



**ST ANN'S SCHOOL
CHILD PROTECTION POLICY
AND CHILD PROTECTION GUIDANCE**

**Last Updated : April 2020
Review Date : April 2021**



CONTENTS

Pages	Content
3-5	Child Protection Policy
6-16	Child Protection Guidance
6	Responsibility for Child Protection Issues
6-8	Categories of Child Abuse
8-10	Specific Safeguarding Issues
10-11	Reporting Procedures
12	Responding to Parents/Carers
12	Recording and Monitoring Concerns
13	Role of the Designated Safeguarding Lead
13	Role of the Senior Education Social Worker
13-14	Support for Staff
14	Training Needs
14	Safer Recruitment
14-15	Preventative Child Protection Curriculum
15-16	Preventing Radicalisation and the Prevent Duty
17-19	Forms and Safeguarding Summary Grid
17	Child Protection / Child Concern Form
18	Body Map form
19	Safeguarding Summary Grid
20-22	Coronavirus (COVID-19): safeguarding in schools, Annexe April 2020



St Ann's School Child Protection Policy

St Ann's School is proud to be a Unicef Gold Rights Respecting School. The school ethos and our daily practice actively promotes the implementation of all Articles within the United Nations Convention on the Rights of the Child. Article 3 (best interests of the child), Article 6 (survival and development), Article 9 (separation from parents), Article 34 (sexual exploitation), and Article 36 (other forms of exploitation) are particularly pertinent to St Ann's Child Protection Policy.

St Ann's School fully recognises its responsibilities for child protection. Our policy applies to all staff, multi-agency partners, governors and volunteers working in the school. There are five main elements to our policy:

- 1. Ensuring we practice safe recruitment in checking the suitability of staff, volunteers and governors to work with young people.**
- 2. Raising awareness of child protection issues and equipping students (in line with their developmental ability) with the skills needed to keep them as safe as possible.**
- 3. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.**
- 4. Supporting students who have been abused in accordance with his/her agreed child protection plan.**
- 5. Establishing a safe environment in which young people can learn, develop and communicate any worries they might have.**

We recognise that because of the day to day contact with young people, school staff are particularly well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where young people feel valued and secure and are provided with a range of appropriate communication strategies. Staff need to be mindful that many St Ann's students are non-verbal and that all students

need to be given time to communicate, using their preferred communication method, and to be attended to/listened to.

- Ensure young people know that adults (of their choosing) are always available in school whom they can approach if they are worried.
- Include opportunities in the PSHE and wider school curriculum for young people to develop a range of skills, in line with their cognitive ability, that they will need in order to recognise and stay safe from abuse.

We will follow the procedures set out by the Ealing Safeguarding Children Board and take account of guidance issued by the Department for Education to:

- Ensure we have a designated senior person for child protection, the Designated Safeguarding Lead (DSL) who has received appropriate training and support for this role. At St. Ann's this is the Headteacher, **Gillian Carver**.
- Ensure that we have an alternative Deputy DSL in the event of the Headteacher being unavailable or absent. At St. Ann's School this is the Deputy Headteacher, **Mary Kelly**.
- If the safeguarding concern is about the Headteacher, i.e. the DSL, the allegation should be reported to the Chair of Governors, **Julian Hillman**. Please refer to 'Procedures for schools responding to allegations of abuse by teachers and other staff'
- Ensure we have a nominated governor responsible for child protection. At St. Ann's this is **Sallie Mercer**.
- The Governing Body will review and re-adopt the school's child protection policy and guidance on an annual basis. A report of safeguarding will be made to the Governing Body by the nominated Governor on an annual basis.
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body know the names of the DSL's responsible for child protection and their role. This information is also part of the information pack given to supply teachers, agency staff and volunteers.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their individual responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus/web site and through discussing this at Year 6 Transition coffee mornings. Copies of St. Ann's Child Protection Policy and Guidance are available from the school office and on the school website.
- Notify social services if there is an unexplained absence of more than two days of any student who is on the child protection register or is a child in need.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at strategy

meetings, case conferences and core group meetings.

