



**ST ANN'S SCHOOL
CHILD PROTECTION POLICY
AND CHILD PROTECTION GUIDANCE**

January 2017

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St Ann's School Child Protection Policy

St Ann's School is proud to be a Unicef Rights Respecting School (Level 2). The school ethos and our daily practice actively promotes the implementation of all Articles within the United Nations Convention on the Rights of the Child. Article 3 (best interests of the child), Article 6 (survival and development), Article 9 (separation from parents), Article 34 (sexual exploitation), and Article 36 (other forms of exploitation) are particularly pertinent to St Ann's Child Protection Policy.

St Ann's School fully recognises its responsibilities for child protection. Our policy applies to all staff, multi-agency partners, governors and volunteers working in the school. There are five main elements to our policy:

- 1. Ensuring we practice safe recruitment in checking the suitability of staff, volunteers and governors to work with young people.**
- 2. Raising awareness of child protection issues and equipping students (in line with their developmental ability) with the skills needed to keep them as safe as possible.**
- 3. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.**
- 4. Supporting students who have been abused in accordance with his/her agreed child protection plan.**
- 5. Establishing a safe environment in which young people can learn, develop and communicate any worries they might have.**

We recognise that because of the day to day contact with young people, school staff are particularly well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where young people feel valued and secure and are provided with a range of appropriate communication strategies. Staff need to be mindful that many St

Ann's students are non-verbal and that all students need to be given time to communicate, using their preferred communication method, and to be attended to/listened to.

- Ensure young people know that adults (of their choosing) are always available in school whom they can approach if they are worried.
- Include opportunities in the PSHE and wider school curriculum for young people to develop a range of skills, in line with their cognitive ability, that they will need in order to recognise and stay safe from abuse.

We will follow the procedures set out by the Ealing Safeguarding Children Board and take account of guidance issued by the Department for Education to:

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role. At St. Ann's this is the Headteacher, **Gillian Carver**.
- Ensure that we have an alternative designated Child Protection Officer in the event of the Headteacher being unavailable or absent. At St. Ann's School this is the Deputy Headteacher, **Mary Kelly**.
- If the safeguarding concern is about the Headteacher, i.e. the designated child protection teacher, the allegation should be reported to the Chair of Governors, **Julian Hillman**. Please refer to 'Procedures for schools responding to allegations of abuse by teachers and other staff'
- Ensure we have a nominated governor responsible for child protection. At St. Ann's this is **Sallie Mercer**.
- The Governing Body will review and readopt the school's child protection policy and guidance on an annual basis. A report of safeguarding will be made to the Governing Body by the nominated Governor on an annual basis.
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the designated senior person responsible for child protection and their role. This information is also part of the information pack given to supply teachers, agency staff and volunteers.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their individual responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its

obligations in the school prospectus/web site and through discussing this at Year 6 Transition coffee mornings. Copies of St. Ann's Child Protection Policy and Guidance are available from the school office and on the school web site.

- Notify social services if there is an unexplained absence of more than two days of any student who is on the child protection register or is a child in need.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at strategy meetings, case conferences and core group meetings.
- Keep written records of concerns about young people, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main student file, and in a locked location. At St. Ann's this is in the Senior Education Social Worker's office. A yellow note in the student's school file indicates that an additional child protection file exists for this young person.
- Follow Ealing's procedures where an allegation is made against a member of staff or a volunteer. (Please refer to Procedures for schools responding to allegations of abuse by teachers and other school staff)
- Ensure safe recruitment practices are always followed.

