



SIR ROBERT PATTINSON ACADEMY

CHILD PROTECTION AND SAFEGUARDING POLICY

Date reviewed in School:

November 2018

Date Approved by Governors:

December 2018

Review Date:

October 2019

**Ms Emma Allsopp, Lead Designated Safeguarding Officer.
(Assistant Headteacher)
Mr D Hardy, Designated Safeguarding Officer. (Head Teacher)
Mrs T Gibson, Deputy Safeguarding Officer.
Paul Fisher 01522 554674/Rachael Powis 01522 554668, Local
Authority Designated Officer (LADO)**

INTRODUCTION

The Governors of Sir Robert Pattinson Academy will adopt the following Child Protection Policy and Procedures.

The Children Act 2004 established the 'Every Child Matters' agenda and the duty of all public services to work together to promote five outcomes for children and young people, of which staying safe is one.

The Safeguarding Vulnerable Groups Act 2006 was designed to solve the failures identified by the 2004 Bichard Inquiry arising from the Soham murders.

Recommendation 19 of the inquiry report says:

'new arrangements should be introduced requiring those who wish to work with children, or vulnerable adults to be registered. The register would confirm that there is no known reason why an individual should not work with these clients.'

In March 2005, the Department for Children, Schools and Families (DCSF) – then the Department for Education and Skills – and the Department of Health (DH) proposed that Recommendation 19 should be carried out by developing a central service that would bar unsuitable people from working with children and/or vulnerable adults.

This policy adheres to the requirements of Employment Law, The Education Act 2002, the School Staffing (England) Regulations 2003, the School's Equal Opportunities Policy and draws upon the recent DCSF guidance *Working Together to Safeguard Children July 2018* and *Keeping Children Safe in Education September 2018*.

THE PREVENT DUTY

The Prevent Duty for England and Wales (2015) under section 26 of the counter terrorism and security act 2015 requires schools to respond to the ideological challenge of terrorism and the threat of it, to prevent people being drawn into terrorism by giving them appropriate advice and support and finally challenge radicalization.

Female Genital Mutilation (FGM)

FGM is illegal in England and Wales under section 5B of the FGM Act 2003 (as inserted by section 74 of the serious crime act 2015). **It is a form of child abuse and violence against women.** FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

Section 5B of the 2003 Act introduces a mandatory reporting duty which requires 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. **The duty applies from 31 October 2015 onwards.**

'Known' cases are those where either a girl informs the person that an act of FGM – however described – has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person has no reason to believe that the act was, or was part of, a surgical operation within section 1(2)(a) or (b) of the FGM Act 2003.

Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

POLICY – SAFEGUARDING

The Governors wish to ensure that all young people/vulnerable adults attending Sir Robert Pattinson Academy or Community Learning Centre are kept safe. Concerns about a student or vulnerable adult must be followed up in the right way to ensure that everyone including parents/carers, staff, volunteers and students know what should happen and what is expected of them.

We are therefore committed to ensuring that Sir Robert Pattinson Academy:

- provides a safe environment for young people to learn in;
- identifies young people/vulnerable adults who are suffering, or likely to suffer, significant harm;
- takes appropriate action to see that such young people/vulnerable adults are kept safe both at home and at the school;
- ensures that teachers and other school staff know what to do when they see signs that a child is at risk of radicalisation;

In pursuit of these aims, the governing body will approve and review policies and procedures with the aim of:

- raising awareness of issues relating to safeguarding the welfare of children and young people and the promotion of a safe learning environment for students;
- aiding the identification of students at risk of significant harm, and providing procedures for reporting concerns;
- promoting safe practice and challenging poor and unsafe practice;
- contributing to effective partnership working between all those involved with providing services for young people;
- establishing procedures for reporting and dealing with allegations of abuse against members of staff;
- ensuring the school has appropriate procedures for appointing staff.

DEFINITIONS

For the purposes of this policy the governors recognise the following definitions:

STAFF

All school employees whether teaching or support as well as volunteers.

