

Safeguarding Policy

FOR



ST. ANNE'S
R.C. VOLUNTARY ACADEMY

Policy Adopted February 2023

Review date: October 2023

Signed:

Sean Thorpe

(Chair of Governors)

St Anne's RC High School Safeguarding Policy

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RATIFIED BY THE GOVERNING BODY	April 2023
SIGNED:	CHAIR OF GOVERNORS & SAFEGUARDING GOVERNOR
TO BE REVIEWED:	October 2023

At St Anne's RC Voluntary Academy the following members of the academy community hold the following positions

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Safeguarding Governor
** Mr Christian Ostmeier	Miss Arianna Rees	Mrs Angela Ogden

Concerns or allegations about a member of staff or volunteer should be shared with:

The Executive Headteacher	** Head of School	Chair of Governors (in the event of an allegation against the Executive Headteacher)
Mr Sheldon Logue	Mrs Michelle Critchlow	Mr Sean Thorpe

Table of Contents

CATHOLIC DUTY	6
OUTLINE	6
SAFEGUARDING DEFINITION:	6
CHILD PROTECTION DEFINITION:	6
RATIONALE:	6
Information sharing and confidentiality	7
PURPOSE:	8
LANGUAGE:	8
CONTENTS	9
PREVENTION	9
DEFINITIONS	12
Abuse	12
Physical abuse	12
Emotional abuse	12
Sexual abuse	12
Neglect	13
Complex Safeguarding	13
Child Sexual Exploitation (CSE):	13
Children and young people who harm others (also referred to as Peer-on peer abuse)	14
Sexual violence and sexual harassment	14
Contextual Safeguarding	15
ROLES AND RESPONSIBILITIES	16
The use of 'reasonable force'	17
Students who harm others (peer- on- peer abuse)	18
SAFER USE OF THE INTERNET AND DIGITAL TECHNOLOGY (including Early Years provision)	19
Use of mobile phones	19
Work mobile phones	20
Personal mobile phones	20
Camera: Photography and images	20
THE SHARING OF NUDE AND SEMI NUDE IMAGES	22
CYBER-BULLYING	23
ONLINE & GAMING SAFETY	23
MENTAL HEALTH AND WELLBEING	23
PROCEDURES AND RECORD-KEEPING	23

Children Missing out on Education and Missing from Education	25
SUPPORTING VULNERABLE PUPILS	26
Children with special needs and disabilities	26
EARLY IDENTIFICATION RECOGNISING & RESPONDING TO SAFEGUARDING NEEDS	27
EXTREMISM AND RADICALISATION	29
OTHER SPECIFIC SAFEGUARDING ISSUES	29
Domestic abuse/violence	29
Honour Based Violence (HBV) including Forced Marriage (FM):	30
Female Genital Mutilation (FGM):	30
Breast Ironing:	30
The criminal exploitation of children	30
SERIOUS YOUTH VIOLENCE	31
Exceptional circumstances	31
Site safety	32
SAFER RECRUITMENT AND SAFER WORKING PRACTICE	33
STAFF LEARNING AND DEVELOPMENT	35
GOVERNING BODY DUTIES & RESPONSIBILITIES	36
OTHER RELATED POLICIES	37
APPENDICES	39
POSTER	39
USEFUL LINKS, FURTHER ADVICE AND GUIDANCE	39
Local Guidance	39
Greater Manchester Safeguarding Procedures	39
Young People and Self-harm- Stockport Academics' Version	39
Stockport Female Genital Mutilation Pathway	39
Stockport procedures for responding to child sexual exploitation	39
Stockport Suicide Prevention	39
Greater Manchester Project Phoenix (action against child sexual exploitation)	39
Stockport Early Help Assessment	39
Private Fostering in Stockport	39
Information Sharing and Team Around the Academy	39
Information Governance	39
Stockport Safeguarding Children Board	39
National Guidance & Resource	39
Keeping_Children_Safe_in_Education 2022	39

Working_Together_to_Safeguard_Children-2018	39
What-to-do-if-you're-worried-a-child-is-being-abused	40
Teachers-standards	40
Responding to sexting incidents	40
Sexting_In_Academys_Jan17.pdf	40
Prevent-duty-guidance	40
Educate Against Hate	40
Safeguarding-children-who-may-have-been-trafficked-practice-guidance	40
Multi-agency statutory guidance on FGM	40
Role of Designated teacher	40
Promoting the education of Looked After and Previously Looked After Children	40
INFORMATION YOU MAY BE ASKED TO PROVIDE	40
INFORMATION & TELEPHONE NUMBERS FOR CONSULTATION AND REFERRAL	
Other Useful Information – Role of the Designated Officer	40

CATHOLIC DUTY

Jesus said, "Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these." Matthew 19:14

Safeguarding is a duty that is rooted in the message of Jesus and in the mission of the Church. Children are a precious gift from God and it is our responsibility as adults to care for them, protect them and keep them from harm. God created all of our students in his own image and likeness and therefore as a catholic academy we acknowledge the value of every human life. We wish for all our students to live the full and abundant life God desires for them. For this reason, we aspire to the highest standards with regard to the safeguarding of our students.

OUTLINE

Safeguarding and promoting the welfare of children and young people is everyone's responsibility. Everyone who comes into contact with children, their families and carers has a role to play in safeguarding them and promoting their welfare. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt and restorative action. In line with this understanding, any adult working or volunteering in the academy community has a responsibility to recognise when a child or young person may be in need or be vulnerable in some way, and to respond to this recognition in a timely and appropriate way.

SAFEGUARDING DEFINITION:

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (*"Working Together to Safeguarding Children" 2018*)

CHILD PROTECTION DEFINITION:

Child Protection is a part of the safeguarding agenda. It refers to the action that is required to be undertaken to protect children who are suffering, or are likely to suffer, significant harm.

THIS POLICY ENCOMPASSES CHILD PROTECTION.

RATIONALE:

At St Anne's RC Voluntary Academy we recognise the responsibility we have under Section 175/157 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The Governing Body approve the S175/157 return to the LA on a yearly basis. This policy demonstrates the academy's commitment and compliance with safeguarding legislation.

Staff and volunteers working in our academy have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to the correct persons or services for support and intervention. Everyone working or volunteering at this academy is trained to recognise signs of concern and in line with this policy, must report concerns following academy and local authority procedure

Staff are updated on safeguarding issues frequently across the year via year team meetings by the Safeguarding team. These updates include learning from serious case reviews and local learning reviews on how to improve practice to prevent children from harm.

In our academy we believe that the welfare of every child is paramount and we take safeguarding very seriously. Therefore, should staff have any concerns they feel are of a safeguarding nature, they are expected to report, record and take the necessary steps to ensure that the child is safe and protected and that key staff in academy are aware promptly of any such concerns. We are aware that this can lead to challenge from parents/carers, but at all times we collectively work to ensure that the child is at the heart of all our decisions and that we act in their best interests.

As part of our commitment to and compliance with safeguarding legislation and guidance; we also refer to:

- Working Together to Safeguard Children 2018
- What to do if you are worried a child is being abused. 2015
- Keeping children Safe In Education 2022
- Guidance for safer working practice for staff working in education settings. October 2015
- Greater Manchester Safeguarding Policies and Procedures
- Preventing and tackling bullying advice
- Mental Health and behaviour in academies November 2018
- Designated Teacher for Looked After and Previously Looked After Children. February 2018
- Academy online safety policy
- Staff Code of Conduct
- Staff use of mobile phones and Social Media Policy

Information sharing and confidentiality

We take data handling and information sharing seriously. Academy staff have received appropriate training in relation to information sharing and confidentiality. We have a trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR)

to ensure that our academy is compliant with confidentiality and information sharing requirements. Our DPO is Mr Gary Sugden

Sharing information enables practitioners and agencies to identify and provide appropriate services that safeguard and promote the welfare of children.

Where we share information in relation to safeguarding or a child protection matter we follow local and national guidance, we pay particular regard to [Information sharing advice for practitioners in safeguarding services](#) and [Data Protection Toolkit for Academies](#). Sharing information enables practitioners and agencies to identify and provide appropriate services that safeguard and promote the welfare of children.

Where we share information in relation to safeguarding or a child protection matter we follow local and national guidance, we pay particular regard to [Information sharing advice for practitioners in safeguarding services](#) and [Data Protection Toolkit for Academies](#)

PURPOSE:

The purpose of the policy is to ensure that the welfare of children is understood and promoted at all times. In this academy we understand that the welfare of the child is paramount.

We strive to ensure that all children regardless of their age, gender, ability, culture, race, language, religion or sexual identity are protected from harm in all its forms. All staff and volunteers have an equal responsibility to act on concerns, suspicions or disclosures that lead them to suspect or understand a child may be at risk of harm.

As part of our duty of care we also work to ensure that pupils and staff involved in safeguarding and child protection issues receive appropriate support.

In line with Keeping Children Safe in Education 2022 we work with a range of partners and adhere to local practice guidance supported by The Stockport Safeguarding Children Partnership.

