

Child Protection and Safeguarding Policy for St Angela's Ursuline School

Presented to Governors- 2nd December 2021

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School Designated Safeguarding Lead- Andrea Harvey

School Deputy Safeguarding Lead- Tina Chavda / Sarah Siaw

School Designated Safeguarding Governor - Tony Kieren

Chair of Governors- Tony Kieren

This policy is available on our school website and also on request from the St Angela's Ursuline School office. We inform parents and carers about this policy when their children join our St Angela's Ursuline School and through the St Angela's Ursuline School newsletter.

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Child Protection and Safeguarding policy for St Angela's Ursuline School

Introduction

Child Protection Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavor to provide a safe and welcoming environment where children are respected and valued. We are at our core a Listening School. We endeavor to provide a safe environment in which children and staff feel confident that they will be listened to and their concerns acted upon. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something. We are alert to the signs of abuse, neglect and mental health and follow our procedures to ensure that children receive effective support and protection. In doing so we will at all times consider what is in the **best interests** of the child.

The procedures contained in this policy apply to all staff and governors and are consistent with the London Safeguarding Children Board <http://www.newhamlscb.org.uk/> child protection procedures and in line with section 11 of the Children's Act, 2004 and Department of Education, Keeping Children Safe in Education, (2021).

Policy Principles

- the welfare of the child is paramount- at all times staff will consider what is in the **best interests** for the child
- all children regardless of age, gender, ability, SEN, culture, race, language, religion or sexual identity have equal rights to protection
- all staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- students and staff involved in child protection issues will receive appropriate support

Policy Aims

- to provide all staff with the necessary information to enable them to meet their child protection responsibilities
- to ensure consistent good practice
- to demonstrate the school's commitment with regard to child protection to students, parents and other partners

Terminology:

Safeguarding and promoting the welfare of children refers to:

the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable those children to have optimum life chances and to enter adulthood successfully-

- protecting children from maltreatment
- preventing impairment of children's **mental or physical** health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Child Protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Children in Need -A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. 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.

Children suffering or likely to suffer significant harm Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under Section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

Early Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Staff refers to all those working for or on behalf of the school, full time or part time or on supply status.

Child refers to all young people who have not yet reached their 18th birthday.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Safeguarding Team: Key personnel

All schools must nominate a senior member of staff to coordinate child protection arrangements. The local authority maintains a list of all designated senior persons (s) for child protection. The school offers supervision to this team on a needs basis.

The designated senior person for child protection is:

Andrea Harvey

The deputy designated person is:

Tina Chavda

The wider Safeguarding Team includes:

Sarah Siaw

Michelle Effah

The nominated child protection governor is:

Tony Kieran

The Headteacher with overall safeguarding responsibility is:

Mark Johnson

Our school is committed to develop and sustain a strong safeguarding culture which supports us all to safeguard children and creates a positive and respectful learning environment in which everyone can flourish.

*“Schools and colleges and their staff are an important part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means they should consider at all times, what is in the best interests of the child”.*

(Keeping Children Safe in Education – DfE, September 2021)

This **Child Protection and Safeguarding Policy** is for all school and agency staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school and should be read along with our policy for: Safer Recruitment, Staff Code of Conduct, Physical Intervention, Anti-Bullying, Equality, Behaviour, Attendance, Health and Safety, Educational Visits, Online /Mobile Devices / Photography Policy, Whistleblowing/Complaints.

This policy should be read in conjunction with **Keeping Children Safe in Education, DfE 2021** (KCSiE21) and with reference to the **Education Inspection Framework, Ofsted 2021**.

Also see the **Newham Joint Position Statement on Everyone’s Invited – Safeguarding all our children and young people in Newham, LBN 2021**. (Appendix 1).

All staff should read Part One of Keeping Children Safe in Education 2021, together with Annex B of KCSiE 21, and ‘What to do if you’re worried a child is being abused: Advice for practitioners’ (DfE March 2015).

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education 2021 as:

- Protecting children from maltreatment;
- Preventing impairment of children’s mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes.

2. Statutory framework

The Education Act 2002 Section 175, (*Section 157 for Independent schools*) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

The development of appropriate procedures and the monitoring of good practice in the London Borough of Newham are the responsibilities of the Newham Safeguarding Children Partnership (NSCP). In Newham, all professionals must work in accordance with the London Child Protection Procedures.