CHILD / YOUNG PERSON

The legal definition of a child or young person within the Children Act 1989 is anyone under the age of 18. In addition, any young person under 24 with learning difficulties and/or disabilities is legally defined as a child.

VULNERABLE ADULT

A vulnerable adult can be defined as someone who requires additional support to carry out everyday tasks due to physical disability or learning difficulties/ disabilities, where their support needs render them open to exploitation.

PROCEDURE

In most cases day to day concerns about students can be dealt with by discussion between staff and parents. Brief notes of telephone conversations must be made and meetings should be followed by a letter outlining what was said. These records should be kept in the student's file.

More worrying concerns require different action.

CHILDREN

Child abuse usually comes to the attention of adults in four ways: a direct disclosure from the child who has been abused; a third party report (e.g. friend, other child, relative, parent of friend); through the child's behaviour; or observation of an injury to the child.

18 YEARS OLD AND OVER

Adults may disclose abuse which happened a long time ago in which case they may need support in understanding what their options are. They may need a GP referral, specialist counseling or may want to report the incident to the police. They are responsible for deciding what action is taken. Where a young person is over 18 but discloses current, ongoing abuse then this should be reported to the designated person. A referral for investigation will be made in any circumstances where other young people may be at risk, for example younger siblings.

VULNERABLE ADULTS

Where staff have concerns regarding the welfare of a vulnerable adult they should report these to the designated person who will make a referral to Adult Services if required.

STAFF RESPONSIBILITY

All staff have been trained to identify, help, protect and refer cases of abuse.

All staff are aware of the signs of peer on peer abuse including sexual violence and harassment.

In all instances, the designated person will follow County procedures. All staff should be aware of the process for making referrals to child social care and for statutory assessment section 17 and section 47 and the role that they may play in these assessments.

THE ROLE OF GOVERNORS

It is not appropriate that Governors as individuals should be involved in procedure for fear of 'taint', however the Governing Body will receive reports from the Designated Person on the implementation of the Policy and anonymised outcomes.

If staff/parents/carers have a concern about a member of staff, they should contact the Head teacher.

If staff/parents/carers have a concern about the Head teacher, they should contact the Chair of Governors.

PROCESS WHEN A DISCLOSURE IS MADE

LISTEN Listen carefully to the child or vulnerable person. Take what he or she says seriously.

REASSURE Look after the child while the matter is being referred on, reassure the child/person that they are not to blame for what has happened. Do not over-react as this can frighten them and compound feelings of guilt. Reassure them that they were right to tell. Remember the fact that it takes great courage to confide such personal and painful concerns.

RECORD As soon as possible after talking to the child/person make a written record of what was said. This may be used in any subsequent legal proceedings so it is important to note down how the child/person was behaving, and the way in which they told you what happened, as this may indicate how they were feeling. This then needs to be passed onto the Designated Person in school.

SUPPORT Get support for yourself. Listening to abused children or adults can be very upsetting.

It is essential not to make promises that you may not be able to keep. It is particularly important not to promise confidentiality before you know what is going to be confided to you because you may have to share what you have been told with others. The person's trust has already been betrayed by the abuser and making promises you fail to keep can compound feelings of betrayal.

It is important not to make bad feelings worse and to keep to a minimum the number of times he/she is asked to repeat the story. It is inappropriate at this stage to inquire into the details of the abuse as this may distress the child/person and should be left to an interviewer skilled in asking such questions. The basic rule of thumb is that staff should **ONLY** ask enough questions of the child to clarify whether there is a child protection concern. Once the child has clarified that they are being harmed or are at risk (or the staff member is reassured that the child is safe), no further questions are required.

The staff member should ensure **immediate** information sharing with the Designated Safeguarding Lead (or alternative senior contact point in DSL's absence). It is likely that such a scenario will require **immediate** consultation about action to be taken and an urgent referral to Specialist Children's Services will be necessary.

The consequences of not reporting your suspicions if the child/person has been abused could be very serious as they could be further abused.

