

# ST. ANNE'S CATHOLIC HIGH SCHOOL FOR GIRLS



## CHILD PROTECTION POLICY

(Statutory)

Summer 2017

**Next Review: Summer 2018**

**Raising Standards Committee**

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# Mission Statement

St. Anne's Catholic High School for Girls will offer a positive presence in Enfield with a comprehensive curriculum delivered in modern facilities, equipping students with the ability to meet the challenges of the 21<sup>st</sup> Century confidently, and with high spiritual and moral standards.

We recognise that students, parents, staff and governors make up the school's community which will continually self-evaluate to improve itself effectively and efficiently in all aspects of its growth.

We are a fully inclusive, Roman Catholic girls' secondary school meeting high academic standards, promoting spirituality, pastoral care and the Roman Catholic community.

We recognise in all our relationships the dignity and value of each person showing one another mutual acceptance and respect.

***'Act justly, love tenderly, walk humbly with your God.'***

**S**end us your Holy Spirit Lord,  
**T**o guide us in our work and play  
**A**s we grow up may we remain  
**N**ear to you at all times and  
**N**ever go astray so that  
**E**ach day we may increase in love of you and others.



**AMEN**

## **1. INTRODUCTION**

The Governors and staff of St. Anne's Catholic High School for Girls school fully recognise the contribution it makes to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm.

All staff and Governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child.

Our named Governors for safeguarding are Gwen Fisher and Karen Suarez.

The aims of this policy are:

- 1.1 To support our students development in ways that will foster security, confidence and independence**
- 1.2 To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.**
- 1.3 To provide a systematic means of monitoring children known or thought to be at risk of harm.**
- 1.4 To emphasise the need for good levels of communication between all members of staff.**
- 1.5 To maintain a structured procedure within the school, which will be followed by all members of the school community, in cases of suspected abuse.**
- 1.6 To continue to promote effective working relationships with other agencies, especially the Police and Social Services**
- 1.7 To ensure that all adults within our school who have access to children have been checked as to their suitability as part of the recruitment and selection process.**

## **2. PROCEDURES**

Our school procedures for safeguarding children will comply with the Department for Education, Keeping Children Safe in Education September 2016 and Enfield Safeguarding Children Board ( ESCB) procedures. The ESCB have adopted and follow the All London Child Protection Procedures.

We will ensure that:

- 2.1 We have designated members of staff who undertake statutory lead designate training every 2 years.
- 2.2 All members of staff develop their understanding of the signs and indicators of abuse through annual training, regular updates through staff bulletins, emails and display in staffrooms.

- 2.3 All members of staff know how to respond to a student who discloses abuse.
- 2.4 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.
- 2.5 All staff in school have received and signed to confirm that they have read the Department for Education Guidance **Keeping Children Safe in Education (KCSIE) Statutory Guidance for Schools and Colleges, September 2016 Part 1** and are aware of our School Child Protection Policy and procedure.
- 2.6 Our policy and practice is reviewed and up-dated accordingly annually or more frequently in line with our best practice and DfE or other external agency guidance.
- 2.7 The induction of new members of staff includes safeguarding children procedures in the school. They will access a copy of the school child protection policy and Part 1 of DfE guidance: **Keeping Children Safe in Education (KCSIE) Statutory Guidance for School and Colleges September 2016** as part of their induction into the school.  
**(APPENDIX A)**

### **3. RESPONSIBILITIES**

All members of staff (paid and unpaid) have the statutory responsibility to safeguard and promote the welfare of children and to follow school procedures in place to support them to do so.

The designated teacher, along with her team is responsible for:

- 3.1 Adhering to DfE, ECSB and school procedures with regard to referring a child if there are concerns about possible abuse.
- 3.2 In addition to reading KCSIE Part 1 the designated team have read Annex A: Further Information which is used by the designated Child Protection team of staff to inform and guide practice.
- 3.3 Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- 3.4 Ensuring that all such records are kept confidentially and securely and are separate from student records.
- 3.5 Ensuring that any student currently the subject of a child protection plan who is absent without explanation for two days is referred to Social Care.

#### **4. SUPPORTING VULNERABLE CHILDREN**

We recognise that a child who is abused or who witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

Research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all students by:

- 4.1 Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
- 4.2 Promoting a caring, safe and positive environment within the school.
- 4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children; including the use of LA and agency referral systems to provide Early Help for students.
- 4.4 Notifying Social Care as soon as there is a significant concern.
- 4.5 Providing continuing support to a student about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the student's new school.

Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues.

This includes:

#### **Children who are or have been abused: Physically; Emotionally; Sexually or Neglected.**

**Abuse is a** form of maltreatment of a child.

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

**Types of abuse are:** Physical, Emotional, Sexual, Neglect. A student can also be a child protection concern if she is at risk of or actually harming herself. For example by: self-harming, showing signs of being very stressed or depressed, speaking or writing about wanting to hurt or take her own life, drug taking, truanting.

**This is a link to** the nspcc website information about the different types of abuse as included in the DfE, **KCSIE Part 1 September 2016**

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>

#### **Children who are Looked After (LAC)**

In partnership with the London Borough of Enfield and other relevant Local Authorities as Corporate Parents we have a special duty to safeguard and promote the education of Looked After Children (LAC), and to work with the Virtual School attached to the Looked After Child.

Looked after children are a student group who are vulnerable due to their life circumstances often being complex and for whom issues relating to Child Protection can be present when joining the school or arise at a later time. Our Children Looked After Policy outlines support given to Looked after children.

Schools have a duty to inform the Local Authority if they are aware of or suspect a student is being privately fostered.

**Private fostering** is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

### **Children with Special Educational Needs (SEN)**

See our Special Educational Needs Policy for more information

### **Children being bullied by other children**

We are aware that schools are places where 'peer on peer abuse' can take place (where a child abuses another child). If a member of staff has any concern relating to this they should use our school referral structures to report this.

See our Behaviour for Learning and Anti-bullying policy and Practice for more information

### **Children Missing from Education**

We are aware that a child going missing from education is a potential indicator of abuse or neglect and that such children are at risk of being victims of harm, exploitation or radicalisation. We have a consistent approach to addressing any patterns of poor attendance and/or punctuality and work to provide support to rectify concerns. See our School Attendance and Punctuality Policy for more information.

### **Female Genital Mutilation (FGM)**

The World Health Organisation definition of FGM is:

*"All procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non – medical reasons."*

FGM is Child Abuse

FGM is recognized by the United Nations as a violation of the human rights of girls and women. It is nearly always carried out on minors (between infancy and age 15) and is a violation of the rights of children. It is illegal in the UK and it is child abuse. FGM is under reported in this country. Over 24,000 girls under the age of 15 years in England and Wales are at risk from undergoing FGM either in this country or abroad. The summer holiday's is the period when girls are mostly at risk of FGM.

## FGM Indicators

- The student may confide that she is to have a “special procedure “ which will make her a woman or talk of a ceremony taking place for her or other siblings. There may be talk of vaccinations or talk of absence from school. Girls are more at risk of FGM during school summer holidays
- A student or her family may talk about a long holiday to her country of origin or to a country where the practice is prevalent. This is not enough on it's own but might be significant when added to other concerns.

## Who is at risk of FGM?

The communities in the UK that girls are most at risk of FGM include the Somali, Sudanese, Sierra Leone, Gambian, Liberian, Egyptian, Nigerian, Ethiopian and Eritrean communities. Non-African communities that practice FGM include Yemeni, Afghani, Kurdish, Indonesian, Malaysian and Pakistani Bohra Muslim communities.

## Prevention and Reporting

If you think a girl could be at risk of FGM or have concern relating FGM you must report it immediately as you would any other form of child abuse concern following school CP Concern practice.

If you know or believe that FGM has taken place you must phone the police immediately and make the designated CP lead aware.

## **Children at risk of Sexual Exploitation**

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

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

## Children at risk of Honour based violence (HBV)

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



so called HBV are abuse (regardless of the motivation) and any concerns relating to HBV should be referred to the designated Safeguarding lead following school practice.

## **5 Children at risk of Radicalisation – The ‘Prevent’ Duty**

From 1 July 2015 all schools have been subject to a duty under section 26 Counter-Terrorism and Security Act 2015 to have “due regard to the need to prevent people from being drawn into terrorism”.

This is known as the ‘Prevent duty’.

The context in which **PREVENT** works alongside other organisations relating to anti-terror is:

### **Prevent Pursue Protect Prepare**

The Counter-Terrorism and Security Act 2015 puts a responsibility on schools to participate in work to prevent people from being drawn into terrorism, and challenge extremist ideas that support or are shared by terrorist groups.

