



CARDINAL  
NEWMAN  
CATHOLIC SCHOOL

Child Protection and Safeguarding Policy

Autumn 2020



**Policy last reviewed:** September 2020

**Reviewed by:** Marina Kelly

**Agreed by: MAC Board** Agenda Item for 2<sup>nd</sup> September 2020

**Shared with staff:** September 2020

**Frequency of review:** Annually

**Date of next review:** September 2021

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**Designated Safeguarding Lead:**

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**Deputy Designated Safeguarding Leads:**

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Contact number: 024 7633 2382
2. Mrs Helen Ruddy (SENCo)  
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3. Mrs Emma O'Connor (Headteacher)  
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**MAC Chair of Board of Directors:** John Teahan Contact number: 024 7633 2382

**Named Governor for Safeguarding:**

Mr Lyndon Davies. Contact number: 024 7633 2382

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Mrs Theresa Boland. Contact number: 024 7633 2382

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# 1 Definitions

1.1 'Safeguarding' is defined in **Keeping Children Safe in Education (2020)** as;

- protecting children from maltreatment;
- preventing impairment of children's **mental** health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

1.2 'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.

1.3 'Child' refers to everyone under the age of 18.

1.4 'Parent' refers to birth parents and other adults in a parenting role for example adoptive parents, step parents and foster carers.

1.5 'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Cardinal Newman Catholic School.

# 2 Introduction

2.1 We recognise that safeguarding and child protection is an essential part of our duty of care to all students and all staff have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is everyone's responsibility and everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider the wishes of, and at all times, what is in the best interests of each child.

2.2 The purpose of this policy is to;

- Promote safeguarding and child protection and to demonstrate Cardinal Newman's commitment to keeping children safe;
- Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;
- Provide stakeholders with clear information relating to Cardinal Newman's safeguarding and child protection procedures;
- Ensure that staff understand, can recognise and can respond to the indicators of abuse;
- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; and
- Ensure that children are protected from maltreatment or harm.

2.3 Cardinal Newman is committed the following principles;

- All children have the right to be protected from harm.
- Children should feel safe and secure and cannot learn unless they do so.
- All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.
- Working with other agencies is essential to promote safeguarding and protect children from harm.
- Early help and providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

## 2.4 Safeguarding aims

2.4.1 The safeguarding aims of *Cardinal Newman*, in line with Keeping Children Safe in Education (September 2020) are to;

- work to identify children who are suffering or likely to suffer harm or abuse and act to protect them;
- work with relevant services and agencies to ensure that children are protected from harm;
- provide a learning environment for children which is safe and secure;
- teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
- **support children's mental health and wellbeing;**
- ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
- train staff effectively in all safeguarding issues and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities;
- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone in Cardinal Newman understands the safeguarding procedures; and to
- regularly review policies and procedures to ensure that children are protected to the best of our ability.

2.5 This policy adheres to the following documents; Keeping Children Safe in Education (2020)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

- Working Together to Safeguard Children (June 2018)\*
- Guidance for Safer Working Practice for those working with children and young people in education settings (May 2019)
- Guidance for Safer Working Practice for those working with children and young people in education settings addendum (April 2020)

- [What to do if you are worried a child is being abused: Advice for practitioners \(2015\)](#)

2.6 An addendum to this policy outlining safeguarding arrangements during the Covid-19 emergency period can be found on Cardinal Newman Catholic school website. (See also Appendix 1).

2.7 Keeping Children Safe in Education remains in force throughout the Covid-19 emergency period. In addition, we have regard to [non-statutory interim guidance on safeguarding schools, colleges and other providers during the coronavirus outbreak](#). We continue to work closely with the Local Authority and the Coventry Safeguarding Children Partnership to safeguard children during this time.

2.6 Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in Annex A of Keeping Children Safe in Education (September 2020).

2.7 This policy should be read in conjunction with the following policies;

- Keeping Children Safe in Education 2020 (specifically Part 1 and Annex A)
- Behaviour Policy
- Working together to Safeguard Children
- CNCS Staff Code of Conduct

## **2.8 Scope**

2.8.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Cardinal Newman and Holy Cross Multi Academy Company. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.

2.8.2 Rather than duplicating content from Keeping Children Safe in Education (September 2020) in this policy, it should be understood that Cardinal Newman will always refer to this document as the benchmark for all safeguarding practice.

## **3 Roles and Responsibilities**

### **3.1 The Role of the MAC Directors:**

**3.1.1** Cardinal Newman Catholic school has a Local Governing Body and the Holy Cross Catholic MAC has a Board of Directors that delegate leadership responsibility for safeguarding to each individual school; the Local Governing Body and Board of Directors have an oversight of roles and responsibilities. The MAC Directors will:

- Adopt Coventry's Child Protection and Safeguarding Policy as the MAC-wide policy which will be adopted by each school in the MAC.
- Ensure up to date training is provided and legal compliance issues are met

- Ensure that a Single Central Record is maintained in each Holy Cross MAC establishment
- Ensure that all MAC Directors and Governors receive safeguarding training.
- Ensure that at least one Director on any recruitment panel has completed safer recruitment training.