- Keep written records of concerns about young people, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main student file, and in a locked location. At St. Ann's this is in the Senior Education Social Worker's office. A yellow note in the student's school file indicates that an additional child protection file exists for this young person.
- Follow Ealing's procedures where an allegation is made against a member of staff or a volunteer. (Please refer to Procedures for schools responding to allegations of abuse by teachers and other school staff)
- Ensure safe recruitment practices are always followed.

At St. Ann's all students have a complex severe learning difficulty or a profound and multiple learning difficulty. Some students have a dual diagnosis of SLD/ASD or PMLD/ASD. We recognise that our students may be especially vulnerable to abuse because of high levels of physical dependency, complex behavioural needs, an inability to communicate and a poorly developed sense of danger. It is therefore essential that staff always remain vigilant to any small changes in the young person's behaviour, their physical well-being, and their emotional presentation. School may be the only stable, secure and predictable element in the lives of children at risk. St. Ann's will endeavour to support our students through:

- Robust safeguarding procedure
- Adherence to all statutory guidance eg 'Keeping Children Safe in Education' September 2019
- A staff group who receive high quality safeguarding training and who are regularly receive 'top-up' training.
- The content of the curriculum.
- Ensuring that all students have a 'voice' i.e. consistent opportunities to develop skills in using their preferred means of communication.
- The school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- The allocation of a key worker to each student.
- The school's positive behaviour management policy, manual handling policy, intimate care policy, appropriate touch policy, e-safety policy, health and safety policy, missing student policy and individual therapeutic programmes and individual care plans.
- High quality multi-agency working.
- Ensuring that, where a student with a child protection plan leaves, their information is transferred to the new school immediately and that the young person's social worker is informed. A similar procedure will be followed in the case of vulnerable young adults who are leaving school.

St Ann's School Child Protection Guidance

Responsibility for Child Protection Issues

Child Protection issues are the responsibility of all staff involved in the care of our students, i.e. teaching staff, consultants, therapists, nursing staff, assisting staff, governors, SMSAs, drivers, passenger assistants, caretakers, administrators, kitchen staff, volunteers, supply teachers, agency staff and students from other educational establishments. No adult can discharge their individual responsibilities by assuming 'it has nothing to do with me' or 'it couldn't happen here'.

The Designated Safeguarding Lead (DSL) for Child Protection is the Headteacher, **Gillian Carver**. In her absence/unavailability any CP issues should be reported to the Deputy DSL, Deputy Headteacher **Mary Kelly**. Upon receipt of information about a concern, the DSL will immediately ensure that a Child Protection/Child Concern form is completed, noting the initial concerns. Please note that the Senior Education Social Worker, John Lyons, is not a DSL. However the Headteacher / Deputy Headteacher always work very closely with the Senior Education Social Worker on all child protection issues.

Categories of Child Abuse

As stated in 'Keeping Children Safe in Education' September 2019

'Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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'.

Staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

1) **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.

2) 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, including Female Genital Mutilation (FGM) Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (Munchausen's Syndrome by Proxy).

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

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18

(Refer to 'Keeping Children Safe in Education' September 2018, 'FGM' pages 20 -21.)

3) 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

4) 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.

5) Financial abuse:

The misappropriation of funds e.g. Disability Living Allowance, Personal Independence Payment(PIP)and charitable grants by other organisations, which are designated for the sole benefit of the young person with complex profound to severe learning difficulties.

6) Peer on Peer Abuse:

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. Paragraph 27 of KCSIE now includes upskirting as a type of peer-on peer abuse

Specific Safeguarding Issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

Annex A of Keeping Children safe in Education September 2018 contains important additional information about specific forms of abuse and safeguarding issues.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of St Ann's School unauthorised absence and children missing from education procedures.

Child criminal exploitation: County lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. 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, or any vulnerable adult over the age of 18 years.

Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. 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.

Domestic abuse

The cross-government definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional exposure to domestic abuse and/or violence and 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. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. At St Ann's the designated safeguarding lead and Senior Education Social Worker are aware of contact details and referral routes in to the Local Housing Authority so that they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

So-called 'Honour-Based' violence (HBV)

HBV encompasses incidents or 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. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. 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.

Forced marriage

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.

Reporting Procedures at St Ann's School:

Class Teachers should be aware of all the young people in their class groups who are subject to a Child Protection Plan and any other students about whom there are general concerns.

