



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

**Last Updated : September 2022
Review Date : September 2023**



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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 the vast majority of St Ann's students are non-verbal and that all students need to be given extended 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 meaningful opportunities within St Ann's six curriculum pathways for young people to develop a range of skills, in line with their cognitive ability, to help them 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, **Timmy Holdsworth**.
- 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, **Arthur Batalona**. 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, core group meetings and child in need meeting
- Keep written records of concerns about young people, even where there is no need to refer the matter immediately.
- Ensure all written paper 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 A4 notice in the student's school file indicates that an additional child protection file exists for this young person.

- From April 2022 onwards introduce CPOMS (Child Protection Online Management System) as the main tool for recording child protection concerns at St Ann's. Refer to separate 'Guidance on the use of CPOMS at St Ann's October 2022'.
- Follow Ealing's procedures where an allegation is made against a member of staff or a volunteer and ensure close liaison between St Ann's DSL and the Local Authority Designated Officer (LADO). 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 their 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 procedures
- Adherence to all statutory guidance including the annual updates to 'Keeping Children Safe in Education' which is published each September.
- A staff group who receive high quality safeguarding training and who regularly receive 'top-up' training.
- The development of highly personalised non subject specific, curriculum pathways
- Ensuring that all students have a 'voice' and agency 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 from the class team 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, premises staff, administrators, catering 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'.

KCSIE September 2022

'Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interests** of the child'.

The Designated Safeguarding Lead (DSL) for Child Protection is the Headteacher, **Timmy Holdsworth**. 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, generally via CPOMS, the DSL will review the CPOMS entry, noting the initial concerns and take action as appropriate. 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

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.

As stated in 'Keeping Children Safe in Education' September 2022

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. 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 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 and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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.

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.

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 and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

Below are some safeguarding issues all staff should be aware of. Additional information on these safeguarding issues and information on other safeguarding issues is included in Annex B of KCSIE September 2022

Child-on-Child Abuse (Previously Peer on Peer Abuse)

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between children,

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 children (sometimes known as 'teenage relationship abuse')
- 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 nude and semi-nude 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
- 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 Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. 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.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example 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 for example they believe they are in a genuine romantic relationship.

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, honour based abuse 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.

Domestic 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 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 can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may 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.

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 the 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 (or a deputy)) 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 local authority children's social care if they are concerned about a child's welfare.

Private Fostering

Schools and other professionals e.g. GP's have a responsibility to report to the local authority (Children's Service department) where they are aware or suspect that a child is subject to a private fostering arrangement. (see 'Replacement Children Act 1989 Guidance on Private Fostering 2005 paragraph 2.6)

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

Most frequently, young people are in private foster care for the following reasons:

- children from other countries sent to live in the UK with extended family
- host families for language schools
- parental ill-health
- where parents who have moved away, but the child stays behind (eg. to stay at the same school to finish exams)
- teenagers estranged from their families
- children brought from outside the UK with a view to adoption
- children at independent boarding schools who do not return home for holidays and are placed with host families
- trafficked children

Each party involved in the private fostering arrangement has a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start. Not to do so is a criminal offence. Many private fostering arrangements are 'hidden' and, it appears, are rarely brought to the attention of local authorities. The penalty for non-reporting is a maximum £5,000 fine, but convictions are extremely rare. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear who has parental responsibility.

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 into 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.

Mental Health

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's

experiences can impact on their mental health, behaviour, and education.

All staff should be aware that 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. Education 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. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

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.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. 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.

The Prevent Duty

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.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual’s engagement with the programme is entirely voluntary at all stages.

The designated safeguarding lead (or a deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the ‘Channel’ programme, and have that support in place for when the child arrives.

The Home Office has developed three e-learning modules:

- [Prevent awareness e-learning](#) offers an introduction to the Prevent duty.
- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are robust, informed and with good intention.
- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

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.

Serious Violence

There are a number of indicators, which may signal 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 and may be at risk of criminal exploitation.

So-called 'Honour-Based' abuse (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.

Female Genital Mutilation (FGM)

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.

Whilst all staff should speak to the designated safeguarding lead (or a deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must personally report this to the police.

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 perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

Safeguarding concerns or allegations made about staff, including supply teachers, volunteers and contractors.

Schools and colleges should have their own procedures for dealing with safeguarding concerns or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, i.e. members of staff, including supply teachers, volunteers and contractors.

There are two levels of concerns and allegations:

- Concerns / allegations that may meet the harm threshold.
- Concerns / allegations that do not meet the harm threshold – referred to as 'low-level concerns'.
- These procedures should be consistent with local safeguarding procedures and practice guidance.

Concerns / allegations that may meet the harm threshold.

This part of the KCSIE guidance is about managing cases of concerns/allegations that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college.

This part of the guidance should be followed where it is alleged that anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

For more information refer to pages 86 to 99 KCSIE September 2022

Concerns or allegations that do not meet the harm threshold.

Governing bodies should have policies and processes to deal with any concerns or allegations which do not meet the harm threshold, referred to as 'low-level' concerns. It is important that schools and colleges have appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children.