Monitor safeguarding practice across the MAC and take appropriate action where safeguarding practice is falling below the standards

### **3.2 The role of the Governing Body**

**3.2.1** Cardinal Newman has a Designated Governor to take leadership responsibility for safeguarding. This role is carried out by Mr Lyn Davies. Part 2 of Keeping Children Safe in Education (September 2020) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will;

- Ensure that they comply with their duties under legislation;
- Ensure that policies, procedure and training in Cardinal Newman are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- Ensure that Cardinal Newman takes into account Local Authority and Coventry Local Safeguarding Board policies and supply information as requested by the CSCB;
- Ensure that Cardinal Newman has an effective child protection policy, that it is published on Cardinal Newman website or available by other means and review this annually;
- Ensure that Cardinal Newman has a staff behaviour policy or Code of Conduct;
- Ensure that all staff undergo safeguarding and child protection training on induction;
- Consider a whole-school approach to online safety, including the use of mobile technology in school;
- Ensure that there are clear systems and processes in place for identifying when children may be experiencing mental health problems;
- Ensure that children are taught about safeguarding, including online safety. See section 12 of this policy for further information;
- Put in place appropriate safeguarding responses for children who go missing from education;
- Appoint an appropriate member of staff from the senior leadership team to the role of designated safeguarding lead;
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online; and
- Respond to allegations of abuse against the headteacher.

### **3.3 The Role of the Headteacher**

3.3.1 The headteacher will;

- Ensure that this policy is reviewed annually and ratified by the governing body;
- Ensure that this policy and associated procedures are adhered to by all staff;
- Ensure that all staff are made aware of the named governor for safeguarding and the designated safeguarding lead;
- Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description;
- Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
- Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
- Appoint a 'Designated Teacher for Looked-After Children' to promote the educational achievement of children looked after;
- Appoint a lead for online safety; Ensure that all recruitment follows the 'Safer Recruitment' guidance and a single, central record is maintained with details of all members of staff who are in contact with children;
- Respond to allegations of abuse against all other members of staff;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); and
- Ensure that children's social care (from the host local authority or placing authority) have access to Cardinal Newman to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (September 2020).

### **3.3.2 The Role of the Designated Safeguarding Lead**

- The Designated Safeguarding Lead for Cardinal Newman is Shileen Green  
The Designated Safeguarding Lead will;
- Take overall lead responsibility for safeguarding and child protection in Cardinal Newman;
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;
- Liaise with the Local Authority and work with other agencies in line with 'Working Together to Safeguard Children (2015);
- Identify if children may benefit from early help;
- Make referrals to Coventry's Multi-Agency Safeguarding Hub (MASH) where children are at risk of significant harm.
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support Cardinal Newman with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed;



- Be available during school or college hours for staff to discuss any safeguarding concerns. In the event that they are not available, a deputy will be made available;
- Undertake training to equip them with the skills to carry out the role and update this every two years;
- Ensure all staff have read and understood Part 1 and Annex A of Keeping Children Safe in Education (September 2020);
- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- Provide staff in school with the knowledge, skills and support required to safeguard children;
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- Take responsibility for the transfer of safeguarding files when a child leaves Cardinal Newman;
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Help to promote educational outcomes of child who have experienced or are experiencing safeguarding or child protection issues by sharing relevant information with teachers and Cardinal Newman Catholic School leadership team;
- Promote a 'culture of safeguarding', in which every member of Cardinal Newman community acts in the best interests of the child;
- Regularly meet with the safeguarding link governor and/or Chair of Governors to review safeguarding in Cardinal Newman; and
- Liaise with the headteacher regarding safeguarding cases and issues.

3.3.3 Further details on the role of the Designated Safeguarding Lead can be found in Annex B of Keeping Children Safe in Education (September 2020).

