St Augustine's PRIORY

St Augustine's Priory
Hillcrest Road
Ealing
W5 2JL
020 8997 2022

7a - Safeguarding (Child Protection) Policy –2018/2019

This Policy applies to the whole School including the Early Years Foundation Stage (EYFS)

Position	Name	Contact details
School out of hours emergency contact	Member of SLT on Senior Duty	020 8997 2022 option 5
Headteacher	Mrs S Raffray	020 8991 7518 Head@sapriory.com
Chair of Governors	Mrs C Copeland	ccopeland@sapriory.com
Designated Safeguarding Lead	Mrs M-H Collins (Deputy Head Pastoral)	0208 991 7505 mhcollins@sapriory.com
Deputy Designated Safeguarding Lead (Juniors)	Mrs K Knowles (Deputy Head Junior School)	0208 991 7526 knowles@sapriory.com
Deputy Designated Safeguarding Lead (EYFS & Preps):	Miss E Keane (Head of Preps and Pre-Preps)	020 8991 7527 lkeane@sapriory.com
Designated Safeguarding Governor	Deacon A Clark	020 8455 9822 deaconanthony@sapriory.com
Safeguarding Children Service Manager	Kogie Perumall Head of safeguarding, review and quality assurance	020 8825 8155 PerumallK@ealing.gov.uk
Safeguarding, review and quality assurance manager & Designated Officer for allegations against professionals (AAPs) LADO	Kogie Perumall Sherwyn Sicat, Child Protection Adviser (CPA)	020 8825 8155 PerumallK@ealing.gov.uk aap@ealig.gov.uk
Operational LADO and Child Protection Adviser	James Jose	020 8825 8951
Prevent Safeguarding Manager – all issues related to CHANNEL case management	Paul Smith	020 8825 7590 smithpa@ealing.gov.uk
Prevent co-ordinator	Nazia Matin	matinn@ealing.gov.uk Tel: 020 8825 8895
Child Protection Administration (to contact CPA for advice)		Child protection duty desk Tel: 020 8825 8930
Child sexual exploitation (CSE) and missing coordinator	Christina Evers	Tel: 020 8825 5951 EversC@ealing.gov.uk
Ealing Council children's services		Tel: 020 8825 8000 (ECIRS)
Child Abuse Investigation Team (CAIT)		Tel: 020 8246 1901
Other useful numbers can be found in the Relevant Contact Telephone Numbers section		

The Safeguarding (Child Protection) Policy is available on the School website http://www.sapriory.com and hard copies of the Policy are available on request. Please contact Reception to request a hard copy.

The School has a legal duty to report any concerns if it is thought that a child's welfare may be at risk.

Reviewed at Safeguarding Committee meeting 27 September 2018. For ratification by Full Governing Body November 2018.

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Abbreviations

CME	Children Missing Education
DBS	Disclosure and Barring Service (DBS)
DDSL	Deputy Designated Safeguarding Lead
DfE	Department for Education (previously DCSF)
DSL	Designated Safeguarding Lead
ESCB	Ealing Safeguarding Children Board
EYFS	Early Years Foundation Stage
LADO	Local Authority Designated Officer
LSCB	London Safeguarding Children Board
PSHEE	Personal, Social and Health and Economic Education
PSED	Personal, Social and Emotional Development
TRA	Teacher Regulation Agency

St Augustine's Priory Safeguarding Policy

Mission Statement

We are an all-through, inclusive Catholic girls' school, with boys in the nursery, committed to preparing girls for life long effectiveness and success. As part of their journey girls will learn of intellectual risk taking and emotional strength, reflection and self-knowledge, persuasiveness and team building as well as a cultural curiosity for an enriched enjoyment of life.

In our stunning 13 acres of grounds, girls have a physical freedom unique in central London. We aim to instil in them the emotional freedom to grow intellectually and spiritually and to understand the truth about themselves, others and our complex world. We will give them the courage to be ambitious and compassionate and we will provide a secure, happy and nurturing community in which to explore all of the above.

To this end we seek, develop and retain the best teachers who value well -being and the individual progress of each girl as much as they are relentless in their pursuit of academic excellence. Their goal is life-long success for each girl and they set the pace of energy and dynamism within which the girls flourish.

Statement on Safeguarding

Safeguarding is the multi-disciplinary work we do to minimise and manage risk to children and young people who may be vulnerable. It employs a framework which brings together all aspects of an investigation into an allegation of abuse against the vulnerable.

St Augustine's Priory is committed to safeguarding and promoting the welfare of its pupils, including those in the Early Years Foundation Stage (EYFS), in compliance with, and having regard to, all current legislation and guidance issued by the Secretary of State for Education (DfE) in accordance with section 157 of the Education Act 2002 and associated regulations, the main sources of guidance currently being: Keeping Children Safe in Education (September 2018) (KCSIE), which also incorporates Disqualification Under the Childcare Act 2006 (Feb 2015); What to Do If You're Worried a Child Is Being Abused (March 2015); Working Together to Safeguard Children (March 2015, updated February 2017); Prevent Duty Guidance: for England and Wales (July 2015) (*Prevent*), incorporating The Prevent Duty: Departmental Advice for Schools and Childminders (June 2015); and The Use of Social Media for On-line Radicalisation (July 2015); Mental Health and Behaviour in Schools (March 2016); Preventing and Tackling Bullying – Advice for Headteachers, staff and governing bodies. DfE July 2017; Multi-agency guidelines: Handling cases of Forced Marriage (June 2014); Multi-agency statutory guidance on FGM (April 2016); Sexual violence and sexual harassment between children in schools and colleges (May 2018).

In addition:

a) All children have a fundamental right to be protected from harm; the interests of the child are paramount.
b) The Governors, Headteacher and Staff of St Augustine's Priory fully recognise their responsibilities to safeguard all children including those in the EYFS. We recognise that all staff and volunteers have a full and active part to play in protecting our pupils from harm. We recognise the particular expertise and overview shared by the Designated Safeguarding Leads across the school.
c) All staff are committed to ensuring that our School should provide a caring, positive, safe and stimulating environment, which promotes the social, physical, emotional and moral development of the individual child.
d) Adherence to this policy is mandatory for all staff and volunteers of St Augustine's Priory including when working with pupils off site.
e) The school recognises that the responsibility of making decisions about referrals lies with the School's Designated Safeguarding Lead (DSL), but staff are aware that they can make direct referrals if deemed

necessary. We will always refer to local guidance on thresholds and make clear the route for obtaining informal advice on borderline cases from local agencies. We work in accordance with the guidance which notes the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.

f) Our policy requires that any deficiency or weakness in safeguarding arrangements is remedied without delay.

St Augustine's Priory aims to:

a) train and raise the awareness of both teaching and non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse and to make sure that ours is an environment where staff feel able to raise concerns and feel supported in their safeguarding role
b) ensure that pupils and parents are aware that St Augustine's Priory takes child safeguarding seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations of abuse against staff and volunteers
c) develop and promote effective working relationships with other agencies, including the Police and Ealing Social Care Board so that pupils' individual needs are met if they are in need of additional support
d) support the child's development in ways which will foster security, confidence and independence
e) establish a safe environment in which children can learn and develop, feel secure and know they are listened to
f) ensure that children know that there are adults within the School they can approach if they are worried or in difficulty
g) equip pupils through the curriculum, in particular PSHEE, and PSED in the EYFS, with the knowledge and skills to stay safe from abuse and to know to whom to turn for help
h) teach pupils about safeguarding including keeping safe-online (for further details see our separate 'e-safety' & PSHEE policies.)
i) provide a systematic means of monitoring children known or thought to be at risk of harm (e.g. vulnerable pupils lists)
j) develop a structured procedure within the School which will be followed by all members of the School community in cases of suspected cases of abuse
k) emphasise the need for good levels of communication between all members of the School community
l) promote an awareness that child abuse transcends class, ethnicity and culture
m) practise safer recruitment in checking the suitability of staff and volunteers to work with children
n) ensure that the School community follows the guidance set out in the publication "What to do if you're worried A Child is Being Abused" (see Appendix 1 – Key References and Useful Websites)
o) ensure that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay.
p) educate girls to be aware of the risks of grooming and radicalisation and exploitation from social media and the internet, as well as use of portable technology (e.g. mobile phones and sexting)
q) engage fully with the school and the Government's Prevent strategy

Procedures:

St Augustine's Priory, through the Governing Body and Head teacher will ensure that:

a) The School's Safeguarding Policy is in compliance with Keeping Children Safe in Education (2018) (KCSIE) Section 2:22, (see Appendix 1 – Key References and Useful Websites) so that it will be in line with the London Child Protection Procedures under the auspices of the London Safeguarding Children's Board (LSCB) and Ealing Safeguarding Children Board (ESCB).
b) We have a Designated Safeguarding Lead (DSL) who has the status and authority to carry out the duties of the post. The DSL undertakes all required training and regularly (a minimum of two days every two years)

attends training in Safeguarding, Child Protection and Inter-Agency working. (Date of last Designated Person interagency training November 2017 and date of last DSL training in Safeguarding September 2017). All Designated Safeguarding Leads at St. Augustine's Priory are members of the Senior Leadership team.

