

Ysgol Babanod Mochdre & Ysgol Cystennin

Child Protection Policy

Headteacher: _____

Chair of Governors: _____

Adopted on: _____

Review Date: _____

Child Protection Policy

Everyone in Education Services shares an objective to help keep children and young people safe.

'Because of their day-to-day contact with individual children during school terms, teachers and other school staff are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop.'

(Working Together under the Children Act 2004

Keeping Learners Safe – Welsh Government Circular 158/2015 states:-

'Everyone who works in education should share the same goals to keep children and young people safe'. We do this by:-

- *creating and keeping safe places to learn*
- *Identifying where there are welfare concerns and taking the right action*
- *Helping children and young people to be aware and understand how to stay safe*

We reach these goals by:-

- *Stopping unsuitable people working with children and young people*
- *Having safer practice in place*
- *Challenging poor or unsafe practice*
- *Identifying when there's an issue or concern about a child's welfare and taking actions*
- *Working together with other services*

Welsh Government safeguard children and young people by making sure they follow requirements of:-

- The Children Act 1989
- The Education Act 2002
- The Children Act 2004
- Section 175 of the Education Act 2002
- The Equality Act 2010
- All Wales Child Protection Procedures (2008)
- Social Services & Wellbeing (Wales) Act 2014
- United Nations Convention on the Rights of the Child (UNCRC) 1989 – these include 4 key articles relevant to children and education (Article 12/19/28/29)
- The Rights of Children & Young Persons (Wales) Measure 2011
- **'Prevent Duty Guidance' for England & Wales – on the duty in the Counter Terrorism and Security Act 2015**

1. PURPOSE OF A CHILD PROTECTION POLICY

1.1. An effective whole-school child protection policy is one which provides clear direction to staff and others about their duties and responsibilities in dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

2.1. Our school fully recognises the contribution it can make to protect children and support pupils in school. There are three main elements to our child protection policy.

- a) Prevention (eg positive school atmosphere, teaching and pastoral, support to pupils).
- b) Protection (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns).
- c) Support (to pupils and school staff and to children who may have been abused).

This policy applies to all staff and volunteers working in the school and governors. Learning Support Assistants, mid-day supervisors, caretakers, secretaries as well as teachers can be the first point of disclosure for a child.

3. SCHOOL COMMITMENT

3.1. We recognise that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult can help with the prevention and identification of child abuse. Our school will therefore:

- a) Establish and maintain an ethos where pupils feel secure and are encouraged to talk, and are listened to.
- b) Ensure that pupils know that there are adults in the school who they can approach if they are worried or are in difficulty (*Appendix 1*)
- c) Include in the curriculum activities and opportunities for PSHE, which equip pupils with the skills they need to stay safe from abuse.
- d) Include in the curriculum material, which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.
- e) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

4. FRAMEWORK

4.1. Schools do not operate in isolation. Child protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Regional Safeguarding Children's Board.

5. ROLES AND RESPONSIBILITIES

5.1. All adults working with or on behalf of children have a responsibility to protect children. There are, however; key people within schools and the Education Services who have specific responsibilities under child protection procedures. These responsibilities are also outlined in 'Keeping Learners Safe (Circular 158/2015) which is found online <http://learning.gov.wales/resources/browse-all/keeping-learners-safe/?lang=en>

The Head teacher or in her absence the Designated Senior Person (previously known as the Child Protection Co-ordinator) have this responsibility within schools. It is essential school staff should be made aware of who the nominated Designated Senior Persons are, and be informed where the All Wales Child Protection Procedures are situated, which is kept in the Headteacher's office. All members of staff should also be in receipt of the small Child Protection Leaflet (2010) (*Appendix 2*). Any queries regarding procedures or referrals should be directed at the Designated Safeguarding Lead for Education.

- All members of school staff should also be made aware of the Welsh Governments published guidance on – **Respect and Resilience; Developing community cohesion – a common understanding for schools and their communities** which sets out the role that schools have in developing and supporting strategic approaches to promoting and maintaining community cohesion and eradicating violent extremism (2011). During 2012 the UK Government launched a refocused **Prevent Strategy – details of which can be found in the 'Keeping Learners Safe Document' (page 51, & 52).**
- As part of our ongoing safeguarding and child protection duties we are fully behind the government's *Prevent Strategy*.
- From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the *Prevent Duty for Schools*.
- The statutory guidance refers to the importance of *Prevent* awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The Home Office has developed a core training product for this purpose – Workshop to Raise Awareness of Prevent (WRAP). All our Key staff have received WRAP training sessions from North Wales Police on what *Prevent* is about and how to deal with any issues they may see inside or outside school.