### **3.4 The Role & Responsibilities of all Staff within School**

3.4.1 School staff play a particularly important role because they are in a position to identify concerns early in order to provide help for children. All staff in Cardinal Newman Catholic School;

- Have a responsibility to provide a safe environment, where children can learn;
- Should know what to do if a child tells them that he/she is being abused or neglected;
- Will be able to identify indicators of abuse;
- Will be made aware of; the safeguarding and child protection policy; Cardinal Newman behaviour policy; the staff behaviour policy; information about the safeguarding response to children missing in education; the role of the

designated safeguarding lead and systems in Cardinal Newman that support safeguarding and child protection;

- Will be provided with a copy of Part 1 of Keeping Children Safe in Education (September 2020) annually and receive annually updated training on their safeguarding roles and responsibilities;
- Should have an awareness of safeguarding issues that put children at risk of harm and behaviours associated with these risks;
- Should know what to do if a child makes a disclosure of abuse and never promise confidentiality when a child makes a disclosure;
- Will be made aware of the early help process and understand their role in it;
- Should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance;
- May be required to support social workers and other agencies following a referral;
- Will be made aware of the process for making referrals to Children's Social Care (through the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- Will receive regularly updated safeguarding and child protection training;
- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of the safeguarding policy and practice.
- Should always seek advice from the Designated Safeguarding Lead if they are unsure; and
- All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

### **3.5 Multi-Agency Working**

- 3.5.1 Cardinal Newman Catholic School is committed to multi-agency working and operates under Working Together to Safeguard Children (2018) and local safeguarding arrangements.
- 3.5.2 Cardinal Newman Catholic School will work with social care, the police, health services, local Early Help practitioners and other relevant agencies to promote the welfare of children and protect them from harm.
- 3.5.3 We work closely with our local Family Hub to ensure children receive appropriate, co-ordinated Early Help (*Pathways Family Hub: Radford Primary School, Lawrence Saunders Road, Radford, Coventry, CV6 1HD, 024 7678 8444*)
- 3.5.4 The Coventry Safeguarding Children Partnership (CSCP) have designated that schools and colleges are a named 'relevant agency'. As such, Cardinal Newman Catholic School is under a statutory duty to co-operate with

published CSCP arrangements (including responding to the Coventry Safeguarding Children Partnership's annual safeguarding audit).

## 4 Types of abuse

4.1 As outlined above, all staff will be trained in indicators of abuse and should be able to recognise signs of abuse. We recognise that abuse, neglect and safeguarding issues are complex and can rarely be covered by one label. Abuse can take many forms and can involve directly inflicting harm on a child, or failing to protect a child from harm. The four main types of abuse that staff are trained to recognise are;

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect.

4.2 Types of abuse (Taken from Working Together to Safeguard Children, 2019)

<b>Type of abuse</b>	<b>Information</b>
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.
Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of

Type of abuse	Information
	<p>another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.</p>
<p>Sexual abuse</p> <p>Child sexual exploitation (CSE)</p>	<p>Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.</p> <p>CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.</p> <p><b>Further information about Child Sexual Exploitation can be found in paragraph 28 of Keeping Children Safe in Education 2020.</b></p>
<p>Neglect</p>	<p>The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a</p>

Type of abuse	Information
	child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
Upskirting	Involves taking a picture under a persons 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. It is a criminal offence.

4.3 Indicators of abuse can be found in Appendix B.

4.4 If a child is in immediate danger or at risk of harm, a referral will be made to children's social care (through the MASH) and any member of staff can make this referral. A Designated or Deputy Designated Safeguarding Lead should be available at all times, but in exceptional circumstances the member of staff should speak to a member of the Senior Leadership Team or seek advice directly from social care and then take appropriate action. The Designated Safeguarding Lead should be made aware as soon as possible.

4.5 Staff, parents and the wider community should report any concerns that they have about the welfare of children, however minor or seemingly insignificant. Staff should not assume that someone else will report concerns.

4.6 Cardinal Newman recognises that any child can be the victim of abuse and may benefit from early help. However, Cardinal Newman will be particularly vigilant to potential need for early help if a child;

- Is disabled and have specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.<sup>1</sup>

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<sup>1</sup> Taken from paragraph 18, Keeping Children Safe in Education (September 2020)

4.7 Cardinal Newman recognises that abuse can take many different forms. Staff will also receive training on the following issues and action will be taken if Cardinal Newman believes that a child is at risk of or is the victim of;

- physical abuse;
- sexual abuse;
- child sexual exploitation;
- emotional abuse;
- neglect;
- bullying, including cyber- or online-bullying;
- criminal exploitation (including involvement in county lines);
- domestic abuse;
- fabricated or induced illness;
- faith-based abuse;
- female genital mutilation;
- forced marriage;
- gangs or youth violence;
- gender-based violence;
- hate;
- honour-based violence;
- radicalisation;
- relationship abuse;
- sexual violence or sexual harassment (including peer on peer/child on child abuse);
- sexting;
- So- called honour-based abuse
- trafficking and modern slavery.
- Upskirting

4.8 Cardinal Newman will also take action to protect;

- Children missing education;
- Children missing from home or care.

