

Our Lady of Mercy Catholic Education Trust



St Anthony's Girls' Catholic Academy

Policy type:	School
Policy:	Child Protection/Safeguarding/Prevent duty Policy 2019-2020 (Under Review)
Ratified by MAT Directors:	December 2019
Head Teacher signature:	<i>M. Shepherd.</i>
Chair of Directors signature:	<i>Shepherd.</i>
Review Date:	December 2020

Ownership:	M.Lanaghan (Deputy Head)
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St Anthony's Girls' Catholic Academy

Child Protection Policy

This policy has been developed in consideration with our Mercy ethos as well as local and national policy and guidance.

This policy applies to all employees of St. Anthony's Girls' Catholic Academy

Purpose and Aim

St Anthony's Girls' Catholic Academy's whole-school Child Protection Policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with child welfare concerns. The policy also aims to make explicit the academy's commitment to the development of good practice and sound procedures to keep children safe in our academy.

This policy recognises that abuse can occur in all communities and contexts and that all staff have a responsibility and the opportunity to support children, in sharing concerns and worries in school to feel safe. The whole school culture of vigilance in St Anthony's Girls' Catholic Academy creates a safe space where children are supported, listened to and valued in what they choose to share and that ALL staff act immediately with the necessary level of intervention to create the most effective outcome for every individual child.

The purpose of the policy is, therefore, to ensure that our children's welfare is of paramount importance, early and additional help is offered to prevent escalation and where Child Protection concerns are identified referrals are handled sensitively, professionally and in ways that support the needs of the child's well-being.

Governors and staff are committed within St Anthony's Girls' Catholic Academy to keeping children safe by safeguarding and promoting the welfare of children in our care through all our policies, procedures and practices. We expect all our pupils' parents and visitors to share this commitment and understanding.

Introduction

St. Anthony's Girls' Catholic Academy fully recognises the contribution it can make to keeping children safe and supporting the pupils in its care. There are four main elements to St. Anthony's Girls' Catholic Academy child protection policy:

1. **Prevention** (A positive academy atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models and the identification of early and additional support/services to children and families and recognising and reducing risks to children including harassment, bullying, victimization, sexual violence and sexual harassment,

exploitation, radicalisation and issues such as Honour Based Violence, Female Genital Mutilation and Forced Marriage).

2. **Protection** (Following agreed procedures, ensuring all staff respond appropriately and sensitively to child protection concerns and that every member of staff has regular training and updates at least annually and are supported to refer their concerns to the Designated Safeguarding Lead, Mrs Lanaghan or Deputy Designated Safeguarding Lead, Mrs Collins or the [Integrated Contact and Referral Team](#) 561 7007 directly IF NECESSARY. In certain specific cases such as Female Genital Mutilation (Mandatory reporting of FGM from October 2015), Radicalisation or Forced Marriage there are SPOCS (Single Point of Contacts)/named teams and individuals within the police who can be contacted).

3. **Reconsideration** (Following and challenging the progress of new referrals and existing cases to ensure that individual cases are reconsidered if there remains no improvement to a child's circumstances).

4. **Support** (to pupils and school staff and to children who may be vulnerable due to their individual circumstances).

All staff have the added responsibility of recognising that there may be children with additional vulnerability who remain at higher risk of harm or abuse because of their existing vulnerability. All academy staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

(KCSIE 2019)

All staff have a responsibility to recognise child abuse, neglect and peer on peer abuse in its many forms. Additional guidance on how our school supports the following areas of additional need or harm are provided in the hyperlinked documents in Appendix 1 of this Child Protection Policy and includes the full list taken from Keeping Children Safe in Education 2019, pages 89-91. Where the school has created an additional school Policy because of any specific area of need, this is to be read in conjunction with this Child Protection Policy.

Broadly, the areas taken from Keeping Children Safe in Education, 2019 Annex A, include:

- Children in the court system
- Children missing from education

- Children with family members in prison
- Child Sexual Exploitation
- Child Criminal Exploitation – County Lines
- Domestic Abuse
- Homelessness
- So called ‘Honour Based Violence’ inclusive of Female Genital Mutilation, Forced Marriage and practices such as Breast Ironing.
- Preventing Radicalisation
- Peer on Peer abuse
- Sexual violence and sexual harassment between children in schools and colleges.
- What is sexual violence and sexual harassment?
- Upskirting
- The response to a report of sexual violence or sexual harassment.
- Additional advice and support

(KCSIE 2019)

As stated the full list of additional advice and supportive hyperlinks can be found in Appendix 1 of this policy.

In the event of any of the above issues being recognised, information should be shared directly with the Designated Safeguarding Leads, which will result in the situation being recorded, evaluated and support offered in school or the pupil/s being referred to specific services.

This policy applies to St. Anthony’s Girls’ Catholic Academy whole workforce.