At St. Ann's all students have a complex severe learning difficulty or a profound and multiple learning difficulty. Some students have a dual diagnosis of SLD/ASD or PMLD/ASD. We recognise that our students may be especially vulnerable to abuse because of high levels of physical dependency, complex behavioural needs, an inability to communicate and a poorly developed sense of danger. It is therefore essential that staff always remain vigilant to any small changes in the young person's behaviour, their physical well-being, and their emotional presentation. School may be the only stable, secure and predictable element in the lives of children at risk. St. Ann's will endeavour to support our students through:

- Robust safeguarding procedure
- Adherence to all statutory guidance eg 'Keeping Children Safe in Education' September 2016
- A staff group who receive high quality safeguarding training and who are regularly receive 'top-up' training.
- The content of the curriculum.
- Ensuring that all students have a 'voice' i.e. consistent opportunities to develop skills in using their preferred means of communication.

- The school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- The allocation of a key worker to each student.
- The school's positive behaviour management policy, manual handling policy, intimate care policy, appropriate touch policy, e-safety policy, health and safety policy, missing student policy and individual therapeutic programmes and individual care plans.
- High quality multi-agency working.
- Ensuring that, where a student with a child protection plan leaves, their information is transferred to the new school immediately and that the young person's social worker is informed. A similar procedure will be followed in the case of vulnerable young adults who are leaving school.

St Ann's School Child Protection Guidance

1. Responsibility for Child Protection Issues

Child Protection issues are the responsibility of all staff involved in the care of our students, i.e. teaching staff, consultants, therapists, nursing staff, assisting staff, governors, SMSAs, drivers, passenger assistants, caretakers, administrators, kitchen staff, volunteers, supply teachers, agency staff and students from other educational establishments. No adult can say 'it has nothing to do with me' or 'it couldn't happen here'.

The designated Child Protection teacher is the Headteacher, **Gillian Carver**. In her absence/unavailability any CP issues should be reported to the alternative designated child protection officer, Deputy Headteacher **Mary Kelly**. Upon receipt of information about a concern, the designated Child Protection teacher will immediately ensure that a Child Protection/Child Concern form is completed, noting the initial concerns. Please note that the Senior Education Social Worker, John Lyons, is not the designated Child Protection Officer. However the Headteacher / Deputy Headteacher always work very closely with the Senior Education Social Worker on all child protection issues.

2. Categories of Child Abuse

As stated in 'Keeping Children Safe in Education' September 2016

'Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (eg via the

internet). They may be abused by an adult or adults or by another child or children'.

There are many aspects to child abuse and they are not easy to identify. Five main areas can be identified:

1) Neglect:

The persistent or severe neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold, or starvation, or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development including psychological failure to thrive.

2) Physical Abuse:

Actual or likely physical injury to a child or failure to prevent physical injury, or suffering to a child including Female Genital Mutilation (FGM) deliberate poisoning, suffocation and Munchausen's Syndrome by Proxy.

The Female Genital Mutilation Act places a statutory duty upon teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18. (Refer to 'Keeping Children Safe in Education' September 2016, 'Honour Based Violence' pages 16 -18.

3) Sexual Abuse:

Actual or likely sexual exploitation of a child or adolescent. It involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

4) Emotional abuse:

Actual or likely severe adverse effect on the emotional and behavioural development of a child, caused by persistent or severe emotional ill treatment or rejection. All abuse involves some emotional ill treatment. This category should be used where it is the main or sole form of abuse.

5) Financial abuse:

The misappropriation of funds e.g. Disability Living Allowance and charitable grants by other people, which are designated for the sole benefit of the young person with complex profound to severe learning difficulties.

If, following a **Strategy Meeting**, a child or young person has been deemed to have suffered in any of these areas, a **Child Protection**

Conference may be called and the child or young person may become subject to a **Child Protection Plan**. Progress against the plan will be regularly monitored through multi-agency **Core Group Meetings** and after a further three months a subsequent Child Protection Conference will be called. The young person will then either remain subject to a Child Protection Plan for a further period of six months (or longer as deemed appropriate by Conference) or he/she will be deregulated i.e. no longer subject to a Child Protection Plan.

3. Reporting Procedures:

Class Teachers should be aware of all the young people in their class groups who are subject to a Child Protection Plan and any other students about whom there are general concerns.