4.9 There are other familial issues that can have a detrimental impact on children. We work with other agencies in line with Keeping Children Safe in Education (2020) to support children and families in the following circumstances;

- Children facing the court procedures and/or children in the court system;
- Children with family members in prison;
- Children who are homeless.
- Children who need a social worker

4.10 Child potentially at greater risk of harm

4.10.1 Cardinal Newman Catholic School recognises that some children need a social worker due to abuse, neglect or family circumstances and that abuse

and trauma can leave children vulnerable to further harm, as well as educational disadvantage.

4.10.2 The Designated Safeguarding Lead will hold information relating to social workers working with children in Cardinal Newman Catholic School.

4.10.3 This information will inform decisions about safeguarding and promoting welfare (including the provision of pastoral and/or academic support).

#### 4.11 Mental Health

4.11.1 Cardinal Newman Catholic School recognise that safeguarding and promoting the welfare of children includes preventing the impairment of children's mental health or development.

4.11.2 All staff will be aware that mental health problems may be an indicator that a child is suffering or is at risk of suffering abuse, neglect or exploitation.

4.11.3 Staff will not attempt to make a diagnosis of a mental health problem unless they are appropriately trained.

4.11.4 We recognise that staff are well-placed to observe behaviour that may indicate that a child is experiencing a mental health problem, or is at risk of developing one. There are clear systems and processes in place for identifying possible mental health problems. If staff are concerned that a child is suffering a mental health problem, they should inform the safeguarding team and log concern on CPOMs.

4.11.5 If staff are concerned that a child is experiencing a mental health problem that is also a safeguarding concern, they must report this to the Designated Safeguarding Lead (or deputy Designated Safeguarding Lead) immediately.

4.11.6 Further information, guidance and advice regarding mental health can be found in paragraph 38 of Keeping Children Safe in Education 2020.

4.12 Cardinal Newman Catholic School have a duty to refer any children who are living in a private fostering arrangement to the local authority.

4.13 All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have "due regard" to the need to prevent people from being drawn into terrorism. See Appendix B for further information on Cardinal Newman's Prevent duty.

4.14 If any member of staff is unsure about signs of abuse or neglect, they should speak to the Designated Safeguarding Lead.

4.15 See Appendix B for further information and guidance on the above issues.<sup>2</sup>

## **5 Responding to signs of abuse**

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<sup>2</sup> Please note that definitions of physical, sexual, emotional abuse and neglect are contained in the main body of the policy. Further information about other safeguarding issues and indicators of abuse can be found in Appendix B.

- 5.1 If a member of staff, parent or member of the public is concerned about a child's welfare, they should report it to the designated safeguarding lead as soon as possible. On occasions when the designated safeguarding lead is not available, it should be reported to the deputy safeguarding lead without delay. Although any member of staff can make a referral to Children's social care, where possible there should be a conversation with the Designated Safeguarding Lead.
- 5.2 If anyone other than the Designated Safeguarding Lead makes a referral to children's social care or to the police, they should inform the DSL as soon as possible.
- 5.3 All staff will be alert to indicators of abuse and will report any of the following to the Designated Safeguarding Lead immediately;
- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
  - Any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
  - Any significant changes in attendance or punctuality;
  - Any significant changes in a child's presentation;
  - Any concerns relating to people who may pose a risk of harm to a child; and/or
  - Any disclosures of abuse that children have made;
- 5.4 There will be occasions where a child discloses abuse directly to a member of staff. If this happens, the member of staff will;
- listen carefully to the child and believe what they are saying;
  - not promise confidentiality, as information may need to be passed on so the child and family can receive additional support;
  - only ask for clarification if something is unclear and will not ask 'leading' questions;
  - report disclosure to the designated safeguarding lead as soon as possible, certainly by the end of the day;
  - only discuss the issue with colleagues that need to know about it; and
  - will write up the disclosure and pass it to the designated safeguarding lead. It is likely they will have a discussion with the DSL prior to this.
- 5.5 The designated safeguarding lead will make a decision about the action that needs to be taken following a member of staff raising a concern about a child, or following a direct disclosure. The DSL may;
- Manage support for the child internally;
  - Seek advice from the social worker advice line in the MASH;
  - Instigate single agency intervention and work directly with the family to improve the situation;
  - Offer an Early Help Assessment to provide multi-agency help to a family;