All staff and volunteers and sessional workers are required to adhere to our Code of Conduct (including the use of ICT and social media). All staff and volunteers understand what to do if there are concerns or allegations about any adult working or volunteering in our academy during or outside of the normal academy day.

The procedures contained in this policy apply to all staff, volunteers, sessional workers, students, agency staff or anyone working on behalf of St Anne's RC Voluntary Academy. We expect that this policy takes primacy over other agency policies when work is being delivered on this site and/or on our behalf, as we maintain a duty of care to all in our academy community. Any expected exception to this must be named and negotiated ahead of work being undertaken. Colleagues from partner agencies who are based in our academy adhere to academy policies with regard to reporting concerns, safer working practice and the use of ICT.

LANGUAGE:

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best life chances.

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

Child Protection refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Staff refers to all those working for or on behalf of the Academy in either a paid or voluntary capacity and will be used from this point on in this document.

Child refers to all young people who have not yet reached the age of 18. Students who are 18 years of age or older will be considered as children with regards to the application of this policy.

Parent refers to birth parents and other adults who are in a parenting role including: step-parents, foster parents, carers, special guardians and adoptive parents.

CONTENTS

This policy has been divided into four key areas:

- Prevention
- Procedures and Record Keeping
- Safer Recruitment
- Additional information and sources of support

Additional materials are referenced or provided in the Appendices.

Detailed procedural guidance and additional references are available to all staff and governors here- [Greater Manchester Safeguarding Procedures](#).

PREVENTION

We will establish and maintain an ethos where:

Children feel safe and secure in an environment which allows them to learn, and develop on a journey to achieving their full potential. We will educate and support our children in an inclusive, supportive non-judgemental environment.

Children understand that there are adults in the academy whom they can talk to if worried, scared or facing difficulty. We will work hard to be a restorative staff team who actively listen and respond.

Staff development and awareness in respect of safeguarding is given the highest priority across the academy to ensure we all fully understand and implement the national and local agenda. All our staff and volunteers are required to read Keeping Children safe in Education (KCSiE) Part 1 and annex A. All staff are required to undertake annual safeguarding training and update training in line with KCSiE 2022.

Staff development ensures that all members of the academy community are alert to how mental health problems can underpin behaviour issues and recognise that under the Equality Act 2010, some mental health issues will meet the definition of disability.

Academy processes ensure that pupils experiencing mental health problems are well supported effectively, working with external support where needed.

Educating our students about Safeguarding

We deliver a broad, balanced and age appropriate PSHE (Personal, Social, Health & Economic) Education Programme, where children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. It will support them to manage and assess risk effectively and develop the skills to recognise healthy and unhealthy relationships (both online and in the physical world); and where to find sources of support.

Children are supported in recognising risks in various forms including on the internet. They understand what kind of physical and virtual contact is acceptable and are able to recognise inappropriate pressure from others, including that which threatens their personal safety and well-being and give them strategies to counter this.

Staff feel empowered to share safeguarding concerns in a swift and timely way bringing them to the attention of the Designated Safeguarding Lead (DSL) and/ or the Head of Academy. Accepting that safeguarding is the responsibility of all in our community, staff feel able to ask safeguarding questions and receive appropriate feedback following up on concerns as part of this shared responsibility to children. All staff know how to report concerns via CPOMS.

Emerging issues and themes are proactively addressed and fed back to the [Local Authority \(LA\)](#) and Stockport Safeguarding Children Partnership (SSCP), via the Senior Advisor for Safeguarding in Education (SASE) to ensure a multi-agency awareness and that strategies are developed.

There is a clear approach to substance misuse (drugs and alcohol). Any issues of drugs and substance misuse are recorded and there are strategies to educate children appropriately delivered throughout the academy and curriculum.

We use the mechanisms and services available to understand the range of issues which may make a child vulnerable and ensure children and young people receive the most appropriate support or referral and access to other provision; actively supporting multi agency planning for those children and, in doing so, providing information about the 'voice of the child' and the child's personal experiences and perspectives as evidenced by observations or information provided.

Our Academy's arrangements for consulting with, listening and responding to pupils are:

- A designated year group pastoral team which include a non-teaching member of staff
- An open-door policy for the DDSL and Pastoral Staff
- A 'Tell Us' shortcut on our website which allows students to report concerns and/or suggestions directly to the DSL and DDSL
- A student council to encourage student voice, this is open to all year groups.

Our Academy's arrangements for consulting with, listening and responding to parents are:

- Regular Parent/Carer Voice Questionnaires
- Regular Parent Forums with the Headteacher
- Accessible email addresses and telephone numbers
- Parental Meetings

There is a commitment to the continuous development of staff with regard to safeguarding training:

- All staff access training annually with regular updates across the academic year
- All new staff, as part of their induction, access safeguarding training within the first term of their employment/placement
- The Designated Lead and/or deputy attends the SSCP DSL safeguarding training on bi-annual basis

DEFINITIONS

Staff are trained and supported to understand and recognise indicators of the types of abuse that some children experience and work to the following definitions:

All academy staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues may overlap with one another.

Abuse: 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. 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. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development.

- It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate.
- It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- It may involve seeing or hearing the ill-treatment of another.
- It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

- Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance 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); ensure access to appropriate medical care or treatment.
- include neglect of, or unresponsiveness to, a child's basic emotional needs.

Complex safeguarding: is used to describe criminal activity (often organised) or behaviour associated to criminality, involving often vulnerable children where there is exploitation and/or a clear or implied safeguarding concern.

In Stockport domestic abuse has been included within this definition in acknowledgement of the similarities between the process of grooming and controlling victims of domestic abuse and those subject to complex abuse and the need for a specialist and sensitive approach to working with children and families at highest risk of all these areas of concerns to reduce risk and effect positive outcomes. Stockport family have agreed that the following areas are encompassed within complex safeguarding:

- Domestic Abuse including honour-based violence and forced marriage
- Child Sexual Exploitation (CSE)
- Serious Organised Crime – including Child Criminal Exploitation (CCE)
- Modern slavery and Trafficking
- Female Genital Mutilation
- Radicalisation and Extremism

Child Sexual Exploitation (CSE): is a form of child sexual abuse, it involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts or money) as part of a grooming process. Ultimately, this results in them engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

All staff are alert to possible indicators and will raise concerns as appropriate. We take a proactive approach to preventative work by working with the Stockport CSE team.

Child Sexual Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can occur through the use of technology. (Child Sexual Exploitation, DfE)

Children and young people who harm others (also referred to as child-on-child abuse)

We understand that safeguarding issues can manifest themselves via child on child abuse. Some of which may not be reported. For this reason our staff remain vigilant for signs and symptoms of child on child abuse; including:

- Bullying (including cyber bullying) and prejudice-based behaviours
- Gender based violence/sexual assaults
- Taking, collecting and sharing of naked or semi-naked images and up skirting
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Initiating/hazing type violence and rituals

We have a zero tolerance approach to child on child abuse and our staff are clear on our procedures for reporting and dealing with it; such matters are always taken seriously. In our Academy we use assemblies and PHSCE lessons to raise awareness of child on child abuse and **students are able to report their concerns via the Academy's ‘Tell Us’ online portal, or through the other channels previously mentioned in this document.** We have robust pastoral structures in place to ensure we can support students who are victims of child on child abuse. We record and monitor bullying incidents using our CPOMS portal. An anti-bullying flow chart provides rigorous guidance on the tracking of incidents and the necessary support and sanctions that may be required. This support may include action plans, risk assessments, and restorative work. Students are made aware of our zero approach to bullying through assemblies at the start of the year, as well as regular assemblies, messages and events throughout the year.

Sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of **any age and sex.**

It can also occur through a group of children sexually assaulting or sexually harassing a single child or a group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing, and it may adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) **and are never acceptable**. It is important that **all** victims are taken seriously and offered appropriate support.

We understand that reports of sexual violence and harassment are extremely complex to manage. We operate zero tolerance and will not accept such behaviour. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and academy and college staff are supported and protected as appropriate. We take reports of sexual harassment and sexual violence seriously and will always act to address reports and concerns we do this by:

- Zero tolerance and not dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “young people being young people”
- Challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting skirts. Dismissing or tolerating such behaviours risks normalising them.
- Understanding that all the above can be driven by wider social factors beyond the academy and college, such as everyday sexist stereotypes and everyday sexist language. Ensuring we have a whole academy/college approach (especially preventative education)
- We adhere to Government guidance as described in KCSiE 2022. We will always make referrals as appropriate and ensure staff are trained and informed of our approaches to this matter.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the academy or college and/or can occur between children outside the academy. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child’s life that are a threat to their safety and/or welfare. Children’s social care assessments should consider such factors so it is important that academy’s and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

TEAM AROUND THE SCHOOL

St Anne’s RC Voluntary Academy works closely with the Stockport Safeguarding Team. Regular Team

around the School (TAS) meetings are held with the Academy's allocated School Age Plus Worker. These meetings are a forum to discuss any concerns the Academy has and an opportunity for the Academy to ask for the LEA's support with a specific student or family. This is a transparent process and consent from parents is secured prior to any of these meetings or discussions taking place.

