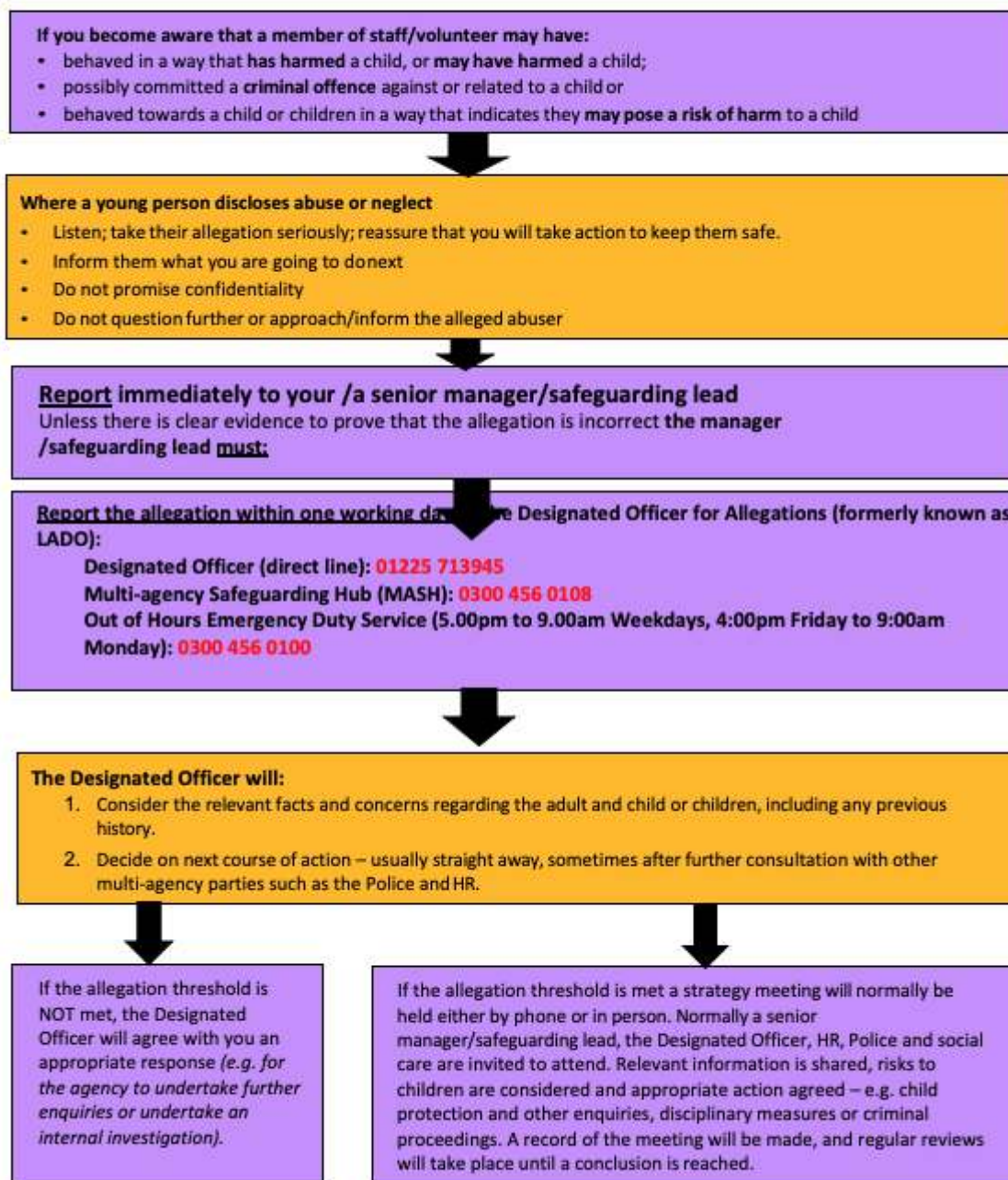
Action:

	Read the <b>Emergency Medical List</b> on the Pastoral Notice Board in respect of pupils you deal with, and amend your professional records accordingly.
	Read the <b>Special Circumstances List</b> via HMs, confirm by signing, and amend your professional records accordingly. (NB List issued week 2 of Mich Term and Lent Term)
	Seek training as appropriate: e.g. Using an Epipen, First Aid in Schools, specific pastoral training. <b>See CMC or Medical Centre for details.</b>
	Ensure you are familiar in Houses with emergency procedures, fire procedure etc. <b>See HMs for details.</b>

Reading and Understanding: I have read and understood...