- In cases where children are deemed to be at significant risk of harm, the DSL will refer cases to the MASH for statutory intervention. Parental consent will be obtained wherever possible before referring cases to the MASH. However, if Cardinal Newman is worried that telling parents will mean the child is at greater risk of harm, we may do this without informing them.
  - If parents do not consent to a referral but Cardinal Newman believes that a child is at significant risk of harm, a referral will still be made to children's social care.
- 5.6 For further information about the Coventry Safeguarding Children Board's 'Right Help, Right Time' guidance, which is used by Cardinal Newman to make decisions about protecting children, please visit <http://www.coventry.gov.uk/righthelprighttime>.
- 5.7 See page 17 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, September 2020).
- 5.8 In cases where members of staff become aware that Female Genital Mutilation (FGM) has been carried out on a female below the age of 18, they have a mandatory duty to report this to the police without delay and will do so. Staff should refer this to the DSL, but the legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either;
- are informed by a girl under 18 that an act of FGM has been carried out on her; or
  - observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.<sup>3</sup>
- 5.9 Cardinal Newman understands that both adults and other children can perpetrate abuse, and peer on peer/child on child abuse is taken very seriously. Peer on peer/child on child abuse can include bullying, cyber-bullying, physical abuse, sexting, sexual violence and/or harassment, upskirting and initiation/hazing ceremonies. Cardinal Newman recognise that safeguarding issues can manifest as peer on peer/child on child abuse.
- 5.9.1 All members of staff will be made aware of Cardinal Newman's policy and procedures with regards to peer on peer/child on child abuse.
- 5.9.2 Cardinal Newman will ensure staff understand what is meant by peer on peer/child on child abuse.
- 5.9.3 Cardinal Newman will work to prevent peer on peer/child on child abuse by ensuring that all safeguarding training references and that it forms part of the anti-bullying strategy.

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<sup>3</sup> \*introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015

- 5.9.4 In the event that an allegation of peer on peer/child on child abuse is made, Cardinal Newman will investigate this fully in line with all investigations carried out as part of the Behaviour Policy. All incidents of peer on peer/child on child abuse will be recorded in CPOMS and any perpetrators will also have been recorded in Sims.
- 5.9.5 In the event that an allegation of peer on peer/child on child abuse is made, victims and alleged perpetrators will be supported by the Safeguarding and Pastoral teams.
- 5.9.6 Cardinal Newman will never pass off peer on peer/child on child abuse as 'banter' or 'part of growing up'.
- 5.9.7 Cardinal Newman will work to prevent gender/age specific issues including those of girls being touched or sexually harassed or boys being subject to initiation or hazing type violence. Cardinal Newman will ensure that any such examples of peer on peer/child on child abuse are not dismissed as just "growing up".
- 5.9.8 Cardinal Newman will adhere to guidance set out in Keeping Children Safe in Education (2020) and Sexual Violence and Sexual Harassment in Schools (May 2018) when responding to incidents of peer on peer/child on child abuse.
- 5.9.9 All staff will be made aware that 'upskirting' is a criminal offence.

## **5.10 Youth Produced Sexual Imagery ('sexting')**

- 5.10.1 'Sexting' refers to any sharing of youth-produced sexual imagery between children. This includes;
- A person under the age of 18 creating and sharing sexual imagery of themselves with a peer under the age of 18;
  - A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
  - A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.
- 5.10.2 Cardinal Newman has a responsibility to educate children in the risks relating to 'sexting' and how to keep themselves safe online.
- E- Safety Policy
- 5.10.3 Any incidents or suspected incidents of 'sexting' should be reported to the DSL without delay.
- 5.10.4 Once reported to the DSL, the DSL will decide on the appropriate course of action. This could include;
- Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation, January 2018);
  - Referrals to the police and/or MASH;
  - Sanctions in accordance with behaviour policy;
  - Support for young people involved to prevent reoccurrence;

5.10.5 Any incidents of 'sexting' involving the following will result in a MASH and/or Police referral;

- Adult involvement;
- Coercion or blackmail;
- Children under the age of 13;
- Extreme, or violent content;
- Immediate risk of harm.

5.10.6 Staff will not view images or videos on pupil devices. Confiscated devices will be stored securely and passed to the relevant agencies.

5.10.7 We will work with parents as necessary if their child is involved in 'sexting'.

5.10.8 We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. Children will always be supported to retrieve and delete the images.

## **5.11 Serious Violence**

5.11.1 All staff will be made aware of indicators, which may signal that children are at risk of, or are involved with serious violent crime.

5.11.2 All staff will be made aware of the risks associated with serious violence, criminal networks and gangs and understand the measures in place to prevent these.

5.11.3 All staff will have an awareness of Child Criminal Exploitation and behaviours linked to Child Criminal Exploitation. Further information about Child Criminal Exploitation can be found in paragraph 28 of Keeping Children Safe in Education (2020).

## **5.12 Searching, Screening and Confiscation**

5.12.1 Where necessary, searching, screening and confiscation will be used to safeguard a child/children in Cardinal Newman.