ROLES AND RESPONSIBILITIES

The academy will ensure that every member of staff and person working on behalf of the Academy:

1. Knows the name and of the DSL and any deputies, understands their role and responsibilities, and how to contact them.
2. Has read and understood Part 1 and Annexe A of Keeping Children Safe In Education (2022)
3. Understands they have an individual responsibility to refer safeguarding and child protection concerns.
4. Will receive training at the point of induction so that they know:
 - their personal responsibility / code of conduct / teaching standards
 - SSCP child protection procedures and how to access them
 - the need to be vigilant in identifying cases of abuse at the earliest opportunity
 - how to support and respond to a child who discloses abuse/ significant harm
 - their duty concerning unsafe practices of a colleague
 - the DSL will disclose any information about a pupil to other members of staff **only** on a need to know basis
 - the academy will undertake appropriate discussion with parents prior to involvement with other agencies wherever this is appropriate
 - the academy will ensure that parents have an understanding of their obligations re:Child Protection by intervention as and when appropriate
 - to develop effective links with relevant agencies in relation to safeguarding (child protection)
 - to ensure that, where there are unmet needs, an assessment of early help is initiated
 - to send appropriate representatives to case conferences, core groups and child protection review meetings

Where a member of staff is concerned that a child is in immediate danger or is at risk of harm they should report this to the Designated Safeguarding Lead, or their Deputy, **without delay**. A written record will be made of these concerns immediately following the disclosure/concern being raised.

Where staff have conversations with a child who discloses abuse they follow the basic principles:

- listen and remain calm
- never ask a child if they are being abused
- make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words)
- advise you will have to pass the information on
- never take photographs of any injury
- never record a child
- never undress a child to physically examine them
- allow time and provide a quiet space for support
- at no time promise confidentiality to a child or adult.
- details of conversations with professionals, family members and other relevant parties will be made and recorded on CPOMS

We will notify any lead social worker if:

- a pupil subject to a Child Protection Plan (CPP) or TAC Plan is excluded (fixed term or permanent)
- there is an unexplained absence of a pupil on a CPP of more than 2 days or 1 day following a weekend, or as agreed as part of a CPP
- if a child is missing and there is a need to follow Stockport's policy and any statutory guidance on Children Missing Education (CME)
- additional concerns arise

We will notify the lead social worker in the appropriate Local Authority if:

- a pupil who is in the care of any Local Authority is at risk of/at the point of being excluded (fixed term or permanent)
- there is an unexplained absence of a pupil who is in the care of any Local Authority of more than 2 days or 1 day following a weekend, or as agreed as part of their care plan and/or personal education plan (PEP)
- if a young person in Local Authority Care is missing and there is a need to follow Stockport's policy and any statutory guidance on Children Missing Education (CME)
- additional concerns arise

We understand that parents often hold key information about incidents, allegations or concerns therefore, **in the majority of situations; the Designated Safeguarding Lead or key staff member of academy staff will speak to the parents and gain their consent** to discuss any matters with other relevant agencies. There will be very few instances where, to speak to the parents, could further endanger the child. In those situations, they would still consult/refer, but would have clearly recorded reasons as to why they had not gained parental consent.

Additional barriers when recognising abuse for pupils with SEND

Pupils with special education needs or disabilities are at greater risk of abuse and it is vital that staff are aware of the additional barriers that exist for these pupils being able to disclose any abuse they may be experiencing. These include

- Exposing the child to greater risk by communicating only with the parents
- Difficulties understanding speech
- Assuming bruising is self-inflicted
- Difficulty understanding what 'abuse' is
- Isolated from peer group and/or wide circle of trusted adults

It is important all adults working with Children with a SEND are aware of these barriers and remain professionally sceptical, when considering the cause of a sign of abuse.

The use of 'reasonable force'

There are circumstances when it is appropriate for staff in academies to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Students who harm others (child-on-child abuse)

We believe that all students have the right to be taught in a safe environment to enable them to optimise their learning and achievement. We expect all students to have respect for themselves and others and work to ensure everyone in our community feels safe, valued and supported. The academy promotes the values of honesty, acceptance, inclusion and fairness within a caring, restorative and nurturing environment. From September 2021 we have included Relationship and Sex Education and Health Education in the academy timetable, in line with DFE guidance and the national curriculum.

Students at our Academy have a variety of needs, some being very complex. We aim to provide a high level of pastoral care and support for all students and encourage appropriate and cooperative behaviour. Underpinned by this support, students are expected to take responsibility for their own behaviour with appropriate strategies offered to enable this.

SAFER USE OF THE INTERNET AND DIGITAL TECHNOLOGY

St Anne's RC Voluntary Academy recognises that in a modern learning environment, use of the Internet, multimedia devices and digital imaging facilities are part of everyday requirements. However, a child/young person's safety will remain the priority of the academy.

All staff are aware that any items that have capability for use of the Internet or the creation of digital images (including mobile phones) must be used by children/young people under appropriate supervision and in accordance with the Academy's acceptable use policy which can be found in the Academy's Staff Code of Conduct. Mobile phones can be an accessible means of child on child abuse and so the use of mobile phones is not permitted in school by

pupil in anything than extraordinary circumstances, which can only be agreed by a member of staff.

If any SMART technology that belongs to a member of staff is brought onto the Academy site, it is the responsibility of that staff member to ensure that these items contain nothing of an inappropriate nature and that they are used in line with Academy policy.

The use of students own mobile phones or SMART devices is not permitted in our Academy.

If there is any suspicion that any multimedia device or computer contains any images or content of an inappropriate nature it will be locked, secured and, the Executive Headteacher or DSL will be informed immediately and the steps laid out in [‘Sharing nudes and semi-nudes: advice for education settings working with children and young people’](#) and or [‘When to call the Police – guidance for schools and colleges’](#) may be applied.

Use of mobile phones

Mobile phones have a place in settings, especially on outings when they are often the only means of contact available to settings and can be helpful in ensuring children are kept safe.

We will:

- Only use mobile phones appropriately, and ensure staff have a clear understanding of what constitutes misuse and know how to minimise the risk.
- Ensure the use of a mobile phone does not detract from the quality of supervision and care of children.
- Ensure all mobile phone use is open to scrutiny.
- Ensure staff are vigilant and alert to any potential warning signs of the misuse of mobile phones.
- Ensure staff are responsible for their own behaviour regarding the use of mobile phones and understand how to avoid putting themselves into compromising situations, which could be misinterpreted and lead to potential allegations.
- Ensure the use of mobile phones on outings is included as part of the risk assessment, for example, how to keep personal numbers that may be stored on the phone safe and confidential.
- Adhere to the academy policy on the recording of images and the use of equipment.

Work mobile phones

To protect children we will ensure that the work mobile:

- Is only used by allocated people.
- Is protected with a password/ PIN and clearly labelled.
- Is stored securely when not in use.
- Is not used in areas such as toilets and changing rooms
- If used for taking photographs, the images are deleted regularly and are taken in line with prior written parent/carer permission.

Personal mobile phones

To protect children we will ensure that personal mobiles:

- Will not be used in sight of or around students and will be switched off whilst staff are

on duty

- Are not used to take pictures of the children attending the setting or that images are not shared.
- Will not be used to take photographs, video or audio recordings in our setting.
- Are not used to contact parents or children –exception will only be by agreement with the SLT.

Visitors are not permitted to use mobile phones or other camera/ internet enabled devices without the express permission of the Executive Headteacher. Signs are clearly displayed informing visitors of this.

In line with Keeping Children Safe in Education 2022, we have a clear policy on the use of mobile technology in the academy. Clear instructions and guidance is given to all students on the use of mobile technology – Mobile Technology Policy.

Cameras: Photography and Images

Most people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. However, due to cases of abuse to children through taking or using images, we must ensure that we have safeguards in place.

To protect children we will:

- Obtain parents' and carers' consent for photographs to be taken used for or published (for example, on our website or displays).
- Ensure the academy's designated camera is only used in the academy and any images taken will not be emailed as it may not be secure. (In some instances, it may be required to seek parental permission to email images, but the potential risks must be made clear to parents).
- Ensure that children are appropriately dressed, and only use the child's first name with an image.
- Ensure that personal cameras are not used to take photographs, video or audio recordings in our Academy without prior explicit consent from the Academy, for example, for a special event, such as a Christmas play. **The use of photography at such events is not permitted unless otherwise communicated to parents by the Academy**
- Ensure that all images are stored securely and password protected. Where images are stored the setting will register with the Information Commissioners Office (ICO), in accordance with data protection laws.
- Ensure where professional photographers are used DBSs, references and parental consent will be obtained prior to photographs being taken.
- Ensure 'acceptable use' rules regarding the use of cameras and camera enabled devices by children are embedded in practice.
- Ensure the use of cameras is closely monitored and open to scrutiny.

The sharing of nude or semi-nude pictures (SOMETIMES KNOWN AS SEXTING)

In the latest advice for academies and colleges (UKCIS, 2020), this is defined as the sending

or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'pics' or similar.