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

RECRUITMENT PROCEDURES

In order to ensure safer recruitment Sir Robert Pattinson Academy will:

- Regularly review its recruitment procedure to ensure the safety of the students.
- Ensure that all vacancy advertisements make clear the school's commitment to safeguarding and promoting the welfare of children.
- Ensure that the job description makes reference to the responsibility for safeguarding and promoting the welfare of children and young people.
- Ensure that the person specification includes specific reference to the applicant's suitability to work with children.
- Obtain and examine required information from applicants and satisfactorily resolve and discrepancies or anomalies. All applicants should complete the school's relevant Application Form in full (Appendix 1 or 2). CV's may be submitted but will enhance the application rather than substitute.
- Obtain independent professional and character references to help assess an applicant's suitability to work with children. One of the references must be the previous most recent employer.
- Conduct a face to face panel interview (including at least one panel member who has completed the safer recruitment training meeting the requirements of DfE and OFSTED) to determine the candidate's suitability to work with children as well as their suitability for the post.
- Verify the successful candidate's identity together with (where necessary), qualifications gained.
- Check previous employment history and experience.
- Check for any gaps in employment history and ensure a satisfactory explanation is sought.
- Check Declaration of Health Form (Appendix 3).
- Conduct DBS enhanced check for all employees within the Academy.
- Ensure new staff are familiarised with our Child Protection Policies and Safer Working Practices as part of the induction process as verified on the Induction Checklist (appendix 4).
- The academy follows a coloured lanyard identification system (see appendix 5)

Further information relating to safeguarding can be found within the Safer Recruitment/DBS policy of the Academy

ASSOCIATED ITEMS

Health and Safety Policy

Attendance Policy – inc. Children Missing in Education

Use of Force to Control or Restrain Pupils Policy

Anti-bullying Policy
Substance Awareness Protocol
Student Privacy Policy
Relationship and Sex Education Policy
Terms and conditions of service – Teaching Staff/Support Staff
Allegations of Abuse Against Staff
Single Central Record Protocol
Safer Recruitment/DBS Policy
Prevent Protocol
Female Genital Mutilation (FGM) reporting requirements – Appendix 6

STAFF TRAINING

- Sir Robert Pattinson Academy will have at least one trained Designated Person who will be given access to timely relevant training.
- All relevant policies and protocols will be available to all staff on the VLE.
- Child Protection training is part of CPD for all.
- Induction for ITT (Initial Teacher Training) students, new and temporary staff has a section on Child Protection.
- Interview panels will have at least one member with Safer Recruitment training.

AVAILABILITY

The availability of this policy on the school website and in other format on request is indicated in the prospectus.

APPENDICES

APPENDIX 1 Teacher Application Form

APPENDIX 2 Support Application Form

APPENDIX 3 Health Declaration Form

APPENDIX 4 Induction Checklist

APPENDIX 5 Lanyard Identification

APPENDIX 6 Female Genital Mutilation (FGM)

Application Form

TEACHER

Sir Robert Pattinson Academy
Moor Lane
North Hykeham
Lincoln
LN6 9AF

Appendix 1



PERSONAL DETAILS

Surname _____	Title Mr/Mrs/Miss/Ms or other _____
Forename(s) _____	Former names (if applicable) _____
Home address _____	
_____	Postcode _____
Tel Number (Home) _____	(Work) _____
Mobile Tel Number _____	Email _____
Date of Birth _____	National Insurance Number _____
GTC Number _____	If you are not a European Citizen please state if you require a work permit Yes <input type="checkbox"/> No <input type="checkbox"/>

REFEREES

These should be of appropriate standing with direct knowledge of your professional work and should include your present employer.

Name _____	Name _____
Job Title _____	Job Title _____
Address _____	Address _____
_____	_____
_____	_____
Tel Number _____	Tel Number _____
Email _____	Email _____

EDUCATION / QUALIFICATIONS

Start with your secondary education and then include FE/Higher and initial teacher training.

