



Act Justly, love tenderly,
walk humbly with your God

ST. ANNE'S CATHOLIC HIGH SCHOOL FOR GIRLS

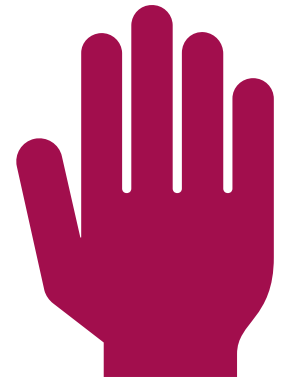
SAFEGUARDING AND CHILD PROTECTION

SEPTEMBER 2025

Safeguarding and CP [Child protection]



What is the difference between safeguarding and child protection?





Safeguarding is preventative, it applies to whole groups at all times. It is the actions we take to promote welfare and prevent harm in general.

Child Protection refers to specific actions taken to protect identified students who are suffering or likely to suffer significant harm.

Schools Safeguarding duty: A statutory duty



All those who come into contact with children in their everyday work, do have a duty to safeguard & promote the welfare of children and should be aware of procedures to follow (*Children Act 2004*).

This proactive duty to safeguard and promote welfare applies to teaching and support staff, to agency and supply staff, to contractors such as our catering and cleaning staff and volunteers.

Know your DSL and CP team



Some members of staff are also part of our CP team. They have received extra training and have experience in identifying and reporting concerns as well as supporting children with identified CP needs.

Every member of staff in school must know the CP team and should be able to name the DSL to anyone who asks. Eg: Governors, Parents, Students, Social Workers, OFSTED etc.

Depending on your role in the school you should know the rest of the CP team as well.

Know your DSL



Kaylea Vevers

***Assistant
Headteacher
and
Designated
Safeguarding
Lead***

The Team



Lisa Williams- Deputy DSL

Stephanie Gregory- Deputy DSL

Holly Friedlander- Year 7 Learning Support Coordinator and Transition Lead

Melissa Labonne- Year 8 Learning Support Coordinator

Sevim Hasgol- Year 9 Learning Support Coordinator

Sherry Ibrahim- Year 10 Learning Support Coordinator

Christelle Labonne- Year 11 Learning Support Coordinator

Jo Hamilton- Sixth Form Pastoral Manager

Keeping Children Safe In Education

Statutory guidance for schools and colleges

Dfe September 2025



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

- 1. The role of school staff**
- 2. What school staff needs to know**
- 3. What school staff should look out for**
- 4. What school staff should do if they have a concern about a child**
- 5. What school staff should do if they have a concern about another member of staff**
- 6. What school staff should do if they have concerns about our safeguarding practices.**

Part 1 It should be read in conjunction with Annex A which gives further guidance a range of specific forms of abuse and safeguarding issues.

Everyone will be sent a copy of both Part 1 and Annex A via. You must read it and confirm that you have read it.

What has changed?

- No changes to part one.
- Minor clarifications and amendments to part 2
- New guidance regarding children who are lesbian, gay, bisexual or gender questioning was expected but at the time of writing this has still not been updated.

Children
who are
lesbian, gay,
bisexual, or
gender
questioning

None of these factors are a risk in themselves but KCSIE highlights that these children can be targeted by other children and so professionals should be alert to bullying and harassment.

Children who are perceived to be lesbian, gay, bisexual or gender questioning can be just as vulnerable as those who are to this kind of bullying and harassment.

Gender-questioning children

Families of gender-questioning children should be encouraged to seek clinical help and advice.

Caution is needed as these children are more likely to have additional vulnerabilities including mental health needs, psychosocial needs and/or additional diagnoses of ASD and/or ADHD.

Schools and professionals should work in partnership with the parents of these children.

The main message is to act cautiously, work with parents and have a low-key response that gives the child space to explore their identity without making it difficult for them to change their mind later.

More detailed guidance has been published in draft but most expect changes given there has been a change of government since the initial guidance was published.

Filtering and Monitoring

- Filtering: Involves using software to block student access to harmful or illegal content via the internet. It is required on school devices and student and staff devices that are connected to the school internet.
- Monitoring: This is everything that we do to monitor students' use of the internet. It is the responsibility of all staff, not just IT or the Safeguarding Team



The role of the school
Staff and what they
need to know.