**Radicalisation** is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

**Extremism** is vocal or active opposition to fundamental British values, including:

Democracy

The rule of law

Individual liberty

Mutual respect and tolerance of different faiths and beliefs

Also includes calls for the death of members of our armed forces, whether in this country or overseas

Early intervention is at the heart of Prevent in diverting people away from being drawn into terrorist activity. Prevent happens before any criminal activity takes place.

It is about recognising, supporting and protecting people who might be susceptible to radicalisation.

### **Identifying Vulnerable Students**

- Radicalisation does not happen overnight – gradual process that happens over time.
- Frontline staff are invaluable – they can identify patterns of behaviour that show whether a person is engaged in an ideology, is intent on causing harm or capable of committing violent acts
- There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour.
- Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.
- Even very young children may be vulnerable to radicalisation by others
- The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk they must take action when they observe behaviour of concern.

## Our Duty

- It is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified.
- Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation)
- The Prevent duty is entirely consistent with schools' existing responsibilities and should not be burdensome.
- Our duty must be to protect children from harm and to ensure that they are taught in a way that is consistent with our law and values.

## Safeguarding Indicators

Safeguarding children and young people from radicalisation is no different from safeguarding them from other forms of harm. Indicators for vulnerability to radicalisation are similar:

- family tensions
- sense of isolation
- distance from cultural heritage
- personal experience of racism or discrimination
- feeling of failure, low self-esteem, disillusionment
- perceptions of injustice
- adolescence – misguided sense of adventure
- feeling under threat
- a need for identity, meaning and belonging
- a desire for status
- a need to dominate and control others
- a desire for political or moral change
- family or friends involvement in extremism
- mental health issues

### **Vulnerability - How do we know if someone may be in the process of being radicalised?**

Is there reason to believe that the child or young person:

- has access to extremist influences e.g. associates with those known to be involved in extremism or frequents places known to encourage extremism
- accesses internet sites which promote extremism
- possesses and/or distributes extremist literature
- uses extremist narrative or articulates support for extremist causes or leaders
- has significantly changed their appearance or behaviour
- has become involved with a new group of friends
- is searching for answers to questions about identity, faith and belonging
- excuses extreme violence

However, there may be other reasons why they are displaying this behaviour such as drug or alcohol abuse, family breakdown, bullying etc.

## **WHAT TO DO ABOUT A CONCERN**

**Remember: NOTICE - CHECK – SHARE**

If you have concerns speak to the Designated Safeguarding Lead who will where appropriate Contact the Local Authority lead for a hypothetical conversation, refer to the Single Point of Entry (SPOE) or in an emergency to the Police.

## **6 CONFIDENTIALITY**

We recognise that all matters relating to Child Protection are confidential.

The Headteacher or Designated Teacher team will disclose any information about a student to other members of staff on a need to know basis.

All staff are aware that they have a professional responsibility to share information with in order to safeguard children and follow procedures guided by the Child Protection designated lead.

All staff are aware that they cannot promise a child confidentiality following a disclosure or conversation which has caused concern.

## **7 SUPPORTING STAFF**

Staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We work to support staff by providing an opportunity to talk through their anxieties with the designated team and provide guidance of how to seek further support as appropriate.

## **8 ALLEGATIONS AGAINST STAFF**

We understand that a student may make an allegation against a member of staff. The school follows the Local Safeguarding Children's Board guidance for managing allegations against staff.

If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher.

The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) or 'designated officer'.

If the allegation made to a member of staff concerns the Headteacher, the designated teacher will immediately inform the Chair of Governors who will consult with the Local Authority Lead Officer for Child Protection.

## **9 WHISTLEBLOWING**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff are made aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

We have adopted Local Authority policy on Whistleblowing of which all staff are made aware of annually and which can be accessed by all staff members.

## **10 PHYSICAL INTERVENTION**

Members of staff are aware that they must only ever use physical intervention as a last resort, and that must at all times be the minimal force necessary to prevent injury to another person. DfE Guidance (July 2013) on Physical Intervention can be accessed by all members of staff as an appendix to our school Behaviour for Learning Policy.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

## **11 BEHAVIOUR POLICY**

Our school Behaviour Policy acknowledges that to allow or condone bullying, including 'student to student' bullying and cyber-bullying including 'sexting' may lead to consideration under child protection procedures.