The motivations for taking and sharing nude and semi-nude images, videos and livestreams are not always sexually or criminally motivated.

Where staff members or others working in our setting become aware of the sharing of any such imagery the following steps should be taken.

What to do if an incident comes to your attention

Report it to your Designated Safeguarding Lead (DSL) or equivalent immediately. Your setting's child protection policy should outline codes of practice to be followed.

Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal.**

If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.

Do not delete the imagery or ask the young person to delete it.

Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).

Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.

Do not say or do anything to blame or shame any young people involved.

Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

Further advice can be found here: [sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people](https://www.gov.uk/guidance/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)

Cyber-bullying

Cyber bullying is defined and covered in our Anti-Bullying policy

Online & gaming safety

The internet and internet gaming are enjoyed by many people and are often activities families can enjoy together. However, use of the internet and online games isn't without risk.

As part of our approach to online safety we will support pupils and their families in understanding the potential risks of online activity and how best to avoid them. We will work with parents and carers to support them in the following:

- teaching e-safety in the curriculum
- offering parental information
- raising awareness of online grooming
- teaching our children how to report abuse or concerns

Parental advice is available here – https://www.thinkuknow.co.uk/11_13/Need-advice/Gaming/

In our Academy we ensure that we have suitable filtering and monitoring systems in place, as described in *Keeping Children Safe in Education 2022*. The Academy uses an external company to monitor the student's online activity. Any activity that has the potential to be of concern is reported to the DSL and DDSL who will decide if further action is required and what that may be. This decision will be made in conjunction with the wider information we have about the child.

Mental health and wellbeing

Our staff are reminded that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. They are also aware of how children's lived experiences, can impact on their mental health and wellbeing, behaviour and education. Where staff are concerned that a child or young person may be experiencing issues or displaying behaviour that causes concern, they will report this to the DSL in accordance with our safeguarding procedures

PROCEDURES AND RECORD-KEEPING

St Anne's RC Voluntary Academy will follow [Greater Manchester Safeguarding Procedures](#) in detail and adhere to any local guidance and policies from SSCP as required.

Safeguarding records are held electronically and hard copies of records or reports relating to Safeguarding and Child Protection concerns are kept in a separate, confidential file, securely stored away from the main pupil file. Authorisation to access these records is controlled by the Executive Headteacher and Designated Safeguarding Lead.

The academy ensures that safeguarding information, including Child Protection information, is stored and handled in line with the principles of the Data Protection Act 2018 and General Data Protection Regulation (GDPR) ensuring that information is:

- used fairly and lawfully
- for limited, specifically stated purposes
- used in a way that is adequate, relevant and not excessive
- accurate
- kept for no longer than necessary
- handled according to people's data protection rights
- kept safe and secure

Any concerns about a child will be recorded in writing as soon as possible via CPOMS and in any circumstance within 24 hours. **The inability to record a concern should not delay the sharing of urgent information to the DSL (police or social care if required) verbally. Written records should then be made as soon as possible.**

All records will provide a factual, evidence-based account using the child's words. Timely, accurate recording of every episode/incident/concern/activity/actions will be made **including telephone calls to other professionals**. Records will be signed, dated and where appropriate, witnessed. Support and advice will be sought from Children's Social Care (via the MASSH), Senior Advisor for Safeguarding in Education (SASE) or the Local Area Designated Officer (DO), whenever necessary.

There is always a DSL on hand who has the necessary seniority and skills, has undertaken appropriate safeguarding training, and is given the time to carry out this important role.

This safeguarding policy is updated annually or in line with any new DfE guidance (as required).

In the case of child protection referral the DSL will contact MASSH immediately (alongside any other emergency or support services that may be required).

In the case of poorly explained serious injuries / injuries causing concern or where behaviour or concerns arouse suspicion or if in any doubt, the Designated Safeguarding Lead should contact the MASSH for advice.

The DSL will keep records via CPOMS, timed and dated records detailing any disclosures and action taken as near to the time of disclosure as possible even when no investigation is undertaken; should the MASSH agree to initiate a referral verbally a Child Protection Referral Form will still be required within 24 hours.

Where an allegation of abuse is made against any member of staff/ volunteer it is shared directly with the Executive Headteacher, deputy or designated safeguarding person, the Executive Headteacher or DSL will speak with the Designated Officer (DO) at the Safeguarding Children Unit to discuss the next steps

If the allegation is against the Executive Headteacher the Chair of Governors should be contacted immediately and s/he seek advice from the DO. If the allegation is against both Executive Headteacher and Chair then the DO should be contacted directly. No member of staff will conduct their own investigation or pass on information to the alleged perpetrator. Professionals can contact the DO directly if they feel it is more appropriate to do so.

Our academy has a whistleblowing procedure- Whistleblowing Policy. It is important to note that it is part of a professional's duty to report safeguarding issues, without the expectation of anonymity. Safeguarding and whistleblowing should not be confused. "Safeguarding" refers to reporting concerns designed to protect children from harm and taking action to enable all children to have the best outcomes. In contrast "whistleblowing" describes the disclosure of concerns regarding a danger or illegality that has a public interest, usually because it threatens others or impacts on public funds.

All members of staff are aware of the academy/college Whistleblowing procedure and are aware of their duty to report concerns about the conduct of a colleague that could place a child at risk.

Academy staff can also contact the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection processes - 0800 028 0285.

Where the academy has a statutory duty to refer to the Disclosure and Barring Service (DBS) it will do so ensuring that the DO and the Senior Advisor for Safeguarding in Education are aware.

All allegations and concerns raised by parents and carers are investigated fully, as per our Whistleblowing Policy.

CHILDREN MISSING OUT ON EDUCATION AND MISSING FROM EDUCATION

Under section 175 of the Education Act 2002 we have a duty to investigate any unexplained absences.

At St Anne's RC Voluntary Academy we follow [Stockport's procedures](#) for dealing with children that go missing from the academy and adhere to the [guidance set out by the DfE](#). All staff are aware that children going missing, particularly repeatedly, are potentially vulnerable to harm including abuse and neglect, such as sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

We also ensure that we are rigorous in our attendance procedures; these are outlined in our attendance policy. Where a child's destination is unknown when they have left our academy we ensure we carry out all necessary checks and refer them as a child missing from education.

SUPPORTING VULNERABLE STUDENTS

Vulnerable Students

If a student discloses that they have witnessed domestic violence or it is suspected that they may be living in a household, which is affected by family violence, this will be referred to the DSL. The academy acknowledges the additional need for support and protection of children who are vulnerable by virtue of disability, homelessness, refugee/asylum seeker status, the effects of substance abuse, mental health and learning disability within the family, those who are young carers, mid-year admissions and students who are excluded from academy or subject to a managed transfer. We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, academy work or other children. The academy has a strong commitment to an anti-bullying policy and will consider all coercive acts and inappropriate child on child behaviour and sexual activity within a safeguarding context.

The academy will endeavour to support vulnerable pupils through:

- Its ethos and culture which promotes a positive, supportive and secure environment; giving pupils a sense of being valued.
- Its behaviour policy - aimed at supporting vulnerable pupils in academy. All staff will agree a consistent approach, working to support children in developing positive behaviour.
- Liaison with other appropriate agencies which support the pupil.
- Developing supportive relationships.
- Recognition that children living in difficult home environments are vulnerable and are in need of support and protection.
- Monitoring pupil welfare, keeping accurate records and notifying appropriate agencies when necessary.
- Ensuring designated safeguarding staff and their team have the opportunity to attend face to face SSCP training and network updates. (For example child sexual exploitation, domestic violence, drugs / alcohol substance misuse, Female Genital Mutilation-FGM, etc.)
- Ensuring information is transferred safely and securely when a pupil with a child protection record moves to another academy. Also notifying Key Workers or Social Workers where a child leaves the academy (as appropriate)
- Operation Encompass for domestic violence incidents

Children with special needs and disabilities

We ensure that staff have knowledge and understanding of the additional barriers which can exist when recognising abuse and neglect in children with special needs/disabilities.

These barriers **can** include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities being disproportionately impacted by things like bullying - without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

We recognise that where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. These children may be receiving statutory social care support and recognised as Children in Need, or currently or previously in local authority care as looked-after children.

We ensure that academy staff are aware of how these children's experiences, and their high prevalence of special educational needs and mental health needs, can impact on their behaviour and education. We ensure that this is responded to through an appropriately individualised graduated response which is reflected in the design and application of our academy policies including our teaching and learning and behaviour policies.

We regularly review our training and practice to enable staff to respond to these specific needs. We have introduced "Provision mapping" software to enable staff to more easily access and review needs of the students they teach and support.

EARLY IDENTIFICATION RECOGNISING AND RESPONDING TO SAFEGUARDING NEEDS

The academy acknowledges the findings of Serious Case Reviews, local learning reviews and audits. Findings are shared with all staff as part of a culture of improvement and learning. The DSL ensures s/he has information from SSCP in relation to learning reviews and ensures this information is passed on to staff to promote improvement in respect of safeguarding. As part of our ongoing culture of vigilance and development we will share learning and responses from any other relevant issues to ensure we are offering the safest environment for our pupils and staff.

