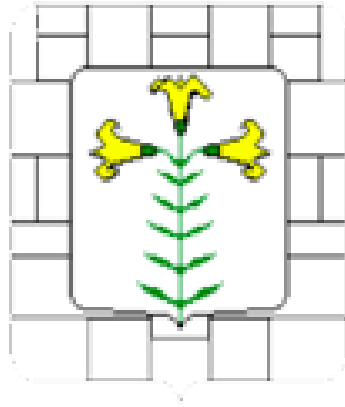


**FEDERATION OF ST ANNE'S AND ST MARTIN'S
CATHOLIC PRIMARY SCHOOLS**



**ST ANNE'S CHILD PROTECTION, SAFEGUARDING AND
PROCEDURES POLICY**

**Approved by FGB: December 2018
Next review date: August 2019**

CONTEXT OF THE SCHOOL WITH REGARD TO SAFEGUARDING

Local issues

Reading is regarded as a “hotspot” for:

- Female Genital Mutilation (FGM)
- Deaths from drug use
- County Lines
- Domestic Violence

School issues

- Family separation/ involvement of Children’s services due to domestic violence.
- Diverse community with some families having connections which make them at some risk of FGM
- Some children with a family member in prison
- Some children with a family member affected by drug use

Also, the most recent Ofsted monitoring report for Reading Children’s Services published on 1st March 2018 (following its inadequate rating) showed that they were making poor and uneven progress in improving the children’s services.

The school will have due regard to the above issues by:

FGM	Refer to FGM section in this policy Reminder to teachers before summer holidays
Deaths from Drug use	Refer to the Personal Social Health Citizenship Education (PSHCE) Policy for details regarding lifestyle choices
County Lines	Details are included in briefings where appropriate Refer to the PSHCE Policy for details regarding lifestyle choices
Domestic Violence	The Designated Safeguarding Lead (DSL) is to monitor pupils’ general well-being and which carers are currently in the household.
Parents in prison	Liaise with Phase leader/ Special Educational Needs Co-ordinator (SENCO)/ Deputy Head Teacher (DHT)/ Head Teacher (HT) regarding available services
Reading children’s services	DSL to follow up cases where communication is poor

PRINCIPLES

Section 175 of the Education Act 2002 gives schools a statutory duty to promote and safeguard the welfare of children. The Federation of St. Anne's and St. Martin's Catholic Primary Schools give consideration to:

- Protecting children from abuse, harm and neglect;
- Right to education in a safe and no-abusive environment where they feel safe;
- The voice and concerns of children and young people;
- Respect for values and children's individual needs;
- The right of children to have their emotional, educational and social needs met;
- Prevention of abuse including protected characteristics (Equalities Act);
- Staff and visitors' role in safeguarding children;
- Key links to current and non-statutory guidance, including:
 - The most recent version of **Working Together to Safeguard Children** (Department for Education (DFE) July 2018)
 - The most recent version of **Keeping Children Safe in Education: Statutory Guidance for School and College Staff**, (DfE September 2018)
 - **Mental Health and Behaviour in Schools: Departmental Advice** (DfE March 2016)
 - **The Prevent Duty Departmental Advice for Schools and Childcare Providers** (June 2015)
- The school and Governing Body having due regard to the **Female Genital Mutilation Act 2003** (as inserted by Section 74 of the Serious Crime Act, March 2015)
- The School and Governing Body having due regard to the **Statutory Guidance on Supporting Pupils at School with Medical Conditions**, (December 2015)
- **United Kingdom Council for Child Internet Safety (UKCCIS) Guidance: Sexting in Schools and Colleges, responding to incidents and safeguarding young people**, (August 2016)
- **General data Protection Legislation (2018):**
 - https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en

- **Child Sexual Exploitation – Definitions and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation, (February 2017)**

St. Anne’s Catholic Primary School is committed to safeguarding and will aim to create a culture of vigilance and will always work in the best interests of the child. Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *“Working Together to Safeguard Children 2015 (Updated July 2018).”* Schools should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

Information on the roles and responsibilities for all school staff can be found in *‘Keeping children safe in education - Information for all school and college staff guidance, September 2018.’*

We believe that every child regardless of age has at all times and in all situations a right to *feel safe and* protected from any situation or practice that results in a child being physically or psychologically damaged.