If any adult suspects, or has evidence of, or a disclosure of abuse, **then at the earliest opportunity and within the same day, whilst the young person is still at school**, the following steps should be taken:

- a) the staff member with the concern immediately tells the designated teacher for child protection (in the first instance this is the Headteacher, Gillian Carver). If the Head is not available the staff member should report to the Deputy Headteacher, Mary Kelly or to the person in charge that day.
- b) the injury or concern and the young person's explanation (or lack of it) should be immediately recorded by the reporting member of staff using the child protection/child concern form. If necessary a 'body map' sheet should also be completed. (Copies of both these documents are on Google Drive, St Ann's, Child Protection, and are enclosed with these guidelines and further copies are kept in the reprographic office in a drawer marked 'Child Protection'). This information must be dated and signed.
- c) the reporting member of staff should make one copy of the child protection/child concern form. One copy should be handed to Dawn Avery (Administrator) or placed in the yellow folder marked Child Protection on her desk. This will be passed to the Headteacher. The second copy should be given to John Lyons, Senior Education Social Worker (or slipped underneath his door if his office is locked or he is in a meeting)
- d) all completed child protection/child concern forms will be scanned and electronically filed as well as being physically filed in the young person's confidential child protection file located in the Senior Education Social Worker's room.
- e) the designated teacher, in collaboration with the Senior Education Social Worker and/or School Nurse may decide that a telephone call to the parent/carer is sufficient, if there have been no previous concerns. One of them will make this call depending on the circumstances of the case. This call is to inform the parent/carer, to obtain more information and to discuss any explanation the young person may have given. **Please note class staff should not make this call as it may compromise any future investigation.**

- f) If the explanation is felt to be unsatisfactory, then as soon as possible the designated teacher must consult with all who may have knowledge of the young person's welfare, i.e. class staff, other teachers and assistants, therapists to decide on what course of action should be taken.
- g) If there is uncertainty about whether or not to refer, then one of the following can be consulted:
- Ealing Children's Integrated Response Service 020 8825 5000
 - Ealing's Assessment Protocol and Thresholds of Need guide 2014
 - Ealing Safeguarding Children Guidance 2014 (Yellow Book)
 - The Social Services office for the young person's home address
Ealing 020 8825 5000
Hounslow 020 8583 3300 or Early Intervention Service 020 8583 6600
Hillingdon 01895 556633;
 - The Education Department's Schools Service Safeguarding lead Tom Galvin 8825 5501.
- Please refer to St Ann's Inter-agency referral pack for more information**
- h) If a young person makes an allegation of abuse, a meeting should be convened **immediately**. Social Services **must** be contacted and the young person **must be kept in school** before the parents/carers are informed.
- i) Referrals should be made by phone to the Social Services office for the young person's home address. Cause for concern, the facts of the case, past concerns and any other relevant information should be given. The child protection officer will ask to be kept informed of developments.
- j) The child protection officer should confirm the referral, and the details of it, in writing within 24 hours to Social Services using the Ealing Children's Integrated Response Service Referral form. (On EGfL and in the referral pack).
- k) When the designated teacher speaks to Social Services, **the teacher and social services representative should mutually decide which of them will phone the parents/carers about the referral and when this will happen**. These decisions will depend on the circumstances of individual cases.
- l) **In cases of possible sexual abuse the concerns must not be discussed with parents/carers**. Social Services will do this only after an inter-agency strategy meeting. Advance warning may allow an abuser to bribe or intimidate a young person. The same may apply in cases of physical abuse. Advising parents/carers of the referral should always happen after discussion with Social Services.
- m) All information and decisions should be recorded, dated and signed. All information is confidential and must be kept in the Child Protection filing cabinet in the Senior Education Social Worker's office.

If, following a **Strategy Meeting**, a child or young person has been deemed to have suffered abuse, a **Child Protection Conference** may be called and the child or young person may become subject to a **Child Protection Plan**. Progress against the plan will be regularly monitored through multi-agency **Core Group Meetings** and after a further three months a subsequent Child Protection Conference will be called. The young

person will then either remain subject to a Child Protection Plan for a further period of six months (or longer as deemed appropriate by Conference) or he/she will be deregulated i.e. no longer subject to a Child Protection Plan.