If any adult suspects, or has evidence of, or a disclosure of abuse, **then at the earliest opportunity and within the same day, whilst the young person is still at school**, the following steps should be taken:

- a) the staff member with the concern immediately tells the designated teacher for child protection (in the first instance this is the Headteacher, Gillian Carver). If the Head is not available the staff member should report to the Deputy Headteacher, Mary Kelly or to the person in charge that day.
- b) the injury or concern and the young person's explanation (or lack of it) should be immediately recorded by the reporting member of staff using the child protection/child concern form. If necessary a 'body map' sheet should also be completed. (Copies of both these documents are on Google Drive, St Ann's, Child Protection, and are enclosed with these guidelines and further copies are kept in the reprographic office in a drawer marked 'Child Protection'). This information must be dated and signed.
- c) the reporting member of staff should make one copy of the child protection/child concern form. One copy should be handed to Dawn Avery (Administrator) or placed in the yellow folder marked Child Protection on her desk. This will be passed to the Headteacher. The second copy should be given to John Lyons, Senior Education Social Worker (or slipped underneath his door if his office is locked or he is in a meeting)
- d) all completed child protection/child concern forms will be scanned and electronically filed as well as being physically filed in the young person's confidential child protection file located in the Senior Education Social Worker's room.
- e) the designated teacher, in collaboration with the Senior Education Social Worker and/or School Nurse may decide that a telephone call

to the parent/carer is sufficient, if there have been no previous concerns. One of them will make this call depending on the circumstances of the case. This call is to inform the parent/carer, to obtain more information and to discuss any explanation the young person may have given. **Please note class staff should not make this call as it may compromise any future investigation.**

- f) If the explanation is felt to be unsatisfactory, then as soon as possible the designated teacher must consult with all who may have knowledge of the young person's welfare, i.e. class staff, other teachers and assistants, therapists to decide on what course of action should be taken.
- g) If there is uncertainty about whether or not to refer, then one of the following can be consulted:
- Ealing Children's Integrated Response Service 020 8825 5000
 - Ealing's Assessment Protocol and Thresholds of Need guide 2014
 - Ealing Safeguarding Children Guidance 2014 (Yellow Book)
 - The Social Services office for the young person's home address
Ealing 020 8825 5000
Hounslow 020 8583 3300 or Early Intervention Service 020 8583 6600
Hillingdon 01895 556633;
 - The Education Department's Schools Service Safeguarding lead Tom Galvin 8825 5501.
- Please refer to St Ann's Inter-agency referral pack for more information**
- h) If a young person makes an allegation of abuse, a meeting should be convened **immediately**. Social Services **must** be contacted and the young person **must be kept in school** before the parents/carers are informed.
- i) Referrals should be made by phone to the Social Services office for the young person's home address. Cause for concern, the facts of the case, past concerns and any other relevant information should be given. The child protection officer will ask to be kept informed of developments.
- j) The child protection officer should confirm the referral, and the details of it, in writing within 24 hours to Social Services using the Ealing Children's Integrated Response Service Referral form. (On EGfL and in the referral pack).
- k) When the designated teacher speaks to Social Services, **the teacher and social services representative should mutually decide which of them will phone the parents/carers about the referral and when this will happen**. These decisions will depend on the circumstances of individual cases.
- l) **In cases of possible sexual abuse the concerns must not be discussed with parents/carers**. Social Services will do this only after an inter-

agency strategy meeting. Advance warning may allow an abuser to bribe or intimidate a young person. The same may apply in cases of physical abuse. Advising parents/carers of the referral should always happen after discussion with Social Services.

- m) All information and decisions should be recorded, dated and signed. All information is confidential and must be kept in the Child Protection filing cabinet in the Senior Education Social Worker's office.