Sunderland Framework and Legislation

Schools do not operate in isolation. Keeping children safe from significant harm is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of Sunderland Local Safeguarding Children Partnership which includes the partnership of several agencies who work with children and families across the City.

St Anthony’s Girls’ Catholic Academy is committed to keeping children safe and safeguarding all children in accordance with Child Protection: Sunderland Safeguarding Children Partnership’s Multi-Agency Safeguarding Arrangements (MASA) www.safeguardingchildrensunderland.com and partner agencies in all cases where there is a concern about significant harm.

Significant Harm is defined in The Children’s Act 1989 as the ill-treatment (including sexual abuse and physical abuse) or the impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) as compared to a similar child.

Note: Harm now includes the impairment of a child’s health or development as a result of witnessing the ill treatment of another person
(*Adoption and Children Act 2002*)

Local Authorities have a duty to investigate (under S47 of the Children Act 1989). Where a Local Authority is informed that there is a child who is living, or is found, in their area and they have reasonable cause to suspect that child is suffering or is likely to suffer significant harm they must make such enquiries as necessary to promote or safeguard the child’s welfare. Together for Children through the Integrated Contact and Referral Team

undertaken this responsibility on behalf of the Local Authority once a referral has been made.

Keeping Children Safe in Education (September 2019) contains information on what schools and colleges should do and sets out the legal duties with which schools and colleges must comply. It should be read alongside Working Together to Safeguard Children 2018 which applies to all schools, including maintained nursery schools. The Children Act 1989 sets out the Legal Framework.

Sunderland LA Framework Roles and Responsibilities for all staff

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting all children from maltreatment and abuse; (including in addition to the four categories of harm, issues such as sexual violence and sexual harassment, child criminal exploitation, child sexual exploitation (CSE), Honour Based Violence (HBV) inclusive of Female Genital Mutilation (FGM) and Forced Marriage, preventing radicalisation and extremism, harassment, bullying and victimization) preventing impairment of children's health or development ; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. This includes everyone under the age of 18.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Due to the regular contact with children all staff at St Anthony's Girls' Catholic Academy have, we hold a particularly important role in safeguarding as we are in a position to identify concerns early, provide help for children and to prevent concerns from escalating. Children can make disclosures or show signs of abuse at any time and to any individual and safeguarding incidents can occur in schools. Therefore, through a thorough induction process and the sharing of this policy to all staff, students and volunteers, it is important that ALL staff:

- Ensure that they listen to and reflect on the voice of the child at ALL times and take seriously any concerns raised to them by a child.
- Ensure that they report ANY concerns of harm to any child to the Designated Safeguarding Lead immediately. (However, ALL staff can refer their concerns directly to the Integrated Contact and Referral Team if necessary and the police in the stated incidents above. They should inform the Designated Safeguarding Lead as soon as possible if they have reported concerns directly).
- Ensure that they immediately share with the Designated Safeguarding Lead information shared with them by a child or directly observed/witnessed and record it. This could include sharing information on behalf of the Designated Safeguarding Lead with other agencies. All discussions, decisions and reasons for them should be recorded in writing adhering to St Anthony's Girls' Catholic Academies Recording and Information Sharing Policy/Procedure.
- Ensure that they maintain an attitude of 'it could happen here' and report any concerns regarding the behaviour of a child/an adult/staff member in the academy directly to the Designated Safeguarding Lead/Headteacher.
- Ensure that they feel able to raise concerns about poor or unsafe practices of staff and potential failures in the school's safeguarding regime through the staff Behaviour/Code of Conduct Policy.

- Ensure that they attend regular training/updates at least annually, to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of need or risk to the child.
- Ensure from the 1st July 2015 for schools, (or 18th September 2015 for colleges) that under the Counter Terrorism and Security Act, April 2015, that the school has 'due regard to Prevent' and to assess risk of children and young people being radicalised, or drawn into extremism (based on potential risks in local area and that clear protocols are in place for all visitors so that their views are appropriate and not an opportunity to influence others).
- Ensure from October 2015 that there is mandatory reporting to the police in all cases where teachers discover that an act of FGM appears to have been carried out.
- Ensure that they understand through online safety training the additional risks for pupils online and continue to promote the academy's Online Safety Policy in the protection of all pupils. This includes the management of internet access via children's own mobile phones or electronic devices which can allow them unlimited access to the internet without any restrictions using their own data allowance. It should be clear in every school's online safety policy, the expectations of pupils regarding their own devices whilst on school site and the consequences of any evidence of inappropriate use of the school internet. Please see the academy, 'Bring Your own Device Policy'.
- Ensure that they remain vigilant whilst visitors are on site and continue to promote the academy's commitment to keeping children safe through reminding visitors and parents of the academy's appropriate use of personal mobile phones/devices whilst they are on school premises. This includes staff understanding and adhering to the Staff Behaviour Policy inclusive of use of mobile phones and electronic devices.