Secondary Schools, Colleges and Universities	Dates		Details of examinations passed & qualifications obtained including grade
	From	To	

Age group for which trained Pre KS1 KS2 KS3 KS4 KS5

LA where probation/induction was completed _____

CONTINUING EDUCATION / IN-SERVICE TRAINING/OTHER RELEVANT QUALIFICATIONS

Please give details of all courses (included the month/year) attended of at least one day over the last two years. Continue on a separate sheet if necessary.

PRESENT EMPLOYMENT

Present Job Title _____

Date Appointed to post _____ Current Salary £ _____ Scale Point/TLR ____/____

Part time / Job Share Yes No fte ____ Notice required _____

Name of School/College/Employer _____

Type of School (e.g. Primary, Secondary) _____

Address _____

Tel Number _____ LEA (if applicable) _____

Key responsibilities

Reason for wishing to leave _____

PREVIOUS EMPLOYMENT/VOLUNTARY EMPLOYMENT Please provide a full history in chronological order since leaving secondary education, including periods of any post-secondary education /training and part-time work, as well as full time employment, with start and end dates, explanations for periods not in employment or education/training and reasons for leaving. (*Continue on a separate sheet if required*).

Job Title or Position	Name and Address of Employer	Number on Roll <i>(If school)</i>	Full/Part Time	Dates		Reason for Leaving
				From	To	
1.						
2.						
3.						
4.						
5.						

SUPPORTING STATEMENT

Please give details of your experience, skills, abilities and any other additional information which you think would be useful in this job. You should cover the points listed in the Person Specification and include any additional information, e.g. languages spoken. ***Please complete on a separate page.***

COMPULSORY DECLARATION OF ANY CONVICTIONS, CAUTIONS OR REPRIMANDS, WARNINGS

Jobs in schools are exempt from the provisions of Section 4(2) of the Rehabilitation of Offenders Act 1974. **You must** therefore declare any arrests, convictions, cautions or reprimands, warnings or bind-overs which you have ever had and give details of the offences. The fact that you have a criminal record will not necessarily debar you for consideration for this appointment.

Do you have any convictions, cautions or reprimands, warnings or bind-overs? **YES / NO** (delete as appropriate)

Have you ever been arrested? **YES / NO** (delete as appropriate)

If the answer is "yes", you must record full details in a separate, sealed envelope marked with your name and 'Confidential: Criminal Record Declaration' and enclose it with your application. In accordance with statutory requirements, an offer of appointment will be subject to satisfactory enhanced CRB clearance. A copy of this notice will be sent to your referees.

MEDICAL INFORMATION

Do you consider you have a disability as defined in the Disability Discrimination Act 1996? **YES/NO**

If so, please tell us of any arrangements we should make to facilitate an interview, if one is offered.

If you have suffered from any medical condition which has affected [or might in future affect] your performance as a teacher, please give details.

I hereby declare that the information provided is true and accurate.

Signature of applicant _____ **Date** _____

Application Form

SUPPORT STAFF

Sir Robert Pattinson Academy
Moor Lane
North Hykeham
Lincoln
LN6 9AF



POST APPLIED FOR:

PERSONAL DETAILS

Surname _____	Title Mr/Mrs/Miss/Ms or other _____
Forename(s) _____	Former names (if applicable) _____
Home address _____	
_____	Postcode _____
Tel Number (Home) _____	(Work) _____
Mobile Tel Number _____	Email _____
Date of Birth _____	National Insurance Number _____
GTC Number _____	If you are not a European Citizen please state if you require a work permit Yes <input type="checkbox"/> No <input type="checkbox"/>

REFEREES

These should be of appropriate standing with direct knowledge of your professional work and should include your present employer.

(1)	(2)
Name _____	Name _____
Job Title _____	Job Title _____
Address _____	Address _____
_____	_____
_____	_____
Tel Number _____	Tel Number _____
Email _____	Email _____
Do you object to referees being contacted before interviews? (1) Yes/No (2) Yes/No	

EDUCATION / QUALIFICATIONS

Secondary Schools, Colleges and Universities	Dates		Details of examinations passed & qualifications obtained including grade
	From	To	

Please give details of all courses (included the month/year) attended of at least one day over the last two years. Continue on a separate sheet if necessary.