4. Responding to Parents/Carers

It is necessary to strike a balance between supporting and respecting the parents/carers and ensuring that all young people are protected. Childcare legislation stresses that the young person's welfare is paramount so occasionally parents/carers may experience distress during an investigation. This is sometimes unavoidable in order to protect children who may be abused. Staff need to keep in mind:

- the importance of not making judgments, assuming outcomes or expressing their feelings to parents/carers;
- the importance of gathering all related information;
- the investigation is not a criminal inquiry but an attempt to find out what has happened;
- Social Services must be contacted before parents/carers are told of the concern by the school especially in cases of physical or sexual abuse.
- parents/carers need to be informed that Government guidelines direct schools to refer concerns to Social Services. This is an absolute duty and schools have no discretion in this matter.

5. Recording and Monitoring Concerns

Recording has special importance in child protection work and will be invaluable in helping agencies to assess a case. It ensures accurate transfer of information between agencies and between schools. It may also be needed if court action is necessary. It will also serve as a record that staff have acted appropriately and have followed guidelines. All staff have a responsibility to record child protection concerns. The school is not required to disclose any child protection information to parents. The following must be recorded:

- any concerns as they arise;
- marks on the student's body, using a body map;
- inappropriate behaviour;

- poor attendance which has been highlighted to the senior education social worker
- children missing from education (refer to 'Keeping Children Safe in Education' September 2016 pages 13-15)
- details of conversations with parents/carers and students about the concern;
- each contact with or referral to another agency;

This should be kept as a running note on the student's confidential school record.

Other records, i.e. letters or case conference notes, which contain third party information, must be kept confidential and secure in the Child Protection filing cabinet located in the Senior Education Social Worker's office.

6. Role of the designated teacher

The designated teacher and deputy designated teacher will be senior members of staff. The Headteacher, Gillian Carver, is the current designated teacher and the Deputy Headteacher, Mary Kelly, is the current deputy designated teacher.

Duties include:

1. to undertake training in the recognition and investigation of child abuse;
2. to develop knowledge of the procedures involved in reporting child abuse;
3. to make this knowledge available to school staff in individual consultation and in school-based training;
4. to liaise with appropriate school staff on ensuring the use of relevant curriculum material;
5. to liaise closely with the Senior Education Social Worker and school nurse as appropriate;
6. to manage the process of referring cases of abuse to social services;
7. to ensure the school is represented at relevant case conferences;
8. to be a contact point for agencies needing to contact the school about child protection issues.
9. to manage the Child Protection Plan requirements;
10. to identify the need for support that any school staff may have when involved in a serious abuse case. Liaison with the Education Department's designated officer as to how support can be offered is recommended.

7. Role of the Senior Education Social Worker

The Senior Education Social Worker is available to support the school in all issues relating to young people's welfare and in particular in relation to Child Protection. The SESW will work with the designated teacher and other members of the multi-disciplinary team as appropriate to decide on the appropriateness of referrals and to decide whether a referral to Social Services should take place. The SESW is also available for guidance and support to both families and staff members.

8. Support for Staff

The abuse of children and young people can arouse strong emotions in professionals, especially if they know the young person well. Such feelings are natural and can affect staff personally. Staff may also have the burden of continuing daily contact with the young person, and in some cases the parents/carers. Support in the form of opportunities for staff to discuss their feelings and the effect of this work on their personal life can come from:

- 1) colleagues, the designated teacher, other members of the School Leadership Team or the Senior Education Social Worker
- 2) the Education Department's designated officer is available for discussion or organisation of appropriate support.
- 3) Work Place Options (employee assistance programme) Tel 0800 243 458. Information available on Google Drive, St Ann's, Staff Well Being.

9. Training Needs

All staff need to be familiar with St Ann's Child Protection Policy and Guidance and the DfE publication 'Keeping Children Safe in Education September' 2016 so that they know how to respond to child abuse concerns. All staff are expected to actively participate in all forms of Child Protection and Safeguarding Training offered eg through

- 1) Senior Leadership Team, Multi-disciplinary, staff and class meetings;
- 2) formal training as part of a whole school training day;
- 3) Child Protection training courses provided by the borough.
- 4) Input from designated Child Protection Officer and Senior Education Social Worker with respect to an individual student within a class group.