Safeguarding is
everyone's first
responsibility in
school



- **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

- **taking action** to enable all children to have the best outcomes.



We act in the best interests of the child. This may not be what they or their parents want. Their voice should be listened to, but to keep them safe we may have to do things they don't want.

All staff have a duty to report and record concerns.



What is the difference between:



Serious concerns



Urgent concerns

SERIOUS

- The child has suffered serious harm.
- The child is likely to suffer serious harm.
- The child is living in a home environment which is not appropriate for children.
- The child has been physically assaulted.
- The child is suffering with very poor mental health.

URGENT

- The child is or may be suffering harm right now
- There is an ongoing risk to the child's safety and wellbeing if action is not taken today.
- Police may need to be involved and collect evidence.
- The perpetrator is someone who could harm the child again if action is not taken immediately.
- The child is not able to participate in lesson unless the issue is dealt with.



Can you think of a hypothetical example of each?

**High Urgency/Low
Severity**

**High Urgency/High
Severity**

**Low Urgency/Low
Severity**

**Low Urgency/High
Severity**

High Urgency/Low Severity

E.g. Panic attack, low level self-harm, crying in class.

High Urgency/High Severity

E.g. abuse by a parent, any physical or sexual assault that happened recently, mental health crisis, suicide attempt or severe self-harm.

Low Urgency/Low Severity

E.g. seeming down, change in behaviour, general anxiety, lack of self-care.

Low Urgency/High Severity

E.g. Non-recent abuse by someone they no longer see, suicidal ideation, risky behaviour.

Please note that all of the above would need to be reported on myconcern. Low severity could still be very important in building a picture.

High Urgency/High Severity	High Urgency/Low Severity	Low urgency/High severity	Low urgency/low severity
Speak to a member of the safeguarding team immediately. If in a lesson, use on-call to contact a senior member of staff who will support in contacting the safeguarding team. You will likely need to write a written account on MyConcern ASAP. Liaise with on-call or other senior staff if you need cover to enable this to happen.	In most cases this will involve using the wellbeing on-call facility so that a member of SLT or the pastoral team can collect the student and provide support. Report on MyConcern at the next available opportunity that day.	Report on MyConcern at the next available opportunity that day and speak to a member of the safeguarding team before the end of the day.	Report on MyConcern at the next available opportunity, ideally the same day.



Dealing with a disclosure

Listen and Observe

Don't offer students confidentiality.

Get as much information as possible.

Think "who, what, when, where, how".