	What?	Where found?
	The College’s Statement of Boarding Principles and Practice / Pastoral Aims	College Website & Firefly
	The College’s Policy on Confidentiality	College Website & Firefly
	The College’s Safeguarding and Child Protection Policy	College Website & Firefly
	Keeping Children Safe in Education Part 1 – September 2019 and completion of Questionnaire	Induction Folder and in the Pastoral section of Firefly
	The Standing Guidelines to CR on Child Abuse Matters Including Appendix B: Non-accidental injury: Signs of possible abuse	College Website & Firefly
	The College’s Countering Bullying Policy	College Website & Firefly
	The “Child Protection Guidelines” laminated card	Issued to Staff

## ALLEGATIONS AGAINST ADULTS WHO WORK WITH CHILDREN- GUIDANCE FLOWCHART

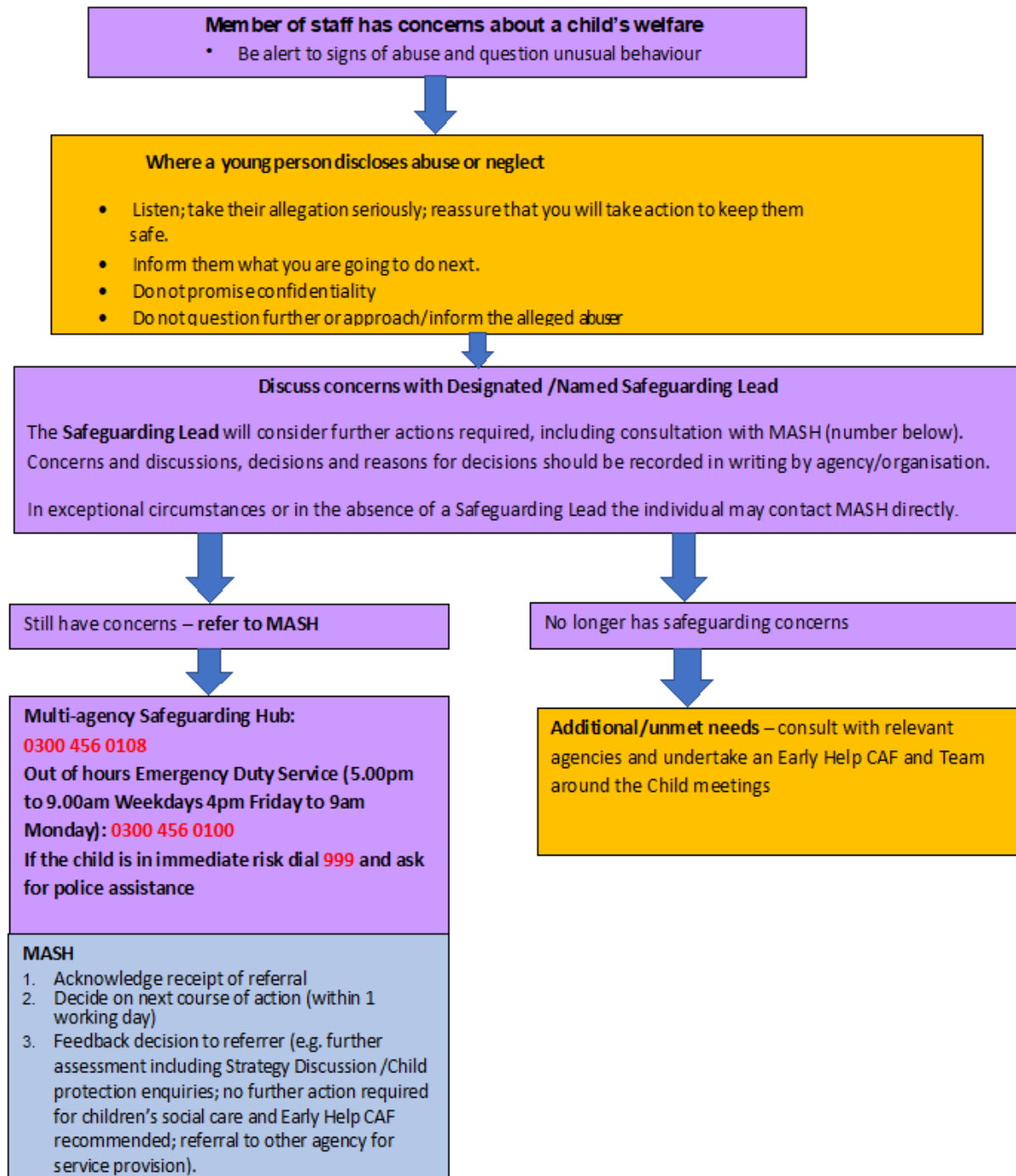


Allegations against staff and volunteers flowchart

**NB: This document is intended for use as a brief guide only. For more detailed guidance refer to The WSCB Allegations Management Policy at [www.wiltshirescb.org.uk](http://www.wiltshirescb.org.uk).**



## What to do if you are worried a child is being abused and neglected



This flowchart is intended for use as a brief guide. Please refer to the DfE Guidance 'What to do if you're worried a child is being abused' guidance, which includes definitions and possible indicators of abuse (including child sexual exploitation), [www.wiltshirescb.org.uk](http://www.wiltshirescb.org.uk)

Review date October 2019



MARLBOROUGH COLLEGE

## What is Child Protection?

Child Protection covers the prevention of harm to anyone aged 18 or under through:

- neglect
- physical injury
- sexual abuse
- emotional abuse

caused by an adult or adolescent.

If you have ANY concerns about Child Protection issues at Marlborough College please speak to:

**Your Line Manager →**

He/she will refer this immediately to the Child Protection Co-ordinator, **Lady Cayley (892523)**.

