St. Antony's Catholic Primary School
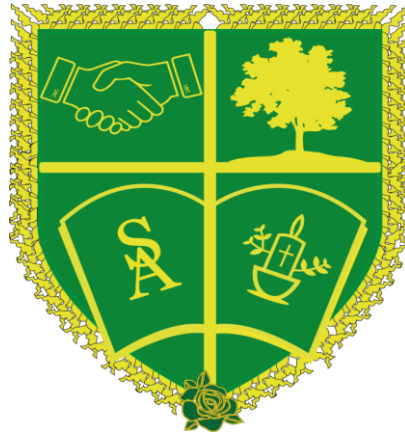
Child Protection and Safeguarding Policy

Learning together in God's love

Agreed by Staff: September 2024
Agreed by Governing Body: September 2024
Next Review date: September 2026

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Introduction and Policy Statement

<u>Ethos</u>

Our Catholic ethos is embedded in all aspects of school life as we place Christ central to what we do and are influenced by the Core Christian Principles which underpin every policy and procedure which guide our day to day practice. Keeping our children safe at St Antony's is encapsulated in our Mission Statement and in our Philosophy and Overarching Aims for the school.

Our Mission Statement

At St. Antony's Catholic School we celebrate our special talents as children of God:

1. *We try to be like Jesus and always keep Him in our hearts.*
2. *We work together in our homes, school and parish to share our gifts and learn together.*
3. *We understand that we are all different and we respect each other regardless.*
4. *We look after our world so that we may share it together in peace*

As by doing all these we ensure that we are all 'LEARNING TOGETHER IN GOD'S LOVE' each day

Philosophy/Overarching Aim

As a school family our aim is to make a real difference in our children's lives. We believe that **Keeping Children Safe in Education** runs central to all the work that is done towards raising our children's overall educational achievement. If a child is safe, valued, well cared for and protected from maltreatment and neglect along with having their human rights secured then this is fundamental towards improving their future quality of life and by extension their families'. We are determined to ensure that all our children are not only safe in education but we also aim to eradicate the impact and stigma of low expectations regarding educational standards and achievement that are rife in the wider local community. We aim to do this by acknowledging and challenging the impact of disadvantage and discrimination in all forms that exist around the pupils under our care.

All schools and their staff inclusive of ours, form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfill this responsibility effectively, all professionals working in or with our school should make sure their approach is child-centered. This means that they should consider, at all times, what is in the best interests of the child. (Keeping Children Safe in Education – DfE, 2024)

This Child Protection Policy is for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school. It should be read in conjunction with the Safeguarding Statement, Safer Recruitment Policy, Staff Code of Conduct Policy, Whole School Behaviour Policy, Health and Safety Policy, Educational Visit Policy and E-safety Policy. It should also

be read in conjunction with Keeping Children Safe in Education (DfE, 2024 and the updated version 2nd September 2024).

The definition of safeguarding has been changed to make it more reflective, though not identical to that included in the new Working Together to Safeguard Children Guidance issued in December 2023. The KCSIE definition is:

Safeguarding is:
- providing help and support to meet the needs of children as soon as problems emerge.
- protecting children from maltreatment, whether that is within or outside the home, including online.
- 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 (para 3).

The triggers for Early Help in para 18 have now been changed to include:

·   "is frequently missing/goes missing from education, home or care."
The language reflects the new School Attendance Guidance.

·   "has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit."

It is notable that elsewhere in the document, there is renewed emphasis on schools' responsibility to have oversight of the safeguarding of any pupils attending Alternative provision. "has a parent or carer in custody."

Statutory framework
Section 175 of the Education Act 2002 updated 30th July 2023 *(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 Newham are the responsibilities of the Local Safeguarding Children Partnership Newham (NSCP). In Newham, all professionals must work in accordance with the SET Procedures (NSCP, updated March 2023).