All staff know how to pass on any concerns no matter how 'small or low level' they seem. In accordance with local and national guidance all staff receive regular training and updates to help them identify when a child is vulnerable. We ensure that the most appropriate referrals are made in a timely manner. We seek to work in a transparent way with our families and where appropriate will share our concerns directly with parents and indicate possible routes of support. We actively support multi agency approaches when supporting children and families. We do this based on an awareness that early help and intervention can prevent future escalation of any presenting issues. We aim to provide information from the child's point of view in the context of their lived experience as evidenced by observations or information provided. Where staff have concerns they will always alert the DSL.

In the Academy we have staff that are trained and can support colleagues to identify and respond to:

- Neglect
- Drug/substance/alcohol misuse (both pupil and parent)
- Child sexual exploitation / trafficked children
- Children missing education
- Domestic abuse
- Peer relationship abuse
- Child on child abuse
- Children at risk of radicalisation
- Emotional wellbeing & mental health
- Sexual health needs
- Obesity/malnutrition
- Online grooming
- Inappropriate behaviour of staff towards children
- Bullying, including cyber and prejudice-based bullying.
- Breaches of the Equality Act 2010.
- Self-Harm
- Female Genital Mutilation
- Forced Marriage
- Young carers
- The potential additional needs of some learners such as- Looked After Children (LAC), children who have been previously LAC, those who have Special Educational Needs or Disabilities (SEND) and children whose families are seeking asylum.
- How an Education Health Care (EHC) plan links with other safeguarding processes

The DSL is a member of the academy senior leadership team. In line with local and national guidance they receive regular training and updates to equip them with the skills and knowledge to deliver in this role. A DSL is always available to offer advice and support to academy staff when academy is open including before and after academy activity or for trips and visits.

Academy staff contribute to assessments and actively support multi- agency planning for children. Staff have an understanding of the Stockport Early Help Assessment (EHA) and Intervention model and make decisions based on a child's development needs, parenting capacity and family & environmental factors to support referrals. We use the Stockport [Levels of Need](#) document to inform our decision making.

In contributing to meetings, in addition to information about the child's academic functioning, the academy provides information about the 'voice of the child' and the child's

experiences of life as evidenced by observations or information provided through the multi-agency forum.

Our academy operates a ***Team around the School model*** (TAS). Discussed earlier in this policy.

DESIGNATED TEACHER FOR LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN

In line with statutory guidance the academy also has a named Designated Teacher for Looked After and Previously Looked After Young People who undertakes the responsibilities within the academy to promote the educational achievement of looked-after and previously looked-after children on the academy's roll. The Designated Teacher works closely with parents, carers, social workers, Virtual Academy Heads and the academy's DSL where any safeguarding concerns arise.

EXTREMISM AND RADICALISATION

St Anne's RC Voluntary Academy seek to protect children and young people from the influences of allviolent extremism including, but not restricted to;

- Extremist Far Right / Neo Nazi / White Supremacist ideology
- Islamic extremist ideology
- Irish Nationalist and Loyalist paramilitary groups
- Extremist animal rights movements.

The current threat from terrorism and extremist groups in the United Kingdom may include the exploitation of vulnerable people. Groups may seek to influence vulnerable children and involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

St Anne's RC Voluntary Academy is clear that where there is concern in respect of exploitation of this kind it will be treated as safeguarding concern. We are aware of the duties placed on us under [section 26 of the Counter-Terrorism and Security Act 2015](#).

Prevention work and reductions of risks will include the PSHE curriculum, SEND practice, assembly strategy, integration of pupils by gender and SEN, the application of the anti-bullying policy and a commitment to building and maintaining an inclusive and fair academy environment and community. We will apply an appropriate Academy lettings policy. Whilst the education of children is the prime purpose of our academy it is recognised that the academy operates in the wider community. Its facilities are therefore only available to local groups when this does not conflict with either the interests of its pupils or the wellbeing and workload of its staff.

OTHER SPECIFIC SAFEGUARDING ISSUES

Domestic abuse/violence: In our academy we believe that all our pupils have the right to be safe at academy and also in their own homes. We are aware that some children may be living in situations where they are directly or indirectly affected by incidents of domestic abuse or violence. Where we are concerned that domestic abuse or violence is present in the home we will follow our safeguarding and domestic abuse processes. If the Academy is made aware of any domestic violence issues, we would signpost to the appropriate agency.

The Academy is part of [Operation Encompass](#). We receive information from the Police informing us of domestic abuse incidents relating to the circumstances of children and young people on our roll. Based on the information received our trained staff will make informed decisions on how best to support children and their families in both the short and long term.

Honour Based Violence (HBV) including Forced Marriage (FM): Our staff have been trained to understand honour based violence and forced marriage; they are alert to possible indicators. They are aware that forced marriage is an entirely separate issue from arranged marriage; that it is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence and that HBV and FM can affect both young men and women.

As an academy we would never attempt to intervene directly; where this is suspected, nor would we speak to parents before sharing our concerns with appropriate agencies.

Female Genital Mutilation (FGM): All Members of our academy community are alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. They have been made aware of potential indicators that a child or young person may be at risk of FGM and will act accordingly on any concerns or disclosures. We will also follow national guidance on mandatory reporting requirements.

Breast Ironing: Key staff have been made aware of an act of abuse performed on young girls (from around the age of 9 years old) in which their breasts are ironed, massaged and/or pounded, burned with heated objects or covered with an elastic belt to prevent or delay the development of their breasts. Where such abuse is suspected or disclosed staff will follow safeguarding and child protection systems.

The criminal exploitation of children: The criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs.

Human trafficking is defined by the United Nations, in respect of children, as "the recruitment, transport, transfer, harbouring or receipt of a person by such means as threat or

use of force or other forms of coercion, of abduction, of fraud or deception for the purpose of exploitation." **Any** child transported for exploitative reasons is considered to be a trafficking victim.

As an Academy we are alert to the possible indicators both for our children and their families. Any concerns will be reported using our safeguarding and child protection processes. In addition to Greater Manchester guidance we also refer to [Criminal exploitation of children and vulnerable adults: County Lines](#).

SERIOUS YOUTH VIOLENCE

Serious Youth violence (including knife crime) has a huge impact on children and the communities in which they live. It is a societal problem and it cannot be tackled by academies or single agencies alone.

In our Academy we will seek to support, help and protect children on the academy site, and to teach our children/young people about the dangers of weapons/knives and other related dangers. We understand that violence and knife crime do not exist in a vacuum and children who are victims or perpetrators may also be experiencing multiple vulnerabilities. If we become aware that a child or young person is vulnerable, we will use the most appropriate interventions and pathways to address these needs, such as completing an Early Help Assessment, Child protection referral or support from Stockport Youth Offending Service.

EXCEPTIONAL CIRCUMSTANCES (closures, partial closures, home learning)

At St Anne's RC Voluntary Academy if we find that there is a need to close or partially close the academy and offer home learning we will ensure that any communication, information sharing, and the use of online learning platforms is in line with privacy and data protection requirements.

All communication with pupils, parents and carers will take place using academy communication systems for example, academy email accounts, phone systems and agreed platforms **e.g. Microsoft Teams and ClassCharts Should exception be required this will be with permission of the Headteacher.**

There is an expectation that staff and pupils will engage with home learning by adhering to the principles described in our existing staff code of conduct, pupil behaviour policy and online acceptable behavior policies. Where we have issued additional guidance in relation to online working, this will be circulated via academy systems and staff will be advised accordingly. Staff and pupils will be advised how to share concerns as part of any alternative arrangements.

Information on who will deliver sessions, along with lesson content and any sites children may be asked to visit as part of their studies will be shared with parents and carers. Parents/carers will be asked to ensure children are supervised in line with our home school distance learning arrangements.

In making our arrangements we will be cognisant of [Safeguarding and remote education during coronavirus \(COVID-19\)](#)

SITE SAFETY

We take the safety of staff and pupils seriously and have in place a range of measures to protect and promote the wellbeing of all on site. This includes controlled access to our premises such as; undertaking appropriate checks, signing visitors in and out and issuing guidance on acceptable conduct on site.

As part of our response to the Covid-19 pandemic we may need to introduce additional steps and measures in response to local and national guidance. Where this occurs, we will aim to communicate changes via our usual notification routes.

We follow the Government Guidance of November 2019 -school-and-college-security and have site security procedures in place, which are known by staff and is overseen by the Business manager.

If the school decided to lease the building we would ensure we follow the guidance outline in KCSIE 2022 and check the safeguarding policies and processes of those involved.

SAFER RECRUITMENT AND SAFER WORKING PRACTICE

The Academy pays full regard to DfE guidance 'Keeping Children Safe in Education' 2022 and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the academy who is likely to be perceived by the children as a safe and trustworthy adult.