We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our curriculum, teaching and learning, Personal Social and Health Education and extracurricular activities. In order to achieve this, all staff and volunteers in the schools, in whatever capacity, will, at all times, act proactively and promptly in child welfare matters, especially where there is a possibility that a child may be at risk of significant harm.

We aim to reduce the potential risks that pupil’s face of being exposed to violence, extremism, exploitation, discrimination or victimisation.

Opportunities to teach children about safeguarding, including on-line safety, will be provided through the delivery of Personal Social Health Education.

Key Principles

The school seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The school hopes that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties.

Children’s worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot guarantee confidentiality if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child’s welfare.

In St Anne’s, if there are suspicions about a child’s physical, sexual or emotional well-being, or that they are being neglected, we will take action.

Key Processes

As a consequence, we expect that all staff and visitors will:

- Be familiar with this Safeguarding policy;
- Be subject to Safer recruitment processes and checks, whether they are new staff, supply staff, contractors or volunteers etc;
- All Governors must be subject to an enhanced DBS check and should be checked against the Teaching Regulation Agency 'Barred list' (Section 128 check)
- Be involved, where appropriate, in the implementation of individual Education programmes, Early Help assessments and support plans, Child in Need Plans and inter agency Child Protection plans
- Be alert to the signs and indicators of possible abuse
- Record concerns and give the record to the DSL, or Deputy DSL and
- Deal with a disclosure of abuse from a child by informing the DSL or a deputy immediately and provide a written account as soon as possible.

We ensure that we:

- Assert that teachers and other members of staff / volunteers in schools are an integral part of the child safeguarding process;
- Recognise that safeguarding children is a responsibility for **all staff, including volunteers, and the Governing body;**
- **Recognise that it could happen here;**
- Recognise that abuse and neglect are likely to cause significant harm and detrimental impacts on a child's learning, social and emotional well-being, behaviour and attendance;
- Recognise that children with Special Educational Needs and Disabilities (SEND) can face additional safeguarding challenges;
- Will ensure that all staff and volunteers are trained to be alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions;
- Will designate a senior member of staff with knowledge and skills in recognising and acting on child protection concerns. He or she will act as a source of expertise and advice, and is responsible for coordinating action within the school and liaising with other agencies;
- Ensure (through the Designated Lead officer) that staff with designated responsibility for child protection will receive appropriate training;
- Will share our concerns with others who need to know, and assist in any referral process;
- Will ensure that if somebody believes that a child may be suffering, or may be at risk of suffering significant harm, they will always refer such concerns to the Designated Lead or their Deputies, who will refer on to Social Services in accordance with the Local Safeguarding Children Board (LSCB);
- Safeguard the welfare of children whilst in the school, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, or disability or special educational needs;
- Will ensure that all staff are aware of the child protection procedures established by the LSCB; and, where appropriate, the LA, and act on any guidance or advice given by them; these can be found at www.proceduresonline.com/berks/;

- Will ensure through our recruitment and selection of volunteers and paid employees that all people who work in St. Anne's and St. Martin's Schools are suitable to work with children;
- Will act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offense against a child, harmed a child, or acted in a way that calls into question their suitability for working with children.

All members of staff (including volunteers and governors), in whatever capacity, will (at all times) act proactively in child welfare matters. Where any member of staff fails to act in accordance with this policy, this may be dealt with as a disciplinary matter.

DESIGNATED SAFEGUARDING LEAD (DSL)

The Designated Safeguarding Lead for child protection at St. Anne's Catholic Primary School is:

Mrs Madeleine Cosgrove - Acting Executive Head Teacher

The Deputy designated safeguarding leads are:

Mrs Sarah Bernto - Deputy Head Teacher Mrs Gemma Burnitt - SENCO and Assistant Head Teacher
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The Designated Person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The broad areas of **responsibility for the Designated Safeguarding Lead** are:

1. Managing referrals

- Refer all cases of suspected abuse to the local authority children's social care and:
 - ✓ The Local Authority Designated Officer (LADO) for child protection concerns (all cases which concern a staff member);
 - ✓ Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
 - ✓ Police (cases where a crime may have been committed);
- Liaise with the Executive Head or principal to inform him or her of issues especially ongoing enquiries under **section 47 of the Children Act 1989 and police investigations.**
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Ensure that detailed, accurate and secure (locked in a drawer) written records of concerns and referrals are kept.
- Ensure that such records are transferred by hand or by secure mail to receiving schools where pupils move or transition.

