Mulberry
Academy London Dock

Child Protection and Safeguarding Policy

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This policy has been adopted by the Mulberry Schools Trust and will be applied to Mulberry Academy London Dock. All schools within the Trust have a requirement from the DfE to have their own Child Protection and Safeguarding Policy.

The aim of this policy is to establish and promote a child centred and co-ordinated approach to safeguarding our students' welfare, safety and physical and mental health. The guidance in this policy fosters an honest, open, caring and supportive ethos, where students or staff can talk freely about their concerns, in the belief that they will be listened to and appropriate action taken. The students' welfare is of paramount importance.

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

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

This policy is based on the **DfE's 2025 Statutory Guidance "Keeping Children Safe in Education" (KCSIE)**. It should also be read in conjunction with that guidance and other relevant policies at the school, including the:

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

- All staff are required to sign that they have read and understood these policies, and KCSIE Part 1 and Annex B, in the first two weeks of each academic year or within two weeks of starting work at the school. There is now a condensed Part 1 in Annex A which is appropriate for staff not working directly with children. This can be directed at the discretion of the governing body or principal.

All other policies are to be read and understood within the first half term.

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

1. School Commitment

We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help all students and especially those at risk of, or suffering from, abuse. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children is defined in KCSIE as:
• providing help and support to meet the needs of children as soon as problems emerge
• protecting children from maltreatment, whether that is within or outside the home, including online
• preventing the impairment of children's mental and physical health or development
• ensuring that children grow up in circumstances consistent with the provision of safe and effective care
• taking action to enable all children to have the best outcomes

Our school will:

- establish and maintain a whole school safeguarding culture where students feel secure and are encouraged to talk, and are listened to;
- ensure students know that there are adults in the school who they can approach if they are worried or are in difficulty;
- include opportunities in the curriculum (e.g. PSHE, RSE, citizenship, pastoral assemblies, tutor time activities) for students to develop the skills they need to recognise and stay safe from abuse which may include online abuse, child-on-child abuse or extremist influences;
- ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies;
- ensure safer recruitment practices are always followed.

2. Roles and Responsibilities

All adults working in the school have a responsibility to safeguard and promote the welfare of the students. Staff are to take an attitude of **'it could happen here'** to safeguarding. Everyone who has contact with students has a role to play in identifying concerns, sharing information and taking prompt action. All staff are aware of the process for making referrals to children's social care.

The key people who have specific responsibilities under Child Protection (CP) procedures are – Year Learning Coordinators, Designated Safeguarding Lead, Deputy Safeguarding Leads, the Principal and the Designated Safeguarding Governor. The names of those carrying these responsibilities for the current year are listed at the end of this policy.

The **Designated Safeguarding Lead** (DSL) takes lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place.

These responsibilities include:

- managing referrals by reporting suspected abuse to the Local Authority as required; supporting staff who make referrals; referring concerns about radicalisation as required; referring relevant cases to the Disclosure and Barring Services and refer cases where a crime may have been committed to the Police;
- working with others, such as the Principal, to keep them informed of ongoing enquiries and investigations; liaising with designated officer(s) at the Local Authority for child protection concerns;
- liaising with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children, using the document NPCC- 'When to call the police' as guidance.
- liaising with staff on matters of safety and safeguarding and when deciding to make a referral; acting as a source of support, advice and expertise for staff;
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with staff

- ensuring the child protection policies are known, understood and used effectively, reviewed annually and available publicly; ensuring that staff have relevant, up–to-date safeguarding training; This safeguarding should be reviewed regularly and should include an understanding of the expectations, applicable roles and responsibilities in relation to internet filtering and monitoring.
- ensuring that child protection files are transferred where a child leaves to join a new school or college.