Assess

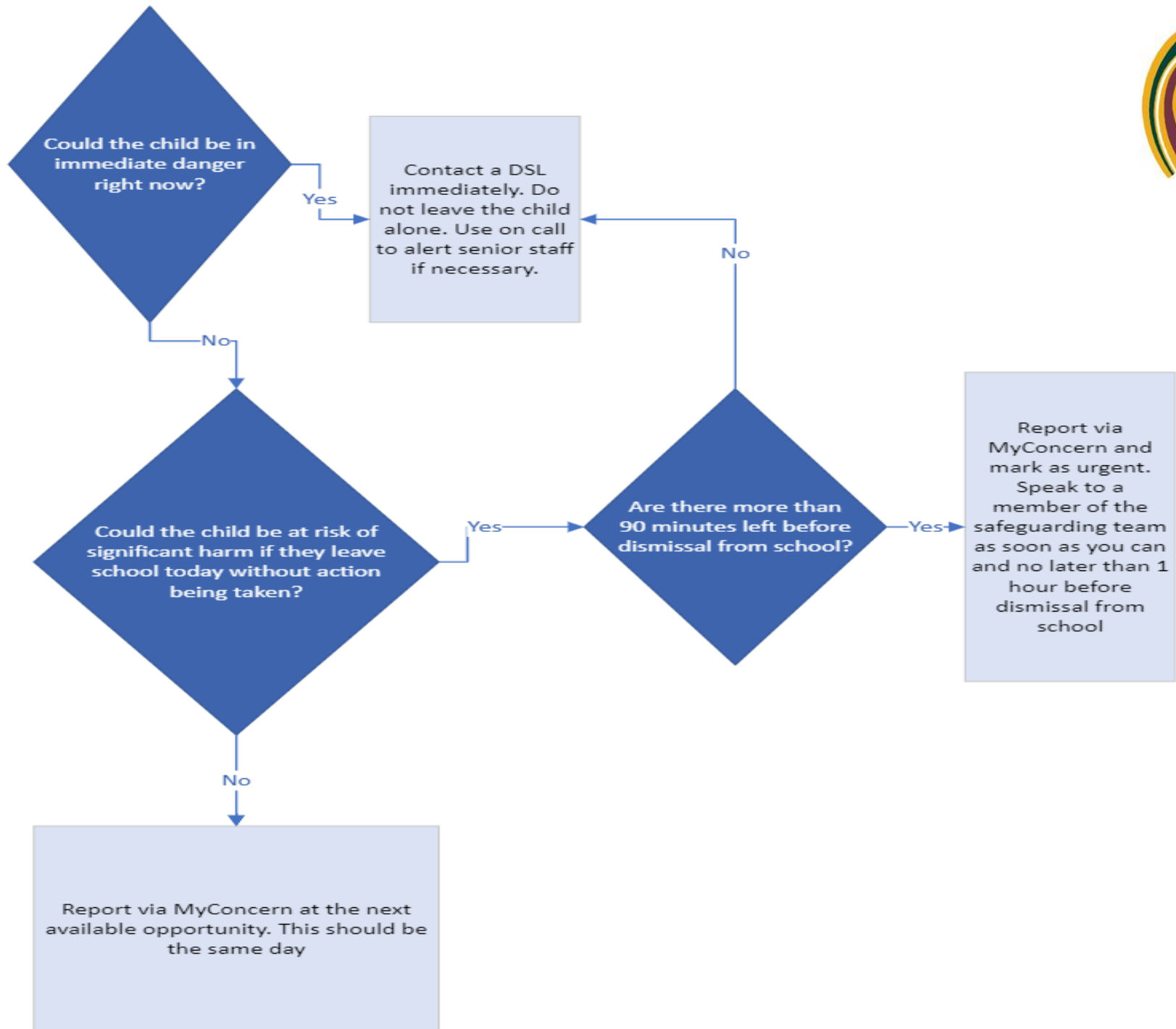
Does this need urgent action?

Use the flowchart on the next slide if you are in any doubt about how and when to report.

Report

Always report concerns via MyConcern, even if you've already reported verbally.

Distinguish clearly between observations, what a child has said, and what you suspect.



NSPCC advice

show you care, help them open up: Give your full attention to the child or young person and keep your body language open and encouraging. Be compassionate, be understanding and reassure them their feelings are important. Phrases such as ‘you’ve shown such courage today’ help.

take your time, slow down: Respect pauses and don’t interrupt the child – let them go at their own pace. Recognise and respond to their body language. And remember that it may take several conversations for them to share what’s happened to them.

show you understand, reflect back: Make it clear you’re interested in what the child is telling you. Reflect back what they’ve said to check your understanding – and use their language to show it’s their experience.

What does
a good
MyConcern
report look
like

The concern summary is explicit about what the concern involves. Vague summaries like “worrying comments” or “home issues” are less helpful than something like “physical abuse by parent”.

The details section is clear, concise and sticks to the facts.

The concern includes all important and relevant information.

The concern clearly distinguishes between what the child said and what the member of staff observed.

The concern avoids speculation or inference and sticks to what the child has said, as far as possible in their own words.

What are the problems with this example?

Concern Summary: worried about Emma

Details of concern:

Emma's mum has been beating her black and blue. This is happening more and more and she is scared to go home. She is being physically and emotionally abused and someone needs to do something to make sure she is safe. Emma can't go home tonight.

Dealing with students in distress

- Giving too much attention to students presenting as highly distressed can worsen mental health problems by feeding a negative cycle.
- Whilst it may feel compassionate to drop everything to give them your full attention it may do more harm than good.
- Students should be given a short amount of time in a safe space to self-regulate with minimal interaction.
- Other students should be moved away and the distressed student should be dealt with by themselves.
- Students should be passed onto staff who have pastoral and emotional support as **part of their job role**.
- If you feel a student is seeking you out to discuss things that fall outside of your job role, please speak to a member of the Safeguarding team who can advise.