- Where possible should ensure the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback.

2. Training

The designated safeguarding lead and any deputies will receive appropriate training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years. In addition to their formal training their knowledge and skills should be updated, (for example via termly LA updates, e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, **but at least annually**, to keep up with any developments relevant to their role.

Additionally, the designated safeguarding lead should maintain training by aiming to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands this policy and procedures, especially new and part time staff;
- Be alert to the specific needs of children in need, those with special educational needs and young carers;
- Be able to keep detailed, accurate, secure written records of concerns and referrals;
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage amongst all staff a culture of listening to children and taking account of their wishes and feelings and ensuring staff support any measures the school may put in place to protect children.

3. Raising Awareness

The Designated Safeguarding Lead should ensure the school's policies are known and used appropriately and:

- Ensure the child protection and safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies regarding this;
- Ensure the child protection policy is available on the school website and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- Ensure all staff have appropriate safeguarding training and that all staff have read:
 - ✓ ***Keeping children safe in education Information for all school and college staff guidance, September 2018***, and that leaders and staff who work directly with children have also read Annex A
 - ✓ The school's **Staff Code of Conduct**
 - ✓ The school's **Safeguarding Policy**

- Ensure a link with the Local Safeguarding Children Board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- Ensure that the child protection file for any children leaving the school is copied for any new school as soon as possible but transferred **separately** from the main pupil file.

A form to be used by the Designated Safeguarding Lead to carry out an annual audit of safeguarding is attached in the Appendix to the document, liaising as appropriate with the Designated Governor.

LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN

The designated senior member of staff (designated lead) for looked after children in this school is:

Mrs Gemma Burnitt (SENCO)

Information will be kept on:

- The child's looked after legal status
- Contact arrangements with those with parental responsibility
- Child's care arrangements and levels of authority delegated by the authority
- Details of the child's social worker
- The name of the virtual head in the authority who looks after the child

The designated person for looked after children will work with the virtual school head to ensure pupil premium plus additional funding is best used to support looked after children in school.

DESIGNATED GOVERNOR

The Designated Governor for Child Protection at St. Anne's Catholic Primary School is:

Mrs Rebecca Mee – Parent Governor
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Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter agency procedures.

The Governing Body will ensure that the Designated members of staff for child protection are given sufficient time to carry out their duties, including accessing training.

The Governing Body will review child protection practices in the schools on a regular basis, and no less than annually, to ensure that:

- There are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- All governors have read part 2 of **Keeping Children Safe in Education** (September 2018)

- The school operates “safer recruitment” procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers.
- At least one senior member of the school’s leadership team acts as a DSL, and at least a further deputy DSL is appointed;
- That appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties; their role should be explicit in their job description;
- The Head Teacher and all other staff who work with children undertake safeguarding training on an annual basis with additional updates as necessary within a 2 year framework and a training record maintained;
- The nominated safeguarding governor completes face to face safeguarding training at level 1 followed by DSL training.
- Any governors involved in recruitment are trained in “safer recruitment”
- Temporary staff and volunteers are made aware of the school’s arrangements for safeguarding and child protection and their responsibilities;
- The school remedies any deficiencies or weaknesses brought to its attention without delay; and
- The school has procedures for dealing with allegations of abuse against staff/volunteers
- Disciplinary action is taken against staff/volunteers where allegations are substantiated
- The schools comply with the statutory guidance concerning FGM and reporting any suspected case, as defined in the DfE Guidance **Keeping Children Safe in Education**, (September 2018).
- Where an allegation has been made against a member of staff, visitor or volunteer, the Head Teacher, rather than the Designated Person will manage the allegations, unless the allegation is against the Head Teacher, when the Chair of Governors will handle the school’s response. This will be done as outlined in **Keeping Children Safe in Education (September 2018 Part 4)**

SAFER RECRUITMENT

In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised. In order to achieve this, we will follow the guidance set out in **Safeguarding Children and Safer Recruitment in Education** and **Keeping Children Safe in Education** September 2018

Those trained in Safer Recruitment are:

Madeleine Cosgrove (Acting Executive Head Teacher)

At least one of those named will form part of each recruiting panel.