10. Safer Recruitment

Keeping Children Safe in Education Part 3 September 2016 focusses on Safer Recruitment including selection and pre-employment vetting. Paragraph 86 states 'It is vital that schools and colleges create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children'.

Each stage of St Ann's recruitment process clearly references safeguarding. The Governing Body, Headteacher and Senior Leadership Team comply with guidance in 'acting reasonably in making decisions about the suitability of the prospective employee based on checks and evidence including criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information'. In addition to DBS clearance anyone who is appointed as a teacher requires an additional check to ensure they are not prohibited from teaching (The Teachers' Disciplinary (England) Regulations 2012)

At St Ann's the Headteacher, the Administrator, and at least one Governor have undertaken safer recruitment training. All St Ann's Recruitment Panels include at least one person who has successfully completed safer recruitment training during the last two years.

11. Preventative Child Protection Curriculum

St Ann's PSHE curriculum includes components differentiated by age, maturity and ability so that students progressively learn the knowledge and skills needed to build their confidence and self-esteem, and their awareness of keeping safe. These include the topics:

- 1) myself and my family;
- 2) safety in the home
- 3) road safety;
- 4) health and relationship and sex education;
- 5) education for citizenship.

These and related issues are integrated into the wider school curriculum and topics appropriate to the age, need and developmental level of the young person. In addition the school will seek advice and training from the Local Authority and from external specialist providers e.g. Image in Action.

12. Prevent Duty Guidance

As of 1 July 2015, the new Counter Terrorism Security Act 2015 requires governors and school leaders to 'have due regard to the need to prevent children and young people from being drawn into terrorism'. [Prevent Duty](#)

[guidance](#) issued by the Home Office in March 2015 states schools should incorporate the threat of extremism into wider safeguarding policies.

At St Ann's School we actively promote 'British Values' including democracy, the rule of law and equality of opportunity through the Spiritual, Moral, Social and Cultural curriculum which permeates all other areas of learning.

At St Ann's School, we believe that

- the freedom of speech and an individual's right to express his /her beliefs and ideology are fundamental values that should underpin society.
- the freedom of speech must also take into account equality, human rights, community safety and cohesion.
- the normalisation of extreme views may make people vulnerable to manipulation and exploitation in the future.
- whilst St Ann's students do not have the cognitive ability to formulate and act on extremist views, they may nevertheless remain vulnerable to being caught up within the context of extremism and radicalisation, promoted by others.

We will view any signs of radicalisation and exploitation as safeguarding concerns. We will seek to protect our school community from those preaching all forms of violent extremism.

Risk Reduction and Response

The Governing Body, in conjunction with the Head teacher, will assess the level of risk within the school and put into place any actions necessary to reduce that risk. This may include reviewing all school policies, the curricular offer, the R.E. Curriculum and assemblies; use of the school's premises by external agencies, and any other issues specific to our philosophy and to our local community.

We will build resistance to extremism through:

- Robust safeguarding systems
- Regular Safeguarding Committee Meetings

- Prevent Awareness Training
- Promoting community cohesion, equalities and wellbeing
- Adherence to and frequent review of school policies eg Anti-bullying policies, Staff Conduct Policy, Equalities Policy
- Promoting wider skills development
- Encouraging active citizenship and student voice
- Extending links with families and community groups

As an integral part of safeguarding responsibilities, St Ann's staff will receive appropriate training, remain vigilant and discharge the school's duties in line with Prevent Duty requirements.

We will seek on-going support from the Ealing-borough Schools' Prevent Engagement Officer in developing staff confidence in their ability to understand, recognise and refer vulnerabilities that can lead to radicalisation.

Further guidance can be obtained through reading the Department for Education publication, 'The Prevent Duty' June 2015 and 'Keeping Children Safe in Education' September 2016 pages 18 to 20.