5.2. It is the role of the designated teacher to ensure that local child protection procedures are followed within the school, and to make relevant referrals to the named agencies according to the guidance given. Additionally, it is their role to ensure all staff employed within the school is aware of the schools internal procedures, to advice staff and to offer support to those requiring this.

It is the role of the Head Teacher to make sure that child protection policies are in place, that there are enough resources and time for the Designated Senior Person, and that all staff and volunteers understand what to do and feel able to raise concerns.

5.3. The roles and responsibilities of the named governor responsible for child protection are to

ensure that the school has an effective policy, that child protection procedures are complied with, and to support the school in this aspect. It is important that governors are not given details relating to specific child protection situations to ensure confidentiality is not breached.

Each Governing Body has a duty to ensure that the school has a child protection policy and procedures in place that are looked at every year; these are available to parents and carers if they ask; are available in a youth friendly version that pupils can understand; have steps in place to deal with reports against members of staff; support new staff.

5.4. The Education Services Designated Safeguarding Lead provides advice, support, and ensures that appropriate training is undertaken. They can also make referrals to the Regional Safeguarding Childrens Board and can raise concerns about procedures on behalf of the school.

6. PROCEDURES

6.1. We will follow the procedures set out in the All Wales Child Protection Procedures and within the Child Protection Procedures produced for all Education Services in April 2010 in leaflet form.

Adhere to the procedures set out in the Welsh Government circular 002/2013: 'Disciplinary and Dismissal Procedures for School Staff'

Ensure that recruitment and selection procedures are made in accordance with Welsh Government guidance, 'Keeping Learners Safe' Circular 158/2015

Pay due regard to the 'Prevent Duty Guidance' for England & Wales – the duty in the Counter Terrorism and Security Act 2015.

All Staff are kept informed about child protection procedures, through induction, briefings and awareness training – and staff are to be kept informed regularly who the nominated person is and her deputy in her absence.

There is a face to face meeting on induction for new staff, outlining safeguarding procedures and responsibilities, with meetings recorded and filed appropriately.

Other adults visiting the school (e.g. peripatetic teachers, learning support staff) will be advised of the schools policy and the named person to whom they should raise any concerns with.

A statement in the school prospectus informs parents and carers about our school's duties and responsibilities under the All Wales Child Protection Procedures.

The school will notify the local social service team if:-

- A pupil on the child protection register is excluded either for a fixed term or permanently;
- If there is an unexplained absence of a pupil on the child protection register for more than two days from the school (or one day following a weekend);
- When a pupil on the child protection register leaves, we will transfer information to the new school immediately and inform Children & Family & Safeguarding Service.

7. TRAINING AND SUPPORT

7.1. Our school will ensure that the head teacher; (who is the senior designated teacher or named person), one other second nominated member of staff and the nominated governor for child protection attend training relevant to their role. All staff will undertake awareness raising training during their induction (this should be recorded and put on file) into the school and periodically to refresh and update their knowledge and understanding. Support will be available for staff from the headteacher in the first instance, and from other members of the school's management team where there are concerns or queries about child protection. School staff should know their personal responsibilities, and agreed local procedures, be vigilant in identifying cases of abuse, and know how to support a child who discloses abuse.

8. PROFESSIONAL CONFIDENTIALITY

8.1. Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil nor should they agree with the pupil to keep a secret, as where there is a child protection concern this must be reported to the named person and may require further investigation by appropriate authorities.

The named person (the headteacher or designated senior person in our school) will invoke the local agreed guidelines and procedures, where there is a cause for concern. Staff will be informed of relevant aspects in respect of child protection on a 'need to know basis' only. Any information shared with a member of staff in this way must be held confidentially to themselves.

9. RECORDS AND MONITORING

9.1. Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies. A file note ('Cause for Concern' notes) will be made of the concern raised and action taken. These file notes are kept in a confidential file, which is separate to other files, in the school's office. In the same way notes must be kept of any pupil who is being monitored for child protection reasons.

10. ATTENDANCE AT CHILD PROTECTION CONFERENCES

The headteacher (or designated senior person) would attend a child protection conference called in respect of a pupil. She may be accompanied by other relevant staff if this is of benefit to the pupil. Staff attending such conferences will be offered support and access to appropriate counselling if they wish to receive this.