c) We have a Deputy Designated Safeguarding Lead (DDSL) for EYFS who has undertaken all required training (date of last Designated Person interagency Training March 2018) and who has the status and authority to carry out the duties of the post.
d) We have a Deputy Designated Safeguarding Lead for Juniors who has undertaken all required training (date of last Designated Person Training October 2017 – NSPCC two day course) and who has the status and authority to carry out the duties of the post.
e) Each DSL/DDSL can deputise for the other(s) in their absence
f) The DSL and DDSLs will liaise with local statutory children's agencies as appropriate and will also be designated responsible for Looked After Children. The DSL, DDSLs and Headteacher will co-operate as required with their enquiries including attendance at case conferences.
g) All members of staff, volunteers, and staff from external & supply agencies, all pupils and parents are aware of the identity of the DSL and DDSLs, responsible for child protection matters.
h) We have a designated member of the Governing Body with responsibility for Safeguarding matters who has undertaken all required safeguarding training, local authority safeguarding training for governors and at that least one member of the Governing Body has undertaken 'Safer Recruitment in Education' training.
i) All staff must be provided with induction training that includes: Prevent training, the school's Safeguarding policy; the Acceptable Use Policy; the staff code of conduct; the identity of the DSL and DDSLs; a copy of Part 1 and Annexe A of KCSIE and the School's whistle-blowing (protected disclosure) procedures, the Employment Manual.
j) All staff, including temporary, part-time and volunteer staff, will receive training in Safeguarding and Child Protection as part of whole staff INSET, as well as specific training for new staff as part of their induction. All staff will receive training in making a referral and school procedures for this. Safeguarding training is repeated annually. All members of staff develop their understanding of, and are alert to, the signs and indicators of abuse.
k) All members of staff know how to respond to a pupil who discloses abuse.
l) A record is kept with the DSL of all Safeguarding, Child Protection and Inter-Agency training carried out in and on behalf of the School.
m) All staff, including temporary staff, part-time volunteers and contractors are aware of their responsibilities and of their duty to report any concerns to a DSL (see below).
n) Training is also required for the host families of pupils who are privately fostered. Where a pupil is hosted in a private fostering arrangement, a home visit will be undertaken by the school. The Local Authority will be informed.
o) All parents/carers and voluntary staff are made aware of the responsibilities of staff members with regard to safeguarding/child protection procedures and of their duty to refer any concerns to the DSL/DDSL.
p) The DSL will keep written records of all safeguarding concerns about children. Where such records are made a note will be made on the pupil's main file. The DSL and Headteacher will ensure all Safeguarding records are kept securely, separate from the main pupil file and in a locked location.
q) If an allegation is made against a member of staff or a volunteer the Headteacher will make an immediate referral, no later than one working day, to the Local Authority Designated Officer (LADO). If an allegation is made against the Headteacher then the Chair of Governors will make an immediate referral to the Local Authority Designated Officer (LADO).
r) Safer recruitment practices are followed at all times. (See p24 of this Policy)
s) Written confirmation is sought from external agencies that all their staff have been appropriately checked with the Disclosure and Barring Service (DBS) and also that all checks have been carried out on their staff's identity, medical and physical fitness to work with children, references, right to work in the UK and their suitability to work with children. If the person is a teacher, a prohibition check will be completed. Where

appropriate, an overseas check will be undertaken. Agencies will have to carry out the new EU check from January 2016. As an all-through school, all staff have been requested to complete an annual Disqualification by Association self-referral. The School will undertake to confirm the identity of all agency workers and will seek independent confirmation of satisfactory DBS clearance.

t) In the cases where the School's pupils are supervised away from school by the staff of another organisation, assurance is sought that appropriate child protection checks have been carried out

u) Staff will only use their personal mobile phone during non-contact time in non-pupil areas of the School. Staff will only use the School's electronic equipment when photographing or videoing pupils. School cameras, videos or memory cards will not be removed from the school premises (unless being used on a school outing). Staff will ensure that all images of pupils are stored securely, and pupils' images are only used when parental permission has been given to do so either via the School's Terms and Conditions or via a separate consent form for EYFS.

v) All staff will be given a copy of this policy and will be required to sign a record confirming that they have received and read the policy. Copies of these records are held in individual personnel files.

w) Two emergency contact numbers are kept for each pupil where reasonably possible.

Responsibilities

The Governing Body

a) The Governing Body will nominate a Safeguarding Governor to undertake the tasks specified below. The Governing Body will approve the Terms of Reference for the Safeguarding Committee. The Governing Body will receive a report from the Safeguarding Committee at each of its meetings. The Governing Body will undertake an annual review of the Safeguarding policy and the annual Safeguarding report.

b) The Chair of Governors will immediately liaise with the LADO regarding any accusation made against the Headteacher or any DSL (see section 12).

Designated Governor

a) The Designated Governor for Safeguarding has received Local Authority Training in Safeguarding and Child Protection for Governors, appropriate Safeguarding Training and will ensure that at least one member of the Governing Body has completed Safer Recruitment Training. The Designated Governor chairs the Safeguarding Committee and works closely with the Headteacher and the DSL and DDSLs to promote safeguarding.

b) Together with the Headteacher, the Safeguarding Governor and DSL/DDSLs:

- Undertake an annual review of the School's Safeguarding and Child Protection procedures and of the efficiency with which the related duties have been discharged to ensure that the School is safeguarding and promoting the welfare of pupils at St Augustine's Priory. The detail of this review is sufficient to demonstrate both breadth and depth. The review is reported to the School's Governing Body on an annual basis.
- Prepare an annual review of the Safeguarding policy for review by the full Governing Body.
- Ensure that any deficiencies or weaknesses in Safeguarding and Child Protection arrangements are remedied without delay.
- Together with the Governing Body, approve amendments to Safeguarding and Child Protection arrangements in the light of changing regulations or recommended best practice at least annually.
- Monitor training and support given to the DSL.
- Ensure that the DSL and DDSLs have undertaken the requisite training for their roles, as specified in their job description and that they have sufficient time and resources to undertake their duties as specified below and are persons of recognised status of authority within the School.
- Regularly speaks to a number of staff and pupils across the School, to check their knowledge of their policies and their awareness of the DSL/DDSLs when visiting the school, and staff across the School to see if they would know who to go to in the case of suspected abuse and how they should speak to the child. The

safeguarding governor will select two members of staff at random from the single central register for this. Evidence is recorded in Governors' visits records.

- Approves the DSL/DDSLs' job descriptions which includes key activities of the role
- Reviews how children are taught about safeguarding.
- Checks that the DSL/DDSLs would have the knowledge, skills and understanding necessary to keep safe children who are looked after by a local authority even if there are none on the School roll.

Headteacher

a) The Headteacher is responsible for appointing Designated Safeguarding Leads for the Senior and Junior Schools, & Preps/Pre-Preps (EYFS). These are listed on the front of this policy and are all members of the Senior Leadership Team.
b) The Headteacher is responsible for liaising with the LADO with regard to any accusation made against any member of staff or volunteer.
c) The Headteacher is responsible for ensuring that all staff and volunteers have received appropriate safeguarding training and that this training is up to date and a record is kept.
d) The Headteacher together with DSL and DDSLs is responsible for appropriately supporting, in line with legislation, all children and staff when abuse occurs or allegations of abuse are made.
e) The Headteacher is responsible for ensuring that support for DSLs is in place

Each Designated Safeguarding Lead is responsible for:

a) adhering to LSCB, ESCB and national guidance, London Child Protection Procedures, and School procedures with regard to referring a child if there are concerns about possible abuse
b) ensuring that all Safeguarding and Child Protection policies and procedures are in place and are enforced and that all staff are aware of their need to safeguard children at all times
c) keeping written records of all safeguarding concerns about a child, including those on MyConcern
d) ensuring that all such chronological records are kept confidentially and securely and are separate from pupil records, including those on MyConcern, and ensuring that an indication of such further record-keeping is marked on the pupil's records in accordance with ESCB procedures
e) monitoring the attendance and development of all children lest they go missing and in particular any child who is on the Child Protection Register or is the subject of a Care Order
f) ensuring that any pupil currently on the Child Protection Register, who is absent without explanation for two days, is referred to Family Services and the Education Welfare Service in the Borough and after ten consecutive days for others
g) operating safer recruitment procedures (including DBS checks and compliance with Independent School Standards Regulations)
h) maintaining an overview of safeguarding within the school, opening channels of communication with local statutory agencies and monitoring the effectiveness of policies and procedures in practice.
i) ensuring that any deficiencies or weaknesses in Safeguarding and Child Protection arrangements are remedied without delay
j) liaising with other agencies to report or consult on the wellbeing of all pupils, e.g. Channel, ESCB, ECIRS, Ealing SAFE, CAMHS and so on. Contextual information should be shared where appropriate.
k) being available to staff during staff hours (if the relevant safeguarding lead is off-site, staff are aware that they can talk to another DDSL or DSL). The DSL/DDSLs are also available via the school emergency contact number outside school hours. Staff can also submit an online MyConcern referral at any time.
l) ensuring that they update their knowledge & skills annually and feed back their knowledge to the other safeguarding leads and the Safeguarding Committee.
m) updating staff training on safeguarding at least annually.

n) Taking the lead with referrals and establishing that the local authority have made a decision about the type of response within 24 hours or one working day. Where a colleague has made an initial referral, the DSL/DDSL should follow up.
o) Ensuring that safeguarding files have been transferred securely to the child's next school, separately from their pupil file and ensure confirmation of receipt. Best practice involves the DSL contacting the new school's DSL directly to share information where appropriate.