Responding to Parents/Carers

It is necessary to strike a balance between supporting and respecting the parents/carers and ensuring that all young people are protected. Childcare legislation stresses that the young person's welfare is paramount so occasionally parents/carers may experience distress during an investigation. This is sometimes unavoidable in order to protect children who may be abused. Staff need to keep in mind:

- the importance of not making judgments, assuming outcomes or expressing their feelings to parents/carers;
- the importance of gathering all related information;
- the investigation is not a criminal inquiry but an attempt to find out what has happened;
- Social Services must be contacted before parents/carers are told of the concern by the school especially in cases of physical or sexual abuse.
- parents/carers need to be informed that Government guidelines direct schools to refer concerns to Social Services. This is an absolute duty and schools have no discretion in this matter.

Recording and Monitoring Concerns

Recording has special importance in child protection work and will be invaluable in helping agencies to assess a case. It ensures accurate transfer of information between agencies and between schools. It may also be needed if court action is necessary. It will also serve as a record that staff have acted appropriately and have followed guidelines. All staff have a responsibility to record child protection concerns. The school is not required to disclose any child protection information to parents. The following must be recorded:

- any concerns as they arise;
- marks on the student's body, using a body map;
- inappropriate behaviour;
- poor attendance which has been highlighted to the senior education social worker
- children missing from education
- details of conversations with parents/carers and students about the concern;
- each contact with or referral to another agency;

This should be kept as a running note on the student's confidential school record.

Other records, i.e. letters or case conference notes, which contain third party information, must be kept confidential and secure in the Child Protection filing cabinet located in the Senior Education Social Worker's office.

Role of the Designated Safeguarding Lead.

The DSL and deputy DSL will be senior members of staff. The Headteacher, Gillian Carver, is the current DSL and the Deputy Headteacher, Mary Kelly, is the current deputy DSL.

Duties include:

1. to undertake training in the recognition and investigation of child abuse;
2. to develop knowledge of the procedures involved in reporting child abuse;
3. to make this knowledge available to school staff in individual consultation and in school-based training;
4. to liaise with appropriate school staff on ensuring the use of relevant curriculum material;
5. to liaise closely with the Senior Education Social Worker and school nurse as appropriate;
6. to manage the process of referring cases of abuse to social services;
7. to ensure the school is represented at relevant case conferences;
8. to be a contact point for agencies needing to contact the school about child protection issues.
9. to manage the Child Protection Plan requirements;
10. to identify the need for support that any school staff may have when involved in a serious abuse case. Liaison with the Education Department's designated officer as to how support can be offered is recommended.

Role of the Senior Education Social Worker

The Senior Education Social Worker is available to support the school in all issues relating to young people's welfare and in particular in relation to Child Protection. The SESW will work with the designated teacher and other members of the multi-disciplinary team as appropriate to decide on the appropriateness of referrals and to decide whether a referral to Social Services should take place. The SESW is also available for guidance and support to both families and staff members.

Support for Staff

The abuse of children and young people can arouse strong emotions in professionals, especially if they know the young person well. Such feelings are natural and can affect

staff personally. Staff may also have the burden of continuing daily contact with the young person, and in some cases the parents/carers. Support in the form of opportunities for staff to discuss their feelings and the effect of this work on their personal life can come from:

- 1) colleagues, the designated teacher, other members of the School Leadership Team or the Senior Education Social Worker
- 2) the Education Department's designated officer is available for discussion or organisation of appropriate support.
- 3) Work Place Options (employee assistance programme) Tel 0800 243 458. Information available on Google Drive, St Ann's, Staff Well Being.

Training Needs

All staff need to be familiar with St Ann's Child Protection Policy and Guidance and the DfE publication 'Keeping Children Safe in Education September' 2018 Part 1 : Information for all school and college staff, so that they know how to respond to child abuse concerns. All staff are expected to actively participate in all forms of Child Protection and Safeguarding Training offered eg through

- 1) Senior Leadership Team, Multi-disciplinary, staff and class meetings;
- 2) Formal training as part of a whole school training day;
- 3) Child Protection training courses provided by the borough.
- 4) Input from designated Child Protection Officer and Senior Education Social Worker with respect to an individual student within a class group.