The school and governing body will ensure that:

- Any offer of appointment made to a successful candidate, including one who has lived or worked abroad will be conditional subject to references and satisfactory completion or the necessary pre – employment checks
- References are on headed paper and may be followed up with a telephone call or personal contact during which we will discuss the applicant’s suitability to work with vulnerable children
- We verify a candidates identity¹
- Obtain a certificate for an enhanced DBS check which will include barred list information
- Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available
- We verify the person’s right to work in the UK
- If the person has lived or worked outside the UK, we will make any further checks the school considers appropriate
- We verify professional qualifications
- That the candidate satisfies conditions as to health and physical capacity
- That previous employment history is examined and any gaps accounted for.

SUPPLY TEACHERS

Supply agencies must give written notification of enhanced DBS checks for staff used by the school. Supply teachers not from an agency must obtain an enhanced DBS, which must be recorded on the school’s Single Central Register (SCR).

VOLUNTEERS

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be given the same consideration as paid staff.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in school regularly or frequently, we will treat them as if they were paid employees and check them to ensure their suitability to work with children.

Volunteers and visitors will be given a leaflet entitled ***Safeguarding advice for staff, visitors and volunteers.***

WORK EXPERIENCE

Children under the age of 16 on work experience will not be expected to provide an enhanced DBS check. An enhanced DBS check may be requested for children on work

¹ Identification checking guidelines GOV.UK website

experience over the age of 16 depending on how long or how regular the placement is. This decision will be taken by the DSL and a risk assessment form must be completed.

STUDENTS

Students on placement must have an enhanced DBS check.

DISQUALIFICATION BY ASSOCIATION

Under the 2018 Regulations, schools are no longer required to establish whether a member of staff providing, or employed to work in, childcare is disqualified by association. Regulation 9 does not apply to staff in a relevant school setting; disqualification by association is only relevant where childcare is provided in domestic settings (e.g. where childminding is provided in the home) or under registration on domestic premises. Accordingly, schools should not ask their staff questions about cautions or convictions of someone living or working in their household.

*Disqualification under the **Childcare Act 2006/ Draft statutory guidance for local authorities, maintained schools, academies and free schools (July 2018)***

INDUCTION

All staff must be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction.

This should include:

- The child protection policy
- The behaviour policy
- The staff code of conduct
- The safeguarding response to children who go missing from education; and
- The role of the DSL (including the identity of the DSL and any deputies)

Copies of policies and a copy of part 1 of the **Keeping Children Safe in Education** (September 2018) document should be provided to staff at induction

Staff must be made aware of the yellow forms on which to report disclosures and given advice on how to fill them out and what kind of feedback and support they can expect from the DSL.

THE USE OF REASONABLE FORCE

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable', in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as

standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Departmental advice for schools is available here:

➤ <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

The school will not have a 'no contact' policy as this could lead our staff unable to fully support and protect their pupils.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities, or with medical conditions, staff should consider the risks carefully, making reasonable adjustments and following the principles of the school's behaviour policy.

OUR ROLE IN THE PREVENTION OF ABUSE

As well as ensuring that we address child protection concerns, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge.

To this end, this policy must be seen in light of the school's policies on:

- Social and Emotional Aspects of Learning; Personal, Social, Health and Citizenship Education; Sex and Relationships Education; Drug Education; child protection issues will be addressed through the curriculum as appropriate
- Bullying; the school will also ensure that bullying is identified and dealt with so that any harm caused by other pupils can be minimised. We will pay particular attention to sexualised behaviour, or bullying that is homophobic in nature, or where there appear to be links to domestic abuse in the family home.
- Safer recruitment and code of conduct for staff.
- Whistleblowing
- Equal opportunities, Special Educational Needs and Disabilities
- Racist incidents
- Confidentiality
- Behaviour including bullying
- Attendance (including when children go missing)
- Health & Safety
- Physical Intervention
- Code of Conduct for Staff
- Medical Conditions
- Health and Safety
- E-Safety
- Lone Working
- Intimate care
- British Values at St Anne's

PHOTOGRAPHING CHILDREN

We understand that parents like to take photos of or video record their children in school events. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

We will not allow photographs or filming of pupils during a school activity without the parents' permission.