Our school also works in accordance with the following legislation and guidance:

[Schools; Covid- 19 Operational Guidance \(DfE 27 August 2021\)](#)

[Working Together to Safeguard Children \(HMG, 2018\)](#)

[Education Act 2002](#)

[Domestic Abuse Act 2021](#)

[Counter-Terrorism and Security Act \(HMG, 2015\)](#)

[The Prevent duty Departmental advice for schools and childcare providers \(DfE 2015\)](#)

[Prevent Duty Guidance for Further Education Establishments in England and Wales \(HMG 2015\)](#)

[Serious Crime Act 2015 \(Home Office, 2015\)](#)

[Sexual Offences Act \(2003\)](#)

[Education \(Pupil Registration\) Regulations 2006](#)

[General Data Protection Regulations 2018 \(GDPR\)](#)

[What to do if you're worried a child is being abused \(HMG, 2015\)](#)

[Searching, screening and confiscation \(DfE, 2018\)](#)

[Children Act 1989](#)

[Children Act 2004](#)

[Children and Social Work Act 2017](#)

[Modern Slavery Act 2015](#)

[The Homelessness Reduction Act 2017](#)

[Preventing and Tackling Bullying \(DfE, 2017\),](#)

[Female Genital Mutilation Act 2003 \(S. 74 - Serious Crime Act 2015\)](#)

[Sexual violence and sexual harassment between children in schools and colleges \(DfE, 2017\)](#)

[Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers. \(DfE July 2018\)](#)

[Advice on Whistleblowing in Maintained Schools \(DfE 2014\)](#)

<https://www.gov.uk/guidance/whistleblowing-procedure-for-maintained-schools>

[Voyeurism \(Offences\) Act 2019](#)

3. School roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment that enables them to learn and achieve their full potential. However, there are identified key adults in schools and in the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities are shown on the front cover sheet of this policy. All staff in our school are familiar with the Early Help Offer. See Appendix 2.

3.1 The Governing body

The Governing body ensures that a strong Safeguarding culture is embedded within the school, that our commitment to keep our children safe is explicit and understood by all in the school community and that our practice reflects the Governors' vision and values.

The Governing body ensures that all required policies relating to child protection and safeguarding (including Covid-19 requirements and guidance) are in place and that the child protection policy reflects statutory and local guidance. Safeguarding is a standing item on the agenda of all Governors' meetings. The policy is reviewed at least annually.

The Governing body ensures that the policies, procedures, practice and professional development and training in our school are effective and comply with the statutory requirements at all times. The Governing body will ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information as provided for in the Data Protection Act 2018 and the GDPR.

The Governing body ensures that there is a Designated Safeguarding Lead and Deputy Safeguarding Lead(s) in place, that they have their safeguarding role explicitly within their job descriptions and are appropriately trained for their role, as set out in Keeping Children Safe in Education 2021. The link governor for safeguarding visits the school regularly for meetings with the DSL and to observe safeguarding in school at first hand. The DSL reports directly to Governors on issues arising from their role which impact on the school.

The Governing body ensures that the school contributes fully to inter-agency working in line with statutory and local guidance and uses the appropriate referral pathways. It ensures that information is stored and shared appropriately and in accordance with the statutory requirements as set out in the Data Protection Act 2018 and in line with GDPR requirements.

The Governing body ensures that all staff members and volunteers undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and up to date knowledge to keep our children safe. The Governing body also ensures that all staff have the knowledge, skills and understanding of children who have an allocated social worker. It recognises their additional vulnerabilities along with those of looked after and previously looked after children and monitors school action with all these children to keep them safe.

The Governing body ensures that children are taught to keep themselves safe, including on-line, making sure that appropriate filters and monitoring systems for working online in school are in place. This includes children that are accessing on-line learning at home. Our children will also be taught how to keep themselves safe through teaching and learning opportunities in RSHE and through whole-school practice led by staff as part of the provision of a rich and balanced curriculum.

The Governing body and school leadership team are responsible for robust safer recruitment procedures that help to deter, reject or identify people who may abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It also ensures that volunteers are appropriately supervised in school. We will undertake a risk assessment and use our professional judgement when deciding whether to obtain an enhanced DBS certificate for any volunteer undertaking unregulated activity.

3.2 The Designated Safeguarding Lead (and Deputy)

The Designated Safeguarding Lead (DSL) in school takes the lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures in school. This includes a whole-school staff responsibility to support children affected by peer-on-peer abuse in all its forms, by following our protocol for listening, reassuring and reporting to allow the child to move on. The Designated Safeguarding lead (DSL) will ensure that everyone in school, including temporary staff, volunteers and contractors are aware of these procedures and that they are followed at all times.

The Designated Safeguarding Lead (DSL) is a source of advice and support to other staff on child protection matters and makes sure that timely referrals to Newham Multi-Agency Safeguarding Hub (MASH) are made in accordance with current London Child Protection Procedures. The Designated

Safeguarding Lead (DSL) works with the local authority, the Channel programme and other agencies as required. If for any reason the Designated Safeguarding Lead (DSL) is unavailable, the Deputy Designated Safeguarding Lead will act in their absence.

The Designated Safeguarding lead (DSL) will also be alert to the additional vulnerabilities of children with a social worker, ensuring that staff know who those children are, understand their academic progress and attainment and maintain a culture of high aspirations for these children. The Designated Safeguarding Lead (DSL) will also support staff to identify the challenges that children in this group may face and any additional support and/or adjustments that can be made to best support them.