What must I do if I come across an urgent, high importance concern and can't contact the safeguarding team?

1

Call the police or an ambulance via 999 if the child is suffering or may suffer significant harm.

2

Report your concern via the Multi-Agency Safeguarding Hub for the Local Authority where the child lives. There will be a phone number and an option to submit an online form.

3

Report on MyConcern and detail the fact that you have contacted Police/Ambulance/Social Care as appropriate.

Reporting
low-level
concerns
is just as
important
as high-
level ones.



Early help
prevents
escalation to
more severe
harm.

Early help can
improve
behaviour in
school.

Early help can
improve
learning
outcomes.

Building a full
picture of what
the child's daily
life is like can
be crucial.

The importance of continued reporting



The jigsaw effect.

Strengthening cases to social care and other agencies.

Giving a clear picture of improvement or deterioration.

The four
main
categories
of abuse

Physical Abuse



Emotional Abuse

Sexual Abuse

Neglect

Signs
that a
child is
suffering
abuse

Physical Abuse

Emotional Abuse

Sexual Abuse

Neglect





Be alert
particularly
for children
with the
following
risk factors

Disabilities or additional needs

Being a young carer

Involvement in anti-social or criminal behaviour

Going missing from home

Returning home from care

Private fostering arrangements

At risk of radicalisation or criminal exploitation

At risk of trafficking

Potential indicators of CSE and CCE (Child Sexual or Criminal Exploitation)

Increased absence from school

Changes in friendships or relationships with older individuals or groups.

A significant decline in performance,

signs of self-harm or a significant change in wellbeing.

Signs of assault or unexplained injuries.

Unexplained gifts or new possessions.



“The Toxic Trio”

Mental ill-health in parents
or other adults or caregivers.

Substance misuse, including
alcoholism.

Domestic abuse



“The Toxic Trio”

- Often coexist, particularly in families where significant harm occurs.
- In 2018 the Children’s Commissioner reported that 100,000 children in England were in a home where all three were faced “to a severe extent” and 420,000 where all three were present “to a moderate or severe extent”.
- All individually damaging to children. All three together are especially worrying.
- Any information suggesting that a child lives with an adult experiencing any of these issues must be reported on MyConcern.

Protective factors



- Parents with good physical and mental health
- Parents with positive regard for the young person
- Good school attendance
- Strong academic achievement
- Positive peer relationships
- Relationships with trusted adults
- Stable community links
- Good school with positive regard for young people

Child on Child abuse



All staff should be aware that children can abuse other children (often referred to as child on child abuse). This is most likely to include, but may not be limited to:

- bullying including cyberbullying
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- **upskirting**, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Sexting- including the sending of nude or semi-nude imagery.

Nude and Semi-Nude Images



The sending of nude or semi-nude imagery is a safeguarding concern. It also makes young people more vulnerable to other forms of exploitation.

Agencies do not want to criminalise or stigmatise "experimental" behaviour. It is important that young people feel they can approach us and tell us if images that they have sent to someone are being used to bully, harass or extort them without feeling that we will criminalise them or that they will be blamed or in trouble for sending the image in the first place.

Nude and Semi- Nude Images



Was it consensual?

Did it involve children (under 18) of similar ages?

Has the imagery only been shared with the recipient that it was intended for?

If the answer to all three is "yes", then this is likely to be considered "experimental" rather than "aggravated".