If there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.

We will not allow images of pupils to be used on school websites, publicity, or press releases, without written permission from the parent, and if we do obtain such permission, we will not identify individual children by name unless written, permission is given by parents or carers.

CONFIDENTIALITY

The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interest of the child.

All child protection records will be kept separately from the child's main file; the Designated Person will restrict access to those people who have a role to play in protecting the child. Child Protection information held electronically will be password protected.

INFORMATION SHARING

Whilst GDPR places duties on organisations to process personal information fairly and lawfully and to keep the information they hold safe and secure, this is **not** a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

When children transfer to another school, the DSL ensure their child protection file is transferred to the new school as soon as possible. This will be hand delivered to local schools where possible. Secure transit must be used and confirmation of receipt obtained. This file will be transferred separately from the main file.

As a receiving school, the admin officer will notify the Head Teacher/ DSL on arrival of a CP file.

If appropriate, the DSL may share information with a new school in advance of a child leaving so that the appropriate support can be put in place.

Advice on information sharing can be found at the below link:

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

CONDUCT OF STAFF

Refer to **Staff Code of Conduct Policy**

The schools have a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- Working alone with a child
- Physical interventions
- Cultural and gender stereotyping
- Dealing with sensitive information
- Giving to and receiving gifts from children and parents
- Disclosing personal details inappropriately
- Meeting pupils outside school hours or school duties
- Contacting children through private telephones, including texting, email, MSN or social networking sites.

If any members of staff has reasonable suspicion that a child is suffering harm and fails to act in accordance with this policy and the LSCB procedures we will view this as misconduct and take appropriate action (refer to **Whistle Blowing Policy** for further guidance).

Where any member of the staff believes that the Head Teacher or Designated Person is failing to act in accordance with this policy they should bring it to the attention of the Safeguarding Governor as a matter of urgency.

All members of staff must understand that allegations that they have assaulted a child, or placed a child at risk of harm, will be investigated in a multi-agency way, involving the Police and Social Services.

WHAT WE WILL DO WHEN WE ARE CONCERNED - EARLY HELP RESPONSE

Members of staff and volunteers must not investigate suspicions; if somebody has reason to consider that a child may be suffering, or may be at risk of suffering significant harm, they must always discuss such concerns to the Designated Person, who will refer the matter to the relevant Local Authority.

To this end, volunteers and staff will act immediately and follow the procedures below;

- Upon the receipt of any information from a child, or if any person has suspicions that a child may be at risk of harm, or
- If anyone observes injuries that appear to be non-accidental, or

- where a child or young person makes a direct allegation or implies that they have been abused,
- makes an allegation against a member of staff ²

They must record what they have seen, heard or know accurately at the time the event occurs, and share their concerns with the Designated Person (or head teacher if an allegation about a member of staff) and agree action to take.

We will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential written record of any incidents and with the requirements of the LSCB.

The DSL (or any deputies) will consider the threshold guidance and any early help services that are available. They may take advice from the access and assessment team at RBC and make a referral to Children’s Services if required.

PREVENTING RADICALISATION

Protecting children from the risk of radicalisation is part of the schools’ wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. St Anne’s school seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to far Right/Neo-Nazi/White Supremacist ideology, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights movements.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer.

The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

The Prevent Duty Guidance in England and Wales 2015 defines Extremism as:

“Vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs”.

As with managing 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. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme through the school’s DSL.

² Allegation that the member of staff has harmed a child, committed an offence against a child, or behaved in a way that questions their suitability to work with children.

Prevent

All schools 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.

This school will approach the Prevent duty on **three levels**:

1. Be able to identify members of the school community who are vulnerable to and are at risk of being ‘radicalised’ and show signs of this
2. Know how to respond when children or young people show indications that they are vulnerable to risk
3. Ensure that the components of British Values are addressed implicitly and explicitly throughout the curriculum and other aspects of provision. Recommended British Values can be found here:

➤ <https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-sm-sc>

The Prevent Duty has **four general themes**:

1. Risk Assessment

This relates to the context of the school’s geographical area. Within the context of England, Reading is considered a tier 3 priority area with tier 1 being the highest threat level and tier 3 the lowest.