UKCISS Guidance: Sexting in schools and colleges, responding to incidents, and safeguarding young people (2016) is a guide for school leaders and designated safeguarding to support them in dealing with sexting related incidents. This document is available to all staff in the Child Protection related documents folder.

## **12 RACIST INCIDENTS**

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

## **13 PREVENTION OF HARM**

We recognise that the school plays a significant part in the prevention of harm to our students by providing good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- 12.1 Ensure and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- 12.2 Ensure that all children know there are adults in the school whom they can approach if they are worried or in difficulty.
- 12.3 Include in the curriculum opportunities for PSHE which equip children with the skills they need to stay safe from harm in the real and digital world and to know to whom they should turn for help.

## **14 HEALTH & SAFETY**

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

## **15 E-SAFETY**

Our E-Safety policy, is a separate document which recognises the need to have strategies to protect children in the digital world.

Annex C in KCSIE Sep 2016 has additional guidance relating to Online Safety.

Our staff code of conduct outlines for staff their responsibility relating to e-safety and social media.

## **16 1:1 WORKING WITH STUDENTS**

All staff need to be very aware of their behaviour, words and body language when working with or having a conversation with a student in a 1:1 environment. It is very important for staff not to place themselves in a situation which makes them and/or a student vulnerable and which could lead to misunderstanding or allegations of inappropriate behaviour.

If a staff member is alone with a student in an office or classroom there should not be a blind or any other item covering the window area fully which prevents visibility.

## **17 VISITORS**

We have a Visitors to the School Child Protection Statement which is given to visitors on arrival to the school.

School reception areas display information about the Designated Child Protection Team on each site.

All staff must advise our Personnel and Cover Officer, or school designated lead of any arrangements that they intend to make for inviting visitors to the school with as much advance notice as possible. This will ensure safer recruitment related discussion and that procedures can be confirmed prior to the visit.

Visitors to the school must be accompanied by a member of school staff at all times.

The staff member who is hosting the visit must ensure that their visitor signs the visitor book and wears a visitor lanyard during the visit. The member of staff must also ensure that at the end of the visit the visitor signs out of the visitor book, returns the lanyard and is escorted off the school site.

## **18 STAFF GUIDANCE RELATING TO A CHILD PROTECTION CONCERN**

**The whole school designated safeguarding lead is Jennifer Gumbrell, First deputy Headteacher**

- Trust your feelings
- Speak to the relevant Achievement Leader ( who have all received Child Protection lead training).
- If they (or you) continue to be concerned complete a 'Logging a Concern' form. **(APPENDIX B)**
- **Email:** marked as CONFIDENTIAL to the Achievement Leader of the student, copied also to the Designated and Deputy Child Protection Lead.

**OR**

- **Hard copy:** passed to Mary Gannon or the lower site admin manager to scan and email as CONFIDENTIAL to colleagues listed above. Hard copy placed in an envelope marked CONFIDENTIAL and given to the relevant Achievement Leader.
- Appropriate Feedback will be given.
- Logging a Concern form does not replace a conversation but is vital to maintaining student records.



Department  
for Education

## **Keeping children safe in education Statutory guidance for all school and college staff**

**Part one: Information for all school and college staff**

**September 2016**

This document is available to be viewed on our shared staff Q Drive.

A hard copy of this is given annually to all members of staff and the school Governing Body to read and sign to confirm that they have done so.

**LOGGING A CONCERN**



Date:	Time:
Name of Child:	
<p style="text-align: center;"><b><u>FACTS</u></b></p> <p style="text-align: center;">Please indicate where you have <u>interpreted</u> what you have been told. Use direct quotes, if relevant.</p> <p><u>Who is/has been involved?</u></p> <p><u>What happened?</u></p> <p><u>Where did it take place?</u></p> <p><u>How often/how long ago?</u></p>	
<p style="text-align: center;"><b><u>OPINION</u></b></p> <p style="text-align: center;">Please offer your opinion about what you have heard/seen/been told/previous concerns</p>	
Any action taken by you:	
Name of person to whom you are passing this information to:	
Your Name:	
Your Signature:	

GUJ 2016



Enfield Safeguarding Children's Board website contains a wide range of information for both professionals and parent/carers.