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- humiliating children.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

For more information refer to pages 99 to 103 KCSIE September 2022

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 serious concern immediately tells the designated safeguarding lead (DSL). This is the Headteacher, Gillian Carver. If the Head is not available the staff member should report to the Deputy Designated Safeguarding Lead. This is the Deputy Headteacher, Mary Kelly or to the person in charge that day.
- b) the injury or concern and any explanation that the young person is cognitively able to communicate, should be immediately recorded by the reporting member of staff using St Ann's online system CPOMS (Child Protection Online Management System) It may also be necessary to complete the electronic 'body map' CPOMS tool.
- c) Staff should seek guidance from a member of the Extended Leadership Team if for any reason they are unsure as to how to use the CPOMS software.
- d) the DSL will receive an electronic alert to highlight that a CPOMS entry has been made and will consider the most appropriate course of action. The student may either be deemed to be 'in need' under Section 17 of the Children Act 1989 or 'at risk of significant harm' under Section 47 of the Children Act 1989.
- e) the DSL, in collaboration with the Senior Education Social Worker and/or School Nurse may decide that a telephone call to the parent/carer is sufficient depending on the nature of the concerns and any known contextual information about the circumstances of the family.
- f) If a call to a parent//carer is made it will generally be conducted with two members of staff present e.g. the DSL and SESW or the School Nurse and the SESW. 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.**
- g) If the explanation is felt to be unsatisfactory, and the student is felt to be at risk of significant harm then a referral will be made by the DSL or SESW to ESCAN or the CTPLD.
- h) Please refer to the **Safeguarding Guidance and Procedures 2022/2023** pack on display in each room for further information.
- i) 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.
- j) 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 DSL and SESW will ask to be kept informed of developments.
- k) The DSL/SESW should confirm the referral, and the details of it, in writing within 24

hours to Social Services.

- l) When the DSL 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.
- m) **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.
- n) All initial steps that have been taken should be recorded by the DSL/SESW on CPOMS.
- o) A written record of any subsequent information and decisions can be uploaded to CPOMS. All information is confidential. Notes of strategy meetings, case conference outcomes, core group meetings 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 to six 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

The best interests of the child/young person remain paramount. It is necessary to strike a balance between supporting and respecting the parents/carers and ensuring that all young people are protected. Parents/carers may become extremely upset and 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 and will 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 entry on CPOMS

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 DSL and DDSL and other members of the multidisciplinary 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 DSL/DDSL, 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) Workplace Options (employee assistance programme) Staff can access Workplace Options on-line, via their website www.workplaceoptions.com or telephone 0800 243 458. More information is available on St Ann's Google Drive.

Training Needs

All staff need to be familiar with St Ann's Child Protection Policy and Guidance and the DfE publication published each September 'Keeping Children Safe in Education 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 the DSL/DDSL and Senior Education Social Worker with respect to an individual student within a class group.

Safer Recruitment

Keeping Children Safe in Education Part 3 focusses on Safer Recruitment including

- the recruitment and selection process
- the advert

- application forms
- shortlisting
- employment history and references
- selection
- pre-appointment vetting checks, regulated activity and recording information

Part 3 states 'It is vital that as part of their whole school or college approach to safeguarding governing bodies and proprietors create a culture that safeguards and promotes the welfare of children in their school or college. As part of this culture, it is important that they adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in schools and colleges.

Governing bodies and proprietors should ensure that those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training, the substance of which should at a minimum cover the content of this part (Part three) of this guidance.

The School Staffing (England) Regulations 2009⁵⁶ require governing bodies of maintained schools and management committees of pupil referral units (PRUs) to ensure that at least one of the persons who conducts an interview has completed safer recruitment training.'

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 School Business Manager, 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.