The school will request relevant information from the Prevent lead in the local authority to understand the risks faced by pupils in this area.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology but staff should be alert to changes in a pupil’s behaviour

See Channel section below.

2. Working in Partnership

Policies will take into account the policies and procedures of the Local Safeguarding Children Boards (LSCBs)

3. Training

The DSL will access Prevent training

4. IT Policies

The DSL has the responsibility of ensuring that children are safe from terrorist and extremist material when accessing the internet in schools.

Each teacher will ensure that suitable filtering is in place on computers accessed by pupils.

Each teacher will encourage children to stay safe online, both in school and outside.

Internet safety will be integrated to the school's ICT curriculum.

General advice and resources for schools on internet safety are available on the UK Safer Internet Centre website at the below link:

- <https://www.saferinternet.org.uk/>

Previously, Channel on line training has been used and all new staff will be expected to do this training as part of their induction. Refer to the following website for Prevent training materials:

- http://course.ncalt.com/Channel_General_Awareness/01/index.html

SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION OR TRAFFICKING

FEMALE GENITAL MUTILATION

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

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

Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the **Multi-Agency Practice Guidelines**, and Chapter 9 of those Guidelines (pages 42-44) focuses on the role of schools and colleges.

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

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. There is now a mandatory reporting duty and these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher or other member of staff, discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, they must personally report it to the police.

They should still discuss this with the school's DSL.

Mandatory Reporting Duty

Section 5B of the **Female Genital Mutilation Act 2003** (as inserted by section 74 of the **Serious Crime Act 2015**) will place a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

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

FORCED MARRIAGE

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats (physical, emotional or psychological) or any other form of coercion is used to cause a person to enter into a marriage. Forcing a person into a marriage is a crime in England and Wales.

Please see pages 32 – 36 of the Multi Agency Guidance for Frontline Workers. A copy of the guidance can be found on the below website:

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

Alternatively, contact the Forced Marriage Unit using the details below if you need advice or information:

- Tel: 020 7008 0151
- Email: fm@fco.gov.uk

Staff should be alert to this happening in Primary School as well as to older siblings.

HONOUR BASED VIOLENCE

Honour based violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/ or the community including FGM, forced marriage, and practices such as breast ironing. All forms of HBV are abuse.

Staff in school need to be alert to the possibility of a child being at risk of, or having already suffered, HBV.

See pages 13 – 14 of the Multi Agency Guidelines: Handling cases of forced marriage (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf) and pages 38 – 41 and 59 – 61 of the Multi Agency Statutory Guidance on FGM (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/746560/6-1914-HO-Multi_Agency_Statutory_Guidance_on_FGM_-_MASTER_V7_-_FINAL_-_Amended081018.pdf) for further information.

Staff should be alert to this happening in Primary School as well as to older siblings.

CHILD SEXUAL EXPLOITATION

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

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late :and
- Children who regularly miss school or education or do not take part in education

These could happen in Primary Schools.

Staff members should report any suspicions of CSE to the school’s DSL.

CRIMINAL EXPLOITATION

Criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs.

Signs of criminal exploitation and county lines:

- Returning home late, staying out all night or going missing
- Being found in areas away from home
- Increasing drug use, or being found to have large amounts of drugs on them
- Being secretive about who they are talking to and where they are going
- Unexplained absences from school, college, training or work
- Unexplained money, phone(s), clothes or jewellery
- Increasingly disruptive or aggressive behaviour
- Using sexual, drug-related or violent language you wouldn't expect them to know
- Coming home with injuries or looking particularly dishevelled
- Having hotel cards or keys to unknown places.

Source: The Children's Society

These could happen in Primary Schools.

CHILDREN WHO GO MISSING FROM EDUCATION

This school will keep **at least two** emergency contact numbers for each child where reasonably possible.

This school monitors attendance and addresses it when it is poor or irregular. We notify the LA of any pupil that fails to attend regularly.