All Staff and Volunteers must recognise their responsibility to be aware of

a) the contents of this Safeguarding (Child Protection) Policy and have the opportunity to ask questions in relation to the Policy & Procedures. All staff will be required to sign to confirm that they have received and read this Safeguarding (Child Protection) Policy. All staff and volunteers will be required to sign and abide by the School's 'Staff Code of Conduct'. They will also sign an annual declaration regarding disqualification.
b) the need to support children who have been abused in accordance with the agreed Child Protection Plan
c) the Early Help process and be prepared to identify children who may benefit.
d) the signs of possible abuse (see below).
e) the need to respond appropriately to any significant changes in a child's general well-being – this includes supporting systems which place the child at the heart of our practice.
f) comments children make which give cause for concern
g) the need to be open, accepting and ready to listen to a child. The need to take the child's worries seriously and not to interrupt if she/he is recalling a significant event; the need to avoid asking leading questions; and the fact that confidentiality cannot be promised to a pupil giving evidence
h) the requirement to make a **handwritten** note of the discussion as soon as possible and at the latest within 24 hours to give to the DSL or a DDSL, noting time, date, place, people present and what was said. These notes may be required in a court proceeding. A MyConcern entry can be submitted alternatively. Handwritten notes can be scanned and added to this submission. All concerns, discussions and decisions should be recorded in writing.
i) the difference between "a concern about a child" and "immediate danger or risk of harm" – the latter being a safeguarding concern
j) the need to discuss concerns with the DSL or a DDSL and decide on a course of action where a child is in immediate danger or at risk of harm, a referral should be made to children's social care and/or the police immediately.
k) anyone can make a referral. In both cases (child in immediate danger or risk of harm), staff making a referral should inform the DSL as soon as possible. The local authority should make a decision about the type of response within 24 hours or one working day.
l) That any member of staff has a duty to make a referral to external agencies if they consider that the school response has been inadequate and to persist with such until they are satisfied with the response.
m) that parental consent is not required for referrals to statutory agencies where this might put the child(ren) at risk of harm.
n) the need to pass on to the DSL and the local authority that a child may be in a private fostering arrangement.
o) the need to maintain an appropriate level of confidentiality whilst liaising with relevant professionals.
p) the need to support/monitor any child as required.
q) the School's reporting arrangements (see Appendices 4,5 & 6)
r) the contact details for agency involvement which are set out on page 1 of this policy.
s) the guidance for staff, to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example one to one tuition, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil).
t) That safeguarding issues can manifest themselves via peer-on-peer abuse (see below) and the procedures for dealing with peer-on-peer abuse at St. Augustine's Priory.

u) their duty to report all cases of FGM (female genital mutilation) as of 1st October 2015 to 101, the police non-emergency number. Suspected cases should be referred to the DSL or a DDSL.
v) The Prevent duty particularly with regard to young people and vulnerable young adults; being mindful of the increased risk of radicalisation via social media and the internet.
w) Contextual factors that may put children at risk, such as the vulnerability of SEND pupils in particular

Contextual Risk Factors

Early Help intervention may be required for pupils with the following risk factors and indicators:

- Eating disorders
- Self-harm
- Aggressive behaviour towards others
- Sudden unexplained absences from school
- Drug/alcohol or substance misuse
- Drug/alcohol or substance misuse by family members and carers
- Running away/going missing/fear of going home
- The child is unnaturally compliant to/fearful of parents/ carers.
- Behaviour or signs in parents/carers which give or may give cause for concern
- Parental mental health concerns or learning difficulties
- Domestic abuse or violence at home
- The child or family resist contact with school professionals and other professionals
- The child is a young carer
- The child is privately fostered
- The child has special educational needs, whether with an EHCP or not
- The child has a disability or specific additional needs
- The child is at risk of being drawn into anti-social or criminal behaviour, or is at risk of exploitation or at risk of radicalisation
- The child shows early signs of neglect and/or abuse
- Looked after or previously looked after children (LAC)
- Family bereavement
- Family separation or divorce, which may involve attending family courts
- The child has been a victim of crime or has witnessed a crime
- Family members in prison
- Homelessness or the threat of homelessness
- LGBT children are known to be more vulnerable to peer-on-peer abuse

There are many ways in which child abuse may come to staff attention:

- the child may tell you
- a child's friend or relative may tell you
- you may notice injuries
- the child may behave in a very sexually explicit way

Types of Abuse and Neglect

The details of the types of abuse listed below are taken from the London Child Protection Procedures (4thEd) Ch. 4.

Neglect

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 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.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. It may include FGM or other physical forms of abuse such as breast ironing – please see Honour Based Violence below.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts.

Sexual abuse includes abuse of children through sexual exploitation.

Sexual abuse includes non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

This may include online grooming, the sharing of sexual images of a young person without their consent or with their consent if under age, or cyber bullying, and sexting. The perpetrator may also be a young person.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
- Imposing age or developmentally inappropriate expectations 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;
- Seeing or hearing the ill-treatment of another; for example, where there is domestic abuse,
- Serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children;
- Exploiting and corrupting children.
- This may include radical indoctrination by extremist families
- This may include coercive, controlling behaviour

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

Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

Child Sexual Exploitation

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

Honour-Based Violence (HBV)

So-called "Honour-Based Violence" (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL or a DDSL. Staff need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Sexting

See sections above and below on Sexual Abuse, Child Sexual Exploitation and Peer-on-Peer Abuse. Sexting may occur in an apparently consensual manner but staff should be aware of the risks to pupils of exploitation and grooming, and legal concerns with sending illicit images. Children may feel shame about the images or messages concerned and may be highly secretive.

Domestic Abuse/Domestic Violence

Children who live in families where domestic abuse occurs may be affected emotionally and may also be at risk physically. They may also be experiencing neglect. Staff should be aware that, although the child may not be the direct victim of the abuse, this is a safeguarding concern. Siblings, both at the school and elsewhere, should be included when addressing these cases. Staff are aware that this abuse may be verbal or emotional, or may be a form of coercive control. It may also be financial control and coercion.

Children Who Run Away or Go Missing

A child going missing from home or education is a potential indicator of many forms of abuse or neglect and their absence from school or from home could be caused by a number of factors such as those outlined in the paragraphs above, or of FGM or Forced Marriage.

Accurate and timely attendance procedures are followed rigidly, with immediate checks by office staff for unexplained or unauthorised absences. Staff are trained to raise concerns directly with the relevant DSL or DDSL. Regular checks on registers are carried out by pastoral managers such as the Head of PPP, the Deputy Heads and Senior Form Teachers. A weekly update of registers is distributed to senior staff for further monitoring, including the Headteacher. Concerns about attendance are raised at regular meetings.

Pupils transferring to other schools at any point are kept on roll here until joining the school roll at their new school. For pupils where the new school cannot be confirmed, a referral is made to Ealing's Children Missing Education office via a CME form and a Reasonable Enquiry Form.

Please refer to the Supervision of Pupils Policy and the Missing Child Policy.

Recognition of Abuse and Neglect

The factors described below are frequently found in cases of child abuse or neglect. Their presence is not proof that abuse has occurred, but they:

- **must** be regarded as indicators of the possibility of significant harm;

- indicate a need for careful assessment and discussion with the School's DSL or a DDSL.

The DSL/DDSL may require consultation with and/or referral to the LA children's social care and/or the police. The DSL/DDSL will always take advice about thresholds. The school has a strong practice of the DSL and DDSLs working together with Headteacher to test each other's actions in a supportive framework to ensure that no-one slips through the net.

- Staff are reminded that abuse could be by one or more pupils against another pupil.
- Staff must adopt an attitude of 'it can happen here'.

When there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm the school will report its concerns to the local authority social care department and/or the police.

The absence of such indicators does not mean that abuse or neglect has not occurred. In an abusive relationship the child may:

- Appear frightened of the parent or carer;
- Act in a way that is inappropriate to their age and development. The parent or carer may:
- Persistently avoid routine child health services and/or treatment when the child is ill;
- Have unrealistic expectations of the child;
- Frequently complain about / to the child and may fail to provide attention or praise (high criticism / low warmth environment);
- Be absent or leave the child with inappropriate carers;
- Have mental health problems which they do not appear to be managing
- Be misusing substances;
- Persistently refuse to allow access on home visits;
- Persistently avoid contact with services or delay the start or continuation of treatment;
- Be involved in domestic violence;
- Fail to ensure the child receives an appropriate education.