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

Keeping Children Safe in Education (DfE, updated June 2024) **Working**

Together to safeguard children (HMG, updated July 2023) **Early Years**

Foundation Stage Framework (updated 12th July 2023) **Education Act**

2002 (updated 26th June 2023)

Teachers Standards (updated 13th December 2021)

Support and Protection for Children and Young People in Newham (NLSCB, 2024)

Counterterrorism-Prevent and Security Act (HMG, 2015 updated April 1st, 2021)

Serious Crime Act 2015 (Home Office, 2015 updated April 2021)

Sexual Offences Act (2003)

Education (Pupil Registration) Regulations 2016

Information sharing advice for safeguarding practitioners (HMG, updated 12th July 2023)

Data Protection Act 2018

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

Searching, screen and confiscation (DfE, 2014, updated 19th July 2023)

Children's Act 2004 updated 1st July 2023

Preventing and Tackling Bullying (DfE, 2017),

Female Genital Mutilation Act 2003 (S. 74 – Serious Crime Act 2015)

Anti-Phishing Working Group (2022)

Meeting digital and technology standards in schools (29th March 2023)

Keeping children safe in out-of-school settings (21st October 2020)

Roles and responsibilities
All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of governors with strategic oversight for safeguarding those in our school with these specific responsibilities are: Mr Lo and Sharlene Plant

The Governing Body
The governing body ensures that the policies, procedures and training in our school are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed at least annually.

The governing body ensures there is a named designated safeguarding lead and deputy safeguarding lead in place. These are currently: **Miss Jenella Baptiste (AAHT SENCO) and Mrs. Lotoya White (EYFS Lead) as well as Mrs. Angela Moore (Head).**

The governing body ensures the school contributes to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.

The governing body ensures that all staff members 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 knowledge to keep our children safe.

The governing body ensures that children are taught about safeguarding, including online, ensuring that that appropriate filters and monitoring systems for online usage are in place. Our children will be taught how to keep themselves safe through teaching and learning opportunities as part of a broad and balanced curriculum.

The governing body and school leadership team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might 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 ensures that volunteers are appropriately supervised in school.

The Designated Safeguarding Lead: Miss Baptiste
The designated safeguarding lead in school takes lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. The Designated Safeguarding lead ensures that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. The Designated Safeguarding lead acts as a source of advice and support for other staff (on child protection matters) and ensures that timely referrals to Newham Children's Social Care are made in accordance with current SET procedures. The Designated Safeguarding lead works with the local authority and other agencies as required.

If for any reason the designated safeguarding lead is unavailable, then the Designated Safeguarding Team (the school's SLT) will act in their absence.

The Head Teacher
The Head Teacher works in accordance with the requirements made of all school staff. In addition, Mrs. Moore ensures that all safeguarding policies and procedures adopted/ratified by the governing body are followed by all staff.

All school staff
Everyone in St. Antony's Catholic Primary has a responsibility to provide a safe learning environment in which our pupils can learn. All staff members are prepared to identify pupils who may benefit from **Early Help** and understand their role within this process. This includes identifying any emerging problems so appropriate support

may be provided. They are also asked to liaise with the designated safeguarding lead to report any concerns as they arise.   All staff members are aware of and follow school processes (as set out in this policy) and the DSL and Safeguarding Team are aware of how to make needed referrals to Social Services if there is the need to do so.

Filtering and Monitoring
Governors and the Senior Leadership Team have over all responsibilities for the online safety of our children. To ensure that our children are protected from harmful and inappropriate online material. The four main areas of risk include the following:

- **content**: being exposed to illegal, inappropriate, or harmful content, for example: fake news, racism, self-harm, radicalisation, and extremism.
- **contact**: being subjected to harmful online interaction with other users; for example: child on child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial gain.
- **conduct**: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g., consensual and nonconsensual sharing of nudes and semi-nudes, sharing other explicit images and online bullying,
- **and commerce**: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Staff in all sections of the school are aware of the signs of online abuse and they responsibility for filtering and monitoring to safeguard the welfare of our children and provide them with a safe learning environment.

Our school is directly responsible for ensuring that we have the appropriate level of security protection procedures in place to safeguard our systems, staff and children and review the effectiveness of these procedures annually and to keep up with evolving cyber-crime technologies.

Use of school premises for non-school activities
Where the school hires or rents out our school facilities or premises to an organisations or individuals (for example to community groups, church community extra-curricular activities) we should ensure that appropriate arrangements are in place to keep our children safe. When services or activities are provided by the governing body or school, under the direct supervision or management of our SLT then our arrangements for child protection will apply however, if services are provided by another organisation then this may not be the case, it is the responsibility of the SLT to ensure that the organization has the appropriate safeguarding and child protection policy and procedures in place.