**Immunity from disciplinary action against such staff for 'whistle blowing' in good faith is assured.**

## THE CHILDREN ACT (1989)

### *Notes for All Members of Common Room*

As a Boarding School Marlborough College is bound by the provision of several key pieces of legislation relating to the care of children.

First among these is the Children Act (1989), which was updated in 2004 to include the recommendations of Green Paper *Every Child Matters*. These derived from the conclusion of the Laming Report, and identify five key outcomes for children and young people:

Being Healthy  
Staying Safe  
Enjoying and Achieving  
Making a positive contribution  
Economic well-being

The Children Act is a wide reaching Act and each County SCB is responsible for ensuring that its provisions are implemented in boarding schools within its area. In 2000, the Care Standards Act amended the original 1989 Children Act and in 2002, and again in 2011 and 2013, a set of National Minimum Standards were produced, against which boarding schools should be inspected and regulated. Social Services Departments gave responsibility for inspection of social care to the Commission for Social Care Inspection (CSCI) and from 2007, to OFSTED. This role in respect of boarding schools has subsequently been taken on by the Independent Schools Inspectorate (ISI).

The National Minimum Standards (NMS) are intended to safeguard and promote the welfare of children for whom accommodation is provided by a boarding school. There are 20 Standards in total and throughout the Common Room and HM handbooks we indicate the standards being addressed. The Standards can be “mapped” against the Every Child Matters outcomes. A copy of the NMS can be downloaded from [www.dh.gov.uk](http://www.dh.gov.uk). Every Child Matters documentation can be viewed at [www.education.gov.uk](http://www.education.gov.uk) or see CMC for further details of these or other pastoral issues.