The table below gives examples of possible indicators of abuse and/or neglect however this list is not exhaustive and the reader is referred to the London Child Protection Procedures (4th Ed) Ch. 4 for a more information. (See Appendix 1- Key References and Useful Websites)

Neglect	• Inadequate or inappropriate clothing • Appears underweight and unwell and seems constantly hungry • Failure to thrive physically and appears tired and listless • Dirty or unhygienic appearance • Frequent unexplained absences from school • Lack of parental supervision • Unmanaged/untreated health/medical conditions • Frequent absences, missing from education
Physical Abuse	• Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury • Injuries in unexpected places or that are not typical of normal childhood injuries or accidents • High frequency of injuries • Parents seems unconcerned or fail to seek adequate medical treatment
Sexual Abuse	• Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child's age/stage of development • Sexual risk-taking behaviour including involvement in sexual exploitation/older boyfriend • Continual, inappropriate or excessive masturbation

	• Physical symptoms such as injuries to genital or anal area or bruising, sexually transmitted infections, pregnancy • Unwillingness to undress for sports
Emotional Abuse	• Developmental delay • Attachment difficulties with parents and others • Withdrawal and low self-esteem • Behavioural problems
Radicalisation	• Spending excessive amounts of time unsupervised using computers/the internet • Secretive behaviour • Expression of radical or harmful political views • Desensitised to violent, anti-social, extremist imagery • Isolated from others or sudden changes in friendship groups • Changes of religious views and/or commitment/devotion to religious cause (see Prevent Section of this policy)
Child Sexual Exploitation	• Children who appear with unexplained gifts or new possessions; • Children who associate with other young people involved in exploitation; • Children who have older boyfriends or girlfriends; • Children who suffer from sexually transmitted infections and become pregnant; • Children who suffer from changes in emotional well-being; • Children who misuse drugs and alcohol; • Children who go missing for periods of time or regularly come home late; and • Children who regularly miss school or education or do not take part in education
"Honour-Based" Violence (FGM)	• a female child is born to a woman who has undergone FGM; • a female child has an older sibling or cousin who has undergone FGM; a girl or woman asks for help; • a girl or woman confides in a professional that FGM has taken place; • a mother/family member discloses that female child has had FGM; • a family/child is already known to social services in relation to other safeguarding issues; • a girl or woman has difficulty walking, sitting or standing or looks uncomfortable; • a girl or woman finds it hard to sit still for long periods of time, and this was not a problem previously; • a girl or woman spends longer than normal in the bathroom or toilet due to difficulties urinating; • a girl spends long periods of time away from a classroom during the day with bladder or menstrual problems; • a girl or woman has frequent urinary, menstrual or stomach problems; • a girl avoids physical exercise or requires to be excused from physical education (PE) lessons without a GP's letter; • there are prolonged or repeated absences from school or college (see 2015 guidance on Children Missing Education); • increased emotional and psychological needs, for example withdrawal or depression, or significant change in behaviour; • a girl or woman is reluctant to undergo any medical examinations; • a girl or woman asks for help, but is not be explicit about the problem; and/or • a girl talks about pain or discomfort between her legs.
"Honour-Based" Violence (Forced Marriage)	• Persistent absence from school • Request for extended leave of absence or failure to return from visits to country of origin • Fear about forthcoming school holiday

	• Surveillance by siblings or cousins at school • Decline in behaviour, engagement, performance or punctuality • Poor exam results • Pupil withdrawn from school by those with parental responsibility • Removal from a day centre of a person with a physical or learning disability • Pupil not allowed to attend extra-curricular activities • Sudden announcement of engagement to a stranger • Pupil prevented from going to higher/further education
"Honour-Based" Violence (Breast ironing)	• A practice used to keep girls looking pre-pubescent by flattening breast buds in puberty, with the aim of reducing the risk of child marriage or sexual violence. Common in Cameroon with some evidence of up to 1000 cases in the UK. • Use of heat, extreme heat, blunt force – can cause permanent and extreme harm
Domestic Abuse	• See relevant paragraph above
Sexting	• See relevant paragraph above

Identifying cases of female genital mutilation (FGM)

Teachers should discuss any case with the school's Designated Safeguarding Lead, unless they have a good reason not to do so. The DSL may then involve children's social care as appropriate. **Teachers must personally report to the police**, nonetheless, cases where they discover that an act of FGM appears to have been carried out. They should use the non-emergency police number, 101, within 48 hours. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence, or in cases where the woman is 18 or over at the time of disclosure. In these cases, teachers should follow local safeguarding procedures).

There are many different types of abuse but there are some that staff may be initially less aware of. Female genital mutilation (FGM) is a surprisingly common form of abuse in the UK, and the school does have measures in place to safeguard against this type of abuse. Any indications that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy. In support of this provision, the school will do everything that it can to ensure that:

- the school is an 'open environment', where students feel able to discuss issues that they may be facing;
- the Designated Safeguarding Lead (DSL) is aware of the issues surrounding FGM;
- materials explaining FGM and the issues that surround it are available for staff and students;
- advice and signposts are available for accessing additional help, e.g. the NSPCC's helpline, ChildLine services, and appropriate black and ethnic minority women's groups;
- girls have access to a private telephone, should they wish to use it;
- training about FGM is incorporated in the school's safeguarding training. Training will include:
    - an overview of FGM
    - the socio-cultural context
    - facts and figures
    - UK FGM and child protection law
    - FGM complications
    - examination of this policy – and what staff should do if they suspect FGM
    - the roles of different professionals

If there is a disclosure of abuse of this kind, or staff are concerned for any other reason, they are advised:

- not to reveal to anyone other than the DSL that their enquires might be related to FGM, as this could increase risk to the pupil;
- not to engage initially with the pupil's parents or family, or others within the community;
- to alert the school's DSL to their concerns. The member of staff making the referral will then relay concerns directly to the police. If a pupil has disclosed that they are at risk in this way, the case will still be referred to social care even if it is against the pupil's wishes.

Peer-on-Peer Abuse

Peer-on-peer abuse is recognised by the School as a form of abuse and is as serious as any other form of abuse. Staff should recognise that children are capable of abusing their peers, both within the school and outside it. It should never be tolerated or passed off as "banter" or "part of growing up".

Different forms of peer-on-peer abuse include, but are not limited to, bullying, cyberbullying, gender related violence and sexting. It can include hitting, kicking, biting, hair-pulling or shaking. This may also include online or live grooming of pupils and sexual harassment (see part 5, KCSIE (2018)). This could include being sexually touched/assaulted. Involvement in gangs or contact with gangs may also lead to various forms of peer-on-peer abuse ranging from hazing and intimidation to violence, sexual abuse and exploitation, and coercion into criminal activity.

Evidence suggests that It is more common for girls to be the victims of peer-on-peer abuse. To this end, the school seeks to educate girls through PSED, PSHEE, RSE, assemblies and workshops about grooming and other forms of peer abuse, to encourage their use of their own voice and to provide clear pathways of communication for them to turn to.

Sexual Violence and Sexual Harassment between children

This 'can occur between children of any age and sex'. Staff are trained to be aware of what the signs of sexual harassment might appear to be and what the impact may be on a child. Staff are aware that violence or harassment between children, even where one or more parties does not attend the school, is to be treated seriously and never dismissed as a private or trivial matter. The procedures to be followed in the most serious of cases must follow the new guidelines 'Sexual Violence and Sexual Harassment between Children in Schools and Colleges' 2018. It may be necessary to put structures in place to safeguard pupils who have made allegations against another pupil in school, as well as the pupil who is the subject of the allegation. The DSL, DDSLs and Headteacher will refer matters to the police when necessary and will also consult with the local authority and relevant agencies for support. Pupils are safeguarding against such experiences through the PSHE and PSED programmes in school, as well as on-going pastoral support.

Bullying

Our policy on bullying is set out in a separate Policy (Anti-Bullying) and it acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. Bullying that leads to a child being at risk from harm is a safeguarding matter. Anti-bullying PSHEE lessons, assemblies and form periods take place each year and school council are involved.

The School seeks to minimise the risk of cyber bullying and online abuse by using forensic monitoring of pupils' use of school computers using firewalls and through the work of the e-safety committee. The School provides regular e-safety training for pupils, staff and parents at least once per year as part of the PSHEE programme and a regular e-safety talk for new parents at the start of each academic year.

All pupils and staff are required to read and sign our Acceptable Use Policy before they are allowed to access the School's computers. Pupils are required to lock away their phones and mobile devices during the school day. Priory 6 pupils are allowed to look at their phones at lunch time only, in the Priory 6 Common Room. The School regularly advises parents to limit the amount of screen time their children have to two hours per night and to monitor their use of devices and the internet at home.

Procedures for dealing with peer-on-peer abuse are the same as for other types of abuse and staff who become aware of peer-on-peer abuse should immediately refer the matter to the relevant DSL/DDSL who will decide the best course of action. Depending on the nature and the severity of the abuse, staff may refer the matter directly to the police and/or Local Children's Services. In that case they should then discuss the matter with the DSL/DDSL.

a) Listen to the child and ascertain the seriousness of the situation. The Form Teacher or Senior Form Teacher will refer the matter to the DSL/DDSL.
b) Bullying can be very subtle and staff should be aware of problems that can arise with older pupils misusing their power over younger pupils, as well as pupils of the same age and pupils with a dominant character. Please refer to the Policy - Anti-Bullying. It is rare that bullying constitutes abuse but all serious cases of bullying must be referred to the Headteacher.
c) Staff are made aware that bullying can be a safeguarding concern when a child is at risk as a consequence.