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

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

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

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

The **Governing Body** has a duty to the Trust Board to ensure that the school meets its statutory responsibilities and that the children and young people attending the school are safe. Safeguarding is a standing item at all governing body meetings. The Chair of Governors at Mulberry Academy London Dock is currently the **Designated Safeguarding Governor**. She undertakes regular reviews of safeguarding practice and reports the outcomes to the Local Governing Body and the Principal.

3. Procedures

Staff should remember that Child Protection procedures relate to a range of issues, including: physical abuse and non-accidental injury, sexual abuse including child-on-child abuse, emotional abuse, neglect and failure to thrive, as well as radicalisation and extremism and involvement in serious crime. Staff will also recognise that mental health problems can, in some cases, be an indicator that a student has suffered or is at risk of suffering abuse, neglect or exploitation.

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

- Never promise that you will keep everything the student says a secret. They must know that in a situation where their safety and well-being are at risk, you will have to get help for them and so refer the matter to someone more senior. You must explain that this would be so in all such cases, that what happens next will be supportive and that only key people will be told. At the point of disclosure, students are told that staff will have to seek the professional help of others to resolve some situations satisfactorily.

- Above all, listen to what they say and be clear on facts. You must not ask leading questions or what you may say in possible proceedings later will not be admissible evidence. You may ask, 'What happened?' However, you are NOT conducting an interview nor an investigation and it is important that you go on to the next step as soon as possible. The student should not have to keep repeating their story.

- When a student has disclosed abuse or neglect to you, you must report this immediately to the Designated Safeguarding Lead or (if the DSL is not available) to the Principal. No one else has a 'right to know' at this stage and the student must be assured of your confidentiality in this.

- When a student reports sexual abuse including child-on-child abuse, reassure them that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them

- Go with the student to the relevant member of staff and support them in this. They chose you for a reason. You may be present and support them throughout any procedure which may follow but of course you must say if you do not feel able, for any reason, to go through with this. Others will take over and it is the responsibility of the DSL / Deputy DSL to proceed with this.

- A student may choose to tell you something, clearly indicating that they are at risk, at a time when, or in a place where, there is no senior or named person available, for example during an after-school activity. You must then contact the local authority's safeguarding team via the Child Protection Advice Line or if they fail to answer, the local police. They are legally responsible for securing a place of safety for the child via Social Care. You MUST NOT deal with this on your own. You must inform the DSL as soon as possible after the referral has been made.

- If you are concerned for the safety or physical or mental well-being of any student, whether they have spoken to you or not, you should report this to the DSL, in confidence, immediately. All concerns, no matter how minor they may be thought to be, must be reported as soon as possible.

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

- If you have safeguarding concerns about a member of school staff or another adult in the school including supply staff and volunteers, or an allegation is made about them posing a threat to children, or if you believe a person behaved or may have behaved in a way that indicates they may not be suitable to work with children (this is considered 'transferable risk') you must refer this to the DSL and Principal by completing the low level concern form on MS Teams. If your concern is about the Principal, you must refer this to the Chair of Governors.

4. Referral Procedures, Record Keeping and Information Sharing

Guidelines for Referrals

When a disclosure is made the member of staff should:

- listen, accept and record what the student says;
- not ask any leading questions;
- let the student know you will need to tell someone;
- reassure but be honest;
- give the student as much information as possible;
- not leave the student alone;
- immediately inform the DSL (or the Principal if the DSL is not available) if the child is at risk of harm so that further action can be taken;
- Consult the school social worker or if unavailable ring CP Advice line – 020 7364 3444 / 020 7364 5006 – option 3, or if necessary the Emergency Out of Hours Duty Team on 020 7364 4079 (5– 9am).They will give feedback and/or pass on the referral to the appropriate Advice and Assessment Team. The name of duty social worker and details of call to be recorded on CPOMS;
- complete a Multi-Agency Safeguarding Hub (MASH) referral form. Send to MASH and upload onto Child Protection Online Monitoring System (CPOMS) alerting the DSL;
- details of referral to duty and actions taken as a result to be recorded on CPOMS alerting the DSL;
- All CP records are to be kept on CPOMS.