Safer Recruitment

Keeping Children Safe in Education Part 3 September 2018 focusses on Safer Recruitment including selection and pre-employment vetting. Paragraph 86 states 'It is vital that schools and colleges create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children'.

Each stage of St Ann's recruitment process clearly references safeguarding. The Governing Body, Headteacher and Senior Leadership Team comply with guidance in 'acting reasonably in making decisions about the suitability of the prospective employee based on checks and evidence including criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information'. In addition to DBS clearance anyone who is appointed as a teacher requires an additional check to ensure they are not prohibited from teaching (The Teachers' Disciplinary (England) Regulations 2012)

At St Ann's the Headteacher, the Administrator, and at least one Governor have undertaken safer recruitment training. All St Ann's Recruitment Panels include at least one person who has successfully completed safer recruitment training during the last two years.

Preventative Child Protection Curriculum

St Ann's PSHE curriculum includes components differentiated by age, maturity and ability so that students progressively learn the knowledge and skills needed to build their confidence and self-esteem, and their awareness of keeping safe. These include the topics:

- 1) myself and my family;
- 2) safety in the home
- 3) road safety;
- 4) health and relationship and sex education;
- 5) education for citizenship.

These and related issues are integrated into the wider school curriculum and topics appropriate to the age, need and developmental level of the young person. In addition the school will seek advice and training from the Local Authority and from external specialist providers e.g. Image in Action.

Preventing Radicalisation and the Prevent Duty

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty. The Prevent Duty should be seen as part of schools' and colleges' wider safeguarding obligations.

At St Ann's School we actively promote 'British Values' including democracy, the rule of law and equality of opportunity through the Spiritual, Moral, Social and Cultural curriculum which permeates all other areas of learning.

At St Ann's School, we believe that

- the freedom of speech and an individual's right to express his /her beliefs and ideology are fundamental values that should underpin society.
- the freedom of speech must also take into account equality, human rights, community safety and cohesion.
- the normalisation of extreme views may make people vulnerable to manipulation and exploitation in the future.

- whilst St Ann's students do not have the cognitive ability to formulate and act on extremist views, they may nevertheless remain vulnerable to being caught up within the context of extremism and radicalisation, promoted by others.

We will view any signs of radicalisation and exploitation as safeguarding concerns. We will seek to protect our school community from those preaching all forms of violent extremism.

Risk Reduction and Response

The Governing Body, in conjunction with the Head teacher, will assess the level of risk within the school and put into place any actions necessary to reduce that risk. This may include reviewing all school policies, the curricular offer, the R.E. Curriculum and assemblies; use of the school's premises by external agencies, and any other issues specific to our philosophy and to our local community.

We will build resistance to extremism through:

- Robust safeguarding systems
- Regular Safeguarding Committee Meetings
- Prevent Awareness Training
- Promoting community cohesion, equalities and wellbeing
- Adherence to and frequent review of school policies eg Anti-bullying policies, Staff Conduct Policy, Equalities Policy
- Promoting wider skills development
- Encouraging active citizenship and student voice
- Extending links with families and community groups

As an integral part of safeguarding responsibilities, St Ann's staff will receive appropriate training, remain vigilant and discharge the school's duties in line with Prevent Duty requirements.

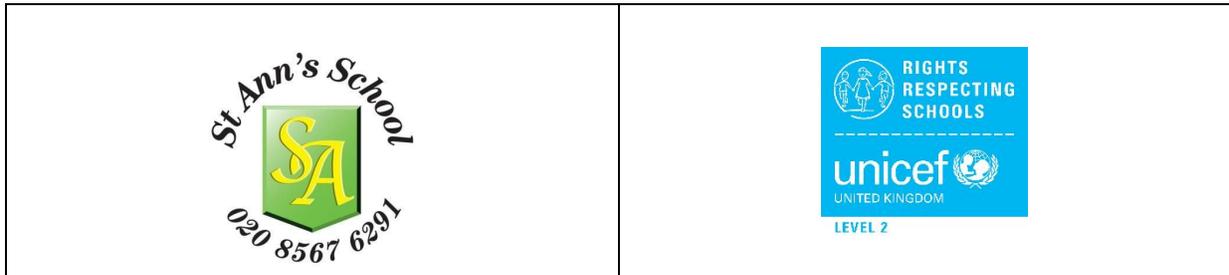
We will seek on-going support from the Ealing-borough Schools' Prevent Engagement Officer in developing staff confidence in their ability to understand, recognise and refer vulnerabilities that can lead to radicalisation.

Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel Programme.

Channel Programme

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness.

Further guidance can be obtained through reading the Department for Education publication, 'The Prevent Duty' June 2015 and 'Keeping Children Safe in Education' September 2019.



St Ann's School Child Protection /Child Concern Form

Student's name:	Staff name:
Date of birth:	Signature:
Class:	Date:
Nature of concern (to be completed by the reporting member of staff on the day the concern is first noted)	
Actions agreed (to be completed by the Child Protection Officer or Senior Education Social Worker)	
Contact with other members of multi-disciplinary team (to be completed by the Child Protection Officer or Senior Education Social Worker)	
Outcomes (to be completed by the Child Protection Officer or Senior Education Social Worker)	

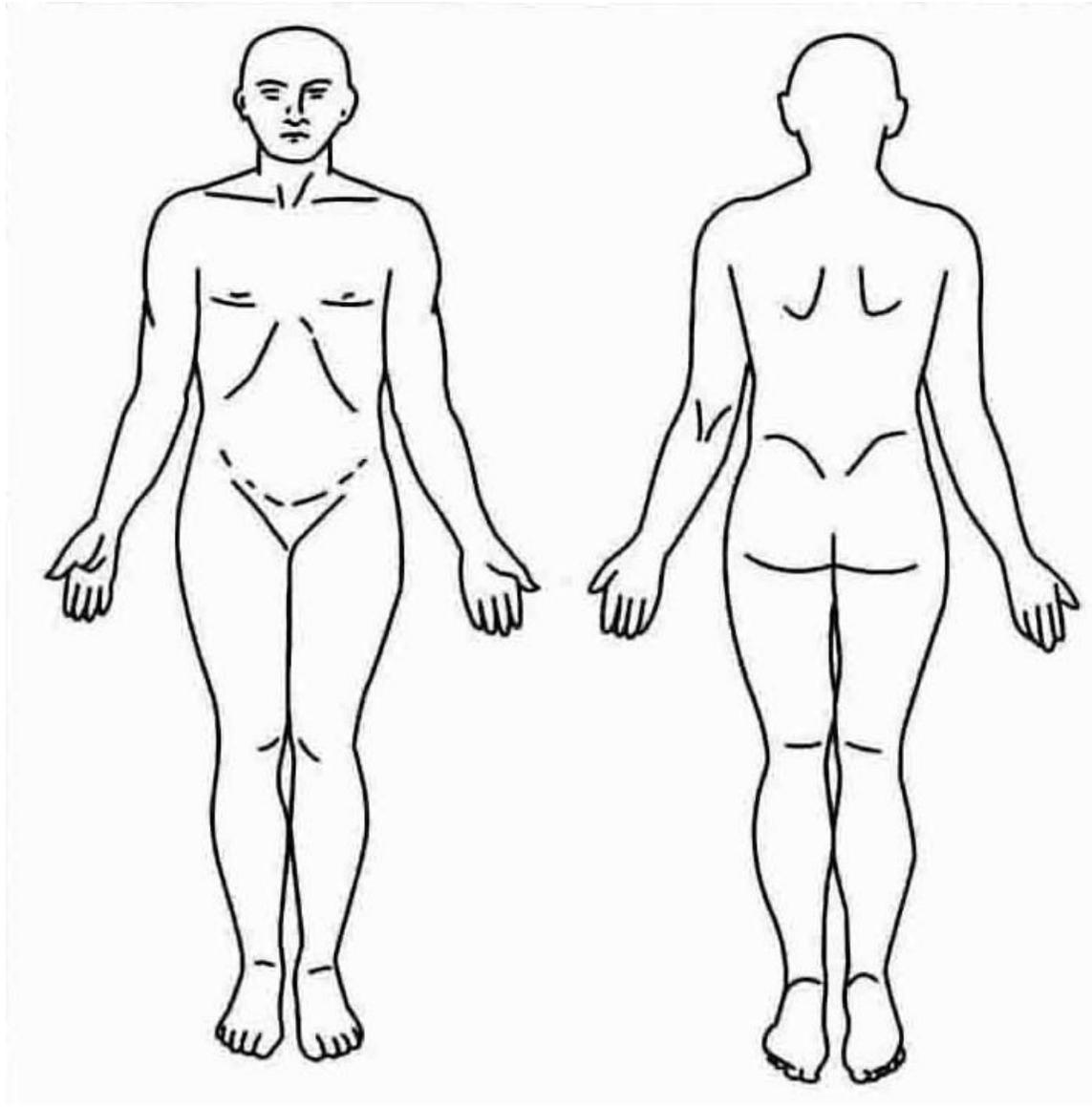
Signed off by:

Date:

Please draw on the body map in black ink, using the following key to indicate the different types of injury (shading or alphabetic code), and provide brief details for each injury, e.g. measurements of wound, colour of bruise, etc using arrows (a ruler is provided to assist with measurement):

A - pressure ulcers
B - bruising
C - cuts, wounds

D - excoriation, red areas (not broken down)
E - scalds, burns
F - other (specify)



Name/designation of person completing Body Map form:

Date/time of completion:

<p>Allegations Against Staff</p> <ul style="list-style-type: none"> St Ann's follows Faling and DfE procedures, 'Dealing with Allegations of Abuse against Teachers and Other Staff' We aim to balance the need to protect students from abuse and the need to protect staff from malicious or unfounded allegations <p>St Ann's Designated Safeguarding Leads (DSL's) : Jane Gillian Carver : HT and Mary Kelly : DHT</p>	<p>Child Protection Policy</p> <ul style="list-style-type: none"> Provides information on categories of abuse. Provides detailed information on reporting procedures. Includes St Ann's Child Protection/Child Concern form and Body Map form. Highlights duty to be vigilant regarding FGM (Female Genital Mutilation) Includes guidance on Prevent Duty 	<p>Safer Recruitment and DBS</p> <ul style="list-style-type: none"> The Headteacher, the Administrator and a Governor have been trained in Safer Recruitment techniques Each stage of the recruitment process clearly references safeguarding All successful applicants are required to be DBS checked before taking up a placement at St Ann's
<p>Curriculum content : Keeping safe</p> <ul style="list-style-type: none"> The PSHE curriculum provides opportunities at an appropriate developmental level to learn about growing up, keeping safe, expressing needs, making choices and becoming active citizens. The Relationships and Sex Education curriculum also covers private and public places and behaviour, forming relationships, keeping safe St Ann's curriculum actively promotes British Values within the context of being a highly multi-cultural school 	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>St Ann's Safeguarding Summary</p> <p>St Ann's is a Gold (Level 2) Unicef Rights Respecting School, and actively promotes all articles within the United Nations Convention on the Rights of the Child which helps to keep all of our young people safe and aware of potential harm.</p> <p>All staff are required to read 'Keeping Children Safe in Education' Part 1 September 2019</p> </div> <div style="text-align: center;">  </div> </div>	<p>Governance and Monitoring</p> <ul style="list-style-type: none"> St Ann's Governing Body has a nominated Governor responsible for monitoring safeguarding operations at the school The nominated governor is the Chair of St Ann's termly Safeguarding Committee. The Safeguarding Committee has representatives from education, health and social care. Action Points are reported back to the full Governing Body The Headteacher's Report to the Governing Body contains a termly report on safeguarding
<p>Health and Safety Policy</p> <ul style="list-style-type: none"> Includes a health and safety policy statement Highlights responsibilities of both employees and employers References other policies relevant to keeping students safe eg Positive Behaviour Management Policy, Hydropool Policy and Educational Visits Policy. 	<p>Other related Policies:</p> <ul style="list-style-type: none"> Appropriate Touch Policy, Intimate Care Policy Emerging Sexuality Policy Positive Behaviour Management Policy e Safety Policy Attendance Strategy Missing Student Policy Whistleblowing Policy Lockdown Policy Coronavirus (COVID-19): safeguarding in schools, Anneke April 2020 	<p>Single Central Record</p> <ul style="list-style-type: none"> St Ann's has a Single Central Record in compliance with DfE guidance This is managed by the School Administrator The SCR is formally examined by St Ann's Safeguarding Committee twice each academic year (November and April)