Prevent:

The national Prevent Strategy aims to stop people becoming terrorists or supporting terrorism. St Augustine's Priory, seeks to play a key role in ensuring that the children and young people who attend the School are safe from the threat of terrorism. Prevent is part of the School's wider responsibility for Safeguarding and this policy is therefore linked to the School's Policy for Safeguarding and Child Protection.

The Prevent strategy identifies that young people are more likely to be vulnerable to violent extremist or terrorist narratives, including non-violent extremism which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. The Government's Prevent Strategy defines extremism 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.'

We believe that St Augustine's Priory should be a safe place where children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology, and learn how to challenge such ideas.

In order to fulfil our Prevent Duty, we undertake to do the following:

- Actively promote Fundamental British Values, including mutual respect, tolerance and democratic participation, as part of our wider SMSC/ PSHEE programmes as well as within other subject areas and assemblies;
- Seek support and resources from the Educate Against Hate website.
- Respect learner and staff diversity, encouraging freedom and openness;
- Assess the risk of children in our schools/ settings/ activities being drawn in to terrorism;
- Maintain robust safeguarding policies which take in to account the policies and procedures set out by Ealing Safeguarding Children Board and identify extremism/ radicalisation as issues to be reported promptly to the Staff lead;
- Identify a nominated Staff Lead, usually the DSL (Deputy Head (Pastoral));
- Train staff so that they have the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism; and to ensure that the DSL has had higher level training in Ealing Safeguarding Children Board's Prevent Strategy
- Safer Recruitment procedures are followed with a regard to this duty and policy;
- Conduct due diligence checks on groups/ individuals seeking to hire or use school premises;
- Conduct due diligence checks on visitors to school, particularly visiting speakers and clergy, whether invited by children or staff.
- Visiting speakers may be required to provide a resume of their talk in advance and are required to sign our Visitors Safeguarding information and form on arrival, to wear a visitor's red lanyard and are to be accompanied at all times on the school site unless they have completed a DBS check for St Augustine's Priory School.
- Conduct due diligence checks on contractors working on the school sites who might have access to pupils;
- Ensure children are safe from terrorist and extremist material when accessing the internet in School;

- Review our policies annually;
- Directly challenge unacceptable views and ideologies when they are manifested in a timely and appropriate manner;
- Refer relevant individuals to Ealing Safeguarding Children Board and Ealing Channel services where necessary and appropriate;
- Seek advice about such referrals from Ealing's Prevent Officer

Possible Indicators of Risk

- Racist graffiti/ symbols/ comments made in School;
- Speaking out or writing in favour of extremist ideas in school work or lessons or any School organised event;
- Extreme comments shared on social media;
- Distribution of extreme or terrorist propaganda among other pupils;
- Vulnerable students being influenced by others (although we are aware of a need to avoid over-simplified assessments of who might be 'vulnerable'), because of the existence of one or more factors, which may include:
  - An identity crisis, involving an individual's distance from their cultural/ religious heritage, including peer / family/ faith group rejection;
  - A personal crisis, including family tension/ social isolation/ friendship issues;
  - Personal circumstances, such as migration, experience of racism;
  - Unmet aspirations;
  - Criminality;
  - Experience of poverty, disadvantage, discrimination or social exclusion;
- Association with those known to be involved in extremism (including via the internet);
- A significant shift in the child/ young person's behaviour or outward appearance, particularly involving conflict with his/her family and/or faith group;
- Travel for extended periods of time to international locations known to be associated with extremism;
- Disguising of a child's identity, e.g. in documentation;
- A simplistic or flawed understanding of religious/ political/ global issues;
- A significant adult or other in the child/ young person's life who has extremist views or sympathies particularly family members;
- Critical risk factors, being:
  - Contact with extremist recruiters;
  - Articulation of support for extremist causes/ leaders;
  - The possession of extremist literature;
  - Using extremist narratives and a global ideology to explain personal disadvantage;
  - Justifying the use of violence to solve societal issues;
  - Membership of extremist organisations.

Supportive Interventions

- Channel is the multi-agency approach to protect people at risk from radicalisation and aims to: identify individuals at risk of being drawn into terrorism; assess the nature and extent of that risk; develop the most appropriate support plan for the individuals concerned.
- Should concerns require support from other agencies, the following are ways in which terrorism and extremism can be reported:
  - Anti-terrorist hotline: 0800 789 321
  - Crime stoppers: 0800 555 111
  - Relevant police force: 101
  - www.gov.uk/report-suspicious-activity-to-mi5
  - Channel DfE Helpline 020 7340 7264
- To report any online terrorist-related material: www.gov.uk/report-terrorism

When a child makes a disclosure:

Do the following:

- Listen carefully
- Make accurate handwritten notes using direct quotation of the child's own words
- Tell the DSL/DDSL
- Tell the child they have done the right thing by telling you

Do not:

- Ask leading questions
- Use your own words to describe events
- Investigate
- Promise secrecy
- Discuss with anyone other than the relevant DSL/DDSL

Process:

The school acknowledges the requirement to differentiate between safeguarding children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies. The former will be reported to Children's Social Care immediately; the latter will lead to multi-agency assessment using local processes.

If a member of staff has concerns about a child:

a) They should immediately consult the DSL/DDSL **and** complete an Incident Reporting Log (Appendix 6) or MyConcern entry.
b) The DSL/DDSL will assemble all that is known about the child from School records and other staff, and will check the MyConcern/safeguarding chronology for this child where appropriate.
c) The DSL/DDSL will report to Ealing Social Care on 0208 825 8000 (or the child's home Local Authority Social Care.)
d) The procedures to be followed are shown in Appendix 3 which are in accordance with the Ealing Safeguarding Children Guidance 2014, Policy & Procedures and include procedures for dealing with abuse by one or more pupils against another pupil where there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'. Any such abuse will be referred to local agencies.

When deciding whether to make a referral, the DSL/DDSLs will discuss the matter with Social Services where it is not clear whether the thresholds have been met. This may be done without giving names in the first instance. Staff should be aware that an allegation of child abuse or neglect may lead to a criminal investigation, thus the School should not do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegation of abuse. The DSL/DDSLs will ensure that the procedures recognise the difference between those who have suffered or who are at risk of suffering serious harm and those who need additional support from one or more agencies.

Supporting Children

a) The DSL/DDSLs will take the lead in all early help strategies and any processes that follow.
b) Children are supported by strong pastoral systems and monitoring. These structures include weekly Senior Form Teacher Committee meetings, fortnightly PPP and weekly Junior team meetings. Form teachers are trained annually at INSET. PPP and Junior Form Teachers and Teaching Assistants have extensive pastoral contact through teaching their pupils. Form teachers meet with pupils twice a day in the Senior school.
c) Central monitoring documents are maintained, reviewed and shared. The DSLs monitor vulnerable pupils lists and liaise closely with the SENDCO and the Learning Support staff.
d) The school has a School Counsellor for one and half days a week. Pupils can attend drop in sessions at lunchtimes (typically Senior pupils). Children can be referred by the link member of staff, the Deputy Head (Seniors) via their form teachers. The School Counsellor meets weekly with the Deputy Head (Pastoral).

e) The School Nurse offers advice and support to pupils across the school and liaises closely with the DSL/DDSLs.
f) There is very strong culture of shared support and advice for parents through workshops, parents' meetings, SEN and EAL review meetings and ad hoc meetings when concerns arise.
g) All staff, both teaching and support staff, are proactive with sharing information and concerns about pupils and demonstrating care for these pupils.
h) Where necessary, Wellness Plans are agreed between children, their families and the school to offer support and guidance.

Support for Pupils once a referral has been made

a) We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self -blame.
b) We recognise that the School may provide the only stability in the lives of children who have been abused or who are at risk of harm.
c) We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to behaviour which could be regarded as aggressive or withdrawn.
d) Our School will support all pupils by:
    a. Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying;
    b. Promoting a caring, safe and positive environment within the School; this includes clear guidance for those engaged in specialist music or sports provision and arrangements for changing from nursery through to Sixth Form.
    c. Liaising and working together with all other support services and those agencies involved in the safeguarding of children;
    d. Notifying Social Services as soon as there is a concern; within 24 hours of a disclosure or suspicion of abuse.
    e. Following up with a written referral within 48 hours.
    f. Providing continuing support to a pupil about whom there have been concerns who leaves the School by ensuring that appropriate information is forwarded under confidential cover to the pupil's new School.
e) If staff have concerns that the DSL/DDSL has not responded to safeguarding concerns they may make a referral themselves. In such cases they are asked to inform the DSL and Headteacher that they have done so.
f) If there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm' any such abuse will be referred to local agencies. It is an expectation that in the event of disclosures about pupil on pupil abuse that all children involved, whether perpetrator or victim, are treated as being "at risk".

Supporting Staff

a) We recognise that staff working in the School who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.
b) We will support such staff by providing an opportunity to talk through their anxieties with the Headteacher and/or the DSL/DDSLs, and to seek further support as appropriate.

Supporting Parents

a) Where appropriate the DSL/DDSLs will be able to recommend sources of specialist support to parents, e.g. Ealing SAFE, parenting classes, DV support teams, substance misuse support clinics, and referrals to family psychotherapists.
b) Workshops for parents on a variety of pertinent issues are held each year e.g. drug abuse, parent conversations, e-safety, and so on.