We do this by operating safer recruitment practices including:

Enhanced Criminal Records Bureau Check	Barred List Check (if workingregulated activity before DBS certificate is available)
Two professional references (including section 128 check for management positions and budget holders)	Establish confirmation of physical and mental fitness for the role
Identity confirmation	Confirmation of right to work in the UK
Qualification check	Confirmation of professional registration (if appropriate)
Staff suitability declaration (if appropriate)	Prohibition from teaching check (only if employed as a teacher)
Overseas police checks (if appropriate) followthe right government guidance following the UK's exit from the European Union Government website	Section 128 direction check
Childcare Disqualification Regulations check(academies and colleges providing childcare, reception classes of in wraparound care for children up to the age of 8 – only)	Prohibition from teaching check (colleges only - if employed as a teacher)

Operating safer recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring the person has the right to work in the UK. Our practices also includes undertaking interviews and checking if individuals are barred or prohibited from working with children in accordance with DBS and Department for Education (DfE) guidance.

In line with statutory guidance we maintain a single central record to evidence checks completed for staff and volunteers working in the academy community. This document is reviewed half termly by a member of the Senior Leadership Team and termly by a member of the Governing Body.

A member of the senior leadership team will take responsibility for ensuring that all relevant checks are carried out and documented on the single central record. Supporting evidence for recruitment checks is included in the staff member's personnel file. References will always be sought before confirming a person's appointment, these will be written and about previous in situations where they are directly or indirectly affected by employment, this will check that information is not contradictory or incomplete. At least one reference will be from the candidate's current employer. When a candidate is not currently employed, verification of their most recent period of employment and reasons for leaving will be obtained from the organisation where they were employed.

Some of our senior leaders and governors have completed safer recruitment training. At least one member of every interview panel for a position in the academy (paid or voluntary) will have completed safer recruitment training. This training is refreshed when appropriate.

Where children are involved in the recruitment process e.g. to conduct an interview, they are briefed for this role and the need to treat information confidentially.

All contracts with supply agencies are specific about what checks, and evidence is needed to be completed before any individual commences work at the academy, and that they will be expected to present identification upon arrival.

This document is reviewed termly the HR lead.

Every volunteer and member of staff (including supply staff and those contracted to deliver sports or other activities such as counselling) has a 'safeguarding induction' and we ensure that staff and volunteers adhere to a published code of conduct and other relevant professional standards at all times. This extends to before and after academy activities. Staff and visitors are aware of the requirements in respect of phone usage, camera enabled devices, social media and on-line conduct. Other professionals and visitors to our academy are made aware of the requirement and expectations we have in respect of safeguarding our children including the use of mobile and camera enabled devices.

Our commitment to safer recruitment continues post appointment, we ensure that:

- Any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance "Keeping Children Safe in Education 2022" and SSCP, DO and HR Policy, procedures and guidance.
- All staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following the Code of Conduct.
- Adequate risk assessments are in place including for extended academy/ wrap around

provision, volunteers, work placements and holiday activities (directly related to academy).

- Staff are clear how to raise a concern, where to find 'whistleblowing policies' and are confident to report concerns of misconduct.
- All staff are required to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting).
- Anyone using our buildings is required to evidence that they have adequate safeguarding arrangements in place as described in KCSiE 2022, paras 154-155.
- Supply teachers are informed of expectations regarding behaviour and behaviour management. Any concerns relating to supply teachers or others will be passed to the DO and or others as required. **NB Whilst the placing Teaching Agency is responsible for the investigation, the referring academy will be expected to assist with this process**

More detailed information can be found by visiting [Greater Manchester Safeguarding Procedures-allegations management](#)

STAFF LEARNING & DEVELOPMENT

Learning about safeguarding is given an essential part of staff development at St Anne's RC Voluntary Academy. We are committed to building knowledge and expertise and to ensuring strong internal capacity through performance management and continuous personal development. The senior leadership team ensure that all staff regularly undertake a comprehensive range of learning to promote safe practice in classrooms, around the academy and off site.

All new staff to the academy has a comprehensive induction, this includes reading and understanding:

- Information sharing: advice for practitioners who are providing safeguarding services
- Part one and Annex A of 'Keeping children safe in education 2022'
- Academy Behaviour Policy
- Academy Policy for Children Missing from Education
- Staff Code of Conduct – including Acceptable use of technology
- This Safeguarding & Child Protection Policy – including Safer use of the internet and digital technology
- 'What to do if you're worried a child is being abused' guidance

Designated staff are trained in specialist areas of work, such as:

- Designated Safeguarding Lead
- Mental Health Champion
- Designated Teacher for Looked After Children

A variety of learning materials on safeguarding are made available in academy to ensure staff continually develop their understanding and practice around safeguarding, these include:

- Annual update training
- SSP Multi-Agency Learning and Development Programme
- Online learning
- The sharing of materials detailing referral processes and key topics
- Staff handbook
- Staff induction pack
- Standing agenda item staff meetings
- In-house training

All learning and training are documented which also helps us map learning needs across the staff team for further development. A checklist is used as part of the induction process, and thereafter in the performance management process to ensure all compulsory learning has taken place.

Safeguarding is always re-visited at least on an annual basis in staff performance management sessions, to ensure they are as confident and competent in carrying out their safeguarding responsibilities as they possibly can be.

All training events are offered out to all volunteers working in academy and the governing body, to ensure they too have the opportunity to understand the processes and practices as they apply in the Academy.

As and when required, other external agencies may be consulted to assist with staff learning and development.

GOVERNING BODY DUTIES & RESPONSIBILITIES

The Governing Body fully recognises its responsibilities with regard to safeguarding and promoting the welfare of children in accordance with Government guidance and pays particular regard to Keeping Children Safe in Education (2022).

The Governing Body have agreed processes which allow them to monitor and ensure that the academy:

- Have robust safeguarding procedures in place – this includes online safety and acceptable use policies.
- Operates safer recruitment procedures and appropriate checks are carried out on newly appointed staff and other adults working on the academy site.
- Have procedures for dealing with allegations of abuse against any member of staff or adult on site.

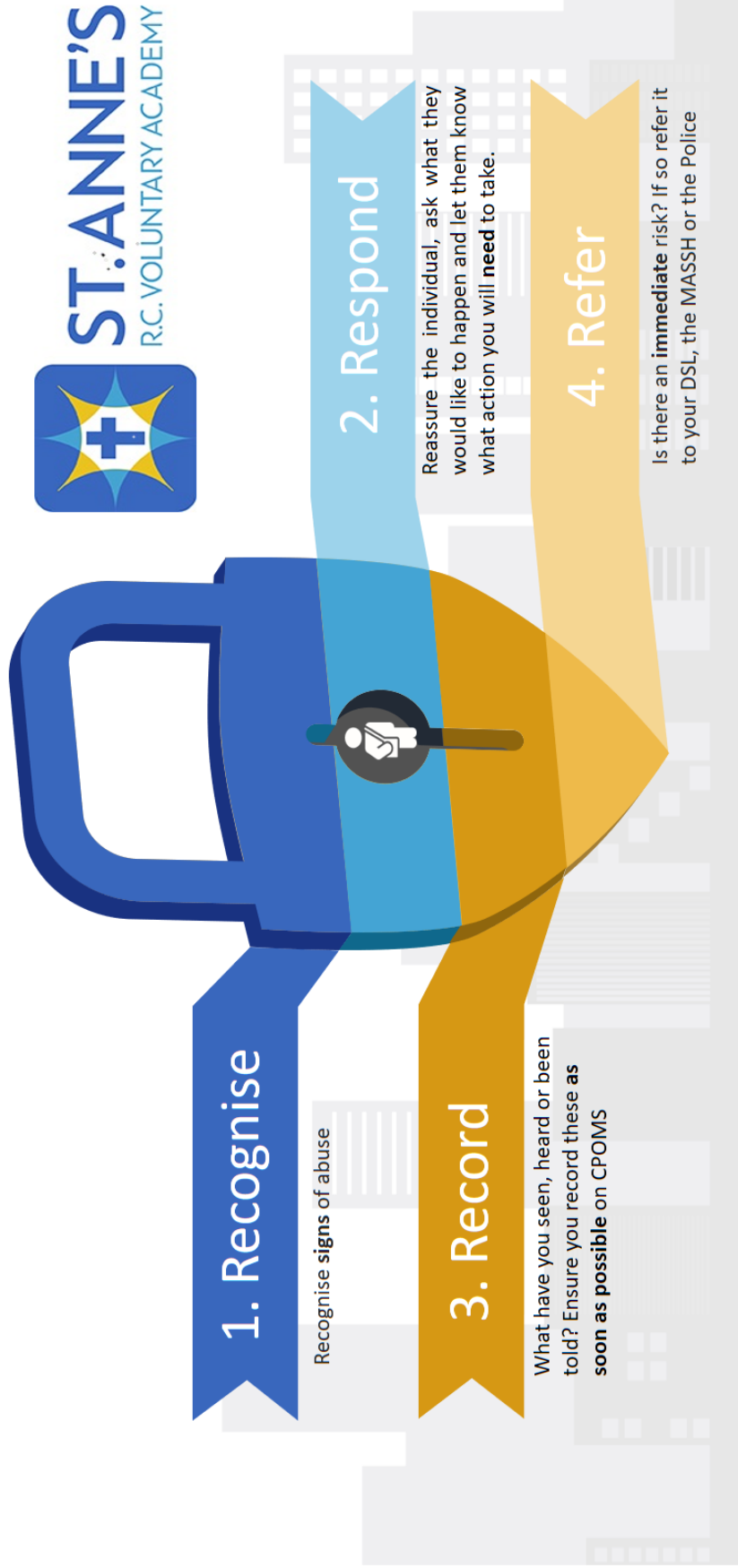
- Has appointed a member of the Leadership Team who is designated to take lead responsibility for dealing with safeguarding and Child Protection issues.
- Will take steps to remedy any deficiencies or weaknesses with regard to safeguarding arrangements.
- Is supported by the Governing Body nominating a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Head of Academy; this is the Chair.
- Carries out an annual review of the safeguarding policy and procedures.
- Carries out an annual safeguarding Audit in consultation with the Governing body, sharing this with the Stockport safeguarding Children Board on request.

