

St Olave's Grammar School



CHILD PROTECTION POLICY

'SAFEGUARDING CHILDREN IS EVERYONE'S RESPONSIBILITY'

Designated Safeguarding Officer: Sue Wilcox

Deputy Designated Safeguarding Officer: Rochelle Maxwell

Designated Governor: Paul Wright

Designated E-safety Co-ordinator: Rochelle Maxwell

Any member of staff (teaching / non-teaching) or Governors with grounds for concern about a pupil must refer the matter **immediately**, using the policy below to one of the designated teachers. In the absence of the designated teachers, initial immediate referral should be made directly to the Headmaster.

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1. Introduction

The governors and staff of St. Olave's fully recognise the responsibility they have for the safeguarding and protection of pupils. All governors and staff, including volunteers, have a full and active part to play in protecting children and young people from harm.

All staff and governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual pupil.

The Meaning of Child Abuse

Child abuse covers four main areas:

- (i) Physical abuse - cuts, bruises, burns, fractures, bites etc.
- (ii) Neglect - chronic inattention to a child's basic needs for warmth, shelter, food and clothing.
- (iii) Emotional abuse - extreme denial of attention, security and well-being.
- (iv) Sexual abuse - the involvement of children in sexual activity or as a source of sexual stimulation for one or more adults.

Self-harm and suicide threats and gestures by a child put the child at risk of significant harm and should always be taken seriously. They may also be indicative of any of the forms of child abuse above.

2. Aims

- To raise awareness of all staff, including volunteers, of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring pupils known or thought to be at risk of harm.
- The school has procedures which will be followed by all staff in cases of suspected abuse.
- To develop and promote working relationships with other agencies. *See Working Together To Safeguard Children 2015.*
- To ensure that all adults who have access to pupils have been checked as to their suitability and have an appropriate Disclosure and Barring Service (DBS) check. The school will implement recruitment procedures as recommended in *Keeping children safe in education, 2016.*

3. Procedures

Our procedures will be in line with *Bromley Safeguarding Children Board and London Child Protection Procedures and Practice Guidance 2016*. We will ensure that:

- We have a Designated Safeguarding Officer and Deputy Designated Safeguarding Officer who will, in line with recommendations in the *Keeping children safe in education, 2016*, undertake training and refresher training at two yearly intervals. All other staff's training will be regularly

updated and in addition all staff members will receive regular safeguarding and child protection updates.

- All members of staff develop their understanding of the signs and indicators of abuse or need (*Appendix 1*) and be prepared to identify children who may benefit from early help.
- All members of staff know how to respond to a pupil who discloses abuse. *Appendix 2 and 'What to do if you think a child is being abused'*.
- All staff will be kept up-to-date on safeguarding issues and will be able to identify concerns and understand procedures to protect and safeguard pupils. Issues include: Children Missing from Care and Home, Sexually Exploited Children, Children Witnessing Domestic Violence, Young Carers, Young Runaways, Forced Marriages, 'Honour Based' Violence, Female Genital Mutilation (FGM). **Teachers must personally report to the police cases where they believe that an act of FGM has been carried out (in addition to liaising with the Designated Safeguarding Lead).** See *Appendix 6 - Female Genital Mutilation*.
- All members of staff are aware of any immediate/urgent action required to assist the pupil, e.g. emergency medical treatment.
- All parents/carers will have access to the School's Child Protection/Safeguarding Procedures via the School website. (Paper copies can be obtained on request).
- All staff are responsible for reporting concerns regarding a colleague's behaviour. See *Whistle-blowing Policy*.
- The School's procedures will be regularly reviewed and up-dated.
- All staff will have seen a copy of this policy and new staff will be given a copy as part of their induction programme.
- Governors will receive regular reports about numbers of child protection referrals, allegations against school staff and other child protection/safeguarding matters.

4. Responsibilities

The Designated Safeguarding Leads are responsible for:

- Adhering to the *London Child Protection Procedures and Practice Guidance 2016, Bromley Safeguarding Children Board and School policies* with regard to referring a pupil if there are concerns about possible abuse. See *Appendix Three – checklist for Recording*.
- Keeping written records of concerns about a pupil even if there is no need to make an immediate referral.
- Ensuring all records are kept confidentially and securely and are separate from pupil records.
- Ensuring that the following procedures are carried out for any pupil subject to a Child Protection Plan. On day **one** of any absence from school a trained member of staff will telephone the home.