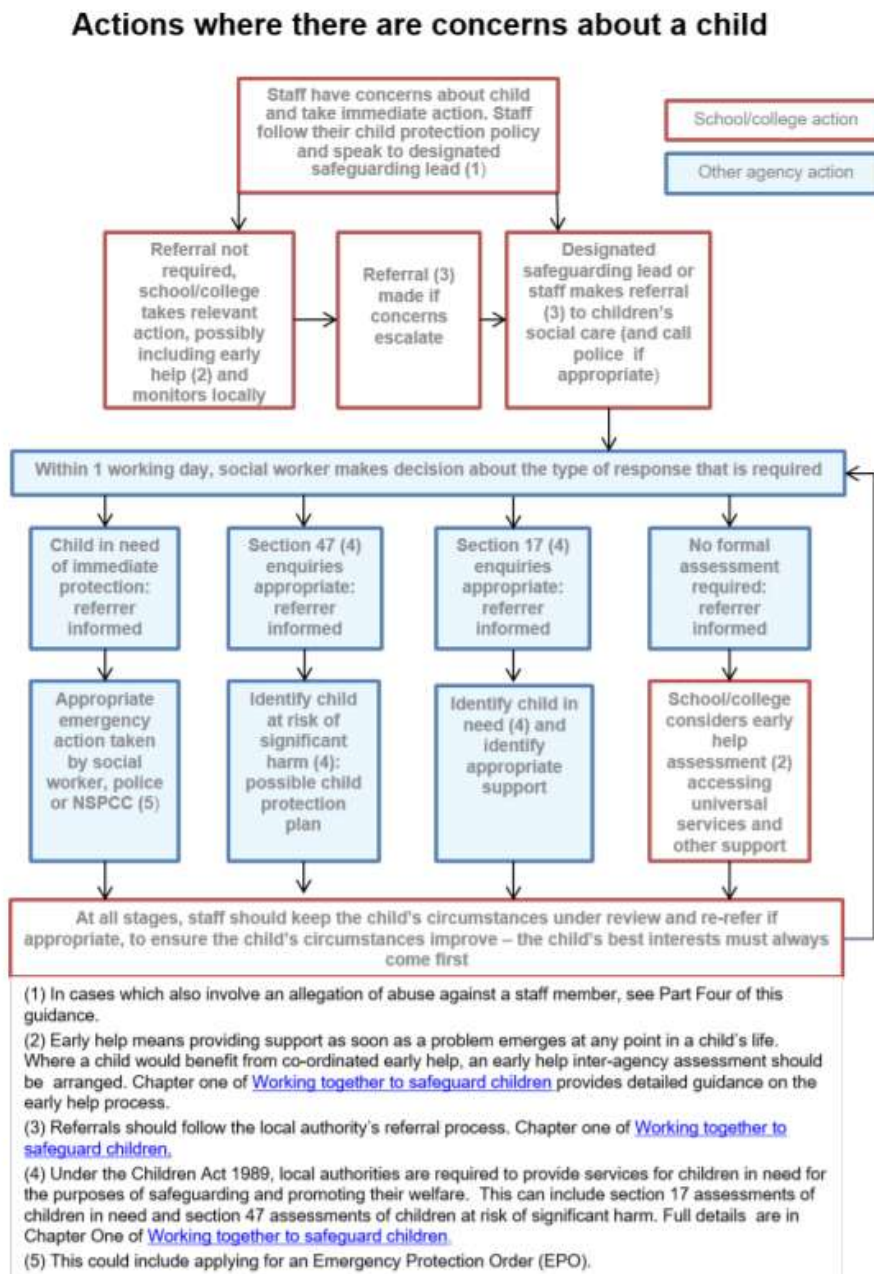
5.12.2 *Cardinal Newman Catholic school* adheres to 'Searching, Screening and Confiscation: Advice for Schools (January 2018).

5.12.3 Please see searching, screening and confiscation policy (Behaviour Policy) for further information.

## **5.13 Extra-Familial Harm**

5.13.1 *Cardinal Newman Catholic school* recognises that safeguarding incidents can be associated with factors outside Cardinal Newman Catholic School and may take place outside of school. We also recognise that safeguarding incidents or behaviours can occur between children outside of school. We will always consider contextual safeguarding factors when responding to safeguarding incidents.

5.13.2 All staff will be made aware that safeguarding incidents and/or behaviours can be associated with factors outside Cardinal Newman Catholic School or college and/or can occur between children outside these environments.



5.13.3 To raise concerns about children, members of staff should contact the Multi-Agency Safeguarding Hub (MASH) by telephone to discuss the referral. They should then complete the online Multi-Agency Referral Form (MARF) and submit this to the MASH. Cardinal Newman will follow up referrals if we do not receive feedback from social care.

**MASH Telephone number:** 02476 788 555

**MASH online referral form:** <http://www.coventry.gov.uk/safeguardingchildren>

**Out of hours Emergency Duty Team:** 02476 832 222

**Prevent/Channel Referrals:** Refer to MASH ([mash@coventry.gov.uk](mailto:mash@coventry.gov.uk)) and to [CTU\\_GATEWAY@west-midlands.pnn.police.uk](mailto:CTU_GATEWAY@west-midlands.pnn.police.uk)

- 5.14.1 If a child's situation does not appear to be improving following a referral, Cardinal Newman may re-refer the child. We will also consider using the Coventry Safeguarding Children Partnership's Managing Professional Disagreements policy to ensure that our concerns have been addressed and that the situation improves for the child.