OTHER RELATED POLICIES

The academy takes safeguarding seriously and understands this policy is over-arching. The academy also maintains other linked policies in line with the legislative requirements; together these make up the suite of policies to safeguard and promote the welfare of children in this academy.

- Computer & Internet Acceptable Use Policy
- Staff social media Policy
- Staff Code of Conduct Policy
- Rewards & Behaviour Policy
- Parent & Visitor Behaviour Policy
- Anti-Bullying Policy
- Attendance Policy
- LAC Policy
- Teaching & Learning Policy
- Marking & Feedback Policy
- Independent Learning Policy
- Home Visits Policy
- Accessibility Policy
- Admissions Policy
- Equality & Diversity Policy
- First Aid Policy
- Bump to Head & Concussion Policy
- Health & Safety Policy
- Risk Management Policy
- SEN & Safeguarding Privacy Notice
- SEND Policy
- Dealing with Allegations of Abuse Policy
- Safeguarding Policy
- Safer Recruitment Policy
- Whistleblowing Policy

Keeping Our Children Safe: The Four R's



SAFEGUARDING AT ST ANNE'S

ALL visitors must wear their lanyard at ALL times. Only **blue** and **yellow** lanyards have free access to the site. **Red** lanyards are given to anyone without a DBS certificate. They must be escorted and supervised around the site at all times (by a member of school staff only). Anyone without a lanyard must be challenged immediately.

Designated Safeguarding Lead:

Mr C Ostmeier
ext. 203
christian.ostmeier@stannesrcvoluntaryacademy.com



Senior Safeguarding Lead (Deputy DSL)

Miss A Rees
ext. 228
arianna.rees@stannesrcvoluntaryacademy.com



House Safeguarding Leads

Mrs Millward
Head of Service
ext. 254



Mr E Murphy
Head of Knowledge
ext. 243



Miss A Baird
Head of Love / Pastoral Lead
ext. 210



If you have a concern about a child

Any visitors with a concern should report it to a member of staff asap. The member of staff will follow our safeguarding procedure below.

- **Input concern on CPOMS within 24 hours.** *(The Pastoral Team will check CPOMS for updates throughout the day and also at the end of every day)*
- **If the concern is urgent speak** to a member of the safeguarding team ASAP. This can be done face to face, or via phone. The DSL's mobile number is 07407351575.
- **If it is not possible to contact a member of the Safeguarding team, and there is an immediate risk to the children a referral to the MASSH should be made.** If there is an immediate or imminent risk of serious harm to a child, the police should be contacted on 999

Stockport MASSH: 0161 217 6028 & select option 1.

Stockport MASSH Out of Hours 0161 718 2118

Manchester Social Care: 0161 234 5001 (for children living in Manchester)

Last updated - September 2022

USEFUL LINKS, FURTHER ADVICE AND GUIDANCE

Local Guidance

[Greater Manchester Safeguarding Procedures](#)

[Young People and Self-harm- Stockport Academys' Version Stockport Female Genital Mutilation Pathway](#)

[Stockport procedures for responding to child sexual exploitation Stockport Suicide Prevention](#)

[Greater Manchester Project Phoenix \(action against child sexual exploitation\) Stockport Early Help Assessment](#)

[Private Fostering in Stockport](#)

[Information Sharing and Team Around the Academy Information Governance Levels of Need](#)

[Stockport Safeguarding Children Board](#)

National Guidance & Resource

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping children safe in education 2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf)

[Working Together to Safeguard Children-2018](#)

[What-to-do-if-you're-worried-a-child-is-being-abused](#)

[Brook sexual-behaviours-traffic-light-tool](#)

[Responding to sexting incidents Sexting In Academys Jan17.pdf Prevent-duty-guidance](#)

[Educate Against Hate](#)

[Safeguarding-children-who-may-have-been-trafficked-practice-guidance Multi-agency statutory guidance on FGM](#)

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

[Collaborative approaches to preventing offending and re-offending in children \(CAPRICORN\)](#)

What to do if you are concerned that a child/young person is being abused (flowchart for Education)

INFORMATION YOU MAY BE ASKED TO PROVIDE

When you make a referral to Social Care (Children's Services) or to the police, you should provide as much of the following information as possible:

- **Child's name, date of birth, address, telephone number and ethnic origin;**
- **Family details** - who lives in the home - and any other significant adults;
- What is causing concern and the **evidence** that you have gathered to support your concerns;
- Any **additional needs** the child and/or family may have including language, disability and communication;
- Clarification of discussion with any family members if a discussion has been appropriate;
- Clarification of any ongoing assistance that you are giving to the family;
- Your name, workplace and contact telephone number.

All Child Protection referral phone calls made to the Multi-Agency Safeguarding & Support Hub (MASSH) to secure a response from Social Care must be supported with written documentation. In Stockport this is through the online Child Protection Referral form.

Remember - anyone in school can make a child protection referral

INFORMATION & TELEPHONE NUMBERS FOR CONSULTATION AND REFERRAL

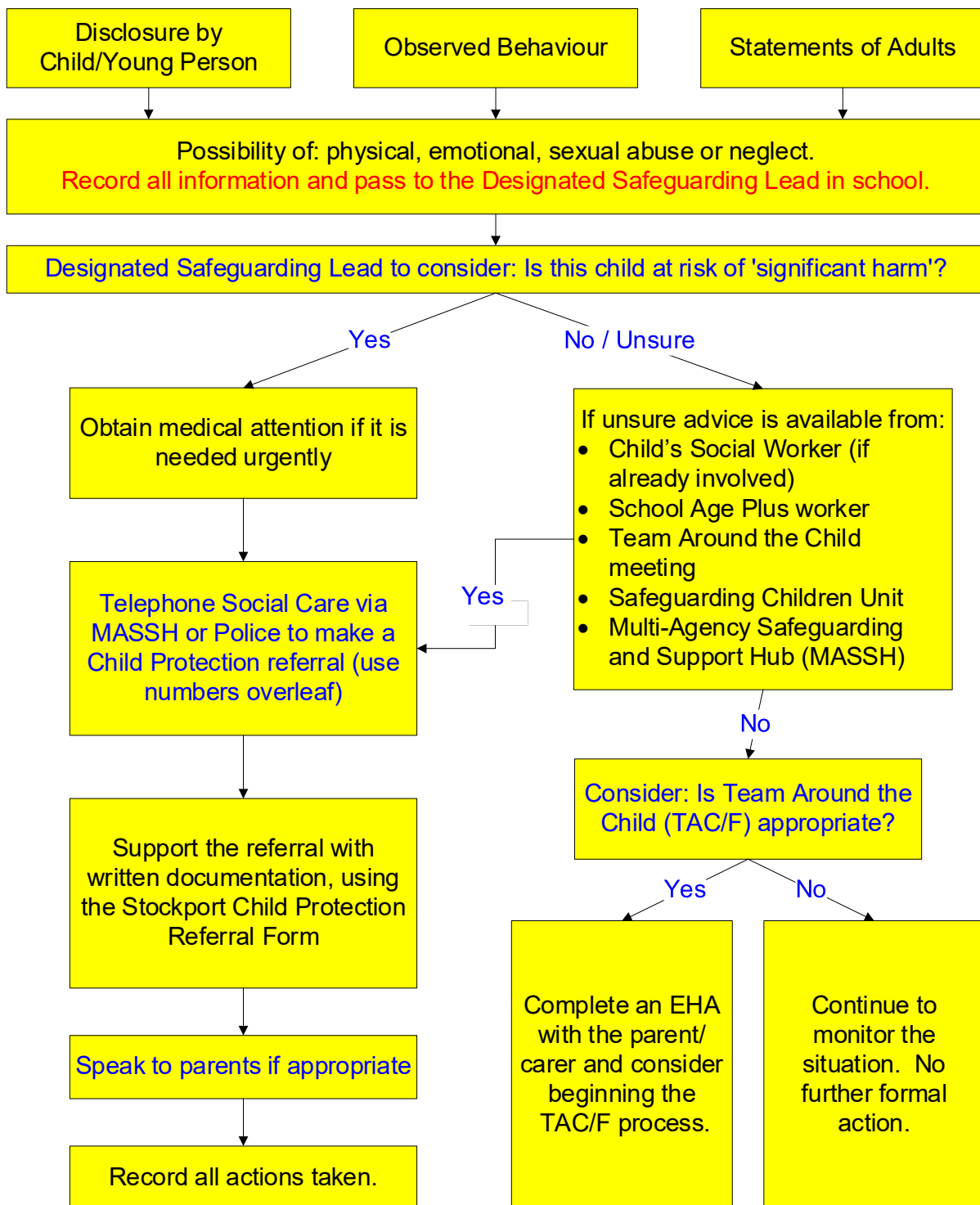
Children's Services- child protection referral