Female Genital Mutilation- FGM



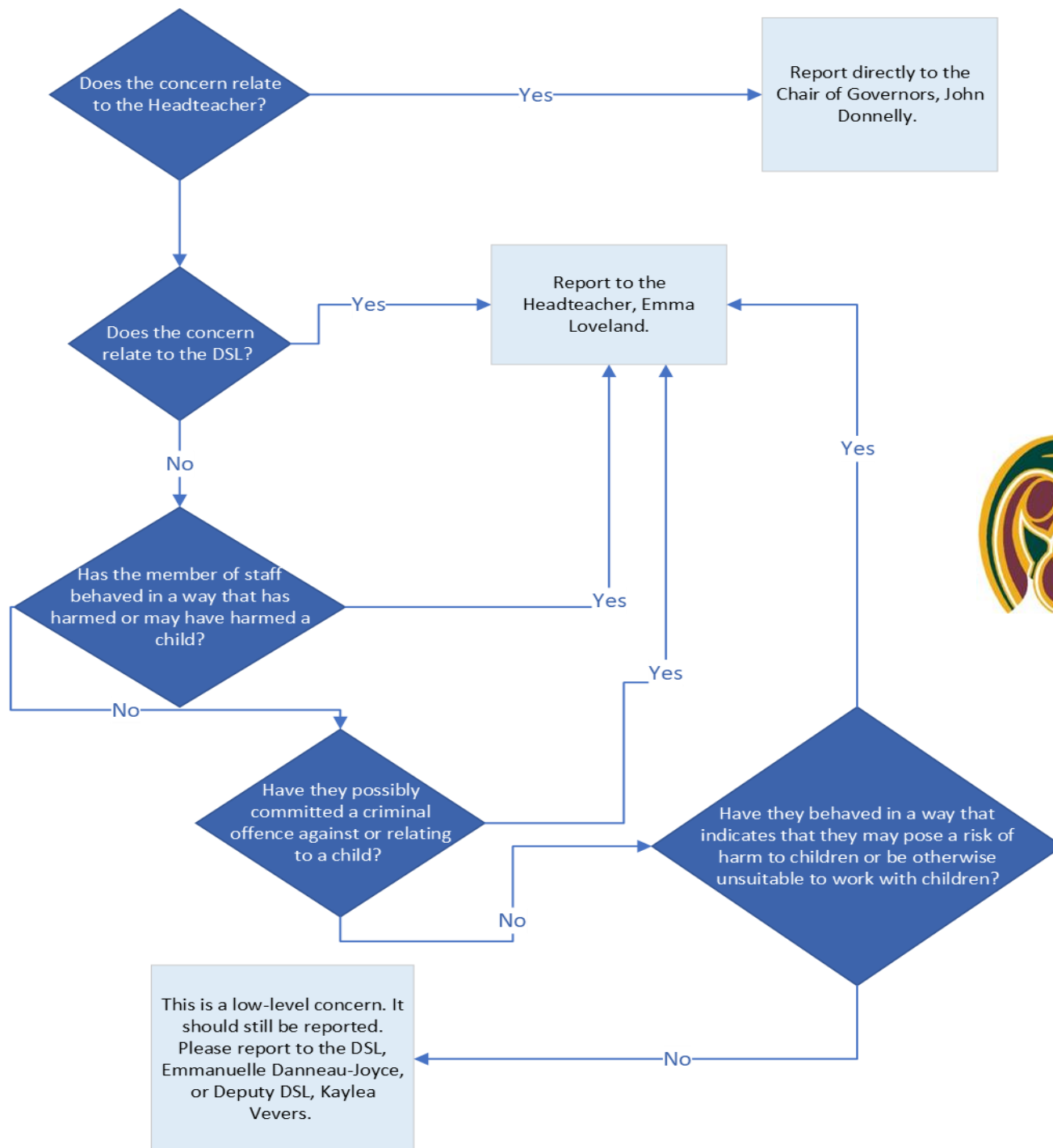
Whilst all staff should speak to the DSL with regard to any concerns about female genital mutilation (FGM), **there is a specific legal duty on teachers.**

If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

This is a personal mandatory duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred.

Please contact the DSL if you receive a disclosure of FGM during school and I will support and guide you in calling the police.

What school staff should do if they have a concern about another member of staff



1-1 Working with students



1

Ideally, keep
the door open

2

Never cover
the glass panel
on the door

3

If you are
uncomfortable,
leave the room

Physical contact – unacceptable practice



School and classroom culture It is unacceptable practice to:

- attempt to physically prevent a student from entering or leaving a classroom, unless there is a concern for the safety of the student, other students or staff
- pursue and/or make physical contact with a student who is attempting to run away, unless that student is in immediate danger or is likely to harm another person (in this case, an appropriate strategy could include calling for assistance from other staff and following at a distance).

Care and discipline of children It is unacceptable practice to:

- throw any object at a student to get their attention
- threaten students with physical punishment.