Child Protection Conferences

- If a CP Conference is called, it is essential that the school is represented by someone who has informed knowledge of the student – this must be the DSL or Deputy DSL. Another member of the Inclusion team may also attend.

- If a student has a Child Protection Plan it is important to monitor attendance and well-being of the student and to ensure that this is recorded on the MIS.

- The DSL or other key staff should attend core group meetings. Information about these meetings and paperwork should be uploaded onto CPOMS alerting the DSL

Record Keeping and Information Sharing

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

A record should be kept of all concerns, discussions and decisions made, and the reasons for those decisions, should be recorded on CPOMS

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Student's CP files from schools that students transfer from are essential. If a child arrives at school and the file has not transferred from the previous school, every effort is made to obtain that file as soon as possible otherwise important safeguarding information in that child's prior history may be lost. At post-16, this is sometimes very difficult as it is not usual practice for Y11 files to transfer on to post-16 providers however all efforts will be made to acquire it. Student's CP files are also passed on promptly when a student transfers to another school. If the students next school also uses CPOMS, files can be transferred electronically or CPOMS records can be printed and sent by recorded delivery.

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

Information will be shared with other agencies as appropriate, in order to promote children's welfare, in accordance with their guidelines and our confidentiality policy.

5. Supporting Students at Risk

Mulberry Academy London Dock recognises that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. We also recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way.

We will endeavour to support students through:

- the curriculum, to encourage self-esteem and self-motivation;

- the school ethos, which promotes a positive, supportive and secure environment;
- the implementation of the school behaviour management policy;
- regular liaison with other professionals and agencies who support the students and their families;
- a commitment to develop productive, supportive relationships with parents, whenever it is in the child's interest to do so.

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

These barriers include:

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

6. Early Help

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. Staff must be mindful of issues that may require early help, including; children who are disabled or have certain health conditions and have specific additional needs, have special educational needs (whether or not they have a statutory Education, Health and Care plan), have a mental health need, are showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines, are frequently missing from education, home or care, have experienced multiple suspensions, are at risk of being permanently excluded from school and in Alternative Provision or a Student Referral Unit, are at risk of modern slavery, trafficking, sexual and/or criminal exploitation, are at risk of being radicalised or exploited, have a parent or carer in custody, or are affected by parental offending, are in a family circumstances presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse, are misusing alcohol and other drugs themselves, are is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage, are a privately fostered child.

If staff have a concern about a student's wellbeing, they should act on it immediately. At Mulberry Academy London Dock this means staff should discuss early help requirements with the Designated Safeguarding Lead. Staff may be required to support other agencies and professionals in an early help assessment.

This should be distinguished from instances where a child is in immediate danger, where a referral should be made to children's social care and/or the police immediately (see Appendix 2). Early help cases will be under constant review to determine whether a referral to statutory services is necessary.

6.Training

Mulberry Academy London Dock will ensure that the Principal, the DSL and Deputy DSLs and the Designated Safeguarding Governor attend regular training relevant to their role. All staff, including non-teaching staff, will have Safeguarding and Child Protection training, including training in the Prevent Duty and e-safety, in a way which is relevant and appropriate to their role. This includes training in procedures to follow, roles and responsibilities regarding internet monitoring and filtering, signs to note and appropriate record keeping on CPOMS.

The DSL and deputy's training is updated at least annually, with full training at least every two years. Procedures are in place to assist staff in understanding and discharging their roles and responsibilities with regards to child protection procedures and all staff are required to 'read and understand' the current Part 1

and Annex B of Keeping Children Safe in Education at the start of each school year. All new staff are trained in the school's policy and procedures during induction. The whole staff has safeguarding training regularly and usually annually as part of our Pastoral Inset in the summer term.