- Online (to the MASSH)- <https://www.stockport.gov.uk/contacting-the-massh>
- The Multi –agency Safeguarding and Support Hub (MASSH)
Monday to Thursday 8.30am to 5.00pm,
Friday 8.30am to 4.30pm.
tel. (0161) 217-6028 or 6024.
- Out of hours referrals and advice tel: (0161) 718-2118
- Greater Manchester Police tel:101 (non- emergency) 999 emergency

Advice is available from:

- Child's Social Worker (if already involved)
- School Age Plus worker
- Team Around the School meeting
- Safeguarding Children Unit tel. (0161) 474-5657
- The Multi –agency Safeguarding and Support Hub (MASSH)
tel. (0161) 217-6028 or 6024
- Senior Adviser for Safeguarding in Education tel. (0161) 474-5657

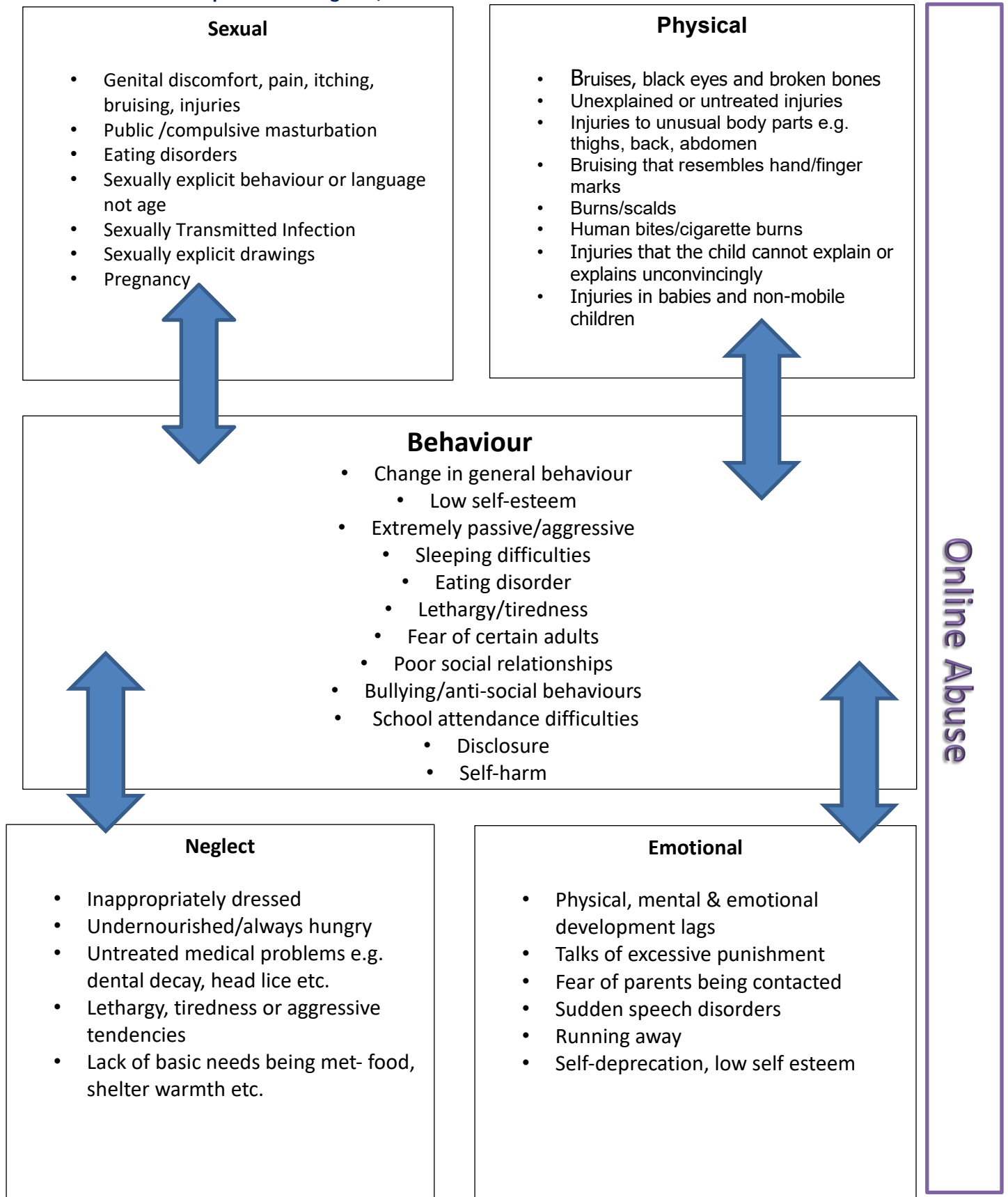
What to do if you are concerned that a child/young person is being abused (flowchart for Education)



REMEMBER: It is not the role of Education to investigate a Child Protection concern. Report the information you have and Social Care and/or the Police will investigate.

Possible indicators of abuse

Indicators are provided as a guide, concerns and context should be discussed with the DSL



The Designated Officer (DO) -also known as the Local authority Designated Officer (LADO) Greater Manchester procedures online- Allegation management

The process of managing allegations starts where information comes to the attention of a manager which suggests that an adult working with children may have:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he/she may pose a risk of harm to children.

Concerns or allegations about the behaviour of an adult may be brought to the attention of a manager in a variety of ways. For example:

- An allegation made directly by a child or parent;
- An allegation made by a colleague or member of staff;
- Information from police or local authority social care team;
- Information from a third party or the general public;
- Information disclosed anonymously or online; or
- Concerns generated through an employment relationship.

The procedures allow for consideration of the adult's behaviour at the earliest opportunity when a concern or allegation arises and is brought to the manager/employer's attention.

When to contact the Local Authority Designated Officer (LADO)

It is important to ensure that even apparently less serious allegations are seen to be followed up, and that they are examined objectively by someone independent of the organisation concerned.

Discussion should always take place between the employer and the LADO when the concern or allegation meets the criteria.

Some examples of this may be where an individual has:

- Contravened or has continued to contravene any safe practice guidance given by his/her organisation or regulatory body;
- Exploited or abused a position of power;
- Acted in an irresponsible manner which any reasonable person would find alarming or questionable given the nature of work undertaken;
- Demonstrated a failure to understand or appreciate how his or her own actions or those of others could adversely impact upon the safety and well-being of a child;
- Demonstrated an inability to make sound professional judgements which safeguard the welfare of children;
- Failed to follow adequately policy or procedures relating to safeguarding and promoting the welfare of children;
- Failed to understand or recognise the need for clear personal and professional boundaries in his or her work;
- Behaved in a way in her or her personal life which could put children at risk of harm;
- Become the subject of criminal proceedings not relating to a child;
- Become subject to enquiries under local child protection procedures and/or child subject to **Child Protection Plan**;
- Behaved in a way which seriously undermines the trust and confidence placed in him or her by the employer.

Colleagues with concerns can contact the LADO on 0161 474 5657.

Dealing with a disclosure Advice for all members of staff & Volunteers

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should follow this guidance:

- Listen carefully and actively to the child. You don't need to ask any questions.
- Do not investigate. If you need to clarify what is being said and whether the child is at risk, ask open questions.
- Don't ask 'why?' as this can imply guilt / responsibility on the child.
- Reassure the child that they have done the right thing in talking to you.
- Never promise to keep a secret or confidentiality. Make sure the child understands what will happen next with their information.
- Record factually what the child told you or what you have observed as soon as possible. Include behaviour and words used by the child. Failure to accurately record information or writing down your 'interpretation' of the child's account may impact future legal processes.
- If you have seen bruising, marks or an injury, use a body map to record details, include any of the comments made by the child/young person about the injury in you record of disclosure.
- Report to the DSL quickly, it is important not to ask the child to retell their story but do not ask the child to repeat what they have told you to another staff member.
- Any information the child shared with you should remain confidential, you should only tell those who 'need to know'. Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

Further information about what to do if you are worried that a child is being abused is available here in advice for practitioners: <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-isbeing-abused--2>

All Safeguarding related information is stored on CPOMS and all information should be recorded here. This is to ensure that records can be accessed securely, safely and reliably under any circumsta