St. Anthony's Girls' Catholic Academy will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

The Designated Safeguarding Lead

St Anthony's Girls' Catholic Academy has appointed from our SLT, Mrs Lanaghan, to be our Designated Safeguarding Lead. This person has the overall responsibility for safeguarding and child protection and has the appropriate authority and training to undertake such a role and is able to provide advice and support to other staff on child welfare and child protection matters. This person is able to take part in strategy discussions and inter agency meetings and to support other trained staff to do so as well as contribute to the assessment of children. The Designated Safeguarding Lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns (KCSIE 2019)

Role of the Designated Safeguarding Lead

At St Anthony's Girls' Catholic Academy we have appointed the following Deputy Designated Lead, Mrs Collins, who is part of the safeguarding team. She is trained to the same standard as the Designated Safeguarding Lead. Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies the ultimate LEAD RESPONSIBILITY for child protection will not be delegated and remains with the Designated Safeguarding Lead.

Any deputies should be trained to the same standard as the Designated Safeguarding Leads and the role should be explicit in their job description.

The Designated Safeguarding Lead has a very detailed role, (see below).

However, if there is an IMMEDIATE safeguarding concern and the Designated Safeguarding Leads are unavailable, please seek immediate support via the Integrated Contact and Referral Team 5617007.

The broad areas of responsibility for the Designated Safeguarding Leads are as follows:

Manage Referrals

- Refer cases of suspected abuse to the Integrated Contact and Referral Team.
- Support staff who make referrals to the Integrated Contact and Referral Team.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel programme.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police as required (including Sexual Exploitation (MSET (Missing, sexually exploited and trafficked) lead or Female Genital Mutilation and Forced Marriage).

Work with others

- Act as a point of contact with the three safeguarding partners (Sunderland Safeguarding Children Partnerships).
- Liaise with the Headteacher to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- As required liaise with the case manager (Headteacher, Principal, or where the Headteacher or Principal is the subject of the allegations the Chair of Governors, Chair of Management Committee or Proprietor of an Independent School) and the Designated Officer through [Together for Children, operating on behalf of the Local Authority](#) for child protection concerns (all cases which concern a staff member)
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians and SENDCOs) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding.

Undertake Training

The Designated Safeguarding Lead and any deputies should receive appropriate training updated every two years. They should undertake Prevent awareness raising and in addition to the formal training, their knowledge and skills should be refreshed (this might be via e-bulletin, meeting other Designated Safeguarding Leads, or taking time to read and digest Safeguarding developments) at regular intervals, but at least annually, so they:

- Understand and keep up with any developments to their role

- 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, the school or colleges Child Protection 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.
- Understand relevant data protection legislation and regulations especially the Data Protection Act 2018 and the General Data Protection Regulation.
- Understand the importance of information sharing both within the academy and the three safeguarding partners, other agencies, organisations and practitioners.
- Be able to keep detailed, accurate and secure, written or **electronic** records of concerns and referrals.
- Understand and support the school or college with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

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

- Ensure the academy's Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors and the workforce in this regard to ensure its effectiveness. This includes ensuring that all staff receive the policy on their induction.
- Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the Sunderland Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection File

- Where children leave the academy ensure their child protection file is transferred appropriately for any new school or college as soon as possible but transferred

separately from the main pupil file. Ensuring secure transit and confirmation of receipt. This may be through an electronic system.

- Receiving schools and colleges should ensure key staff such as Designated Safeguarding Leads and SENCOs or the named person with oversight for SEN are aware as required.
- In addition to the child protection file, the Designated Safeguarding Lead should also 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 and have that support in place for when the child arrives.

Availability

- During term time the Designated Safeguarding Lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.
- Whilst generally speaking the Designated Safeguarding Lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the Designated Safeguarding Lead, to consider whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.
- The Designated Safeguarding Lead and school should arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Taken from Keeping Children Safe in Education, 2019: Annex B

In addition, PG: Safeguarding First Ltd recommend as best practice that the Designated Safeguarding Lead's:

- Ensure each member of staff has access to and understands the academy's suite of safeguarding policies particularly the Child Protection Policy and the Staff Behaviour Policy, especially new or part-time staff who may work with different establishments.
- Be aware of all academy excursions and residentials and clarify with educational visit co-ordinator/group leader(s) their role and responsibility in connection with safeguarding/child protection.
- Ensure a whole school policy about managing behaviour and discipline including the use of reasonable force, is in place. There are circumstances when it is appropriate for staff in schools and colleges 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. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010/36 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.
- Ensure an effective whole school policy against bullying/cyber-bullying inclusive of measures to prevent all forms of bullying among pupils, is in place.

- Inform LA/Together for Children of any pupil to be deleted from school admission register and follow missing from education protocols
- Inform the LA of any pupil who fails to attend school regularly, or has been absent without schools permission for a continuous period of 10 days or more.

Responsibilities of St Anthony's Girls' Catholic Academy Governing Body

Best practice would advise that a Safeguarding Governor at senior board level is appointed to support the Designated Safeguarding Lead in their role.