Staff-student relationships, It is unacceptable practice to:

- touch students
- The only exceptions are linked to serious first aid incident and serious concerns about a student or staff safety.



Dealing with Physical Fights

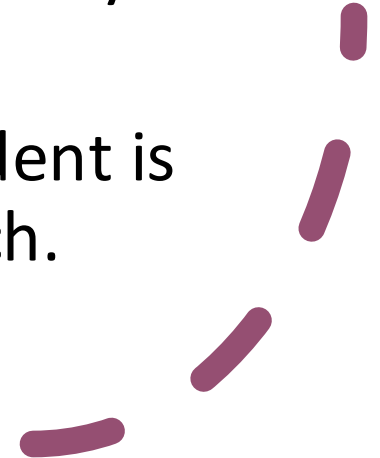
- Don't feel that you should physically intervene
- Clear bystanders
- Loudly try to get the attention of the students who are fighting





Digital Contact with students

- Follow the acceptable use policy.
- Only use school email addresses and phone numbers with students and parents.
- Remain professional in all your interactions .
- Guide students to write professional emails at every opportunity.
- Report if you feel a student is contacting you too much.





Maintaining a safe environment- Lanyards

- These need to be worn at all times.
- Politely challenge anyone you see in school without a staff or visitor lanyard and redirect them to reception.
- **Never** give your lanyard to a student to use for any reason.

What school staff should do if they have concerns about our safeguarding practices.



- You should feel able to raise your concerns about poor or unsafe practice to the DSL or other members of SLT or the chair of governors
- If you feel unable to raise your concerns to the people identified above or feel that your safeguarding concerns are not addressed you should use whistle blowing channels such as :
- <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/>
- Or call 0800 028 0285

Develop a safeguarding attitude



- **Staff should keep an attitude of “it could happen here” where safeguarding is concerned.**
- **When in doubt, you should report.**
- **If a parent gives you information which amounts to a concern about a child or an adult, you must pass this on.**
- **If you come across information outside of school which amounts to a concern about a child or an adult, you must pass it on.**

SUPPORTING YOU



Being involved with a student who has suffered harm, or appears to be likely to suffer harm can be stressful and upsetting. We will support you by providing an opportunity to talk with the DSL in regards to your feelings, or can signpost you to appropriate counselling services. Such as [Educationsupport.org.uk](https://www.educationsupport.org.uk) with whom St. Anne's hold a subscription.

- Completely confidential and independent service.
- Access available 24 hours a day, 365 days a year.
- Support for personal or work issues.
- Completely free to the service user.**

Call 08000 856 148

**For online resources visit:
[educationsupport.org.uk/online-support](https://www.educationsupport.org.uk/online-support)**

Username: [worklifesupport](#)

Password: [support1](#)

** Call costs from mobiles may vary according to the provider. Services delivered directly via the EAP are free. There may be charges for services we signpost to such as long term or open-ended support.

Main documents defining our duties



You may wish to explore these documents :

- **Education Act 2002**
- **Children Act 1989 and 2004**
- **Working together to safeguard children 2018**
- **What to do if you are worried a child is being abused-advice for practitioners 2015**
- **Local safeguarding partnership**

You must be aware of the procedures in these documents:

- **KCSIE Sept 2023 [Keeping Children Safe In Education]**
- **St Anne's Child Protection policy**
- **St Anne's behaviour for learning policy**
- **St Anne's staff code of conduct**

In the news!



GCSEs

Children referred to social care twice as likely to fail GCSE maths and English

Research found 53% of teenagers in England who had been referred to services did not achieve a pass in both subjects

Sally Weale *Education correspondent*

Tue 22 Aug 2023 00.01 BST



Why does this happen?

Home
environment not
conducive to study

Difficulty
concentrating

Poor attendance

Difficulty
regulating
emotions and
behaviour

Financial
deprivation

Inter-generational
educational
disadvantage

How can we help put it right?

High expectations
for all

Recognise
emotional
dysregulation

Avoid judging child
for actions of the
parent

Deal with
behaviour
dispassionately

Remember current
attainment is a
poor indicator of
potential

Provide safe and
appropriate places
for them to study