



Act Justly, love tenderly,
walk humbly with your God

ST. ANNE'S
CHILD PROTECTION
2017 – 2018



**CHILD PROTECTION IS
EVERYONE'S RESPONSIBILITY AT
OUR SCHOOL.**



KEEPING CHILDREN SAFE IN EDUCATION STATUTORY GUIDANCE FOR SCHOOLS AND COLLEGES *DFE SEP 2016*

Part one of this document is: Safeguarding information for all staff which outlines:

- ⦿ **What school and college staff should know and do**
- ⦿ **A child centred and coordinated approach to safeguarding**

It states:

‘Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working together to safeguard children.’

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>



Safeguarding children is –

the action we take to promote the welfare of children and protect them from harm - is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

RESPONSIBILITIES



Emmanuelle Danneau-Joyce, Assistant Headteacher is our school Designated Lead for child protection.

Nyree Savin, Deputy Inclusion Manager is our designated Deputy Lead for child protection.

Katherine Hyland, Assistant Headteacher is our Child Protection lead for maintaining staff training records relating to Child Protection and for co-ordinating staff induction.

In addition to the Designated Child Protection leads, all Achievement Leaders are part of the Designated Child Protection Team.

AT ST. ANNE'S WE WILL :



- ◉ Establish and maintain an environment where our students feel secure, are encouraged to talk, and are listened to.
- ◉ Ensure that our students know that all adults in the school can be approached (if they feel they or another child may be at risk of harm).
- ◉ Include opportunities in the curriculum for our students to develop the skills they need to recognise and stay safe from abuse.



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.

[link to nspcc overview from KCSIE Part 1 September 2016](https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/)

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



ADVICE TO STAFF REGARDING A CHILD PROTECTION CONCERN:

Trust your feelings

Speak to the student's Achievement Leader.
If they (or you) continue to be concerned you should:

Complete a 'Logging a Concern' form and email it to safeguardingConcern@st-annes.enfield.sch.uk

This is to ensure a joined up approach to the effective support of potentially vulnerable students.

The 'Logging a Concern' template can be found in the staff shared drive folder:

General Information/ Policies / Child Protection

Alternatively:

'Logging a Concern' templates can also be found as hard copies in a labelled drawer in both staffrooms.

When completed the form should be handed to *Emmanuelle Danneau Joyce, Nyree Savin* or the Achievement Leader of the student concerned who will ensure that the information is shared and acted on in line with school policy.

Feedback will be given on a 'need to know' basis, but it is very important to keep information professional and confidential as it can be of a sensitive nature.



1:1 WORKING WITH STUDENTS GOOD PRACTICE



All colleagues 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 that colleagues do not place themselves in a situation which could make them and/or a student vulnerable and which could lead to misunderstanding or allegations of inappropriate behaviour.

If a colleague is with a student in a 1:1 situation in an office or classroom there should not be a blind or any other item covering the window area fully which prevents visibility.

VISITORS



- ◉ We have a Visitors to the school Safeguarding Statement which is given to visitors on arrival to the school.
- ◉ All staff must advise Kathy Worrall our school Personnel and Cover Officer, or Emmauelle Danneau Joyce, School Designated Lead of any arrangements that they intend to make for inviting visitors to the school and this should happen as much in advance as possible. This will ensure that any safer recruitment related discussion and procedures can be put in place prior to the visit.

VISITORS CONT...



- ◉ Visitors to the school must be accompanied by a member of school staff at all times unless safer recruitment checks have been made and there is a record of this having taken place.
- ◉ 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.

STUDENT CONFIDENTIALITY



Do not offer student confidentiality.

You will not be able to do this and perform your part in safeguarding our students and being professional (and the student is likely to feel further down the line that you have betrayed her!)

You could say something like: 'I can't promise you that I won't speak to anyone else about this; but I do promise that I will only tell the people who need to be told'.

CRITICAL INCIDENT GUIDANCE



- ◉ We have a Critical Incidents Policy with guidance on how to manage a critical incident if one were to take place on one of the school sites during the school day.
- ◉ Our policy was reviewed during the last academic year as part of our continued safeguarding work and in light of a number of terrorist attacks taking place in public areas.
- ◉ It is difficult to give specific advice to staff about what to do in the event of a critical incident occurring without knowing what it might be, but here our guidance:

CRITICAL INCIDENT GUIDANCE



- ◉ You may have heard or read the phrase “Run, Hide, Tell”. We have adapted this for use in our school. There could be an incident which needs immediate evacuation or ‘lockdown’
- ◉ **Evacuation:** The fire sounders will be triggered. The evacuation should be no different than a fire evacuation. If everyone needs to move to a place a safety you will directed to escort students from the ‘usual’ assembly point to: the far end of the playing field (LS) or the Muslim Community Education Centre (US – between the school and the North Circular) from where further directions will be given.
- ◉ **Lockdown:** The class bell will beep several times: close the door, barricade it with tables, if possible, and get all students on the floor. Aim to keep students calm. Await further instructions. If out of class time or not in a room use initiative to safeguard students and yourself. This will be practiced soon.



PREVENT

- ◉ 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 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 AND EXTREMISM

- ◉ **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



AS A SCHOOL

- ◉ Early intervention is at the heart of Prevent in diverting people away from being drawn into terrorist activity.
- ◉ It is about recognising, supporting and protecting people who might be susceptible to radicalisation.

IDENTIFYING VULNERABLE STUDENTS



- ◉ 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.
- ◉ The Prevent duty does not require teachers 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.

PREVENT – OUR DUTY



- ◉ 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 consistent with our existing safeguarding responsibilities.

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



- ◎ 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 such 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 Child Protection Lead who will if felt necessary discuss and then refer the concern to the Single Point of Entry (SPOE) or in an emergency to the Police.

FGM – FEMALE GENITAL MUTILATION



- ◉ **World Health Organisation definition**

- ◉ “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 & REPORTING



- School staff can play a key role in protecting girls from FGM.
- 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.



We have a clearly Designated Child Protection Team and guidance for all staff in this policy and other related documents which we believe provides a systematic whole school approach to Child Protection Practice with communication and a joined up approach which supports our students.

Our school adopted Whistleblowing Policy outlines how to address a situation if you were to feel that a concern that you have has not been adequately addressed.

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/enfieldlscb



Following this Child Protection update you will sign a confirmation sheet confirming that you have heard/read and understand your responsibility relating to Safeguarding and Child Protection Practice and that you have read the September 2016, DfE 'Keeping children safe in education Part 1: Safeguarding Information for all Staff

A copy of this will be given to you at the beginning of the school year or when you join the school and this along with other information and guidance is on our school staff shared drive. There is also clear information and guidance for staff in the annually updated Staff Handbook and in the lower and upper site staffrooms.

SUPPORTING YOU

Being involved with a student who has suffered harm, or appears to be likely to suffer harm can be stressful and upsetting. We will support you by providing an opportunity to talk with the Designated Child Protection Lead in regards to your feelings, or can signpost you to appropriate counselling services.