Safer Recruitment
Types of abuse / specific safeguarding issues

Keeping Children Safe in Education (DfE, 2024) defines abuse as the maltreatment of a child.

"Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children"

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

- Physical
- Emotional
- Sexual
- Neglect

Our staff all across the school are aware of the signs of abuse and neglect so we are able to identify pupils who may be in need of help or protection.

Peer-on -peer Child Abuse
Our school may be the only stable, secure and safe element/environment in the lives of some children at risk of, or who have suffered harm under one or more of the categories highlighted under KCSIE. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of Peer-on-peer child abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

Peer-on -peer child abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse and the sharing of nude and semi-nude images, can be signs that children are at risk of harm. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons 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 child abuse and we will make every effort to reassure victims that they are taken seriously and that they will be supported and kept safe. We will try our best to ensure that victims are never given the impression that they are creating a problem by reporting abuse. Nor will we make the victim feel ashamed to have reported the abuse. Please see our whole School Behaviour Policy for school procedures.

Children with Special Educational Needs and Disabilities (SEND)
St. Antony's Catholic Primary understands that children with special educational needs (SEND) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognizing abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as mood and injury relate to the child's disability without further exploration;
- children with SEN and Disabilities can be disproportionally impacted by things like bullying or peer on peer abuse- without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers

The onus is therefore then on the school to ensure that there are high levels of vigilance in place to identify, assess, process and address any cause for concern that may arise with regards to pupils who fall within this classification.

Children Missing Education
Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.
CME are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

The Government's statutory guidance Children Missing Education (September 2016) sets out the key principles to enable local authorities in England to implement their legal duty under section 436A of the Education Act 1996 to make arrangements to identify, as far as it is possible to do so, children missing education (CME).

All children, regardless of their age, ability, social or immigration status, challenge, aptitude and any special education needs they may have, are entitled to a full-time education. Our school recognises that children who are absent from education for prolonged period of times or at regular intervals is a potential indicator of abuse or neglect and will follow the school's procedures for unauthorized absences and for children who are absent from education. Parents should always inform us of the reason for any absence. Where contact is not made, the school will take the initiative to contact the home even to the point of making a home visit and if there is still a cause for concern- a referral may be made to another appropriate agency (Children Missing Education Statutory guidance for schools, Social Services, LADO, Newham Triage or The Police).

Our school must 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- however, our school has built in systems which sees us being far more vigilant as we track pupil attendance daily and weekly and call the homes of children who are absent on **day one** of their absence from school to ascertain reasons for absences from parents or guardians.

Child Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of or under clothing.
Sexual abuse also includes non-contact activities such as involving children in looking at in appropriate content of a pornographic or violent nature in books or magazines, online or on mobile phones. Involving children in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate way or grooming a child in preparation for abuse (including via the internet) are all prohibited. Sexual abuse is also not solely perpetrated by adult males as women can also commit acts of sexual abuse, as can other older children on younger children or peer on peer abuse can occur with children of the same age group.

Child Sexual Exploitation or Child Criminal Exploitation (CSE and CCE) is a form of sexual abuse.

Working Together to Safeguard Children and the **National Working Group for Sexually Exploited Children and Young People** define sexual exploitation as: Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive "something" (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money or housing) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation and Child Criminal Exploitation can occur through the use of technology without the child's immediate recognition: for example being persuaded to post sexual images on the internet/mobile phone without immediate payment or gain as in 'semi- nude images'. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength, and/or economic or other resources.

Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability." It involves perpetrators grooming their victims in various ways, such as in person, via mobiles, or online to gain their trust before emotionally and sexually abusing them for their own gain. CSE or CCE can take place in many forms, whether through a seemingly consensual relationship, or a young person being forced to have sex in return for some kind of payment, such as drugs, money, gifts or even protection and affection.

CSE can occur through non-contact activity, through the use of technology, without the child's consent or them recognising that it's happening. For example they may be persuaded to post sexual images over the internet or via text and this is then used to generate income or becomes 'viral' exposing the child to the viewing of a wide audience without their knowledge or consent.

It can be carried with actual violence or the threat of violence, which may prevent the child from telling people about the abuse, or breaking free from the cycle of exploitation.

CSE or CCE is a hidden crime that can affect any child, any time regardless of their social or ethnic background. It is perpetrated by adult males, women, and other older children or peers as in Secondary, College or University students.