In addition, in most cases homelessness would be considered in the context of children living with their families, however the Designated Safeguarding Lead (DSL) will be alert that some children may be homeless independently and this will require a different level of intervention and support.

3.3 The Headteacher

The Headteacher works in accordance with the requirements of all school staff. In addition, the Headteacher ensures that all safeguarding policies and procedures adopted by the Governing body are followed by all staff.

The Headteacher will ensure that children are taught about safeguarding themselves and their peers, including e.g. the emotional impact of on-line nude image sharing, sexist abuse, body shaming or the sexual targeting of children with SEN or protected characteristics, as part of the broad and balanced curriculum. This includes covering relevant issues through Relationships, Sex and Health Education (RSHE) and through other curricular opportunities.

The Headteacher ensures that all pupils, individually or collectively through our school council, student leadership team and other student voice bodies are encouraged to promote the responsible use of social media, practical safety around the school and responsibility for their own and others' wellbeing, as an explicit, valued and integral element of a strong school safeguarding culture.

The Headteacher ensures that there is immediate access to an individual member of staff, appropriately trained, to listen, reassure and provide practical support to move on, for children at need in the school.

The Headteacher will make sure that he is satisfied that if any children on the school roll are placed with an alternative education provider, the provider can meet the needs of the child and the school will obtain written confirmation that the appropriate safeguarding checks have been carried out.

3.4 All school staff

Everyone at St Angela's Ursuline School has a responsibility to provide a learning environment in which our children can feel safe to learn. All staff members are prepared to identify children who may benefit from early help and understand their role and responsibilities within this process. This includes identifying any emerging problems so appropriate support may be provided and in liaison with the Designated Safeguarding Lead (DSL) report any concerns. All staff members are aware of and follow school processes as set out in this policy and are aware of how to use the portal to make a referral to the Newham MASH when there is a need to do so.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children. Our Safeguarding culture in school depends upon every member of staff being proactive in recognising opportunities to promote and support the development of these protective factors.

This includes the use of appropriate forms of online communication directly from staff to children. We use the functions through the Google classrooms platform for online learning. The use of social media (WhatsApp, Twitter, FaceBook etc) for this purpose is inappropriate and would be regarded as a serious breach of professional boundaries.

All staff engage with and support children and their representatives (school council and other student voice bodies) in promoting responsible use of social media, safety around the school and responsibility for their own and others' wellbeing, as an integral element of a strong school safeguarding culture.

4. Types of abuse / specific safeguarding issues

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another" [...] All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside of school or college and /or can occur between children outside of these environments".

Keeping Children Safe in Education (DfE, 2021)

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect

Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection. Within those four main types of abuse there are a number of specific types of abuse to which we are aware and especially alert.

4.1 Peer on peer abuse

Our school may be the only stable, secure and safe place in the lives of children at risk of, or who have suffered harm. However, on occasions their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children.

Child on child abuse can manifest itself in many ways. This may include bullying (including cyber bullying); on-line verbal abuse; gender-based abuse; verbal sexist abuse; unwanted, unthinking or coerced nude or semi-nude image sharing; or sexually harmful behaviour. We do not tolerate any bullying, abuse or harmful behaviour in school and will take swift action to intervene where this occurs. The school will use the AIM Risk Assessment in this circumstance.

We use the curriculum, Rise Up Days and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse. Please also refer to Behaviour policy and the Anti-bullying policy.

4.2 Sexual Violence and Harassment

Sexual violence and harassment can occur between children of any age individually or in groups. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing, and in all likelihood will adversely affect their educational attainment. Our school takes all victims seriously and they will be offered the appropriate support.

Predatory behaviour or a dismissive attitude towards sexual harassment may be prevalent online or feature in the children's lived experience of home, friendship groups or society at large, but it is not indicative of respect for other pupils and therefore it is unacceptable at St Angela's Ursuline School.

An example of such harassment is 'Upskirting', which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim and it is a criminal offence under the Voyeurism (Offences) Act 2019.

Our school culture of safeguarding ensures that the message that abusive behaviours are unacceptable is explicit through our curriculum, school environment and staff modelling appropriate language and respectful relationships. We do not accept that it is 'just part of growing up' or a joke. Our school manages such incidents in the same way by considering the need to undertake an immediate risk and needs assessment and as with any other child protection concern we will follow the same procedures. Pupils initiating such abuse or sexualised behaviour will be subject to an **AIM risk assessment** (The purpose of the AIM assessment is to offer an assessment of the young person and his or her family to assess the concerns, risks and strengths of the young person across four key domains; sexual and non-sexual behaviours, development, family and environment considering both static and dynamic factors.)which will inform a safety plan for everyone involved, including themselves.