## 6 Record-keeping

- 6.1 A written record of all safeguarding and/or child protection concerns, discussions and decisions made will be kept in individual children's files. This will be separate from the main school file and will only be accessed by the relevant safeguarding staff.
- 6.2 Cardinal Newman keeps all safeguarding files electronically, using a system called CPOMs.
- 6.3 Staff will submit all concerns in writing to the DSL at the earliest opportunity. This may be after having a verbal conversation, but conversations will also be followed up in writing.
- 6.4 In the event that a child moves school, the safeguarding file will be transferred to the new setting securely and separately from the main school file. Once received by the new school, this school will not retain the information.
- 6.5 Cardinal Newman will seek at least two emergency contacts for every child.
- 6.6 All data processed by Cardinal Newman is done so in line with the General Data Protection Guidelines **and the Data Protection Act (2018)**. Please see the following policies for additional information;
- **Data Protection Policy**
  - **Data Retention Policy**
  - **Student Privacy Notice**
- 6.7 Further information regarding information sharing and data processing in relation to safeguarding can be found in Part Two of Keeping Children Safe in Education (September 2020).

## 7 Photography and Images

- 7.1 Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins Cardinal Newman with additional annual checks completed for those students who do not have consent.

- 7.2 Parents can withdraw consent at any time and must notify Cardinal Newman if they do not wish their child's photographs to be used.
- 7.3 Photographs of children used publicly will not be displayed with their name or other personal information.
- 7.4 Photographs of children will be processed in line with the General Data Protection Regulation.

## **8 Early Help**

- 8.1 Cardinal Newman is committed to supporting families as soon as a possible problem arises. It is more effective to support a family through early help than reacting to a problem later. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. Cardinal Newman works closely with its neighbouring family hub to work with families in the community to improve outcomes for children.

Family Hub: Pathways Family Hub, Radford Primary School, Lawrence Saunders Road, Radford, Coventry, CV6 1HD

- 8.2 Cardinal Newman works within the LSCB 'Right Help, Right Time' framework, available on the LSCB website.

## **9 Staff training**

- 9.1 In order for staff to be able to understand and discharge their safeguarding and child protection duties, Cardinal Newman has committed to training staff throughout the academic year. All staff members will be made aware of Cardinal Newman's safeguarding processes and structures and will receive training on these as part of their induction. As part of this training and their annual refresher, they will also receive;

- This 'Safeguarding and Child Protection Policy';
- The staff Code of Conduct
- Copies of Part 1 and Annex A of Keeping Children Safe in Education (September 2020)
- School procedures for Children Missing Education
- Cardinal Newman Behaviour Policy

- 9.2 Staff at Cardinal Newman will;

- Attend annual Level 1 Safeguarding training in September led by the DSL
- Attend annual safeguarding refreshers half way through the academic year
- Be trained in Team Teach techniques where their job role places such demands on them
- Attend DSL briefings as expected in line with their job role
- Be provided with a termly safeguarding newsletter which is also shared with parents/carers

- 9.3 Cardinal Newman recognise that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol

abuse, truancy and 'sexting'<sup>4</sup>. Staff will be training in these areas in order to be able to further recognise if a child is at risk of harm.

## 10 Safer Recruitment

10.1 Cardinal Newman is committed to providing children with a safe environment, in which they can learn. We take safer recruitment seriously and all staff are subject to the following checks;

- Identity check;
- DBS clearance;
- Prohibition from teaching checks (where required);
- Barred List check;
- Section 128 checks (as required - leadership and management);
- Reference check (two references required);
- Professional qualifications check ;
- Right to work in the UK check;
- Further checks for those who have lived outside the UK;
- Disqualification Under the Childcare Act 2006 checks (as required).

10.2 A record of all checks on members of staff will be held on the Single Central Record.

10.3 All new members of staff will be required to obtain DBS clearance. Cardinal Newman reserves the right to re-check DBS clearance for any member of staff where information is received that indicates that they may pose a risk to children.

10.4 At least one member of every interview panel will have undergone Safer Recruitment training.

10.5 We take proportionate decisions on whether to check individuals beyond what is required.

10.6 Any visitor to Cardinal Newman who has not been subject to the necessary checks will be supervised at all times.

10.7 All safer recruitment practices at Cardinal Newman comply with Keeping Children Safe in Education (September 2020). See Part 3 of Keeping Children Safe in Education (September 2020) for further information.