If there is no reply from the home and/or there are concerns for the child's wellbeing Social Care, and Education Welfare should be contacted. *See London Safeguarding Children Board Good Practice guidance for "Safeguarding Children Missing From School" procedures 3.3.1, 3.3.2 and 3.3.3.*

5. Supporting Children

- We recognise that a pupil who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a pupil in these circumstances may feel helpless and humiliated. We recognise that a pupil may feel self-blame.
- We recognise that the school may provide the only stability in the lives of pupils who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a pupil in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Support will be given to all pupils by:

- Encouraging self-esteem and self-assertiveness while not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved with the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a pupil about whom there have been concerns who leaves the school, by ensuring that appropriate information is forwarded to the pupil's new school under confidential cover.
- Establish and maintain an ethos where pupils feel secure and are encouraged to talk and are always listened to.
- Ensure all pupils know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include in the curriculum opportunities for PSHE and Citizenship which equip pupils with the skills they need to stay safe from harm and to know whom they should turn to for help.

6. Confidentiality

- We recognise that all matters relating to Child Protection are confidential.
- The Headmaster or the Designated Teachers will disclose any information about a pupil to other staff on a 'need to know' basis only.

- All staff must be aware that they have a professional responsibility to disclose information with other agencies in order to safeguard pupils.
- All staff must be aware that they cannot promise a pupil to keep secrets.
- The School keeps clear records. Written records must be kept in a separate confidential file which is locked in a filing cabinet in the Designated Safeguarding Officer's Office (the Headmaster has a spare key).

7. Supporting Staff

- We recognise that staff working in the school who have become involved with a pupil who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the Designated Teachers and to seek further support as appropriate.

8. Allegations Against Staff

- We understand that a pupil may make an allegation against a member of staff.
- If such an allegation is made, the member of staff receiving the allegation will a) take the allegation seriously b) ensure the pupil is safe and supported and c) inform the Headmaster as soon as possible. The member of staff should then accurately record what they have been informed/observed.
- The Headmaster, on all such occasions, will discuss the content of the allegation with the Local Authority Designated Officer (LADO).
- If an allegation is made against the Headmaster then the Chair of Governors must be informed and they will then discuss the allegation with the Local Authority Designated Officer.
- The School will follow both the London and Bromley's Safeguarding Children Boards protocols for managing allegations. *Circular 095/07, Safeguarding Children and Safer Recruitment in Education (Chapter 5) and the London Child Protection Procedures and Practice Guidance 2016.*

9. Allegations Against Other Children

- We understand that a child may make an allegation against other children and that peer on peer abuse can manifest itself in many ways e.g. sexting, bullying (including cyberbullying).
- If such an allegation is made, the member of staff receiving the allegation will a) take the allegation seriously b) ensure each child is safe and supported and c) inform the Designated

Safeguarding Lead as soon as possible. The member of staff should then accurately record what they have been informed/observed.

10. Safer Recruitment

- The School will implement their responsibilities for safer recruitment strategies as recommended in *Keeping children safe in education, 2016*.
- This will include appropriate training for the Headmaster and others who recruit and select staff and volunteers. These staff will attend the NCTL Safer Recruitment training.
- As part of the Safer Recruitment process all staff being offered positions within the School should have their offers made subject to DBS check.
- These checks should be renewed every three years.
- The School will maintain a single central record of pre-appointment checks, referred to in the Regulations as the register. The single central record will cover all staff who work at the school.

11. Extremism and Radicalisation

- The School will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly influenced by extremist materials or influences we will ensure that pupil is offered mentoring.
- In such instances the School will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.
- All staff will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. *Appendix 5*.
- All staff are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Officer, Assistant Headmaster – Pastoral, or Headmaster, including any harm through extremism or radicalisation.
- The Designated Safeguarding Officer can decide to notify the Channel/Multi-Agency Safeguarding Hub (MASH) of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and the school will review the situation after taking appropriate action to address the concerns.