At St Anthony's Girls' Catholic Academy, the senior lead Governor/board member for safeguarding is Mrs Richardson-Dunn.

The role of this individual is to:

- Ensure that the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity and challenge the safeguarding activity.
- Ensure the self-assessment tool and Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development.
- Ensure that the governing body receives training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.
- Ensure that the governing body is aware of the changes to local Safeguarding Children Partnership arrangements and the need for the school to understand their role in effective multi-agency working under the new arrangements.

If the Safeguarding Governor is NOT the Chair of Governors it is important to indicate the role of the Chair in Safeguarding, which is to:

- Ensure that they liaise with Together for Children operating on behalf of the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher, the Principal of a college or proprietor or member of governing body of an independent school.
- Ensure that in the event of allegations of abuse being made against the Headteacher, where the Headteacher is also the sole proprietor of an independent school, allegations should be reported to the Designated Officer (DO). Therefore, ensuring effective whistleblowing procedures are in place.
- Ensure that the appointed member of the Governing Body for Safeguarding holds the Headteacher to account on all matters involving safeguarding through an effective Child Protection Policy that is embedded and followed by the entire workforce in all of the above raised areas.
- Ensure that all staff undergo safeguarding training at induction and that they receive regular updates.
- Ensure that the school has appropriate filtering and monitoring systems in place for online content and ensure that staff, pupils and visitors to their site follow their schools acceptable use policy/online safety policy.
- Ensure that children are taught about safeguarding through Personal, Social, Health and Economic Education (PSHE) and/or Sex and Relationships Education.
- Ensure that a designated teacher is appointed to promote the educational achievement of looked after children, including working with Together for Children virtual school Headteacher and discuss how pupil premium funding for looked after children will be used.

Information for parents

At St Anthony's Girls' Catholic Academy, Governors and staff are committed to keeping our children safe and will take any reasonable action to safeguard and promote their welfare. In cases where the academy has reason to be concerned that a child may be suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to follow Sunderland Safeguarding Children multi agency safeguarding arrangements (MASA) and inform the [Integrated Contact and Referral Team](#) or police of their concern.

Procedures

The Designated Safeguarding Lead (or deputy DSL) will be informed immediately by an employee of the school, pupil of the school, parent of the school or other persons, in the following circumstances:

- Suspicion that a child is being harmed
- There is evidence that a child is being harmed

The threshold of significant harm is defined in the Children Act 1989 Section 31 (9) as:

- Ill-treatment
- Impairment of health (as compared to a similar child)

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill-treatment of another person (Adoption and Children Act 2002).

Working Together 2018 defines the categories of harm as:

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.

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 as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in

preparation for abuse (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.

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to 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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child though it may occur alone.

The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to the Integrated Contact and Referral Team, if necessary. These records may be either handwritten or electronic but will be stored via a secure system. The Headteacher will be kept informed at all times.

Safe Schools/Safe Staff

Governors have agreed and ratified the following policies, procedures, processes or systems which must be read and considered in conjunction with this policy:

Complaints / Allegation Management Towards or with a Child or Adult

A Safeguarding complaint involving a member of staff must be reported to the Headteacher immediately. Where there are concerns about the Headteacher or Principal, this should be referred to the Chair of Governors, chair of the Management Committee or Proprietor of an independent school as appropriate. In the event of allegations of abuse being made against the Headteacher, where the Headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the Designated Officer(s) at the local authority. (KCSIE, 2019)

Consultation without delay with the Designated Officer – Danielle Rose Tel: 0191 561 3901 will determine what action follows. A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Headteacher/senior member of school staff must attend this meeting, which will be arranged by the Designated Officer. All issues must be recorded on the allegation management form and the outcome reached must be noted to ensure closure.

www.safeguardingchildrensunderland.com

Training and Support

All staff members should be aware of the systems within their school or college which support safeguarding and these should be explained to them as part of their induction into the school to ensure they can discharge their responsibilities effectively. This includes: The Child Protection Policy; Staff Behaviour Policy (sometimes called a code of conduct); Safer Working Practice Document and the Names of the Designated Safeguarding Lead and their deputies.

All staff members receive appropriate safeguarding and child protection training which is regularly updated. The governing body decides the frequency and content of this CPD. At St Anthony's Girls' Catholic Academy our whole school training is held every two years. In addition,

all staff members receive regular safeguarding and child protection updates via staff meetings held on the first day of the new academic year or internal CPD as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively and allow them opportunities to contribute to reviewing and shaping the safeguarding arrangements in school inclusive of the Child Protection Policy.

Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of Safeguarding. St. Anthony's Girls' Catholic Academy recognises that the only purpose of confidentiality in this respect is to benefit the child. (Child Protection Sunderland Local Safeguarding Children Partnership Multi Agency Safeguarding Arrangements (MASA) www.safeguardingchildrensunderland.com)

Record Keeping

Well-kept records are essential to good safeguarding practice. St Anthony's Girls' Catholic Academy is clear about the need to record any concerns, discussions held, decisions made and reasons for those decisions about a child or children within its care. All staff will follow the schools Information Sharing and Recording Policies to ensure record keeping is compliant and in line with the General Data Protection Regulations 2018 and Data Protection Act 2018. Safeguarding recording within St Anthony's Girls' Catholic Academy is held electronically through a secure management system of CPOMS (Safeguarding and Child Protection software for schools) and all staff have received training in the recording, expectations and retention. At St Anthony's Girls' Catholic Academy we started electronic recording in September 2017. All records prior to this is in paper format. Retention guidelines are followed accordingly. Following a child leaving our school, we follow the appropriate transfer procedures and retention guidelines.

Attendance at Safeguarding Conferences

In the event of St. Anthony's Girls' Catholic Academy being invited to attend Child Protection Conferences, the Designated Safeguarding Lead will represent the academy and/or identify the most appropriate trained member of staff to provide information relevant to Child Protection Conference (Initial/Review). In the event that the Designated Safeguarding Lead cannot attend, the following trained members of staff may attend: Mrs Collins and Mrs Richardson-Dunn.

Supporting Children

St. Anthony's Girls' Catholic Academy recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. St. Anthony's Girls' Catholic Academy may be the only stable, secure and predictable element in the lives of some of the children in its care. The academy, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

As an Operation Encompass partner we work closely with the Operation Encompass Lead with regards to domestic violence incidents and offer wellbeing checks to our pupils if we are contacted following an incident which has occurred in one of our pupil's homes.

St. Anthony's Girls' Catholic Academy also recognises that some children who have experienced abuse may in turn abuse others. Peer on Peer abuse can take many forms and any concerns raised will be investigated and dealt with appropriately. No peer on peer abuse should be tolerated or minimised as part of growing up and all these involved will be provided with an appropriate level of support. This requires a considered and sensitive approach in order that the

child can receive appropriate help and support. See Peer on Peer Abuse Policy for detailed information.

St. Anthony's Girls' Catholic Academy will endeavor to support all its pupils through:

- The curriculum, to encourage self-esteem, self-motivation, self-protection.
- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- Approaches which allow children and young people to develop critical thinking, literacy skills and digital literacy skills.
- A curriculum which explores human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain.
- A curriculum where children develop personal resilience, understand and can take appropriate risks or have personal strategies/safety plans that allow them to manage their own safety. This can include topics covered as part of Relationships and Sex and Relationships Education as well as Fundamental British Values and the SMSC Curriculum which cover harm, abuse, positive and healthy relationships and crime.
- A coherent management of Behavior and Discipline Policy and Procedures inclusive of the Use of Reasonable Force.
- Liaison with other professionals and agencies who support children and parents.
- A commitment to develop productive, supportive relationships with parents whenever it is in the child's interest to do so.
- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations.
- A commitment to develop productive, supportive relationships with parents whenever it is in the child's interest to do so.
- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations.

St. Anthony's Girls' Catholic Academy recognises that, statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. Academy staff must give consideration to children who are subject to a statement of special needs, an Education Health Care Plan or have a medical condition as these can mask safeguarding issues and must not be dismissed. Concerns such as changes in behaviour and presentation (both physical and mental) must be considered for each individual child and their own circumstances and must not be dismissed. Children with SEN are often more prone to peer group isolation than other children and there is greater potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs. Therefore, time must be taken to ensure that the full circumstances of any child who has additional needs and requires support around language and communication is shared at the point of referral to ensure the best possible outcome for the child is always achieved and their voice through any form of communication is always heard. To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities.

St. Anthony's Girls' Catholic Academy also recognises that in a home environment where there is domestic violence, drug or alcohol misuse or mental health issues children may also be vulnerable and in need of support and protection.

This policy must be read in conjunction with other related policies in school.

These include:

- A Robust School Recruitment and Selection Policy - Inclusive of safer recruitment guidance and regulation for example a Single Central Record which demonstrates the pre-employment vetting checks (e.g. identity qualifications, prohibitive order, right to work in the UK), for the workforce who are in regulatory activity (DBS, children's/adult barred list) and supervision of those who don't meet this requirement. Clear recruitment procedures which embeds safeguarding across every aspect, from vacancy to conditional appointments, induction and an on-going culture of vigilance.
- Trained panel members who ensure that the policy works in practice in all recruitment and selection within the school.
- School Staffing (England) Regulations 2009, Regulation 9: at least one member of a recruitment panel must undertake safer recruitment training to satisfy all requirements in statutory guidance in Keeping Children Safe in Education 2019 and Working Together 2018. At St Anthony's Girls' Catholic Academy we share this commitment.
- Staff Behaviour Policy (Code of Conduct) Sunderland's Guidance for Safer Working Practices for Adults who Work with Young People. The academy will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and agree to work within all policies and procedures to safeguard both children and adults.
- The academy will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).
- Behaviour & Discipline Policy – inclusive of the Use of Reasonable Force/Positive handling and confiscating and searching.
- Anti-Bullying Policy/Cyber Bullying/Bring Your Own Device Policy.
- Inclusion & Special Education Needs Policy.
- The Schools Educational Visits/Off Site Policy (reviewed annually) reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school when undertaking school trips, visits or pupils being creatively educated.
- Peer on Peer Abuse Policy
- Photographic and Digital Imagery Policy.
- Administration of Medicines Policy and Procedures with trained staff who manage this.
- Pupils with Medical Needs Policy and implications for your workforce, pupils and partnership with parents.
- Attendance Management Policy – school management for attendance and the partnership with the LA/Together for Children in reporting children missing from education and those deleted from the school's admission register. This includes the need for two emergency contact details for every pupil, where possible.
- Missing Children Policy – inclusive of runaways, missing and missing from education, ensuring appropriate safeguarding responses.
- Looked After Children Policy inclusive of named LA teacher whose role is to champion the achievement of LAC in our school and work closely with the DSL and the Virtual Head Teacher within Sunderland who has responsibility for the LAC.
- Unaccompanied travel to and from school procedure to ensure pupil safety.
- Single Equality Scheme
- Spiritual, Moral, Social and Cultural Curriculum inclusive of Female Genital Mutilation, Domestic Abuse, Child Sexual Exploitation, Mental Health and Wellbeing and Fundamental British Values.

This template was originally developed by members of CAPE (The National Group of Education Leads for Safeguarding and Child Protection across the North West/East). Sunderland City Council Education Safeguarding Team remodelled and adapted it to suit local/regional need. Between 2014 - 2019 this template was again revised in partnership with Pam Gartland: Safeguarding First Ltd to provide a guidance tool for schools in light of the new statutory DfE guidance Keeping Children Safe in Education.

It has been informed by the following legislation and national & local

guidance Education Act 2002 Section 175

www.legislation.gov.uk/ukpga/2002/32/section/175 Education (Independent

School Standards) Regulations 2014

<http://www.legislation.gov.uk/uksi/2014/3283/schedule/made> General

Data Protection Regulations, 2018

https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/dataprotection/2018-reform-eu-data-protection-rules_en Non-Maintained

Special Schools (England) Regulations 2015

<http://www.legislation.gov.uk/uksi/2015/728/made> Keeping Children Safe in

Education 2019 <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

DfE Statutory framework for the Early Years Foundation Stage (EYFS) 2017

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYF](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

[S STATUTORY FRAMEWORK 2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf) Children Act 1989/2004

<http://www.legislation.gov.uk/ukpga/2004/31/contents> Working together to safeguard

children HM GOV (2018) [https://www.gov.uk/government/publications/working-together-to-](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2)

[safeguard-children--2](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2) Sunderland Safeguarding Children Partnership

www.safeguardingchildrensunderland.com

Early help Referral Form <https://www.togetherforchildren.org.uk/professionals/early-help>

CP Referral Form [http://togetherforchildren.org.uk/professionals/integrated-contact-](http://togetherforchildren.org.uk/professionals/integrated-contact-referral-team)

[referral-team](http://togetherforchildren.org.uk/professionals/integrated-contact-referral-team) School Attendance: Guidance for schools

<https://www.gov.uk/government/publications/school-attendance> What to do if you are worried a child is being abused 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/Wh](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)
[at to do if you re worried a child is being abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf) Data Protection Act 2018

<http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted> Sexual Offences Act 2003

<http://www.legislation.gov.uk/ukpga/2003/42/contents> Safeguarding Vulnerable Groups Act

2006 <http://www.legislation.gov.uk/ukpga/2006/47/contents> Freedom of Information Act

2000 http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf Public

Sector Equality Duty Guidance for Schools in England

<https://www.equalityhumanrights.com/en/publications-download/public-sector-equality-dutyguidance-schools-england>