A child going missing from education is a potential indicator of abuse or neglect. School staff should follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- Have been taken out of school by their parents and are being educated outside the school system e.g. home education (the school will obtain written confirmation/information from the parents)
- Have ceased to attend school and no longer live within reasonable distance of the school at which they are registered
- Have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither

he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age

- Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period
- Have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

This is done through the Educational Welfare Service.

Before deletion the school will notify the EWO of any children vulnerable to going missing. If children move schools and the school is notified through a third party, then the EWO will also be informed. The school will endeavour to follow up any such moves through the admissions team at the appropriate authority.

The school is required to notify the LA within 5 days when a pupil's name is added to the admissions register (other than when pupils are registered at the start of the school's youngest year).

Further information can be found in the Children Missing Education Guidance at the below website:

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN

Staff should recognise that children are capable of abusing their peers.

Abuse is abuse and will not be tolerated.

Peer on peer abuse can manifest itself in many ways including sexting. Please refer to Sexting advice for schools; published by The UK Council for Child Internet Safety (UKCCIS) Education Group and located at the below website:

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

INVOLVING PARENTS/CARERS

The school values the engagement of parents and where safeguarding issues arise, responses by the school will involve consultation with parents unless children are felt to be at risk of serious harm.

MULTI-AGENCY WORK

As part of its preventative work, the school will secure the support of a range of agencies through the Early Help Hub. In our role of supporting children we work with a range of professionals including Educational psychologists, Speech therapists, occupational therapists, family workers, social workers, teachers from the sensory consortium.

RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

Inappropriate behaviour by staff/volunteers could take the following forms:

- Physical,
- emotional,
- sexual,
- neglect or
- spiritual abuse.

If a child makes an allegation about a member of staff, Governor, visitor or volunteer, the Head Teacher must be informed immediately. The Head Teacher must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head Teacher should not carry out the investigation him/herself or interview pupils.

The Head Teacher should exercise and be accountable for their professional judgement on the action to be taken as follows:

- If the actions of the member of staff, and the consequences of the actions, raise credible Child Protection concerns, the Head Teacher will notify the LADO. The LADO will liaise with the Chair of Governors and advice about action to be taken and may initiate internal referrals within Reading to address the needs of children likely to have been affected.
- If the actions do not raise credible Child Protection concerns but do raise other issues in relation to the conduct of the member of staff or the pupil; these should be addressed through the school's own internal procedures.
- Where an allegation has been made against the Head Teacher; the Chair of Governors takes on the role of liaising with the LADO.

Mr Jeremy Curtis
Local Authority Designated Officer,
Directorate of Children,
Education and Early Help Services
Reading Borough Council, Civic Offices
Bridge Street, Reading, RG1 2LU
Jeremy.Curtis@reading.gov.uk
Office - 0118 937 3555; Mobile - 07841253871

WHISTLEBLOWING

Refer to the **Whistleblowing Policy**.

Other whistleblowing channels are available to staff:

Advice on Whistleblowing located on the below website:

- <https://www.gov.uk/whistleblowing>

NSPCC Whistleblowing Helpline located at the below website, contact number or e-mail address:

- <https://www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline>
- Phone - 0800 028 0285 (8am – 8pm Mon – Fri)

Where Email - help@nspcc.org.uk

BEFORE AND AFTER SCHOOL ACTIVITIES/ CONTRACTED SERVICES

Where the Governing Body transfers control of use of school premises to out of school hour activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures and link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

CONTRACTED SERVICES

Where the Governing Bodies contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

If a contractor is self-employed then the school will obtain a DBS check.

CHILDREN WITH ADDITIONAL NEEDS

St Anne's recognises that all children have a right to be safe. Some children may be more vulnerable to abuse, for example those who have a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents etc.

When the school is considering excluding, either for a fixed term or permanently, a vulnerable pupil, or one who is the subject of a Child Protection plan or where there is an existing Child Protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident, resulting in an immediate decision to exclude, the risk assessment should be completed prior to convening a meeting of the Governing Body.

CHILDREN IN SPECIFIC CIRCUMSTANCES

Private Fostering

People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children who need alternative care because of parental illness;
- Children whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum seeking and refugee children;
- Teenagers who stay with friends (and other non-relatives) because they have fallen out with their parents;
- Children staying with families while attending a school away from their home area.