Last updated January 2017
Policy and guidance to be reviewed during January 2018



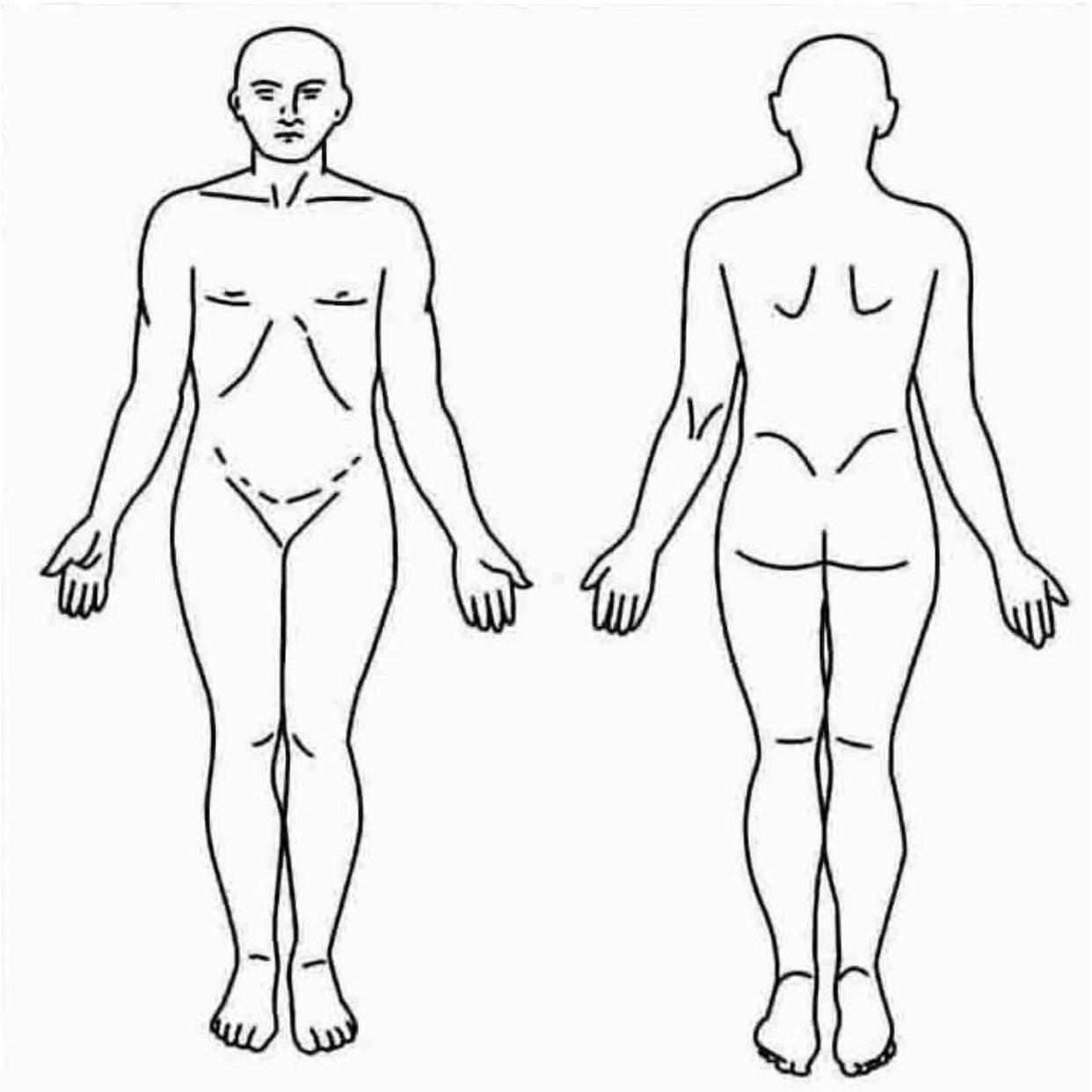
St Ann's School Child Protection /Child Concern Form