We will ensure that all parties involved are offered the appropriate support (mentoring/ counselling / referral to wider agencies)

4.3 Children with special educational needs and disabilities (SEND)

St Angela's Ursuline School understands that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Our school recognises that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration;
- Being more prone to peer group isolation than other children;
- Instances of peer on peer sexual abuse where the perpetrators are children will always require safeguarding support and a significant subgroup of these children will have SEND;
- Children with SEND and /or protected characteristics are statistically more likely to be identified as targets for bullying or sexual abuse by their peers;
- Communication barriers that make telling an adult difficult;
- The requirement of personal or intimate care.

Our school takes into consideration these additional vulnerabilities and challenges and staff are proactive in safeguarding all our vulnerable children.

4.4 Children Missing from Education (CME)

As part of our safeguarding role we ask parents and carers to provide a minimum of two contact details and we will regularly ask parents and carers to ensure that they are kept up to date.

All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. Parents should always inform us of the reason for any absence daily by telephone and with confirmation via WEDUC or email. We will endeavour to make contact daily for unexplained absences by telephone and if not possible send a app message. Where contact is not successfully made, a referral may be made to another appropriate agency (Newham Attendance Management Service (NAMS), Social Care or Police). (please refer to our Attendance policy)

Our school will inform the local authority of any pupil who fails to attend school regularly or has been absent without school permission for a continuous period of 10 days or more in line with the requirements for Children Missing Education.

4.5 Contextual safeguarding

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside of the school and can occur between children outside of the school environment. The Designated Safeguarding Lead (DSL) and all staff will consider whether children are at risk of abuse or exploitation in situations outside their families. Contextual abuse takes different forms and children can be vulnerable to multiple harms including but not limited to sexual exploitation, criminal exploitation and serious youth violence.

4.5.1 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) including County Lines

Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. This can happen to children and young people from any background or community. This power imbalance can also be due to a range of factors including age, gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources.

In some cases, the abuse will be in exchange for something the child needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals, groups, males or females and children or adults. Abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve enforcement or enticement-based methods of compliance and may, or may not be accompanied by violence or threats of violence. Children can be exploited even when the activity appears consensual.

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of County Lines criminal activity; drug networks or gangs grooming and exploiting children and young people to carry drugs, weapons and money for them. Key to identifying potential involvement may be 'missing episodes' when the child may have been trafficked for the purpose of transporting drugs, weapons or money. Our school will consider a referral using the Newham pathways or a direct referral using the National Referral mechanism for human trafficking.

4.5.2 Serious Violence

There are a number of indicators, which may signal that a child is at risk from, or involved with serious violent crime. These may include increased absence from school, a change in friendships, or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change of attitude or well-being or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that a child has been approached by, or is involved with, individuals associated with criminal networks or gangs.

4.7 Honour Based Abuse

So-called honour-based abuse (HBA) encompasses abuse committed to protect or preserving "honour". It often involves a wider network of family or community pressure and can involve multiple perpetrators. This includes Female Genital Mutilation (FGM), forced marriage and such practices such as breast ironing.

4.7.1 Female Genital Mutilation (FGM)

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

The Serious Crime Act 2015 (Home Office, 2015) places a duty on teachers to notify the police of any known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to female genital mutilation in line with the London Child Protection Procedures. The Newham Attendance Service has produced guidance on FGM for staff dealing with families who announce that they are going abroad which is available on Connect.

4.7.2 Forced marriage

A forced marriage is one that is entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

4.8 Prevention of radicalisation

Children can be vulnerable to extremist ideology and radicalisation. Protecting children from this risk is similar to protecting them from other forms of harm and abuse. The [Counter-Terrorism and Security Act \(HMG, 2015\) Section 26](#) places a duty on schools 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.

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion;
- be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas and;
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to radicalisation and being drawn into terrorism. All staff understand how to identify those who may benefit from this support and are aware of relevant agencies to contact in circumstances where an individual demonstrates indicators of concern, as well as how to make a referral using the Newham referral pathways.

4.9 Mental Health and Wellbeing

All staff are aware that mental health can in some cases be an indicator that a child has or is suffering from or at risk of abuse. Staff are able to observe children day-to-day and identify those whose behaviour suggests they may be experiencing a mental health problem. Where there are mental health concerns about a child that is also a safeguarding concern, immediate action will be taken following the school child protection policy and the senior Mental Health Lead Andrea Harvey will be informed.

Our school works to protect the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase a child’s vulnerability and protective factors that can promote or strengthen resilience. The more risk factors present in a child’s life, the more protective factors or supportive interventions are required to promote further growth and resilience. It is recognised that some children in our school may be suffering from mental ill-health and are at risk of self-harm or suicide but may present in school as making good progress and achieving well. It is therefore vital that we work in partnership with parents and carers to

support the mental health and well-being of our children. It is equally important that parents share any concerns about the well-being of their child with school, so that appropriate support and interventions can be identified and implemented in partnership.