11. SUPPORTING PUPILS AT RISK

11.1. Our school 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. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant. It is also recognised that some children who have

experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

11.2. This school will endeavour to support pupils through:

- a) The curriculum to encourage self-esteem and self-motivation.
- b) The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- c) The implementation of school behaviour management policies (required under the Code of Practice, 2002 Education Act – currently under revision)
- d) A consistent approach, which recognises and separates the cause of behavior from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- e) Regular liaison with other professionals and agencies that support the pupils and their families.
- f) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
- g) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.

11.3 This policy should be considered alongside other related policies in school. These are the policy for the teaching of PSE, the policy on sex and relationships education, the policy/guidelines for privacy and dignity of our pupils, the policy for management of pupils' behaviour, the health and safety policy, alcohol and substance misuse policy, anti-bullying policy, and food & fitness policy/guidelines, and the duty on schools to prevent people from being drawn into terrorism.

11.4 We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

12. SAFE SCHOOL, SAFE STAFF

Many of our pupils would have difficulty in talking about sensitive issues and most lack the vocabulary for this. Staff will need to be aware of the pupil's preferred style of communication and their individual special needs if we are to be able to provide a safe environment for our pupils. When engaging with pupils all staff must be aware of the potential for misinterpreting our pupils' efforts to raise a child protection concern or issue.

Staff working in a one-to-one situation with a pupil should ensure that they are positioned so as to be visible and audible to other staff where there may be a possibility of misinterpretation of their interaction with a pupil.

School staff are familiar with the Signs of Abuse – *Appendix 3*

School staff are signposted to legislations such as the All Wales Protocol for the Management of Young People Engaged in Sexually Harmful Behaviour; the Child Sexual Exploitation Safeguarding Guidance from Welsh Government, and the HM Government – Prevent Duty Guidance: for England & Wales (guidance for specified authorities in England & Wales on the duty in the Counter-Terrorism and Security Act 2015).

School staff work hard to maintain effective partnerships with parents and carers, and they should be aware that this policy might affect this working relationship at a given time. However, we will maintain our commitment to working with parents and carers to the benefit of all pupils. Sensitive and supportive handling of these issues, whilst affirming that the pupils in our care are our first priority, will help maintain this working relationship.

All staff are required to complete a Disclosure and Barring check, which has replaced the Police Records and CRB checks, prior to taking up their appointment, and to sign a declaration regarding convictions relating to the harm of children during their application process. Staff who deliberately seeks to mislead the school in respect of this will be subject to dismissal.

Where a member of staff is subject to an accusation of abuse, this will be fully investigated under the school's disciplinary procedures and All Wales Child Protection Procedures Part 4. Advice should also be sought from a Senior Officer in Education Services and Conwy's Education Designated Safeguarding Lead. Any suspected or alleged abuse must be reported to Children & Family & Safeguarding Service or the Police.

TRAINING

Whole school safeguarding training will be organised on at least a three yearly basis for all staff to include ancillary staff. The Designated Senior Person the Deputy and School Governor responsible for safeguarding will attend 'enhanced' training that is put on by the Local Authority. All staff will be encouraged to log into the Safeguarding Community Hwb, where child protection updates will be posted, questions can be asked and good practice discussed. Staff with access to Hwb will complete the Hwb Safeguarding modules online. The Designated Senior Person, deputy person and Chair of Governors attend Enhanced Child Protection.

All newly recruited staff will be given a one to one induction safeguarding session.

Recruitment

The school is committed to the principles of safer recruitment and, as part of that, adopts recruitment procedure that help deter, and/or identify people who might pose a risk to children. Safe recruitment processes are followed as per the Welsh Governments Keeping Learners Safe Guidance.

All relevant members of staff and governors who are involved in recruitment will undertake safer recruitment training. The school will ensure that at least one person on any appointment panel has undertaken the above training.

Volunteers

A volunteer is defined as a person who performs an activity which involves spending time, unpaid (except for travel and other approved out of pocket expenses) doing something which aims to benefit someone (individuals or groups).

Any parent or other person/organisation engaged by the school to work in a voluntary capacity with pupils will be subject to all reasonable vetting procedures. Volunteers will be subject to the same code of conduct as paid employees of the school.

Staff Code of Conduct

All staff (paid and Voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. Teaching Standards expect all teachers to safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. Children will be treated with respect and dignity and no punishments, detention, restraint, sanctions or rewards are allowed outside of those detailed in the schools Behaviour Management Policy. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary to physically restrain a pupil for their own protection or others safety, this will be appropriately recorded and reported to the Head teacher and Parents.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. Other than in formal teaching situations; for example during musical instrument tuition, the door to the room in which the 1:1 coaching, counselling or meeting is taking place should be left open. Where this is not practicable because of the need for confidentiality, another member of staff will be asked to maintain a presence nearby and a record will be kept of the circumstances of the meeting. All rooms that are used for the teaching or counselling of pupils will have clear and unobstructed glass panels in the doors.