Confidentiality

a) We recognise that all matters relating to Child Protection are confidential.
b) The Designated Safeguarding Lead (or Headteacher in her absence) will disclose any information about a pupil to other members of staff on a need to know basis only.
c) All staff must be aware that they have a professional responsibility to share information in a timely and appropriate manner with other agencies in order to safeguard children.
d) All staff must be aware that they cannot promise a child to keep secrets.

Allegations against Staff, DSL/DDSLs, Headteacher & Volunteers

a) We understand that a pupil may make an allegation against a member of staff, the Headteacher, a DSL/DDSL or a volunteer.
b) If any allegation is made against a member of staff, the Headteacher, a DSL/DDSL or a volunteer, the LSCB procedures will be followed and we shall have regard to the guidelines on practice and procedures given in Part 4 of Keeping Children Safe in Education 2018 (KCSIE) (see Appendix 1- Key References and Useful Websites).
c) A clear priority of the school will be to enable a quick and confidential resolution of the allegation to the benefit of all concerned.
d) If such an allegation is made, the member of staff or volunteer receiving the allegation will immediately inform the Headteacher, or in her absence, the allegation should be reported to the Chair of Governors. The school will not conduct its own investigation without consulting the LADO.
e) If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors, without telling the Headteacher. The Chair of Governors will immediately consult with the Local Authority Designated Officer (LADO) or their deputy, within one working day.
f) The Headteacher or Chair of Governors on all such occasions will immediately (within one working day) discuss the content of the allegation with the Local Authority Designated Officer (LADO) or their deputy. In an emergency the police should also be called. In borderline cases, discussions with the LADO will be held informally and without naming the school or individual
g) The Headteacher or Chair of Governors ('the case manager') will record in writing any information about dates, times, location and potential witnesses and the date and time of contact with the LADO. The nature, context and content of the allegation will be considered, with reference to whether the person may pose a risk of harm. A course of action will be agreed with the LADO about communication with the individual subject to the allegation, and communication with the parents (see Part 4 KCSIE 2018). Where a strategy discussion is required or when the police or children's social care are involved, the individual subject to the allegation may not be informed by the case manager until those agencies have been consulted.
h) An individual will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded by the school and the individual and the parents of the child/children as agreed. The School will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. The School will give due weight to the views of the LADO and to the policy when making a decision about suspension.
i) A named contact will be provided for colleagues who have been suspended, appointed by the case manager. Staff should be given access to counselling advice and advised to contact their trade union or a colleague for a support. Further guidelines about contact with colleagues and support are in Part 4 of KCSIE 2018.
j) If, following discussion, the LADO determines that the allegation does not reach the threshold for referral to Social Services then the Headteacher or the Chair of Governors will follow all necessary internal procedures and complete a record which will be retained and refer back to LADO if any further concerns.
k) If an accusation is made against a member of staff living on school premises (e.g. the Headteacher, the Estates Manager), alternative accommodation may need to be found in the event that an investigation takes place and for the duration of the investigation.

l) If, following discussion, the LADO determines that the allegation reaches the threshold for referral then investigations will involve:
    a. Social Services
    b. Police
m) In cases of serious harm or risk, the police should be informed from the outset.
n) The police should also be contacted in cases of historical allegations of abuse.
o) If the person against whom the allegation has been made has left, the police should be contacted.
p) Investigations should use the definitions outlined in Part 4 of KCSIE 2018 when determining the outcome; i.e.: substantiated, malicious, false, unsubstantiated or unfounded.
q) If abuse is reported, in addition to investigating the allegation, a social services inspection will decide:
    a. to what degree the School did or did not safeguard and promote the welfare of the child
    b. decide whether the School acted appropriately according to Child Protection Procedures
    c. decide what lessons may be learned from the experience.
r) If an allegation is not substantiated and the person returns to work, the school will support the person.
s) The Headteacher will keep a written record of all allegations. Details of allegations that are found to have been malicious should be removed from personnel records.
t) Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider whether to apply an appropriate sanction (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).
u) As the school takes children aged three and above, it is not a registered provider for EYFS so there is no requirement to inform Ofsted of allegations or investigations.
v) The procedure to be followed is shown in Appendix 5 which is in accordance with the Ealing Child Protection Policy & Procedures 2014.
w) The school will make every effort to act in a timely manner, to maintain confidentiality and to guard against unwanted publicity.

Referral to the DBS

If anyone who is employed, contracted, a volunteer or a member of staff or student working in the School is deemed unsuitable to work with children, and thus their services are no longer required, the Headteacher will report to the Disclosure and Barring Service (DBS) within one month of that person leaving the School and inform the Chair of Governors. Any such report will include evidence about the circumstances as far as possible. If the referral relates to the Headteacher, the Chair of Governors is responsible for making this referral. The contact address is DBS, PO Box 181, Darlington DL1 9FA (tel 0300 123 1111). The School is aware that failure to make a report constitutes an offence, leading to its possible removal from the Department for Education register of Independent Schools. “Compromise agreements” cannot apply in this connection. It is an offence not to refer to the DBS details of anyone who is removed from regulated activity, or who leaves while under investigation for allegedly causing harm or posing a risk of harm.

Referrals to the DBS will be made by the school, as a legal duty, for anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult according to the terms set out in para 53 of KCSIE 2018.

The school will consider referring to the Teacher Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate and should make reference to this in their policies. The reason such an order would be considered are: “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction at any time, for a relevant offence”.

Ceasing to use a person’s services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers;

resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

Safer Recruitment and Employment Practices

St Augustine's Priory follows the Government's recommendations for Keeping Children Safe in Education 2018 (KCSIE). (See Appendix 1- Key References and Useful Websites)

All members of teaching and non-teaching staff, governors, including part time staff, temporary and supply staff and visiting staff such as music teachers and volunteers are subjected to a Disclosure and Barring Service (DBS) check and all other required suitability checks before starting work, to ensure their suitability to work with children. Additional checks are carried out on staff/people who have lived or worked outside the UK using the TRA Teacher Services Systems.

Each person that is appointed will need to sign a self-declaration regarding Disqualification by Association, before the appointment is confirmed.

Confirmation of DBS status from supply agencies and external organisations is received prior to commencing work. Further identification checks are carried out on arrival at School.

The Headteacher, the DSL, the DDSLs and at least one member of the Governing Body have completed the NSPCC online training in Safer Recruitment or local authority training as a minimum.

At least one person trained in Safer Recruitment will be on every interview panel.

All recruitment will be planned to ensure that candidates know that St Augustine's Priory is fully committed to safeguarding the children in our care. This will deter unsuitable people from applying to work in our School. The school conducts checks to ensure that no member of staff carries out work at school, or intends to do so, in contravention of a prohibition order, or any direction made under section 128 of the 2008 Act that they may not take part in the management of an independent school (paragraph 18920(b))

Further information can be obtained in the School's 'Statement of Policy and Practice: Recruitment'.

The Single Central Register

a) The Headteacher, all members of staff, peripatetic staff, and governors are subject to enhanced DBS clearance and all other required suitability checks. Identity checks include sight of passport, qualifications, utility bill, bank statement and driving licence. Records of identity are kept in the individual's personnel file in a locked cabinet in the Bursar's office.
b) DBS checklists are housed centrally and securely in the Bursar's office.
c) There is a single central register of all staff, supply staff and includes Governors and other volunteers. This is maintained on a day to day basis by the HR manager and is retained in the Bursary. The overall responsibility for ensuring that it is maintained correctly lies with the Headteacher who will, with the Chair of Governors, review the SCR at the beginning of each term and each month with a DSL/DDSL. The Headteacher meets weekly with those involved in recruitment to ensure that constant monitoring is in place.

Whistle blowing (protected disclosure)

a) We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
b) All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. (See separate Whistleblowing Policy).
c) All staff should be aware of the duty to persist with a concern until they are satisfied that the safeguarding needs of the child are being met. This duty may require reporting directly to other agencies such as the Ealing Safeguarding Children Board.

Physical Intervention

a) Corporal punishment of any kind is not allowed in the School. Our policy on physical intervention by staff is set out in a separate policy (See separate Policy - Promoting Good Behaviour) and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times, it must be the minimum force reasonably necessary to prevent injury to another person.
b) We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures. (See separate Policy - Promoting Good Behaviour).
c) It may be necessary to draw up particular behaviour plans to anticipate and avoid as much as possible the need for reasonable force when managing pupils with particular medical, SEND or physical needs.

Equality

St Augustine's Priory is committed to equal treatment for all pupils regardless of an individual's race, ethnicity, sexual orientation, religion and social background including those with special educational needs and all disabilities. We aim to create a friendly, caring and protective environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of our pupils.

Health & Safety

Our Health & Safety Policy, reflects the consideration we give to the Safeguarding and protection of our children both within the School environment and when away from the School when undertaking School trips and visits. (Health and Safety Policy and Risk Assessment).