Information sharing Advice for Practitioners providing Safeguarding services

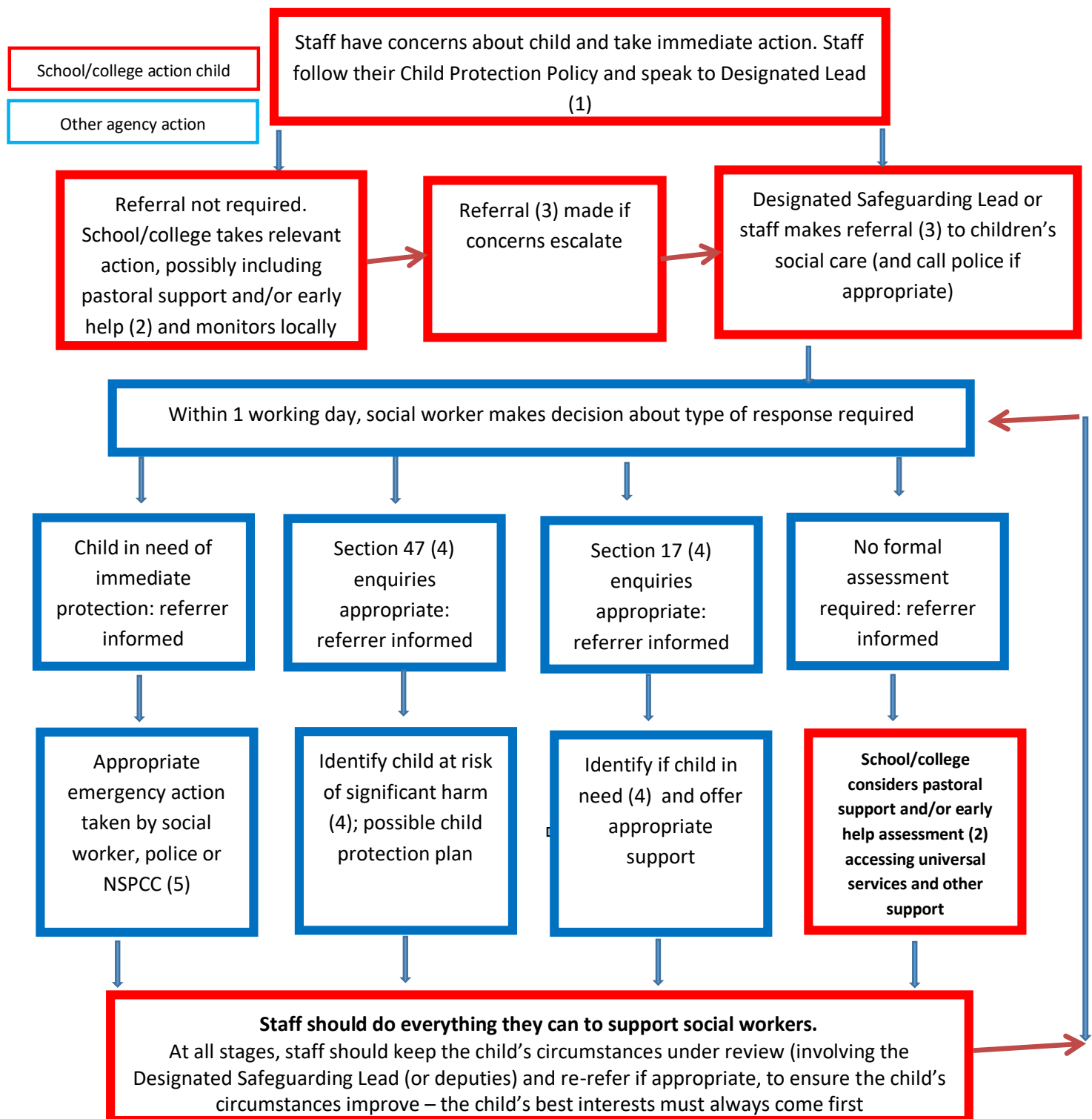
<https://www.gov.uk/government/publication/safeguarding-practitioners-information-sharing>

Equality Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance>

This policy must be ratified by the governing body signed/dated by both the Headteacher and Chair.

This Policy will be reviewed annually or in light of any changes in legislation and/or guidance. This policy will be updated by our School/Setting at any time that local solutions such as front door services in social care or the LADO details change. This policy may also be amended following the annual review with staff where our School/Setting's procedures or practices may change following whole staff discussion or training, to ensure it is the most effective policy in keeping our children safe.

Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part Four of KCSIE 2018
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, and early help inter-agency assessment should be arranged. Chapter One of [Working Together to Safeguard Children](#) provides details guidance on the early help process.
3. Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).
4. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter One of [Working Together to Safeguard Children](#)
5. This could include applying for an Emergency Protection Order (EPO)

Children and Young People

St Anthony's Girls' Catholic Academy

Academic Year	Designated Safeguarding Lead	Named cover	Nominated Governors
2016-2017	Mrs Marie Lanaghan	Mrs Monica Shepherd	Mrs Kath RichardsonDunn
2017-2018	Mrs Marie Lanaghan	Mrs Frances Collins	Mrs Kath RichardsonDunn
2018-2019	Mrs Marie Lanaghan	Mrs Frances Collins	Mrs Kath RichardsonDunn
2019-2020	Mrs Marie Lanaghan	Mrs Frances Collins	Mrs Kath RichardsonDunn

Review Date	Changes Made	Ratification date by Governing Body
December 2016		December 2018
December 2019		

Designated Safeguarding Lead - Sunderland City Council Agreed Role

- To have a sound knowledge of, and to respond in accordance with, SSCB Safeguarding Children Procedures.
- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Act as a source of support advice, expertise, co-ordination within the educational establishments when receiving welfare concerns/suspicion of child abuse and deciding whether to make a referral by liaising with relevant agencies.
- Ensure that all staff report any welfare concerns/suspicion of child abuse to the Designated Safeguarding Lead or cover nominated deputy in their absence (liaison with Headteacher is essential if this person does not hold this key responsibility).
- Encourage a culture of listening to children and taking account of their wishes and feelings in order to protect them.