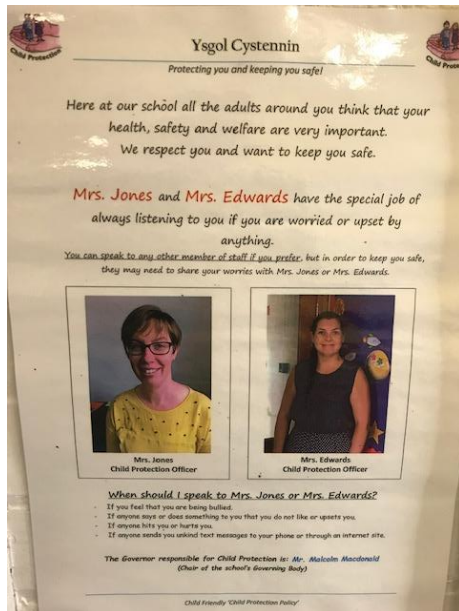
School staff should also be alert to the possible risks that might arise from social contact with pupils outside of the school. Home visits to pupils and their families should only take place with the knowledge and approval of the Head Teacher. Any unplanned contact or suspected infatuations or 'crushes' will be reported to the Head teacher immediately.

Staff will only use school's digital technology resources and systems for professional purposes or for uses deemed 'reasonable' by the Head and Governing Body. Staff will only use the approved school email, school learning platform or other school approved communication systems with pupils or parents/carers and only communicate with them on appropriate school business and will not disclose any personal information e.g. email address or telephone numbers. Staff will not use personal cameras (digital or otherwise) or camera phones for taking and transferring images of pupils or staff without permission and will not store images at home.

Staff should be aware of the schools whistle blowing procedures and all Wales Child Protection Procedures and share immediately any disclosure or concern that relates to a member of staff with the Head teacher or one of the Designated Safeguarding Leads and if the issue is in regards to the Head teacher, then the Chair of Governors should be contacted.

Appendix 1 – Child Protection Posters to inform visitors; parents and pupils of Designated officers

This poster is displayed near the 'signing in book' on entry to the school at the Infants, and on the walls in the foyer and around the school at the juniors.

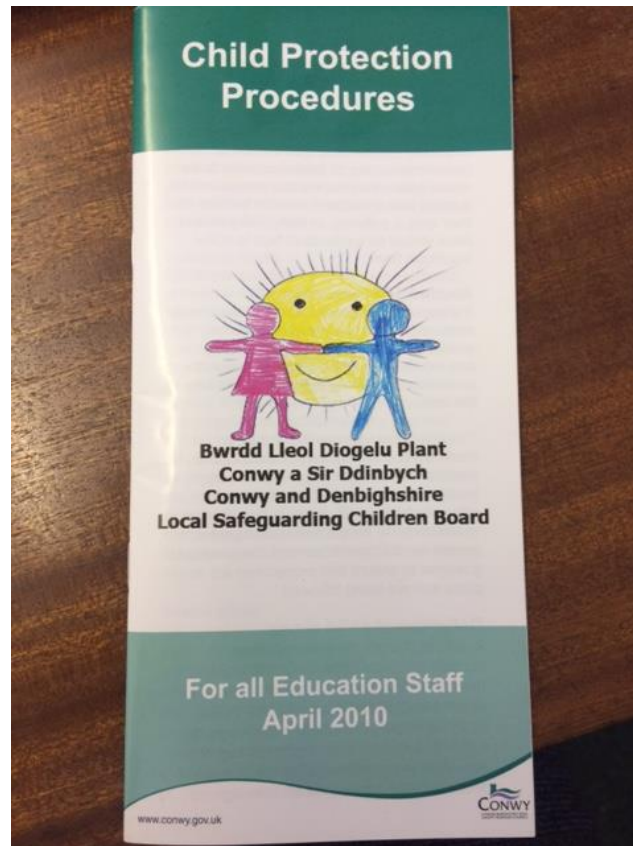


At the Infant school, a 'Child friendly' poster is displayed in every class so pupils know who they can go to if they are worried/upset.