PRESENT EMPLOYMENT

Present Job Title _____

Date Appointed to post _____ Current Salary £ _____ Scale Point ____/____

Part time / Job Share Yes No fte ____ Notice required _____

Name of Employer _____

Address _____

Telephone number _____

Key responsibilities

Reason for wanting to leave _____

PREVIOUS EMPLOYMENT/VOLUNTARY EMPLOYMENT Please provide a full history in chronological order since leaving secondary education, including periods of any post-secondary education /training and part-time work, as well as full time employment, with start and end dates, explanations for periods not in employment or education/training and reasons for leaving. *(Continue on a separate sheet if required).*

Job Title or Position	Name and Address of Employer	Full/Part Time	Dates		Reason for Leaving
			From	To	
1.					
2.					
3.					
4.					
5.					

SUPPORTING STATEMENT

Please give details of your experience, skills, abilities and any other additional information which you think would be useful in this job. You should cover the points listed in the Person Specification and/or Job Description and include any additional information, e.g. languages spoken. ***Please complete on a separate page.***

COMPULSORY DECLARATION OF ANY CONVICTIONS, CAUTIONS OR REPRIMANDS, WARNINGS

Jobs in schools are exempt from the provisions of Section 4(2) of the Rehabilitation of Offenders Act 1974. **You must** therefore declare any arrests, convictions, cautions or reprimands, warnings or bind-overs which you have ever had and give details of the offences. The fact that you have a criminal record will not necessarily debar you for consideration for this appointment.

Do you have any convictions, cautions or reprimands, warnings or bind-overs?

YES / NO (delete as appropriate)

Have you ever been arrested?

YES / NO (delete as appropriate)

If the answer is "yes", you must record full details in a separate, sealed envelope marked with your name and 'Confidential: Criminal Record Declaration' and enclose it with your application. In accordance with statutory requirements, an offer of appointment will be subject to satisfactory enhanced CRB clearance. A copy of this notice will be sent to your referees.

Do you consider you have a disability as defined in the Disability Discrimination Act 1996? **YES/NO**

If so, please tell us of any arrangements we should make to facilitate an interview, if one is offered.

I hereby declare that the information provided is true and accurate.

Signature of applicant _____ **Date** _____

DECLARATION OF HEALTH TO BE COMPLETED BY ALL CANDIDATES

Name in full: _____ Title: _____
(Surname first) (Mr, Mrs, Miss Ms, Other)

Address: _____ Date of Birth: _____

_____ Tel No: _____

Post applied for: _____

Present Occupation: _____

The name and address of my General Practitioner is:
(I give authority for you to seek confirmation of the information I have provided below: YES/NO*)

Name: _____

Address: _____

Tel No: _____

Please answer the following questions by ticking the appropriate YES/NO box. If the answer to any question is YES, then give details in the space provided or on the back of this form.

Have you ever had in your life, including childhood, any of the following?

Description of Illness	YES	NO	Details
1. Heart/Circulatory Illness			
2. Blood disorders e.g. Anaemia, Haemophilia			
3. Raised Blood Pressure			
4. Asthma, Hay Fever			
5. Bronchitis, Pneumonia, Pleurisy			
6. Tuberculosis – or family history of TB			
7a. Diabetes – recent onset			
7b. Diabetes – since childhood			
8. Epilepsy, Frequent Fainting Attacks			
9. Headaches, Migraine			
10. Psychiatric Treatment			
11. Dermatitis, Skin Sensitivities			
12. Psoriasis, Eczema			
13. Hearing Loss, Frequent Ear Infections			
14. Frequent Sore Throats			
15. Intestinal disorders or infections, Ulcer			
16. Hepatitis/Jaundice			
17. Disorders of the Bladder or Kidney			
18. Do you have a Colostomy or Ileostomy?			
19. Visual impairment/eye strain (which may be aggravated by Visual Display Units).			
19. Any other disorder?			