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or 'a close relative'. This is a private arrangement made between a parent and a carer for 28 days or more. There is a mandatory duty to inform the local authority of child in such arrangements.

If an arrangement is discovered, staff must report to the DSL who will:

- Ask parents and/ or foster carers if they have notified Children's Services of the private fostering arrangements
- Inform the private foster carers and the child's parents of their legal responsibilities and encourage them to contact Children's Services

MONITORING and EVALUATION

Implementation and day to day working of this policy will be monitored by the Designated Person, who will liaise with the Head Teacher and Governors and bring to their attention any concerns that the Policy is not being adhered to, or any changes required arising from changes to statutory guidance or LSCB procedures

The Designated Person will report to the Governing Body Annually

- Numbers of child protection concerns brought to her/his attention by staff at the school
- Number of such concerns that were reported to the Local Authority, and response
- Number of requests for information by Local Authority and CAFCASS Social Workers
- Attendances at Child Protection Conferences and Core Group Meetings
- Number of staff (including volunteers) who have received safeguarding training within the last year and the number who are due to receive training within the coming year.

The Head Teacher will report to the Governing Body Annually

- Incidence of bullying
- Racist Incidents
- Complaints by parents about bullying and racist incidents

- Numbers of allegations against any member of staff
- Number of such concerns that were reported to the Local Authority Designated Officer, and response
- Any concerns raised by the School Council that are relevant to this Policy

Additionally, the Designated Person and Designated Governing Body will meet periodically either with the School Council or with a panel of pupils to discuss issues of safety, including bullying.

DISSEMINATION

The Designated Person will ensure that a copy of this policy will be made available to all members of staff, governors and volunteers. All staff will be expected to **sign an annual declaration**, stating they have received, read and agree to abide by this policy.

Parents' attention will be drawn to the policy through the normal school communication channels, including the school website.

Regular volunteers in the school will also be provided with a copy of this policy.

The name of the Designated Person (and any Deputies) will be displayed in appropriate areas around the school.

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APPENDIX 1

Definitions and indicators of Abuse

Abuse: A form of maltreatment of a child either through inflicting harm or failing to prevent harm. Children may be abused in a family or in an institutional setting or community setting by those known to them or, more rarely, by others (e.g. via the internet) Abuse may be caused by an adult or adults or another child or children. It includes all the following areas:

- a) **Physical abuse:** This may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. It may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- b) **Emotional abuse:** This involves the persistent emotional maltreatment of a child such as to cause severe and adverse effects on a 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 the other 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 over protection and limitations of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children to frequently 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.
- c) **Sexual abuse:** This 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 clothing. They may also include non-contact, 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- d) **Neglect:** This is the persistent failure to meet a child's basic physical and /or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of adequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or of unresponsiveness to, a child's basic emotional needs.

USEFUL LINKS

Berkshire Child Protection Procedures: <http://proceduresonline.com/berks/>

School's Complaints Policy: <https://st-annes.reading.sch.uk/information/school-policies/>

USEFUL TELEPHONE NUMBERS

Children's Action Teams:	0118 937 6570
Children's Social Care, Access and Assessment:	0118 937 3641
Pan Berkshire Out of Hours Emergency Team:	01344 786543
LADO:	0118 937 3555

SOURCE MATERIAL

1. *Keeping Children Safe in Education: Statutory guidance for schools and colleges* 3rd September 2018
2. *NAHT Prevent Campaign Advice and Guidance*
3. *Recruitment and Pre – Employment Checks RBC Model policy for schools*
4. *The Prevent duty Departmental advice for schools and childcare providers* June 2015
5. *The School Staffing (England) Regulations 2009*
6. *Working Together to Safeguard Children 2018*
7. *Multi- agency guidelines: Handling cases of forced marriage* June 2014
8. *Multi agency statutory guidance on FGM* April 2016
9. *RBC – Suggested structure of a Child protection policy 2018*
10. *Disqualification under the Childcare Act 2006/ Draft statutory guidance for local authorities, maintained schools, academies and free schools/* July 2018
11. *Sexual violence and sexual harassment between children in schools and colleges / Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads /* May 2018