The following notes are intended to summarise the gist of the most important provisions of the Children Act. It is hoped that they will of particular help to relatively new teachers.

- 1) Staff need to be aware of the importance of boarding as a way of developing independence and self-reliance in pupils and in fostering the personal and social development of boarders. In order to achieve these aims, however, it has to be recognised that the boarding environment must be secure and supportive, providing standards of care and supervision adequate to the needs of each particular age-group.
- 2) While HMs are ultimately responsible to the Master for the overall welfare of each pupil in their care, all teachers and other staff, whether or not they live or work in boarding houses, have a duty to be aware of good boarding practice and to be alert for signs of its abuse. To this end staff should be conscious of the following points:
  - 3) a) The School must be sensitive to the feelings of individuals and of minorities and must ensure equal opportunities, irrespective of religion, ethnic origin, cultural background, gender, sexual orientation, special educational needs, disability.
  - b) Staff must be aware that pupils may suffer neglect, physical, sexual or emotional abuse and be alert for possible signs (changes of mood, drop-off of academic work etc).  
If there is cause for concern – however slight – information should be passed on immediately to the pupil's HM and to the Designated Safeguarding Lead/Child Protection Co-ordinator.

- c) It is important that all teaching staff should be well acquainted with the School Rules (as published in the Almanac) and be aware of areas which are out of bounds.
- d) All teaching staff must know the standard school discipline sanctions and apply them as consistently and fairly as possible. They should also be conversant with the formal Complaints Procedures for pupils (as published on House Boards).
- e) Members of Common Room need to be conscious of their duty to do everything to promote a healthy life-style for pupils. In particular this should include the encouragement of sensible sleeping, work and dietary habits and an awareness of the dangers of the misuse of alcohol and drugs and of smoking.
- f) All staff must be prepared to take and make opportunities to talk to and to listen to children. Staff should encourage discussion such that matters of e.g., complaint, bullying, unhappiness etc. can be openly aired.
- g) Good schools have caring teachers. Perhaps the most obvious everyday way in which we can demonstrate this care lies in the effort we put in to our routine teaching, in the prompt and accurate marking of written work and in the encouragement we give our pupils, both inside and outside classrooms.

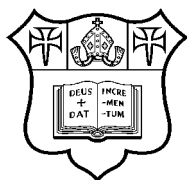
LJMH  
2019

## *Confidentiality*

It is expected of each member of staff that he or she will exercise their role in the community with the utmost regard for the welfare, rights and safety of each pupil. To that end it is understood that there will be many situations where the teacher or tutor will feel that they should be particularly sympathetic and supportive, and this is most likely to occur in one-to-one situations. It is therefore of paramount importance that adults never place themselves in the position of promising complete confidentiality when, for example, in circumstances of child abuse, bullying, substance abuse and life-threatening situations, to do so would be totally inappropriate. In such and similar cases, it is obligatory for matters to be reported to the HM or the Master, and to the Deputy Head (Boarding) as Child Protection

Co-ordinator. In cases of doubt, unofficial advice can be sought first from any member of the Management Team or the Chaplain.

LJMH  
September 2019



**M A R L B O R O U G H C O L L E G E**  
**O C C U P A N C Y C O N D I T I O N S**  
**F O R S P O U S E / P A R T N E R A N D D E P E N D E N T S**  
**O F E M P L O Y E E S**

Dated:

**WHEREAS**

- (1) You occupy «**Address**»('the Accommodation') as the spouse, partner or an adult (over 16) dependent of «**Name\_of\_Employee**»('the Employee'). The licence to occupy the Accommodation is personal to the Employee and is governed by the Service Occupancy Agreement between the Employee and the College. Your occupation of the Accommodation is contingent upon the Employee's continuing occupation of the Accommodation and continuing employment with the school.
- (2) For the avoidance of doubt, you have no occupancy rights if the Employee leaves the Accommodation or is no longer employed by the College or, in the case of a spouse or partner, where there is a breakdown in your relationship with the Employee. You are also bound by the provisions of the said Service Occupancy Agreement whilst you occupy the Accommodation.