- Be alert to the specific needs of children in need, those with special educational needs and young carers.
 - Make referrals of all cases of suspected child abuse to the MASH (Multi Agency Safeguarding Hub).
 - Liaise with other agencies and co-ordinate the most appropriate school representative to attend/contribute at child protection meetings.
 - Monitor the transfer of pupils, alerting the Attendance Team of any concerns immediately.
- Maintain contact with other relevant schools where there is more than one child in the family.
- When children leave the establishment ensures child protection files are copied and the copied files transferred to the new establishment as soon as possible separately from main school files. A receipt must be returned to the forwarding school and kept until the child's 25th birthday.
 - Be able to keep detailed accurate secure written records of referrals/concerns.
 - Receive appropriate training every 2 years to:
 - Understand the assessment process for providing early help and intervention.
 - Have working knowledge of CP conferences and reviews be able to attend and effectively contribute.
 - Ensure whole workforce understands the child protection policy in practice and their new role within this.
 - Attendance at safeguarding lead termly briefings/or alternative CPD.
 - Ensure all staff have induction training covering safeguarding/child protection and are able to recognise and report any concerns immediately as they arise.
 - Ensure each member of staff has access to and understands the School's suite of safeguarding policies particularly the Child Protection Policy and the Staff Behaviour Policy, especially new or part-time staff who may work with different establishments.
 - Be aware of all school excursions and residentials and clarify with educational visit co-ordinator/group leader(s) their role and responsibility in connection with safeguarding/child protection.
 - Ensure a whole school policy about managing behaviour and discipline including the use of reasonable force, is in place.
 - Ensure an effective whole school policy against bullying/cyber-bullying inclusive of measures to prevent all forms of bullying among pupils, is in place.
 - Ensure the Child Protection Policy is updated and revised annually and work with Governing Bodies/proprietors regarding this.
 - Ensure whole workforce read Part 1 of Keeping Children Safe in Education and are clear of their role in your school.
 - Ensure the child protection policy is publicised on your school website. The policy alerts them to the fact that referrals about suspected abuse or neglect may be made and the schools/colleges role in this.

Annex 2

Female Genital Mutilation

Some 66,000 women in England and Wales are living with the consequences of FGM. (Optimus Education 2013)

Definition

- Female genital mutilation (FGM) is a collective term for procedures which include the removal of part/all external female genitalia for cultural or other non-therapeutic reasons. The practice is not required by any major religion and is medically unnecessary, painful and has serious health consequences at the time it is carried out and in later life.
- The procedure is typically performed on girls aged between 4 and 13, but it is also performed on new born infants and on young women before marriage/pregnancy. A number of girls die as a result of the procedure, from blood loss or infection.
- Girls may be circumcised or genitally mutilated illegally by doctors or traditional health workers in the UK, or sent abroad for the operation.

Law

- Female circumcision, excision or infibulation (female genital mutilation) is illegal in this country by the Female Genital Mutilation Act 2003, except on specific physical and mental health grounds. More information can be found on the Home Office website.

It is an offence to:

- Undertake the operation (except in specific physical or mental health grounds)
- Assist a girl to mutilate her own genitalia
- Assist a non-UK person to undertake FGM on a UK national outside the UK (except in specific physical or mental health grounds)
- Assist a UK national or permanent UK resident to undertake FGM on a UK national outside the UK (except in specific physical or mental health grounds)

Recognition

St Anthony's staff should be aware of the following indicators and report any suspicions to the Safeguarding Team:

1. A student may be considered at risk if it is known older girls in the family have been subject to the procedure. Pre-pubescent girls aged 7 to 10 are at highest risk, though the practice has been reported amongst babies and young adults.
2. Suspicions may arise if a family is known to belong to a community in which FGM is practiced and is making preparations for the student to take a holiday, arranging vaccinations or planning academy absence and the student may refer to a 'special procedure' taking place.

Indications that FGM may have already occurred include:

- Prolonged academy absence with noticeable behaviour change on return
- Bladder and menstrual problems
- Reluctance to participate in practical activities

Response Procedure

If any member of staff has a suspicion of intended or actual FGM, they must refer it to the Designated Person for Child Protection who will inform Social Care, in accordance with Sunderland Safeguarding Procedure. A strategy meeting would be then organised at the earliest possible date involving multiagencies.

Female genital mutilation is a one-off event of physical abuse (albeit one that may have grave permanent sexual, physical, and emotional consequences). As FGM is a form of child abuse, it will be dealt with in accordance with St Anthony's existing Child Protection & Safeguarding Policy.