Channel/MASH contact - Peter Sibley, peter.sibley@bromley.gov.uk or 0208 313 4638

12. Making A Child Protection Referral

St. Olave's selects pupils from a wide catchment area. When making a referral the Designated Teachers will contact the Referral and Assessment Team of the London Borough or County where the pupil lives.

Bromley Referral and Assessment Team

Civic Centre, Stockwell Close, Bromley, BR1 3UH

Email: mash@bromley.gov.uk

Telephone: 020 8461 7373 / 7379 / 7404 / 7309 / 7026

- Seek advice from the Duty Social Worker if you are unsure whether to make a referral.
- All referrals should be sent in writing using the [multi-agency referral form](#) (CAF). The exception is in the case of urgent child protection, where the referral will be taken over the telephone and followed up in writing by the next working day (24 hours).

The following information will normally be required (as found on SIMS):

- the child's name, date of birth, address and detail of other family or household members;
 - the name of the General Practitioner;
 - the ethnic origin of the child and family, and language spoken;
 - any special needs of the child/family members;
 - detail of the concern;
 - the child's past and current circumstances and behaviour;
 - details of agencies known to be involved.
- The Designated Teacher, or Headmaster, and Social Care will agree who will contact the child's parents.
 - Any referral made by the Designated Teacher, or Headmaster, by telephone must be confirmed in writing within 48 hours. Social Care should acknowledge the referral within one working day of receiving it. If this does not happen, one of the Designated Teachers will contact Social Care again.

Bromley Emergency Duty Team

5.00pm and 8.30am Monday to Friday and weekends

Telephone: 0300 303 8671

Bromley Safeguarding

St Blaise, Room B40a, Civic Centre, Stockwell Close, Bromley BR1 3UH

Telephone: 020 8461 7816

NSPCC Whistleblowing helpline

Telephone: 0800 028 0285

13. Online Safety

The School has appropriate filters and monitoring systems in place, and is careful that “over-blocking” does not take place, which may lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

14. Common Assessment Framework

The CAF is designed as an assessment tool to facilitate early intervention and cooperation between agencies to improve outcomes for pupils with additional needs.

You might use a CAF:

- If you are concerned about how a pupil is progressing in terms of their health, welfare, behaviour, learning or any other aspect of their wellbeing.
- You receive a request from the pupil or parent/carer for more support.
- You are concerned about the pupil’s appearance or behaviour, but their needs are unclear or are broader than your service can address.
- You want to use the CAF to help you identify the needs of the pupil and/or to pool knowledge and expertise with other agencies to support the pupil better.

Please refer to the [Bromley Safeguarding Thresholds Guidance](#).

15. Case Conferences

- If invited to a Child Protection Case Conference staff will be given priority to attend.
- A full report should be taken to the Conference or sent (if unavoidably unable to attend). See *Appendix Four*

Please also refer to the School’s policies on:

- Behaviour
- Attendance
- Health and Safety
- Confidentiality
- Bereavement
- Anti-Bullying
- Cyber-Bullying

APPENDIX ONE

DEFINITIONS OF CHILD ABUSE AND NEGLECT

Whenever a concern is raised that a child may be being harmed in one or more of the following ways:

Physical abuse

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

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying 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, though it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food clothing and shelter (including exclusion from home or abandonment), protect a child from physical and emotional harm or danger,
- ensure adequate supervision (including the use of inadequate care-givers),
- ensure access to appropriate medical care or treatment. It may also include neglect of or unresponsiveness to a child's basic emotional needs.

Self-harm and suicide threats and gestures by a child put the child at risk of significant harm and should always be taken seriously. They may also be indicative of any of the forms of child abuse above. Please refer concerns or disclosures of suicide / self-harm attempts or threats immediately to the designated teachers.