Student's name:	Staff name:
Date of birth:	Signature:
Class:	Date:
Nature of concern (to be completed by the reporting member of staff on the day the concern is first noted)	
Actions agreed (to be completed by the Child Protection Officer or Senior Education Social Worker)	
Contact with other members of multi-disciplinary team (to be completed by the Child Protection Officer or Senior Education Social Worker)	
Outcomes (to be completed by the Child Protection Officer or Senior Education Social Worker)	
Signed off by:	Date:

Please draw on the body map in black ink, using the following key to indicate the different types of injury (shading or alphabetic code), and provide brief details for each injury, e.g. measurements of wound, colour of bruise, etc using arrows (a ruler is provided to assist with measurement):

- A - pressure ulcers
- B - bruising
- C - cuts, wounds

- D - excoriation, red areas (not broken)
- E - scalds, burns
- F - other (specify)



Name/designation of person completing Body Map form:

Date/time of completion:

<p style="text-align: center;">Allegations Against Staff</p> <ul style="list-style-type: none"> • St Ann's follows Ealing and DfE procedures , 'Dealing with Allegations of Abuse against Teachers and Other Staff' • We aim to balance the need to protect students from abuse and the need to protect staff from malicious or unfounded allegations 	<p style="text-align: center;">Child Protection Policy</p> <ul style="list-style-type: none"> • Provides information on categories of abuse. • Provides detailed information on reporting procedures. • Includes St Ann's Child Protection/Child Concern form and Body Map form. • Highlights duty to be vigilant regarding FGM (Female Genital Mutilation) • Includes guidance on Prevent Duty 	<p style="text-align: center;">Safer Recruitment and DBS</p> <ul style="list-style-type: none"> • The Headteacher, the Administrator and a Governor have been trained in Safer Recruitment techniques • Each stage of the recruitment process clearly references safeguarding • All successful applicants are required to be DBS checked before taking up a placement at St Ann's
<p style="text-align: center;">Curriculum content : Keeping safe</p> <ul style="list-style-type: none"> • The PSHE curriculum provides opportunities at an appropriate developmental level to learn about growing up, keeping safe, expressing needs, making choices and becoming active citizens. • The Sex and Relationships curriculum also covers private and public, forming relationships and sexual intimacy • St Ann's curriculum actively promotes British Values within the context of being a highly multi-cultural school 	<div style="text-align: center;">   </div> <p style="text-align: center;">St Ann's Safeguarding Summary St Ann's is a Level 2, Unicef Rights Respecting School, and actively promotes all articles within the United Nations Convention on the Rights of the Child which helps to keep all of our young people safe and aware of potential harm. All staff are required to read 'Keeping Children Safe in Education' September 2016</p>	<p style="text-align: center;">Governance and Monitoring</p> <ul style="list-style-type: none"> • St Ann's Governing Body has a nominated Governor responsible for monitoring safeguarding operations at the school • The nominated governor is the Chair of St Ann's Safeguarding Committee. Action Points are reported back to the full Governing Body • The Headteacher's Report to the Governing Body contains a termly report on safeguarding
<p style="text-align: center;">Health and Safety Policy</p> <ul style="list-style-type: none"> • Includes a health and safety policy statement • Highlights responsibilities of both employees and employers • References other policies relevant to keeping students safe eg Positive Behaviour Management Policy, Hydropool Policy and Educational Visits Policy. 	<p style="text-align: center;">Other related Policies:</p> <ul style="list-style-type: none"> • Appropriate Touch Policy • Intimate Care Policy • Positive Behaviour Management Policy • e Safety policy • Attendance Strategy • Missing Student Policy • Whistleblowing Policy 	<p style="text-align: center;">Single Central Record</p> <ul style="list-style-type: none"> • St Ann's has a Single Central Record in compliance with DfE guidance • This is managed by the School Administrator • The SCR is scrutinised by St Ann's Safeguarding Committee twice each academic year (November and April)