It is understood that a significant number of children who are victims of CSE or CCE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE or CCE and will take appropriate action to respond to any concerns.

The designated safeguarding lead is the named CSE and CCE Lead in school who works with other senior staff to identify causes for concern at any level across the school on these issues and will work with other outside agencies as appropriate to address issues as and when they arise.

Female Genital Mutilation (FGM)
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 a severe form of child abuse.

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of 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 this issue, and in line with existing local safeguarding procedures.

Forced Marriage
A forced marriage is one entered into without or 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. This affects both males and females.

Prevention of Radicalisation
As of July 2015, the Counter-Terrorism and Security Act (HMG, 2015) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, 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 a safe spaces in which children / 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 as they arise or are evident around them
- **Be mindful of their existing duties to forbid political indoctrination** and secure a balanced presentation of political issues-ensuring that Core British Values are established, discussed, understood and practiced.

Supporting Children who need a Social Worker
Children may need a social worker due to safeguarding or welfare needs such as abuse, neglect and complex family circumstances. These experiences can leave children vulnerable to further harm, as well as potentially creating barriers to attendance, learning, behaviour and mental health. Our local authority (London Borough of Newham) will inform us if a child has a social worker, and the DSL will hold and use this information in the best interests of the child's safety, welfare and educational outcomes, such as when decisions are made on. Responding to unauthorised absence or missing in education where there are known safeguarding risks. The provision of pastoral and/or academic support will be applied where appropriate.

Supporting Children who need mental health support

The Leadership Team will ensure that there are clear systems and processes in place for identifying possible Mental Health problems, including routes to escalate and clear referral and accountability systems in school.

Safeguarding Procedures:

All action are taken in accordance with the following guidance:

- **Newham Local Safeguarding Children Partnerships guidelines** – the SET (Newham) Child Protection Procedures (NLSCB, 2024)
- **Keeping Children Safe in Education** (DfE, 2024)
- **Working Together to Safeguard Children** (DfE, 2023)
- **Support and Protection for Children and Young People in Newham** (NLSCB, 2024)
- **PREVENT Duty** – Counterterrorism and Security Act (HMG, 2021)

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place and the name of the **Designated Safeguarding Lead** (and deputies) and how to share concerns with them.

Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that a form of abuse may have occurred **must** report it immediately to the **Designated Safeguarding Lead or Designate.**

- **The designated safeguarding lead or the deputy will immediately refer cases of suspected abuse or allegations to the Triage** by telephone and in accordance with the procedures outlined in the SET procedures (NLSCB, 2024) and in ''Support and Protection for Children and Young People in Newham'' (NSCB, 2024)
- Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to Children's Triage Service, 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 as the parent may be the perpetrator. On occasions, it may be necessary to seek advice from Children's Triage Service and / or Police in making decisions about when it is appropriate to share information with parents / 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 re-consideration of the case with the designated safeguarding lead.

Safeguarding contact details are displayed in the school to ensure that all staff have unfettered access to safeguarding support.

Training

The Designated Safeguarding Lead (and team) must undertake Advanced Child Protection Training at least every two years. The Head Teacher, all staff members and governors must receive appropriate **Child Protection Training** which is regularly updated at least once annually and in line with advice from the Newham Local

Safeguarding Children Partnership (NLSCB). In addition, all staff members are to receive safeguarding and child protection updates as required to stay abreast with current practice and mandates- at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Records of any Child Protection Training undertaken are to be kept for all staff and governors in governors and staff training records.

The school must also ensure that the designated safeguarding lead (and team) also undertakes training in inter-agency working and other matters as appropriate

Professional Confidentiality
Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of **staff must never guarantee confidentiality to anyone about a safeguarding concern** (including parents / carers or pupils), 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 and may require further referral to and subsequent investigation by appropriate authorities.

Information on individual child protection cases may be shared by the designated lead (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.

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 organizations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organizations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

Well-kept records are essential to good child protection practice. **Our school is clear about the need to record any cause for 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, noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. **All records will be dated and signed and will include the action taken**. This is then presented to the designated safeguarding lead (or deputy), who will decide on appropriate action and record this accordingly.

Any records related to child protection are kept in an individual child protection file for that child (which is separate to the pupil file). All child protection record

are stored securely and confidentially and will be retained for 10 years after the pupil's date of birth, or until they transfer to another school.