Relevant Contact Telephone Numbers (also see page 1): - Anyone can make a referral

Child Exploitation and Online Protection Centre (CEOP) https://www.ceop.police.uk/ email:communication@nca.x.gsi.gov.uk, Tel: 0370 496 7622 (available 24/7)
ChildLine, Over 18 - 0808 800 5000
ChildLine, Under 18 - 0800 1111
Child Protection Advice & Consultation Service – 0208 825 6134 (Mon/Wed/Fri 9.30-4.30 pm)
DfE dedicated telephone helpline for staff and governors: 020 7340 7264 email counter-extremism@education.gsi.gov.uk
Children Missing in Education 020 8825 5040 Angineh Danialian, CME support officer and administrator Tel: 020 8825 9647 Email: cme@ealing.gov.uk
Children's Commissioner www.childrenscommissioner.gov.uk
Ealing Hospital 020 8967 5000
Ealing Service for Children with Additional Needs (ESCAN) Carmelita House 21-22 The Mall Ealing W5 6PJ 020 8825 8700 carmelitahouse@nhs.net
Family Rights Group- Independent advise for families 0800731 1696
Metropolitan Child Abuse Investigation Team 0208 247 7843. Out of hours 101, Emergency 999
NSPCC 0808 800 500 & NSPCC FGM helpline 0800 028 3550
Ofsted Whistleblower Hotline 0300 123 3155
Police Child Protection Team-0208 246 1901 - *For FGM mandatory reporting:* 101
Safeguarding/Prevent Governor: Deacon Anthony 020 8455 9822 deaconanthony@sapriory.com (or via Head's PA on 0208 991 7518)
Samaritans http://www.samaritans.org/ Telephone 116 123 free any time from any phone. You do not have to be suicidal to call the Samaritans
Young Minds. http://www.youngminds.org.uk/ - 0808 802 5544 (free for mobiles and landlines). The Young Minds Parents Helpline is open from 9.30 to 4.00 pm, Mon- Fri.

APPENDIX 1: Key References and Useful Websites

- Prevent Duty Guidance: for England and Wales (July 2015) (*Prevent*), incorporating The Prevent Duty: Departmental Advice for Schools and Childminders (June 2015), and The Use of Social Media for On-line Radicalisation (July 2015).
- The Education Act 2002 http://www.legislation.gov.uk/ukpga/2002/32/contents
- Education (Independent School Standards) (England) Regulations 2010 www.legislation.gov.uk/uksi/2010/1997
- Safeguarding Vulnerable Groups Act 2006 http://www.legislation.gov.uk/ukpga/2006/47/contents
- The Children Act 2004 http://www.legislation.gov.uk/ukpga/2004/31/contents
- What to do if you are worried a Child is being Abused March 2015
- http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4010283
- Working together to Safeguard Children DfE March 2015, updated February 2017 (a Guide to Interagency working to safeguard and promote the welfare of Children). https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00030-2013
- Keeping Children Safe in Education (September 2018) (KCSIE) which also incorporates Disqualification Under the Childcare Act 2006 (Feb 2015), https://www.gov.uk/government/publications/keeping-children-safe-in-education
- Information sharing: Guidance for Practitioners and Managers 2008 https://www.education.gov.uk/publications/eOrderingDownload/00807-2008BKT-EN-March09.pdf
- DBS Referral Guidance https://www.gov.uk/disclosure-and-barring-service-criminal-record-checks-referrals
- Statutory Framework for the Early Years Foundation Stage http://www.primaryict.org.uk/book_resources/ch3/Statutory_framework_for_the_early_years.pdf
- London Child Protection Procedures (LSCB) 5th Ed 2017 http://www.londonscb.gov.uk/procedures/
- Multi-agency statutory guidance on FGM (April 2016) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM__-_FINAL.pdf
- Multi-agency guidelines: Handling cases of Forced Marriage (June 2014) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf
- Preventing and Tackling Bullying – Advice for Headteachers, staff and governing bodies. DfE July 2017
- Children and Social Work Act 2017
- Sexual violence and sexual harassment between children in schools and colleges (May 2018)
- Educate Against Hate

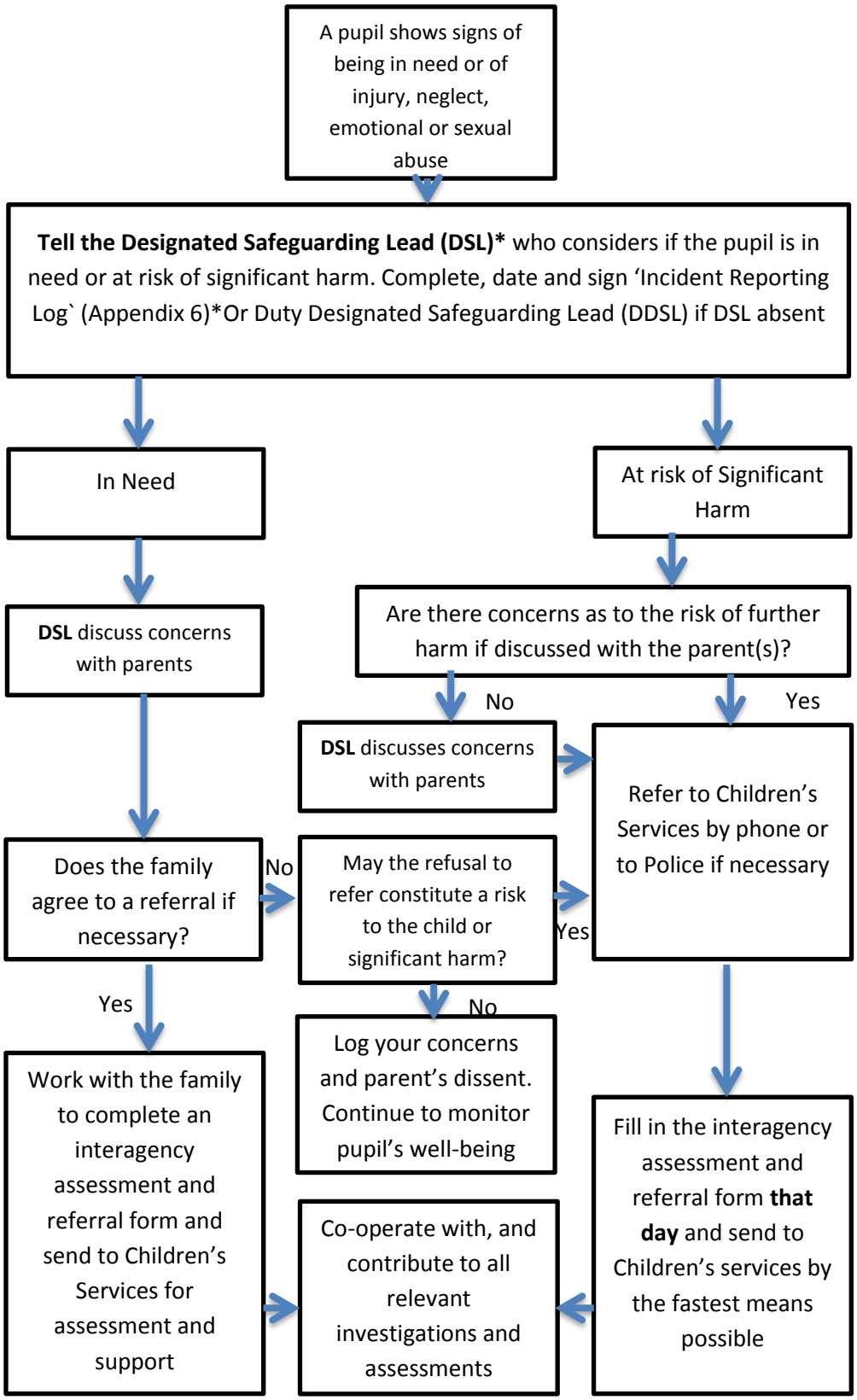
APPENDIX 2: Associated Policies and Procedures

This is a list of some of the related policies and procedures, it is not exhaustive.