Have you ever been vaccinated or immunised against any of the following?

Description	YES	NO	Remarks and Dates
Tuberculosis including BCG			
Rubella (German Measles)			
Poliomyelitis			
Tetanus			
Hepatitis			
Any other			

HIV INFECTION or AIDS. Because the risks of infection in ordinary working contacts are so low, no employee or prospective employee will be required to undertake an HIV anti-body test, or be required to declare whether they are living with someone who has HIV infection or AIDS.

However, as for all applicants, any period of illness, whether related or unrelated to HIV infection or AIDS, needs to be disclosed under items 1 – 19 above.

Do you suffer from any disability within the terms of the Disability Discrimination Act 1995, which has not otherwise been disclosed under the items above? If you are in any doubt about this, please seek appropriate advice either from the school or elsewhere.

Are you a registered disabled person? YES/NO If so, please state your number? _____

DECLARATION (TO BE SIGNED BY ALL CANDIDATES)

I declare that the replies given by me are true to the best of my knowledge and belief and I give them knowing that I will be liable to subsequent dismissal from employment if I have given any reply which I know to be false or do not believe to be true.

Signed: _____ Date: _____

If further information is required you will be issued with a more detailed questionnaire and a medical examination may be carried out.

TO BE COMPLETED BY THE EMPLOYER

I intend to appoint Mr/Mrs/Miss/Ms _____

to the post of _____

subject to _____

Signed _____ (HEADTEACHER)



SIR ROBERT PATTINSON ACADEMY INDUCTION CHECKLIST

Name: _____ Date Started Employment: _____

Job Title: _____

ELEMENT	Completed by (Initials)
Introduction of staff and tour of school	
General introduction in briefing	
School diary and Academic Year Diary given including term dates, training days & briefings	
The school day and timings	
Completion of personnel/payroll forms/Job Description	
Explain JD duties and responsibilities	
Location of forms and stationery	
Reprographics	
Access to ICT/SIMS Logins etc. ICT Protocols	
Fire drill procedures	
First Aid procedures and location of Medical Room	
Staff absence procedures	
Canteen - Lunch, Breaks, Hours	
Child Protection – Safeguarding Policies/Protocols/Designated Officer	
School aims and Statement	
School Policies familiarisation – where to find them	
Pastoral Team – DOLs/Student Welfare	
Staff Code of Conduct	
Maintenance – Site Staff	
Library/Resource Centre	
CPD and support	
Staff Hand book/Learning and Teaching Handbook - Staff grievance & disciplinary procedure	
School Development Plan/Quality Assurance/SEF	
Physical Contact with students – guidelines	
Health & Safety	
School communications systems e.g. diary, bulletins, briefings, VLE	
Meetings	
CPD training booked as appropriate	

Print/Signed (New Staff) _____

Date _____

Print/Signed (Manager) _____

Date _____

A COMPLETED COPY OF THIS FORM MUST BE RETURNED WITHIN ONE MONTH OF EMPLOYMENT COMMENCEMENT DATE TO THE PERSONNEL OFFICER

LANYARD COLOURS—WHAT DO THEY MEAN



BLUE

Members of staff



GREEN

Visitors to school who can walk around without a member of staff



YELLOW

Supply teachers



RED

Visitors who must have a member of staff with them.

If you see a visitor to the school who is wearing a **red** lanyard but does not have a member of staff wearing a **blue** lanyard with them please politely ask them if they are lost and escort them to a member of staff.

If you feel uncomfortable doing this please report this to the nearest member of staff or one of our safeguarding officers.

The same applies for any adult not wearing a coloured lanyard or any sixth former not wearing their official lanyards with their ID attached.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines, and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. When mandatory reporting commences in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers¹¹, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. 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.

The Mandatory reporting duty will commence in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.