The website address is: [www.enfield.gov.uk/enfieldscb](http://www.enfield.gov.uk/enfieldscb)

The Chair of the Enfield Safeguarding Board is Geraldine Gavin. See below her introduction from the front page of the website:

## **Message from the Chair**

Welcome to the Enfield Safeguarding Children Board website

The role of the Enfield Safeguarding Children Board is to safeguard and promote the well-being of children and young people.

The information on this website has been produced with our partner agencies, all of whom have a shared responsibility for promoting and ensuring the well-being and safety of children in Enfield. The Board hopes that you find the information on the site helpful and informative whether you are a child young person, carer or an interested member of the public and that it will help you to support the protection of children and young people in Enfield.

The key message is simple – if you're concerned about a child, don't keep it to yourself, tell somebody.

Geraldine Gavin  
Independent Chair, Enfield Safeguarding Children Board

The National Society for the Prevention of Cruelty to Children website is also a useful source of information.

<http://www.nspcc.org.uk/>



**St. Anne's Catholic High School for Girls**

**PROTOCOL FOR VISITORS TO THE SCHOOL**

Welcome to St. Anne's

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all our students and endeavour to provide a safe and welcoming environment where all are respected and valued.

You are asked to read and abide by the following protocol at all times during your visit. This is to protect both you and our students and to ensure that your visit to the school is a positive experience. We ask that you:

- Pre-arrange your visit to the school, wherever possible
- Report to reception on arrival and do not enter the school via any other entrance
- Follow any parking instructions you may be given. If you need to use or move the vehicle during your visit, drive with extra caution while on the premises
- At Reception, explain the purpose of your visit and state who you have come to see. You will be asked to produce formal photographic (wherever possible) identification.
- You will be asked to sign the visitors' record book
- A visitors' badge or lanyard will be issued to you and you should ensure that you wear it, displayed prominently, at all times
- You will be asked to wait in the reception area until you are met by an appropriate member of staff to be escorted to your destination
- Unless it is a legitimate part of your visit to the school, if you find yourself alone with students, you should report to a member of staff or reception
- Do not wander around the school unnecessarily.
- Ensure that your mobile phone is kept on your person at all times. Ensure that neither your phone nor any other equipment you may have with you can be accessed by students.
- Always use appropriate language and behaviour with students and adults
- Do not smoke on the school premises or anywhere when with students.
- Ensure that you read and/or follow any other information that may be given to you, or drawn to your attention, by the school, for example in relation to safeguarding and health and safety
- If you have any concerns regarding a student inform our reception staff before leaving the building, and they will contact an appropriate member of staff.
- On departing the school, leave via reception; signing out of the visitors book and returning your visitor badge or lanyard and be seen to leave the premises.

**THANK YOU**

## **Guide for Staff A Following a Traumatic Event**

Following traumatic events such as the recent Manchester and London terrorist attacks it can be difficult to know what is the best way to support students during registration time, in class or at other times. This guidance may help you to do this.

Incidents like these are shocking and upsetting for everyone and if you are in a situation with student's that you feel uncertain how to cope with or would like support with it is important that you speak with other staff.

### **Younger students**

Providing enough information to complete a story around a difficult event, without overloading the student(s) with too much upsetting information, can help reduce anxiety related to uncertainty or imagined aspects of events.

- Reassure student's that they are safe and tell them what is being done to keep them and others safe.
- Use the student's knowledge of existing stories of strength and heroes they can emotionally borrow from the strength of others when needed.
- Terrorism isn't new! - discussing terrorism in ways children have heard about before, such as the story of Guy Fawkes, can offer a helpful perspective.
- Tune in to student's needs with kindness and gentle open questions. (Joining student's on a journey that we may not be able to see or fully understand and not trying to fix things, make it better, offer advice or sugar coat experiences.
- Try to reduce some anxious uncertainty by giving those responsible a name and explaining that they are a small group of people who make certain choices, although actual attacks are very rare. This not only gives the perpetrators an identity for student's, which helps contain the idea of faceless 'baddies', but also helps to disqualify some of the unhelpful stories they may hear from others.
- Don't make promises that can't be kept. None of us know what is around the corner or what we may all face in the future, especially in the current climate. What we can promise student's is that we will support and care for them. There is always comfort in togetherness and belonging.

### **Older students**

- Find out what they know and try to fill in the gaps with just enough of the information they need – you can always say more as time goes on if needed. However, it is much harder to take information back.
  - Encouraging students to acknowledge and be thankful for what they have.
-