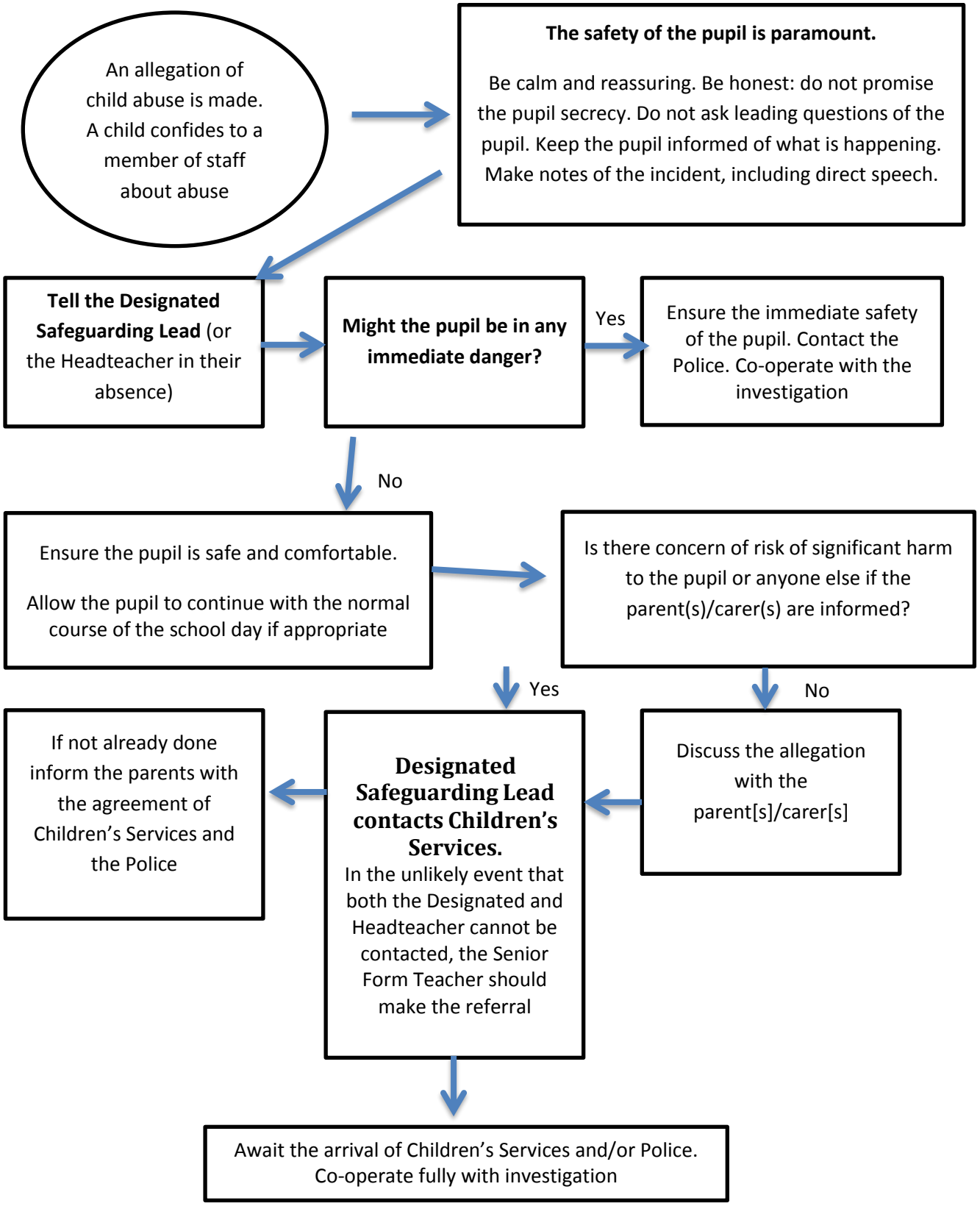
- Promoting Good Behaviour Policy (including rewards, sanctions, physical restraint, dealing with bullying)
- Anti-Bullying Policy
- Whistle-blowing (protected disclosure) see Employment Manual
- Health & Safety Policy
- Risk Assessment
- Missing Child Policy (includes EYFS)
- EYFS Uncollected Child Policy
- EYFS Outings Policy
- EYFS Personal Care Policy
- EYFS Behaviour Policy
- Guidance for Staff in Safeguarding
- Pupils with Special Education Needs and Disabilities Policy
- Safer Recruitment procedures in Recruitment Policy

- Employment Manual
- ICT - Acceptable Use Policy
- First Aid Policy
- Administration of Medicines Policy
- E-Safety Policy
- PSHEE Policy
- Supervision of Pupils Policy
- Visiting Speaker Policy

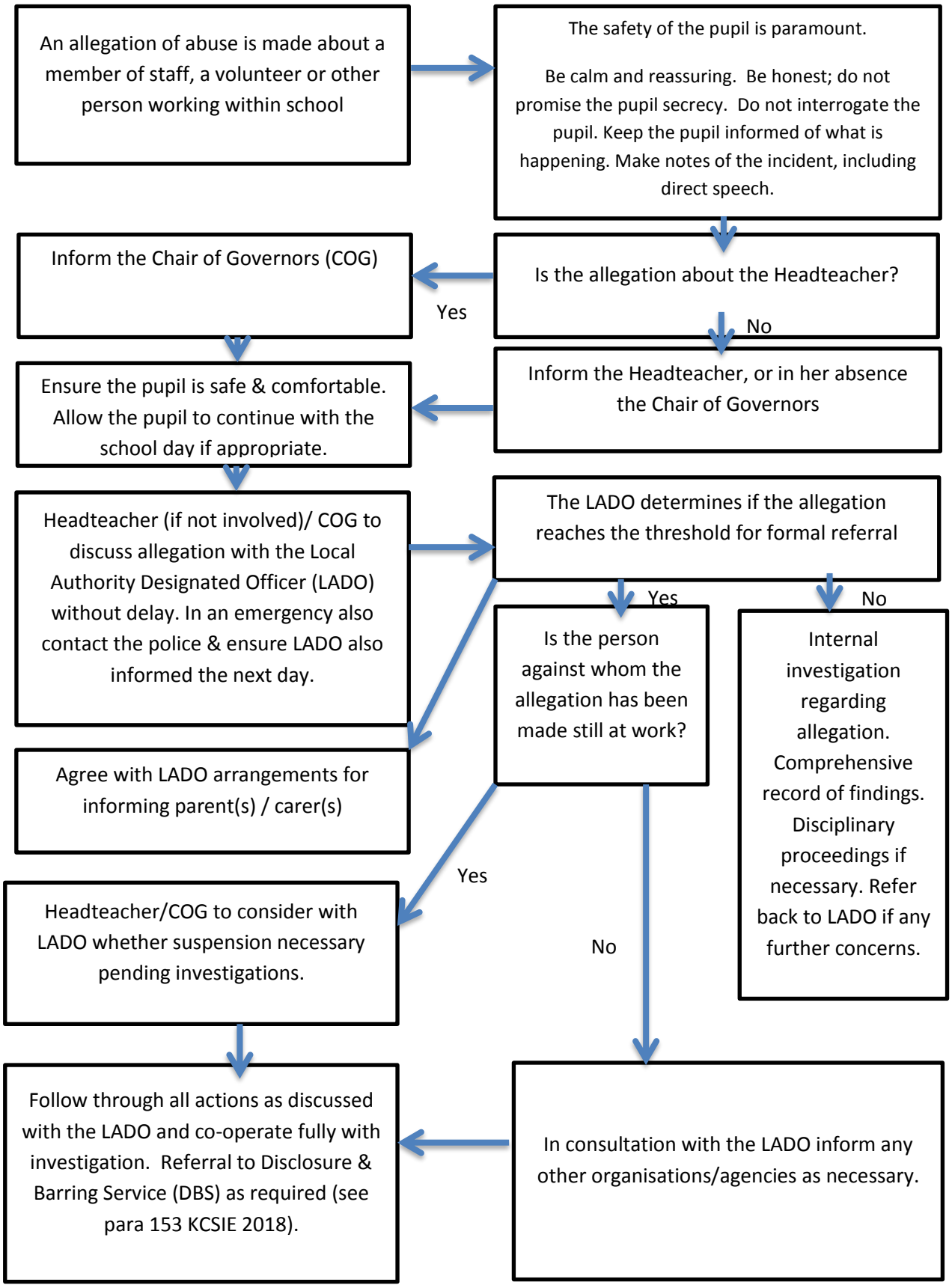
Appendix 3. Responding to a Pupil in Need and to Signs of Abuse



Appendix 4. Responding to Allegations of Abuse against Someone outside the School



Appendix 5. Dealing with an Allegation of Child Abuse against an Employee, Volunteer or any other Person Working in the School



For referrals to the TRA, the DBS or Ofsted, please see p 22 of this policy.

Appendix 6. Child Protection Incident Reporting Log

SAFEGUARDING/CHILD PROTECTION RECORD OF CONCERN

If you have a child protection / safeguarding concern about a child,

- **Please see one of the DSLs in person immediately if you believe a child is at serious risk of harm.**
- see the Designated Safeguarding Lead AND
- complete this form or complete an online referral on MyConcern. Complete this form even if you were unable to contact the DSL.

You may be required to complete more detail following discussion.

Child's Name :	
Child's DOB :	
Are you reporting your own concerns or responding to concerns raised by someone else?	
☐ Responding to my own concerns ☐ Responding to concerns raised by someone else	If responding to concerns raised by someone else, please provide their name and position within the organisation:
Please provide details of the incident or concerns you have including times, dates or other relevant information (Such as a description of any injuries whether you are recording fact, opinion or hearsay):	
Day, date and time of concern :	
Your account of the concern: (what was said, observed, reported and by whom) Use direct quotations where possible.	
The Child/Young person's account, if it can be given, of what has happened and how:	

Please provide details of the person alleged to have caused the incident / injury including where possible their name, address and date of birth (or approximate age):
Please provide details of any witnesses to the incident(s):
Additional information: (your opinion, context of concern/disclosure)
Your response: (what did you do/say following the concern)
Your name:
Your signature:
Your position in school:
Day, date and time of this recording:
Action and response of DSL/Headteacher Name: _____ Date: _____

Once signed this sheet must be given to the Designated Safeguarding Lead

I declare that I have read, understood and will abide by St Augustine's Priory Safeguarding (Child Protection) Policy (which includes the Safeguarding Children in Education: Code of Conduct for Safe Practice for School Employees), Acceptable Use Policy – both available to view on the School website - www.sapriory.com - and Staff Code of Conduct and Disqualification by Association. All staff must read the school policies and procedures annually or sooner if a revised version is produced.	
Name in full IN BLOCK CAPITALS	
Date	
Signature	