Where a pupil transfers from our school to another school their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving school's designated safeguarding lead, with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school and then destroy any copies held in our school.

Where a pupil joins our school, we will request child protection records from the previous educational establishment (if none are received).

<u>**Interagency working**</u>
It is the responsibility of the designated safeguarding lead to ensure that the school is represented at, and that a report is submitted to, any child protection conference called 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) / carer (s). Whoever attends will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.

If a child is subject to a Child Protection or a Child in Need plan, the designated safeguarding lead will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation. If the school is part of the core group, the designated safeguarding lead will ensure the school is represented, provides appropriate information and contributes 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 to do so would place the child at further risk of significant harm. In this case the designated
safeguarding lead will inform the child's key worker immediately and then record that they have done so and the actions agreed.

<u>**Allegations about Members of the Workforce**</u>
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 / Code of Conduct.

The school works in accordance with statutory guidance and the SET procedures (NLSCB, 2024) in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current SET procedures provides detailed information on this.

The school has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Head Teacher (or the Deputy Head Teacher in their absence). This role is distinct from the designated safeguarding lead as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential and the school must operate within statutory guidance around Data Protection.

Where the concern involves the Head Teacher, it should be reported direct to the Chair of Governors.

SET procedures (NLSCB, 2024) require that, where an allegation against a member of staff is received, the Head Teacher, senior named person or the Chair of Governors must inform the duty Local Authority Designated Officers Nick Pratt / Alan Mihu (LADO) in the Children's Workforce Allegations Management Team on **0203 3733803** within one working day. However, wherever possible, contact with the LADO should be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents and HR. The school does not carry out any investigation before speaking to the LADO.

 Whistleblowing
Whistleblowing is '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 staff committing an act of violence or abuse of any form on pupils or other staff in the school.

All staff 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 / Whistleblowing policy.

We want everyone to feel able to report any child protection / safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) 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 ONE

DEFINITIONS AND INDICATORS OF ABUSE

1. NEGLECT is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- **Provide adequate food, clothing and shelter (including exclusion from home or abandonment);**
- **Protect a child from physical and emotional harm or danger;**
- **Ensure adequate supervision (including the use of inadequate care-givers); or**
- **Ensure access to appropriate medical care or treatment.**

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. The following may be indicators of neglect (this is not designed to be used as a checklist):

- **Constant hunger;**
- **Stealing, scavenging and/or hoarding food;**
- **Frequent tiredness or listlessness;**
- **Frequently dirty or unkempt;**
- **Often poorly or inappropriately clad for the weather;**
- **Poor school/academy attendance or often late for school;**
- **Poor concentration;**
- **Affection or attention seeking behaviour;**
- **Illnesses or injuries that are left untreated;**
- **Failure to achieve developmental milestones, for example growth, weight;**
- **Failure to develop intellectually or socially;**
- **Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;**
- **The child is regularly not collected or received from school; or**
- **The child is left at home alone or with inappropriate carers**

2. **PHYSICAL ABUSE** Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

3. **SEXUAL ABUSE** Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit act of sexual abuse, as

~~can other children. The following may be indicators of sexual abuse (this is not~~ designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

4. **SEXUAL EXPLOITATION** Child sexual exploitation occurs when a child or young person, or another person, receives "something" (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person. The presence of any significant indicator for
sexual exploitation should trigger a referral to children's social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

5. **EMOTIONAL ABUSE** Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views,
deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders – anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as "traumatic mutism") can indicate maltreatment.

6. RESPONSES FROM PARENTS Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household.

7. DISABLED CHILDREN When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example calipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

APPENDIX TWO <u>INDICATORS OF</u>

<u>VULNERABILITY TO RADICALISATION</u>

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as:

   Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:

   The demonstration of unacceptable behaviour by using any means or medium to express views which:

   - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
   - Seek to provoke others to terrorist acts;
   - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
   - Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school / academy staffs are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

   - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
   - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
   - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Please also see key document: All schools are required to have a Child Protection Policy that guides the procedures and practices of staff when safeguarding children and promoting their welfare.

St. Antony's Catholic Primary School takes very seriously its duty of care towards all its pupils who have been entrusted to its care and seeks to provide a school environment where all children are safe, secure, valued, respected, and listened to.