At Mulberry Academy London Dock we ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding including the school's obligations under the Human Rights Act 1998, The Equality Act 2010 and local multi agency safeguarding arrangements. The training is regularly updated.

Visitors to the school are given an information sheet on our safeguarding policy and practice on arrival and regular visitors such as supply teachers and enrichment tutors are given an induction.

7. Key CP staff 2025-2026

Role	Name	Responsibility
DSL	Jess Holt	These individuals are responsible for safeguarding at Mulberry Academy London Dock and are the first point of contact for staff concerned about any safeguarding issue, including in relation to Prevent. The DSL is responsible for record keeping including oversight of CPOMS.
Deputy DSL	Tom Murphy	
Principal	Chris Harvey	Oversight of all safeguarding practices
Designated Safeguarding Governor	Parul Husain	Ensuring that school staff are fulfilling their duties in relation to safeguarding and child protection
HR Officer	Samera Khokhar	Compiling and updating SCR, and ensuring it is regularly checked by the DSL Ensuring the Trust's Safer Recruitment policy is followed and overseeing maintenance of HR files.
Director of Estates	Stephen Beadle	Ensuring commissioned services are compliant with Prevent and other safeguarding duties

8. Key contact details

- The London Borough of Tower Hamlets Child Protection Advice Line Number is 020 7364 3444 / 5006
- Out of Hours Duty Team 020 7364 4079
- The NSPCC whistle-blowing helpline number 0800 028 0285

9. Policy monitoring, evaluation and review

The DSL monitors the implementation of the policy through their experience of day-to-day practice and regular discussions with staff. The DSL and Deputy DSL also regularly monitor records through the checking and production of CPOMS reports.

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

The effectiveness of the policy is evaluated by:

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

This policy is reviewed annually by the Designated Safeguarding Lead and the DSL at Mulberry School for Girls, in the light of new or updated statutory guidance and evaluative evidence from the previous year.

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

10. Policy availability

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

Appendix 1: Definitions

Definitions of Abuse, Neglect and Exploitation

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

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

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

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

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

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

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

Definitions of CSE, CSE and County Lines

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:
• appear with unexplained gifts, money or new possessions;
• associate with other children involved in exploitation;
• suffer from changes in emotional well-being;
• misuse drugs and alcohol;
• go missing for periods of time or regularly come home late; and
• regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help maintain them in education.

County Lines
County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK – no specified distance of travel is required.

Appendix 2: Staff guidelines – Mental Health

The Deputy DSL, Tom Murphy, is the school's Senior Mental Health Lead, working alongside the DSL. This will include liaising with CAMHS, THEWS, Place2Be and other mental health organisations, managing risk assessments for students who are at risk of self-harm or suicide and keeping a record of all interventions offered.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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

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

Appendix 3: CHILDREN ABSENT FROM EDUCATION & CHILDREN MISSING EDUCATION

Students going missing from education (Including unexplained and persistent absences)

The school closely monitors attendance, absence, suspensions, and exclusions. A child going missing absent from education, whether prolonged or on repeat occasions, can be a vital warning sign of a wide range of safeguarding issues and is a potential indicator of abuse and neglect, including child sexual abuse, child sexual exploitation, and child criminal exploitation (county lines) or mental health problems.

In accordance with the DfE's Working together to improve school attendance, the school follows up on absences and addresses persistent absence as part of its safeguarding duty. Such an approach prevents the risk of these children becoming children missing education in the future. Staff address daily absence and persistent absence as soon as these problems emerge as part of school's early help response. Staff should be alert to children already known to be vulnerable going missing from education especially Children known to a Social Worker and Looked After Children, since absence from education may increase known safeguarding risks within the family or in the community. Staff must also be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

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

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

The pastoral lead monitor students' attendance through their daily register and enquiries are made with parents as to the nature of any absences. Mulberry Academy London Dock adheres to the Tower Hamlets Attendance and Welfare Service criteria for referrals. Referrals are made where there has been one of the following:

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

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

a. the full name of the student;
b. the full name and address of any parent with whom the student lives;
c. at least one telephone number of the parent with whom the student lives;
d. the full name and address of the parent who the student is going to live with, and the date the student is expected to start living there, if applicable;
e. the name of student's destination school and the student's expected start date there, if applicable; and
f. the ground in regulation 8 under which the student's name is to be removed from the admission register (Annex A of the Children Missing Education Statutory Guidance 2016)

When a student does not return to school and the whereabouts of the child and their family are not known, the school will make initial reasonable enquiries and refer the child to the Attendance & Welfare Advisor to support with those enquiries to ascertain the child's whereabouts, and only after these steps have been taken refer to the Local Authority using a Missing Children referral form.

Contact: LBTH cme@towerhamlets.gov.uk

Children missing education are children of compulsory school age who are not registered students at a school and are not receiving suitable education otherwise than at a school. Children missing education are at

significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

ELECTIVE HOME EDUCATION

The school recognises that parents have a legal right to electively home educate their child at home; however, it is expected that the parents' decision to do this is made with their child's best education and best interests at its heart. Staff should be aware that even though most home educated children have a positive experience, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

When a parent informs the principal of their intention to electively home educate their child, the school will convene and coordinate a meeting between the LA, relevant school staff, parents and all key professionals currently working with the child and family. In accordance with LBTH Policy this meeting must has to occur before any final decision is made by the parents, to ensure that the best interests of the child have been taken fully into account and carefully considered. The occurrence of this meeting is especially important when the children have known vulnerabilities including Children known to a Social Worker and SEND children.

The Tower Hamlets LA should be notified at EHE@towerhamlets.gov.uk

Appendix 4: Staff guidelines – Domestic Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents.

Domestic abuse includes a range of different abusive behaviours from one person to another who are both aged 16 or over and are personally connected to each other.
Behaviour is "abusive" if it consists of any of the following:

- physical or sexual abuse;
- violent or threatening behaviour;
- controlling or coercive behaviour;
- economic / financial abuse
- psychological, emotional or other abuse;

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child on child abuse is sometimes referred to as 'teenage relationship abuse'.

Operation Encompass
Mulberry Academy London Dock is now signed up to 'Operation Encompass'. Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation

Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare.

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

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

Children who witness domestic abuse may:

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

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

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

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

Appendix 5: Staff guidelines - Child Sexual Exploitation (CSE)

Child Sexual Exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity, often through violence or the threat of violence
(a) in exchange for something the victim needs or wants, and/or
(b) for the financial advantage or increased status of the perpetrator or facilitator

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex.

Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

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

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

- Recent bereavement or loss
- Low self-esteem or self-confidence

OCC Inquiry CSEGG Interim Report, 2012

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

- Disclosures made then withdrawn
- Unexplained money or gifts and unexplained mobiles
- Absence from school
- Bullying in or out of school
- Changes in physical appearance
- Recruiting others into exploitative situations
- Family involvement in sexual exploitation
- Poor mental health
- Self-harm or thoughts of/or attempts at suicide
- Older 'boyfriend'
- Gang-involved male peers
- Missing from home or care
- Physical injuries.
- Drug or alcohol misuse
- Involvement in offending
- Repeat sexually-transmitted infections, pregnancy and terminations
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites

CSEGG Inquiry, OCC Nov 2012

Prevention, Education and Support at Mulberry Academy London Dock

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

Enrichment opportunities across the school encourage students to develop self-worth and confidence in speaking out. Such opportunities include, Model United Nations and Debate Mate.

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

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

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

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

Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools

(mainstream and special), further and higher educational institutions, student referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media.

Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Like other forms of abuse and exploitation, county lines exploitation:

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

Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have a change in friendships or relationships with older individuals or groups
- suffer a significant decline in performance
- show signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

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

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

Staff follow procedures as laid out in this Policy.