Where there are concerns that a child may be self-harming, it will be taken seriously as this may indicate an increased risk of suicide either intentionally or by accident. If a child discloses self-harm or is found to be self-harming the Designated Safeguarding Lead (DSL) will take the time to establish any underlying concerns. The child will be supported to access services using the appropriate Newham referral pathways.

4.10 Domestic Abuse

Domestic abuse is defined as *“any incident or pattern of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 and over who are, or have been intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical, sexual; financial and emotional, coercive or controlling behaviour”*

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16).

St Angela’s Ursuline School recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

Operation Encompass operates in the London Borough of Newham and our school will use the information shared to ensure that our children are supported and kept safe.

5. Procedures

All staff members have a duty to identify and respond to suspected and actual abuse or disclosures of harm. Any member of staff, volunteer or visitor to our school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the Designated Safeguarding Lead (DSL) or, in their absence, the Deputy Designated Safeguarding Lead. Concerns about a child at risk of radicalisation or extremism will be raised with the PREVENT and Designated Safeguarding Leads. Staff

should make use of SafeGuard software to record their concerns and to alert the Safeguarding team as well as informing the DSL / DDSL directly in a timely manner.

All action is taken in accordance with the following guidance;

- Newham Safeguarding Children Partnership guidelines – Pan-London Child Protection Procedures
- Keeping Children Safe in Education (DfE, 2021)
- Working Together to Safeguard Children (DfE, 2018)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

Where there is risk of immediate harm, a child will be referred to the Newham Multi-Agency Safeguarding Hub through the Newham MASH Portal. Time-sensitive referrals may be telephoned first in case the child needs to be kept in school, pending a Section 47 Strategy meeting when a social worker will come to the school. Less urgent concerns or requests for support will also be referred via the Newham MASH Portal for consideration of Early Help support as appropriate. We will call police to the school directly if the risk is assessed as acute and immediate.

Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to the MASH with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to seek advice from the MASH or the Police in making decisions about when it is appropriate to share information with parents or carers.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for reconsideration of the case with the Designated Safeguarding Lead (DSL) who will escalate the concern as appropriate.

If, for any reason, the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead is not available, this should not delay appropriate action being taken. Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support, should it be required. Any individual may refer to the Newham MASH where there is suspected or actual risk of harm to a child. All staff should be aware of how to [access the portal](#).

If a child resides outside Newham the DSL will be aware of the need to refer to the MASH in their LA. If unsure, always refer to the Newham MASH who will forward to appropriate areas.

Early Help:

All staff should, in particular, be 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 antisocial 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
- has a parent/carer in custody

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

When new staff, agency staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the Designated Safeguarding Lead (DSL) and Deputy and how to share concerns with them. **Appendix 2 Early Help pathway in Newham.**

6. Taking action

Key points to remember for taking action are:

report your concern without delay to the DSP or member of the Safeguarding Team and record it in writing using safeguard software

- **do not start your own investigation**
- **share information on a need-to-know basis only do not discuss the issue with colleagues, friends or family**
- **complete a record of concern on Safeguard**
- **seek support for yourself if you are distressed**

If you suspect a student is at risk of harm

There will be occasions when you suspect that a student may be at risk, but you have no 'real' evidence. The student's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances, you should try to give the student the opportunity to talk. The signs you have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine to ask the student how they are or if you can help in any way. If, following your conversation, you remain concerned, you should discuss your concerns with the designated person.

DISCLOSURES OF ABUSE

Students often disclose towards the end of a term, when the prospect of weeks without the respite and safety of school make them feel all the more vulnerable. Sometimes they disclose because of something that has been covered in a lesson. Very rarely do they disclose when the situation is perfect and convenient for everyone. It is all the more important therefore to know in advance the do's and don'ts in hearing a disclosure.

If a student comes to you with a disclosure of abuse:

RECEIVE:

- i) **find somewhere private if possible**
- ii) **under no circumstances guarantee confidentiality; you have a duty to refer a child who is at risk.** The student's trust has already been betrayed by the abuser. In fact, although students may ask for

confidentiality, they actually want something done, which is why they are disclosing. Children may retract what they have said if they meet with revulsion or disbelief. Accept what the child says. Be careful not to burden them with guilt by asking 'Why didn't you tell me this before?'

- iii) However, within the context above, **they should be assured that the matter will be disclosed only to people who need to know about it.**
- iv) **listen carefully**, take what is said seriously. Children rarely lie about abuse and to be disbelieved adds to the traumatic nature of disclosing. If you are shocked by what they tell you, try not to show it. Do not express any feelings of shock or embarrassment. Stay calm.

REASSURE:

- v) Reassure - on two counts: a) they are not to blame for what happened
b) they are right to tell
It's essential to be honest with the child, so don't make promises you may not be able to keep, 'I'll stay with you' or 'Everything will be all right now'.