Appendix 2 – Conwy Child Protection Leaflet (2010)

A copy is available from the Headteacher's office should you require one



Appendix 3 - Signs of Abuse

These definitions and indicators are not meant to be definitive, but only serve as a guide to assist you. It is important too, to remember that many children may exhibit some of these indicators at some time, and that the presence of one or more should not be taken as proof that abuse is occurring. There may well be other reasons for changes in behaviour such as a death or the birth of a new baby in the family or relationship problems between parents/carers. In assessing whether indicators are related to abuse or not, Social Services will always want to understand them in relation to the child's development and context.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child either directly by inflicting harm, or indirectly, 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 a stranger. They may be abused by an adult or adults, or another child or children.

There are four types of child abuse. They are defined in the All Wales Child Protection Procedures and Welsh Government guidance *Safeguarding Children: Working Together Under the Children Act 2004* as follows:

Physical abuse

Physical abuse 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.

The physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body
- multiple bruises- in clusters, often on the upper arm, outside of the thigh
- cigarette burns
- human bite marks
- broken bones
- scalds, with upward splash marks
- multiple burns with a clearly demarcated edge.

N.B. Most children will collect cuts and bruises as part of the rough-and-tumble of daily life. Injuries should always be interpreted in light of the child's medical and social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbow, knees, shins, and are often on the front of the body. Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks.

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation

- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather
- depression or withdrawn behaviour
- running away from home.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger (i.e. living in a domestic abuse environment) or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parent being approached regarding their behaviour
- developmental delay in terms of emotional progress

Sexual Abuse

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) and through Child Sexual Exploitation.

The physical signs of sexual abuse may include:

- pain or itching in the genital area
- bruising or bleeding near genital area
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains discomfort when walking or sitting down
- Pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home
- sexual knowledge which is beyond their age, or developmental level
- sexual drawings or language
- bedwetting
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

Neglect

Neglect is 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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The physical signs of neglect may include:

- constant hunger, sometimes stealing food from other children
- constantly dirty or 'smelly'
- loss of weight, or being constantly underweight
- inappropriate clothing for the conditions.

Changes in behaviour which can also indicate neglect may include:

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised

Additional Information

Child in Need of Care and Support Plan

The law about assessment of needs of children in Wales is now in Parts 3 and 4 of the Social Services and Well-being (Wales) Act 2014. **Sections 37-39 Social Services and Well-being (Wales) Act 2014; Care and Support (Eligibility) (Wales) Regulations 2015 and Care and Support (Care Planning (Wales) Regulations 2015; Part 4 Code of Guidance**

A child will be eligible for a service if:

1. the need arises from circumstances such as their age or health
2. and it relates to their personal well-being outcomes
3. and it cannot be met by their parents, wider family or community services
4. and it can only be met by their local authority arranging or providing the service or making direct payments.

If the child is eligible for a service, a **Care and Support Plan** will be agreed.

As a school we will refer as appropriate to Children Services if it is recognised that a child would benefit from a Child in Need support plan with the permission of the parent/carer.

In addition to the types of abuse mentioned above, members of staff will also be alert to specific safeguarding issues:

Child Sexual Exploitation (CSE)

CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some indicators of children being sexually exploited are: going missing for periods of time or regularly coming home late, regularly missing school or education or not taking part in education, appearing with unexplained gifts or new possessions, associating with other young people involved in exploitation, having older boyfriends or girlfriends, suffering from sexually transmitted infections, mood swings or changes in emotional wellbeing, drug and alcohol misuse and displaying inappropriate sexualised behaviour.

A Child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching. Sexual activity with a child under 16 is also an offence. It is an offence for a person to have a sexual relationship with a 16 or 17 year old if that person holds a position of trust or authority in relation to the young person. Non consensual sex is rape whatever the age of the victim. If the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have true consent and therefore offences may have been committed. CSE is therefore potentially a child protection issue for all children under the age of 18.

Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether or not they are a pupil of this school. This will result in immediate referral to Children's Services. In the case of a young person between the ages of 13 and 16, an individual risk assessment will be conducted in accordance with the All Wales Child Protection Procedures.

Female Genital Mutilation (FGM)

The Serious Crime Act 2015 introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police. Section 130 of the Social Services and Well-being (Wales) Act applies to cases covered by the FGM reporting duty. FGM is illegal in the UK.

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother and /or death.

FGM is a deeply embedded social norm, practiced by families for a variety of complex reasons. It is often thought to be essential for a girl to become a proper woman and to be marriageable. The practice is not required by any religion. FGM is an unacceptable practice for which there is no justification. It is child abuse and a form of violence against women and girls.

OTHER POLICIES relating to this policy

BULLYING

Our Policy on bullying is set out in a separate document and is reviewed annually by the governing body.

PHYSICAL INTERVENTION

Our policy on physical intervention is set out in a separate document and is reviewed annually by the governing body.