Appendix 7: Staff guidelines – Protecting students from radicalisation and extremism

The ongoing schedule of training for all staff and Safeguarding Governors in safeguarding children incorporates the advice from the Home Office that 'Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm.'(The Prevent Strategy). All concerns about this aspect of safeguarding are therefore reported and recorded in the same way as other safeguarding concerns.

All staff undertake prevent training through the Prevent Duty awareness training provided at https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/portal#awareness-course In

In LBTH the Prevent Education Officer is Eleanor Knight Eleanor.Knight@towerhamlets.gov.uk.

In addition, the school addresses this issue through the curriculum and a range of other extra-curricular activities such as:

- Work on social and community cohesion, anti-violence, promoting values throughout the taught curriculum but especially the PSHE, Religious Studies and Citizenship curricular as monitored by the SLT line managers
- Opportunities for developing advanced debating skills such as Debate Mate, including debating events hosted and modelled for other schools and monitored by SLT
- The provision of school counselling services, peer mediators and mentors to address and support early intervention in matters of pastoral concern including conflict resolution
- Critical appraisal of sources and internet resilience when researching subject areas as monitored by DH with responsibility for Internet Security
- Rewarding positive behaviour
- Accessing parenting programmes to ensure consistent messages between home and school

If any member of staff has concerns that a child is at risk from extremist narratives or being radicalised, the procedure is to report to the CP Officer as they would for any other child protection issue. The DSL will ensure that the Principal is aware of the concern and may contact the Child Protection Helpline or the police as appropriate. When necessary, the external reporting of these concerns would usually through contact with the Child Protection Advice Line and completion of a MAST referral.

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

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

Appendix 8: Staff guidelines – Child on child abuse, sexual violence and sexual harassment

Children can abuse other children (often referred to as child on child abuse). This can happen both inside and outside of school and online. Just because the abuse is not known does not mean that it's not happening and so all staff should be alert to changes in behaviour or students wishing to report child on child abuse.

All staff in school should challenge inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers / other young people.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);

- sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Child on child sexual violence and sexual harassment

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

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

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

We are aware of the importance of:

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

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

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

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

Sexual violence

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

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

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

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

What is consent?

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

Sexual harassment

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

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

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

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

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

Harmful sexual behaviours

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

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

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

At Mulberry Academy London Dock we recognise intra familial harms have a significant impact on siblings who may or may not have experienced the same abuse and therefore siblings should also be offered and any necessary support following incidents

Prevention, Education and Support at Mulberry Academy London Dock

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

PSHE, especially the RSE curriculum, tackles the issues of:

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

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

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

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

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

Appendix 9: Staff guidelines – Forced marriage

In England and Wales, the practice of Forced Marriage is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014. Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages. Schools and colleges play an important role in safeguarding children from forced marriage. Forced marriage is a marriage in which one or both spouses do not (or, in the case of some adults with learning or physical disabilities, cannot) consent to the marriage, and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.

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

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

School and college staff should contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

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

- See the child immediately in a secure and private place

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

Staff should not:

- Minimise the potential risk of harm
- Approach or inform the child's family, friends or members of the community that the victim has sought help as this is likely to increase the risk to the victim significantly.
- Share information outside child protection information-sharing protocols without the express consent of the child;
- Attempt to be a mediator. This has in the past resulted in the victim being removed from the country and not traced /or murdered.

Appendix 10: Staff guidelines - Female Genital Mutilation (FGM)

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

These procedures are classified into 4 major types as follows:

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

FGM is child abuse

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

Consequences

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

- Recurrent bladder and urinary tract infections

- Cysts
- Infertility
- An increased risk of childbirth complications and new born deaths
- A need for further surgery to allow for sexual intercourse and childbirth

Risk factors

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

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

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

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

Appendix 11: Staff guidelines - Children who are lesbian, gay, bi or gender questioning

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff. LGBT inclusion is part of Mulberry Academy London Dock Relationship and Sex Education curriculum and staff are given guidance about how to respond to students who open up to them about this.