Acknowledge how hard it must be for the child to tell you what has happened.

Empathise; don't tell them what they should be feeling.

If possible, keep the interview as brief as possible, just sufficient for you to know there is an issue that must be addressed. If possible, suggest they might tell Ms Harvey, with you accompanying them if they would like that. If they agree, act on it immediately. If they do not, explain that she must be informed and that you will be informing her.

REACT:

- vi) React to the student only as far as necessary for you to establish whether or not you need to refer the matter, but do not 'interrogate' for full details.
- vii) Allow and encourage the student to talk but **do not push or ask leading questions** such as 'what did he do next?' (this assumes that he did) or "did he touch your private parts?" which suggests something that may not have happened. Such questions may invalidate your evidence (and the child's) in any later prosecution. In other words, do not enquire into the details of the abuse. It will be necessary for the student to have a formal disclosure interview later and it is very bad practice to put them through the whole thing twice. Not only does it add to the abuse, any inexperienced questioning might jeopardise a successful prosecution later. If you are not clear about what is actually being alleged, ask open questions such as, 'is there anything else you want to tell me?.. or even' and?.. . pause.'
- viii) **Do not criticise the perpetrator**, no matter how much you want to. The student may love him/her and reconciliation may be possible.
- ix) **Try to alleviate any feelings of guilt the child displays.**
- x) Seek medical attention if required through the school DSL, there may need to be a very quick response in order not to lose forensic evidence.

RECORD:

- xii) **As soon as possible after the interview, make detailed notes of the conversation (do not refer**

to it as a disclosure). Do not destroy your original notes. These may be needed as evidence and required by a court.

- a) record the date, time and place the conversation took place, any noticeable non-verbal behaviour and the words used by the child. If the child uses their own family's private sexual words, record the actual words used rather than translating them into 'proper' words.
 - b) Be objective in your recording: include statements and observable timings, rather than your interpretations or assumptions.
 - c) Distinguish fact from opinion, but record both.
 - d) State the action you took
 - e) Note any statement by the student
 - f) On completion of your notes, record the date, the time and location where you wrote them. Sign immediately after the last word and print your signature. You may need to prove to a court exactly when the notes were made to be able to refer to them when giving evidence.
 - g) Give a copy to the DSP
- While these notes will remain highly confidential, should the matter go to court they will almost certainly be used. It is therefore vital they are accurate, clear and unambiguous.

SUPPORT

If appropriate, continue to support the child throughout the process of investigation and afterwards.

If needed, ask for some support for yourself, without disclosing confidential information about the child to colleagues.

REMEMBER THAT CONFIDENTIALITY IS ESSENTIAL NOT JUST IMMEDIATELY BUT IN THE FUTURE.

7.Training

The Designated Safeguarding Lead (DSL) and Deputy undertake child protection training appropriate to the role at every two years as a minimum. The Headteacher, all staff members and governors receive appropriate child protection training that is regularly updated. In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records of any child protection training undertaken is kept for all staff and governors.

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

When new staff join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy along with the staff code of conduct, Part one and Annex **B** of '*Keeping Children Safe in Education*' and told who our Designated Safeguarding Lead (DSP) and Deputy DSPs are. All staff are expected to read these key documents. They will also be provided with the recording form, given information on how to complete it and who to pass it to/ how to access 'safeguard'. Supply staff and student teachers on short term placements will be given the school's visiting staff leaflet.

All staff will be given online safety training as this is part of the overarching safeguarding approach of the school. St Angela's is a member of The Key Safeguarding and therefore online modules will be completed, regarding Prevent, Online Safety and ACE.

As a result all staff, through training and induction will know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know the adult will have to do with any information they have chosen to disclose.

Every new member of staff or volunteer will receive safeguarding training during their induction period within the first half term of joining the school. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and the remit of the role of the Designated Safeguarding Lead (DSP). The training will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children. In line with the updates to KCSIE all induction will now include the Behaviour Policy and the school's response to CME and additional COVID 19 documentation according to latest national guidelines.

In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of 'Keeping Children Safe in Education'. In order to achieve this we will ensure that:

- all members of staff undertake appropriate safeguarding training on an annual basis in accordance with Newham Safeguarding Children Board advice and we will evaluate the impact of this training;
- this core training takes place three times a year as part of our Professional Development Scheme and staff are expected to attend at least one session and to complete online training with The Key
- all staff members receive regular safeguarding and child protection updates (for example, via email, bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;

All regular visitors, temporary staff and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of whom our DSP and deputy DSPs are and what the recording and reporting system is.

The school ensures that the Designated Safeguarding Lead (DSL) and Deputy also undertake training in inter-agency working and other matters as appropriate.

8. Professional confidentiality

A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or children) or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead (DSL) or Deputy and may require further referral and subsequent investigation by appropriate authorities.