Coronavirus (COVID-19): safeguarding in schools, Annexe April 2020

Please refer to the Gov.UK document **Coronavirus (COVID-19): safeguarding in schools, colleges and other providers** published 27.03.20. The following excerpts from this document are of particular note:

Whilst acknowledging the pressure that schools and colleges are under, it remains essential that as far as possible they continue to be safe places for children. This guidance supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads (DSLs) so they can continue to have appropriate regard to KCSIE and keep their children safe. It suggests where schools and colleges might consider safeguarding policy and process differently when compared to business as usual.

The way schools and colleges are currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual, however, a number of important safeguarding principles remain the same:

- with regard to safeguarding, the best interests of children must always continue to come first
- if anyone in a school or college has a safeguarding concern about any child they should continue to act and act immediately
- a DSL or deputy should be available
- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- children should continue to be protected when they are online

Schools and colleges should, as far as is reasonably possible, take a whole institution approach to safeguarding. This will allow them to satisfy themselves that any new policies and processes in response to COVID-19 are not weakening their approach to safeguarding or undermining their child protection policy.

Vulnerable children

Ensuring that vulnerable children remain protected is a top priority for the government. Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with EHC plans, read more in the guidance on vulnerable children and young people for further information. Local authorities have the key day-to-day responsibility for delivery of children's social care. Social workers and VSHs will continue to work with vulnerable children in this difficult period and should

support these children to access this provision. There is an expectation that children with a social worker will attend provision, unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child. Senior leaders, especially DSL's (and deputies) know who their most vulnerable children are and have the flexibility to offer a place to those on the edges of receiving children's social care support. School and college staff should continue to work with and support children's social workers to help protect vulnerable children. This will be especially important during the COVID-19 period.

Please also refer to the GOV.UK document: **Guidance for schools, childcare providers, colleges and local authorities in England on maintaining educational provision** published 19.03.20

The following excerpts from this document are of particular note:

The government has asked parents to keep their children at home, wherever possible, and asked schools to remain open only for those children who absolutely need to attend.

It is important to underline that schools, all childcare settings (including early years settings, childminders and providers of childcare for school-age children), colleges and other educational establishments, remain safe places for children. But the fewer children making the journey to school, and the fewer children in educational settings, the lower the risk that the virus can spread and infect vulnerable individuals in wider society.

Schools, and all childcare providers, are therefore being asked to continue to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the Covid-19 response and cannot be safely cared for at home.

Vulnerable children include children who are supported by social care, those with safeguarding and welfare needs, including child in need plans, on child protection plans, 'looked after' children, young carers, disabled children and those with [education, health and care \(EHC\) plans](#).

We know that schools will also want to support other children facing social difficulties, and we will support head teachers to do so.

Parents whose work is critical to the COVID-19 response include those who work in health and social care and in other key sectors outlined below. Many parents working in

these sectors may be able to ensure their child is kept at home. And every child who can be safely cared for at home must be.

Please, therefore, follow these key principles:

1. If it is at all possible for children to be at home, then they must be.
2. If a child needs specialist support, is vulnerable or has a parent who is a critical worker, then educational provision will be available for them.
3. Parents should not rely for childcare upon those who are advised to be in the stringent social distancing category such as grandparents, friends, or family members with underlying conditions.
4. Parents must also do everything they can to ensure children are not mixing socially in a way which can continue to spread the virus. They must observe the same social distancing principles as adults.
5. Residential special schools, boarding schools and special settings continue to care for children wherever possible.

St Ann's School COVID-19 Impact and Response Document

St Ann's has also produced a summary document (05.05.20) outlining the school's policy and practice within the context of COVID-19. This includes sections on Supporting Families, Staffing, Personal Protective Equipment, Risk Assessments, Cleaning and Infection Control and a summary of the provision offered by school during each week of the national lockdown. This document will be regularly updated to reflect the changing national and local picture as the lockdown eases.