APPENDIX TWO

WHAT TO DO WHEN A CHILD DISCLOSES ABUSE

- Stay calm and reassuring
- Arrange a time and place to talk privately immediately after the child has initiated contact
- Explain that you cannot promise to keep what the child tells you a secret – (you may have to contact a social worker or the police)
- Don't make any other promises to the child - the situation may cause you to react emotionally
- Listen and reassure
- **Do not press for details** - this is likely to need further and possibly extensive investigation. It is better for the child if s/he does not have to repeat the details unnecessarily. This could also compromise a potential criminal investigation.
- Tell the child that s/he was right to tell - that s/he is not to blame for the incident. Let the child know that you understand how difficult it is to talk about such experiences. Thank the child.
- As soon as possible afterwards, record your conversation with the child. Remember the child's exact words. Record your own statements to the child
- **Refer to one of the Designated Teachers or the Headmaster immediately.**

Note: A wide range of situations can fall into the category of “disclosure”. Because it is impossible to know in advance what a child will say, it is advisable to always follow these suggestions. Many victims of child abuse say that having the first person they told be supportive was the first step in recovering from their experience.

APPENDIX THREE

CHILD PROTECTION PROCEDURES PHYSICAL INJURY TO CHILDREN

Checklist for Recording

- When you notice an injury to a child which needs to be recorded, try to record the following information in respect of each mark:
- Exact position of injury on the body, e.g. upper outer arm/left cheek
- Size of injury - in approximate centimetres or inches (or use indicators e.g. size of one pence coin, etc.)
- Approximate shape of injury, e.g. round/square or straight line
- Colour of injury - if more than one colour, say so
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff, etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot/does the child feel hot?
- Does the child feel pain?

Note: Do not attempt to guess at things beyond your own field of expertise, e.g. age of injury.

Only record visible injuries; do not strip children. If the child is injured Children's Social Care will arrange for a Child Protection Medical.

Also record

- Explanation for the injury:

Child (use child's own words)

Adult

- General appearance of the child:

Clothing

Hygiene

- Child's attitude/demeanour

- Parent's attitude

- Action taken/proposed

In your view, does the child need treatment?

- Your name, designation, agency, telephone number

- Date and time of your observation

APPENDIX FOUR

FORMAT FOR REPORT FOR A CHILD PROTECTION CONFERENCE

Reports for conference should aim to be no longer than two to three sides of A4.

Reports should contain principally fact and direct observation. Keep opinion to a minimum, and only opinion which can be evidenced by fact.

Report for Child Protection Conference

Name of Child:

Date of Birth:

Address:

1. How long child/children have been at school, and if appropriate names and dates of any previous schools

Reason for referral to agency if applicable

Services offered/ referrals made

2. Brief information about the child

Health

General Progress

School Attendance

Who brings/collects or identify main method of travel

Communication Skills

Social Skills

Relationships peers/staff/family

Child's response to school

- 3. Comments, if any, re. the incident leading to the conference

- 4. Any historical information regarding the family and child, of relevance

- 5. Any comments regarding other members of the child’s family - parents/carers/extended family/siblings

Name of Author:

Designation of Author:

Date:

APPENDIX FIVE

Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;

- Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations; and
 - Significant changes to appearance and / or behaviour;
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

The Department of Education guidance [The Prevent Duty](#) can be accessed via this link.

APPENDIX SIX

Female Genital Mutilation

Female Genital Mutilation (FGM)

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

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

- Type 1 Clitoridectomy – partial/total removal of clitoris.
- Type 2 Excision – partial/total removal of clitoris and labia minora.
- Type 3 Infibulation – entrance to vagina is narrowed by repositioning the inner/outer labia.
- Type 4 All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

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

Is FGM legal?

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

Circumstances and occurrences that may point to FGM happening are:

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

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities.
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued.
- Bladder or menstrual problems.
- Finding it difficult to sit still and looking uncomfortable.
- Complaining about pain between the legs.
- Mentioning something somebody did to them that they are not allowed to talk about.
- Secretive behaviour, including isolating themselves from the group.
- Reluctance to take part in physical activity.
- Repeated urinal tract infection.
- Disclosure.

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay** and call the Contact centre. Staff at the Contact centre may only have one chance to speak to a potential victim and thus may only have one chance to save a life.

'Honour Based' Violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

APPENDIX SEVEN

Forced Marriage

Forced Marriage (FM)

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

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