Information on individual child protection cases may be shared by the Designated Safeguarding Lead (DSL) or Deputy with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

9. Records and information sharing

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. School staff must have due regard for the Data Protection Act 2018 and the General Data Protection Regulations (GDPR) Our school is confident of the processing conditions that allow us to store and share information for safeguarding purposes. This allows

us to share information without consent, if it is not possible to gain consent or if to gain consent would place a child at risk.

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible on St Angela's system for recording : [SafeGuard Software](#) noting what was said or seen, using a body map to record if appropriate, (see Appendix 4) with the date, time and location. All records will be dated and signed, with the name printed and will include the action taken. This is then presented to the Designated Safeguarding Lead (DSL) or Deputy, who will decide on the appropriate action and record it accordingly.

Any records related to child protection are kept in an individual child protection file for that child, separate to the pupil file. All child protection records are stored securely and confidentially and will be retained for 25 years after the child's date of birth, or until they transfer to another school or educational setting. We acknowledge the guidance for transferring records as below.

When a child transfers from our school to another school or educational setting including colleges, their child protection records will be forwarded or transferred electronically to the new educational setting with notice given to the receiving DSL. These will be marked 'Confidential' and for the attention of the receiving school's Designated Safeguarding Lead (DSL) who will need to provide a receipt, which is recommended to be an email. If paper files are sent they will be securely sealed and sent, under arrangements for immediate return if delivery to the receiving school's DSL/Head Teacher is not possible. A receipt is expected.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives. (*Keeping Children Safe in Education 2012*)

Transferring settings do not need to keep copies of child protection files, but if they do they must be kept in accordance with data retention (and for the shortest practical time).

In CP cases where there may be ongoing involvement from transferring settings, for example **if any siblings still attend your setting**, DSLs may wish to take copies of chronologies. Electronic systems may have an option to link this information.

If a child who is subject of a child protection plan leaves your setting and you are unaware of the name of the child's new education placement, you should contact the child's key worker from Early Help or Children's Social Care to discuss how records should be transferred.

(Newham LA Safeguarding)

Where a child joins our school, we will request all child protection records from the previous educational setting. If none are received within the statutory time, we will renew the request and report this to the Education Safeguarding Officer.

10. Inter-agency working

Our school will be proactive and prioritise inter-agency working to contribute to safeguarding children. It is the responsibility of the Designated Safeguarding Lead (DSL) to ensure that the school is represented at and a report is submitted to any child protection conference or core group meeting for children on the school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) and/or carer(s). Whoever represents the school will be fully briefed on any issues or concerns the school has and will be prepared to contribute to the discussions and planning at the meeting(s).

If a child is subject to a child protection or a child in need plan, the Designated Safeguarding Lead (DSL) will ensure the child is monitored regarding their school attendance, mental health and emotional well-being, academic progress, welfare and presentation. The Designated Safeguarding Lead (DSL) will ensure the school prioritises attendance at core group meetings and provide appropriate information to contribute to the plan at these meetings. Any concerns about the child protection plan and/or the child's welfare will be discussed and recorded at the core group meeting, unless waiting for the next meeting would place the child at further risk of significant harm. In this case the Designated Safeguarding Lead (DSL) will inform the child's key worker immediately and then record that they have done so and the actions agreed.

When we become aware that a child who is being, or is going to be, privately fostered our school has a duty under Section 10 of the Children Act 2004 to inform the Local Authority to ensure the appropriate safeguards are in place. The Designated Safeguarding Lead (DSL) will make an appropriate referral using the Newham referral pathway.

11. Allegations about members of the workforce

The aim of our school is to provide a safe and supportive environment that secures the well-being and best learning outcomes for children. All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Handbook and Code of Conduct. We do, however, recognise that sometimes allegations of abuse are made and when they occur they are distressing and difficult for all. We also understand that some allegations are genuine and that there are adults who deliberately seek to harm or abuse children. Our school takes all possible steps to safeguard our children and ensure that the adults in our school are safe to work with children.

Supply staff, whilst not employed by the school are under the supervision, direction and control of the governing body when working in the school. If we receive an allegation about an individual that is not directly employed by the school for example, supply teachers we will discuss with the employer/agency whether it is appropriate to suspend the supply teacher or to redeploy them to another part of the school, whilst they carry out an investigation. We will usually take the lead in collecting the facts from children and other staff and work in partnership with the employer and LADO to manage the process.

We will always ensure that the procedures outlined in Chapter 7 of the London Child Protection Procedures are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO) by telephone 0203 373803 or email cprt.lado@nwham.gov.uk

If an allegation is made or information is received about any member of staff or volunteer who works with children has:

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

The member of staff receiving the information should inform the Headteacher immediately. This includes concerns relating to agency and supply staff. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event the Chair of Governors is not contactable the same day, the information must be passed to the Vice Chair. The Headteacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff will undertake further investigations before seeking advice from the LADO.