As recommended in KCSIE when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Schools should refer to published Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed.

Appendix 11: Online harms

Children should have the right to explore the digital environment but also the right to be safe when on it. However, technology often provides the platform that facilitates harm, and the use of technology has become a significant component of many safeguarding issues. Examples of which include child sexual exploitation; child criminal exploitation; radicalisation; sexual predation/grooming; and forms of child-on-child abuse such as cyberbullying and nudes and semi-nudes.

In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers other children online, which can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. In accordance with Behaviour in Schools. Advice for principals and school staff (September 2022), the school promotes as part of its culture of excellent standards of behaviour that the same standards of behaviour are expected online as apply offline, and that every student should be treated with kindness, respect and dignity.

An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk that should form the framework for school's approach to Online Safety:

- **Content**: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **Contac**t: being subjected to harmful online interaction with other users; for example, peer to peer pressure, commercial advertising as well as adults posing as children or young adults with the intention of grooming or exploiting them for sexual, criminal; financial or other purposes;
- **Conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images (e.g. consensual or non-consensual sharing of nudes and semi-nudes), and/or pornography, sharing other explicit images and online bullying.
- **Commerce**: risks such as online gambling, inappropriate advertising, phishing and or financial scams. When students are at risk of phishing, school can reports concerns to the Anti-Phishing Working Group (https://apwg.org/).

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

When there are concerns about a child in this area, staff should notify the DSL, who will consider referring the child into the Cyber Choices programme (cyberchoices.uk), which provides early intervention where children are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

In accordance with the Prevent Duty the school has appropriate filtering and monitoring systems in place when children access the internet via school devices and when using the school network. The school meets the Department for Education's Filtering and Monitoring Standards through

- identifying and assigning roles and responsibilities to manage filtering and monitoring systems.
- reviewing filtering and monitoring provision at least annually.
- blocking harmful and inappropriate content without unreasonably impacting teaching and learning.
- having effective monitoring strategies in place that meet their safeguarding needs.

At Mulberry Academy London Dock the DSL and safeguarding team use filtering and monitoring software to see and immediately intervene when a child uses a school device and types something that ifs flagged as a safeguarding concern. This happens throughout the school day so that the child can be supported immediately.

Mulberry Academy London Dock is committed to ensuring that Online Safety is a running and interrelated theme throughout its safeguarding arrangements including policy and procedure, the curriculum, staff training and induction, the role of the DSL, and parental engagement. This includes promoting an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring systems in place when children access the internet via school devices and the school network. Families are also required to complete NSPCC online training during the admission process.

As part of a whole school approach, the school is committed to ensure that all parents have the opportunity to be empowered and upskilled in keeping children safe online through the sharing of Online Safety information, advice and guidance including the offer of workshops to support parents for example in installing safeguards on to their children's digital devices.

At Mulberry Academy London Dock students are not permitted to have or use mobile phones on the school site. If they have them for the journey to and from school, they should be switched off inside the student's bag. If a student is seen using a mobile phone it is confiscated and a parent or carer is asked to collect it.

Staff should report Online Safety concerns about students to the Designated Safeguarding Lead as with all other safeguarding concerns. When it comes to the safety and well-being of the child, the response to the risks and harms that children may experience in the online or digital environment should be no different than the offline, face to face world. For most children there is little distinction between the online and face to face interactions as the two environments often intersect with one another in their daily lives. Staff should recognise that children's experience of abuse in the digital environment may be even more pronounced, where the identity of the abuser is unknown and the abuse can continue 24 hours a day, 7 days a week.

Staff should be aware that children with known vulnerabilities such as SEND, LAC and PLAC children and Children known to a Social Worker, may be more vulnerable to harm and exploitation in the online and digital environments.