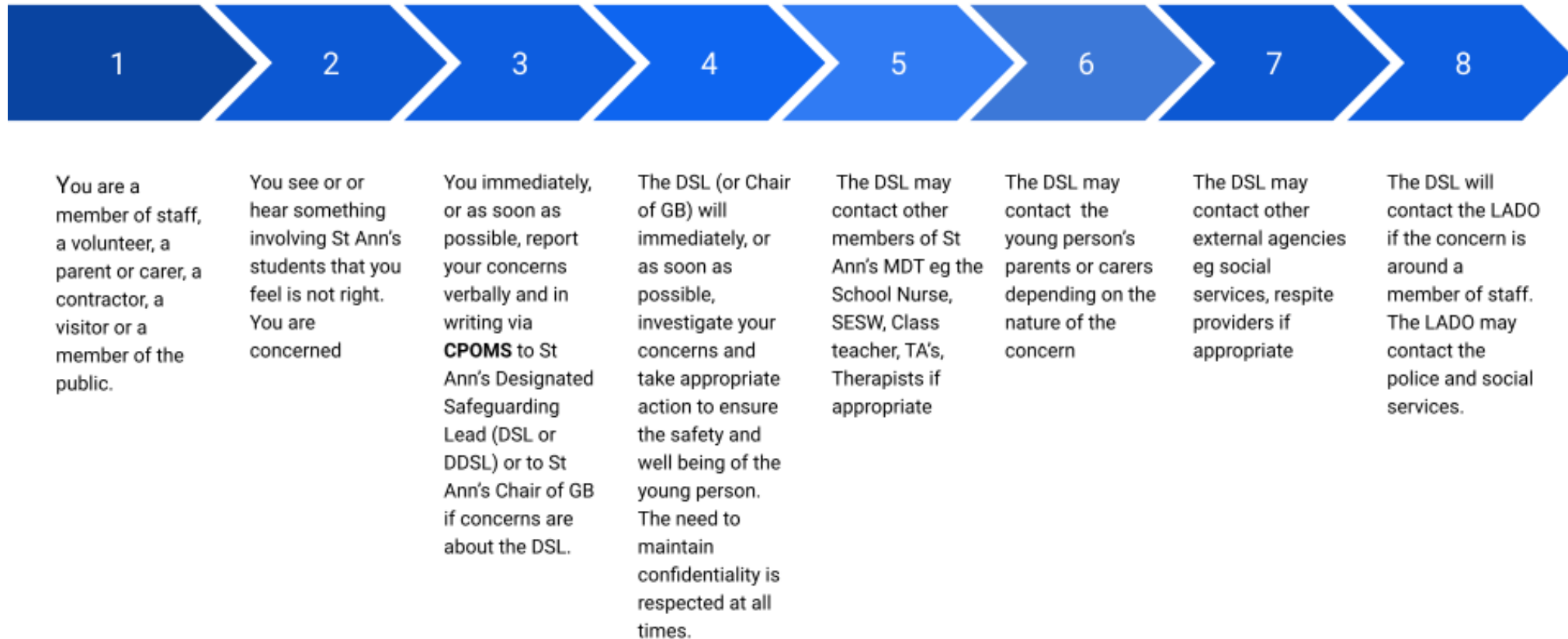
Preventative Child Protection Curriculum

St Ann's curriculum pathways include PSHE 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:

- 2) myself and my family;
- 3) safety in the home
- 4) road safety;
- 5) health and relationship and sex education;
- 6) 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.

Child Protection Flow Chart notes September 2022



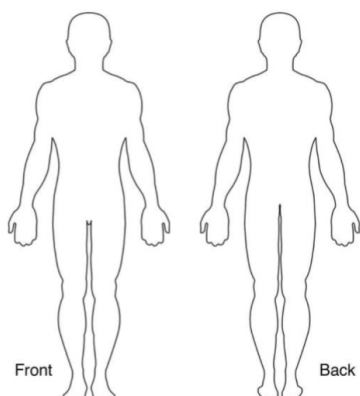


Log In

CPOMS	Paper Form
Safeguarding Team (GC, MK, PM, JL TH)	SMSA
St Ann's OT, Physio, Speech and Language	Cleaners
Admin Staff, Teachers, All TA's	Kitchen Staff
Lead Chef	Guests
	NHS Staff
	Nursing Team

Today

- Use Own Login
- Class Login



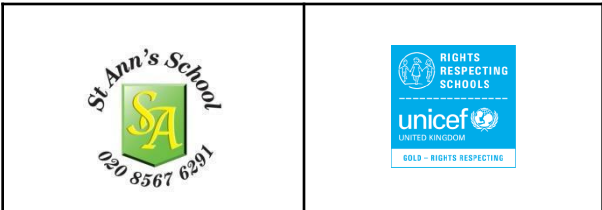
<https://stannsschool.cpoms.net/>

Paper Form

- In a draw in the office
- Give to Sharan (If Sharan is not in find a DSL)



https://docs.google.com/document/d/14LINx_79ort14BJAyx-1M0aYrQ86ZuGvSGZSlvJEvg/edit?usp=sharing

<p>Allegations Against Staff</p> <ul style="list-style-type: none"> St Ann's follows Ealing 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>Gillian Carver : Designated Safeguarding Lead (DSL)</p> <p>Mary Kelly : Deputy Designated Safeguarding Lead</p>	<p>Child Protection Policy</p> <ul style="list-style-type: none"> Provides information on categories of abuse. Provides detailed information on St Ann's reporting procedures. Includes information on CPOMS (Child Protection Online Management System) Highlights duty to be vigilant regarding FGM (Female Genital Mutilation) Includes guidance on Prevent Duty Is updated annually in line with KCSIE 	<p>Safer Recruitment and DBS</p> <ul style="list-style-type: none"> The Headteacher, the School Business Manager and some Governors 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 Agency staff / volunteers are also DBS checked
<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 six personalised curriculum pathways actively promote British Values within the context of being a highly multicultural school 	<div data-bbox="760 574 1358 782">  </div> <p>St Ann's Safeguarding Summary : Sept. 2022</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. All staff are required to read 'Keeping Children Safe in Education' (KCSIE) Part 1 September 2022'</p>	<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 (Sallie Mercer) 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"> Facilities Manager ensures site adherence to policy and leads on annual Health and Safety audit Includes a health and safety policy statement and highlights responsibilities of both employees and employers References other policies relevant to keeping students safe e.g. Critical Incident Policy, Positive Behaviour Management Policy, Risk Assessment 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 	<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 the chair of St Ann's Safeguarding Committee twice each academic year (usually November and April)