Any member of staff or volunteer who does not feel confident to raise concerns within the school should contact the LADO directly. Please refer to section 11 of this policy.

The school has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person from regulated activity. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or the HR department.

12. Whistleblowing

Whistleblowing is defined as ‘*making a disclosure in the public interest*’ and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.

All staff members are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school’s Code of Conduct and Whistleblowing policy.

We want everyone to feel able to report any child protection or safeguarding concerns. More information is available called Advice for Whistleblowing in Maintained Schools (DfE 2014). However, for members of staff who feel unable to raise these concerns internally, they can contact the NSPCC whistleblowing helpline on: 0800 028 0285 or email: help@nspcc.org.uk
Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk

Appendix 1: Newham Joint Statement on Everyone’s Invited

[Joint position statement on Everyone's invited | Newham Connect](#)

Appendix 2 Early Help Offer

http://www.newhamlscb.org.uk/wp-content/uploads/2018/02/04892-Pathways_A4-HIRES.pdf

Appendix 3 Recording Safeguarding Concerns St Angela's ursuline School - If access to SafeGuard is not possible

Full Name of Child	Date of Birth	Tutor Group/Class

Nature of worry, concern or disclosure	
Please include where you were when the child made a disclosure, what you saw, who else was there and what the child said or did and what you said.	
Time and date of incident:	
Was there an injury? Yes/ No	Did you see it Yes / No
Describe the injury	
Have you filled in the body plan to show where the injury is and its approximate size? Yes /No	
Was anyone else with you? If 'Yes' who?	
Has this happened before? Is 'Yes' did you report the previous incident?	
Who are you passing this information to?	
Name:	
Position:	
Your signature:	
Printed Name:	
Role in School:	
Time form completed:	

Recording Safeguarding Concerns at St Angela's Ursuline School - *if access to safeGuard software is not possible*

Time form received by Designated Safeguarding Lead:

Action taken by Designated Safeguarding Lead:

Referred to:

Date:

Time:

Have Parents been informed? Yes / No (If No, state reason)

Feedback given to:

Pastoral team

Early Help
Lead

Child

Person who recorded disclosure

Further Action Agreed:

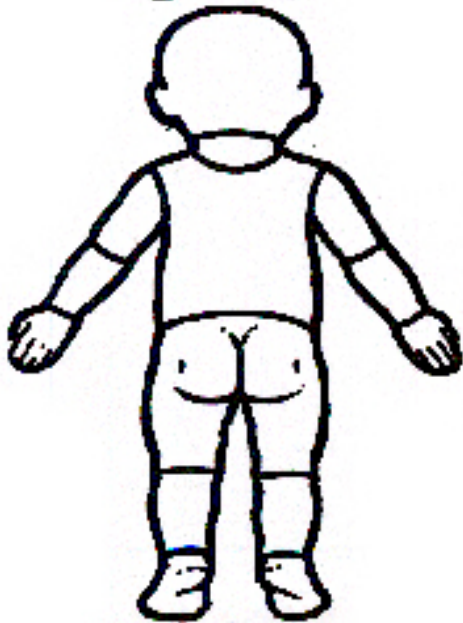
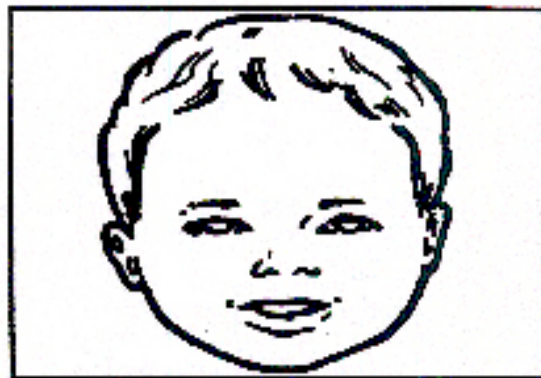
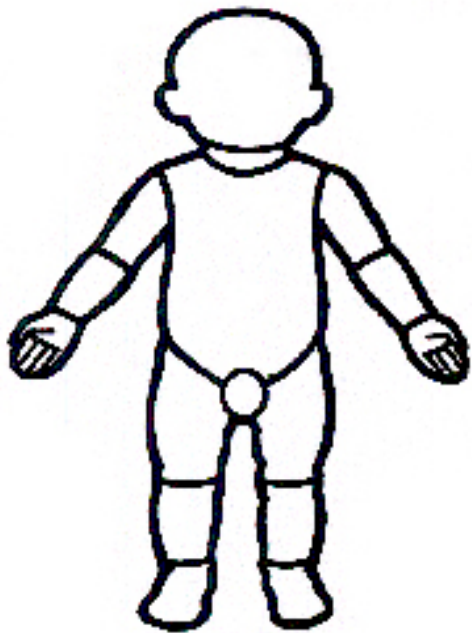
DSL Signature:

Printed Name:

Date

Appendix 4 –Body Plans

Young Child



Older Child