**YOU HEREBY AGREE**

1. Your occupancy of the Accommodation is subject to completing an enhanced disclosure with the Disclosure and Barring Service, where appropriate, to the College's satisfaction.
2. Your occupancy of the Accommodation may be disallowed or terminated if in the College's reasonable view there is evidence to suggest that you are unsuitable to have regular contact with children.
3. You are required to notify the Director of Corporate Resources or Master if you are charged with or convicted of any criminal offence.
4. You will not, without the consent of the College, permit any other occupant to occupy the Accommodation. You will be responsible for the conduct and behaviour of all your visitors and guests and you will ensure that they have no unsupervised access to pupils of the College during their visit.
5. Unless you are remunerated by the College to assist with pupil welfare your contact with boarders is to comply with the following guidelines:



- You should not routinely be alone with any pupil except in an emergency where health or safety is at risk.
- Any involvement with pupils' activities must be agreed beforehand with the House Master/Mistress
- You are not in any circumstances to be in the pupils' sleeping accommodation areas at any time unless accompanied by the Employee or House Master/Mistress.

6. During your occupation of the Accommodation you agree to:

- a. Avoid any excessive noise, antisocial behaviour or any activity that might reasonably create a nuisance or cause complaints from neighbours within or outside the College.
- b. Take reasonable care of the Accommodation and of any contents that are the property of the College.
- c. Abide by the College's policies including those regarding health and safety, smoking on site and for the provision of meals for staff.

7. You acknowledge and agree that no independent rights are intended to be nor are granted to you to reside in the Accommodation under this agreement and that you are obliged to vacate the Accommodation when the Employee's employment is terminated or if reasonably required by the College.

Signed .....

Name «Name\_of\_Resident» (Occupant)

Signed by the Bursar on behalf of Marlborough College

.....



## MARLBOROUGH COLLEGE

### Further information relating to specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, the NSPCC offers information for schools and colleges via its website [www.nspcc.org.uk](http://www.nspcc.org.uk)

Other information can be found on the TES and MindEd websites.

Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- child sexual exploitation (CSE)
- children missing education
- children missing from home or care
- bullying including cyberbullying
- domestic violence
- drugs / 'county lines'
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – see also below
- forced marriage – see also below
- gangs and youth violence; involvement in serious violent crime
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- sexting
- 'upskirting' – taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, alarm or distress
- teenage relationship abuse
- trafficking

### Honour Based Violence (HBV) - Forced Marriage (FM)

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the free and full consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Staff with safeguarding concerns in relation to forced marriage should consult with the DSL. Depending on the immediacy of the risk, they can also consult directly with the Forced Marriage Unit on 020 7008 0151 or email [fmf@fco.gov.uk](mailto:fmf@fco.gov.uk) or contact the Police.

## Honour Based Violence (HBV) - Female Genital Mutilation (FGM)

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

Section 5B of the Female Genital Mutilation Act 2003 places a **statutory duty** upon staff (teachers and medical staff) to report to the police (either through disclosure by the victim or by visual evidence) that FGM appears to have been carried out on a girl under 18. Staff **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.

Those failing to report such cases will face disciplinary sanctions.

It will be rare for teachers to see visual evidence and they should **not** be examining pupils, but the same definition of what is meant by 'to discover that an act of FGM appears to have been carried out' is used for all professionals to whom this mandatory reporting duty applies.

It would be usual for concerns about FGM to be discussed with the DSL, and for children's social care to be involved alongside a report made using the procedures outlined in the document:

### **Mandatory reporting of female genital mutilation procedural information**

#### **What is FGM?**

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

There are, commonly, four types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation – entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 – all other procedures that may include : pricking, piercing, incising, cauterising and scraping the genital area

#### **Why is it carried out?**

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean/hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

## Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries, including the UK.

### **Circumstances and occurrences that may point to FGM happening:**

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesian and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or prepare for marriage

### **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
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

### **The 'One Chance' Rule**

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings/schools/colleges take action **without delay**.