***See Safer Recruitment policy for further details (Holy Cross Multi Academy Company Policy).***

## 11 Allegations of abuse against staff

11.1 Cardinal Newman takes all **safeguarding concerns and/or allegations** against staff seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (September 2020) and the CSCP Guidance, **'Allegations Against Staff and Volunteers'**.

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<sup>4</sup> Also known as 'youth produced sexual imagery'.

## **11.2 Allegations or concerns may include**

- Staff having behaved in a way that has harmed a child, or may have harmed a child;
- Staff possibly committing a criminal offence against or related to a child;
- Staff behaving towards a child or children in a way that indicates that he or she may pose a risk of harm to children; or
- Staff behaving or possibly behaving in a way that indicates they may not be suitable to work with children.

If a concern or allegation of abuse arises against the Headteacher, it must be reported to the Chair of Governors without delay.

- 11.3 If a concern or allegation of abuse arises against any member of staff other than the Headteacher, it must be reported to the Headteacher without delay. This includes supply staff, volunteers and all staff outlined in paragraph 1.5 of this policy.
- 11.4 Concerns and allegations of abuse against staff must be reported to the Headteacher or Chair of Governors as appropriate and not discussed directly with the person involved.
- 11.5 The Headteacher or Chair of Governors should consider if the concerns or allegation meets the threshold for Designated Officer intervention. The Local Authority designated officer is Fran Fossick and contact details can be found at the front of this policy.
- 11.6 Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours.
- 11.7 If a child has suffered or may have suffered abuse or harm, a MASH referral will also be made.
- 11.8 In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to Cardinal Newman in managing the allegation.
- 11.9 A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns, or would have been removed if they had not have resigned.
- 11.10 Supply Teachers
- 11.10.1 Although Cardinal Newman Catholic School does not directly employ supply teachers, Cardinal Newman Catholic School will ensure that any concerns or allegations against supply teachers are handled properly.
- 11.10.2 Cardinal Newman Catholic School will never cease to use a supply teacher for safeguarding reasons without liaising with the Local Authority Designated Officer and reaching a suitable outcome.



11.10.3 Governing bodies/proprietors will liaise with the supply agency to determine whether to suspend or redeploy the supply teacher whilst they carry out their investigation.

11.10.4 Cardinal Newman Catholic School will inform supply agencies of its process for managing allegations, including inviting the agency's human resource manager (or equivalent) to meetings and regularly updating agencies on relevant school policies.

## **11.9 Whistleblowing**

11.9.1 Cardinal Newman operates a culture of safeguarding and all staff should report any concerns about poor or unsafe practice, or Cardinal Newman's safeguarding processes to the senior leadership team.

11.9.2 The senior leadership team will take all concerns seriously.

11.9.3 In the event that a member of staff is unable to raise an issue with senior leadership in school, they should refer to Part 1 of Keeping Children Safe in Education for additional guidance on whistleblowing procedures.

## **12 Promoting safeguarding and welfare in the curriculum**

12.1 Cardinal Newman recognises the importance of teaching children how to stay safe and look after their mental health and are committed to equipping children with the skills and knowledge to have successful and happy lives.

12.2 Children at Cardinal Newman will receive the following as part of our promotion of safeguarding across the curriculum. Cardinal Newman Catholic School will cover relevant issues in line with government guidance on Relationships Education, Relationships and Sex Education and Health Education.

- *6 safeguarding specific weeks across the school year focusing specifically on safeguarding matters during tutor time*
- *RSE and other safeguarding topics during PSHE*
- *RSE during RE lessons*
- *Talks and support from external providers notably Coventry Mind, Cyrennians, CRASSAC*

## **13 Children Looked After**

13.1 The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. Cardinal Newman recognises that children looked after may have additional vulnerabilities. The Designated Lead for Looked-After and Previously Looked-After Children is Mrs Christine Bevis.

13.2 Staff will receive training on how to best safeguard children who are Looked-After and Previously Looked-After.

13.3 Cardinal Newman will work with Personal Advisors when children leave care (where applicable).

13.4 Cardinal Newman is committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

## **14 Children with Special Educational Needs**

- 14.1 As outlined in Keeping Children Safe in Education (2020), Cardinal Newman is aware that children with additional needs or disabilities may be more vulnerable to abuse and additional barriers may exist when recognising abuse and neglect. This could be because;
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
  - being more prone to peer group isolation than other children;
  - the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
  - communication barriers and difficulties in overcoming these barriers.<sup>5</sup>
- 14.2 Staff will be trained in recognising signs of abuse in children with SEN and disabilities.
- 14.3 Staff will take into account the needs of a child when responding to concerns of abuse or when taking a disclosure. We recognise that some children require specialist intervention to communicate and advice from the SENCO will be sought in these circumstances.
- 14.4 Safeguarding learning opportunities within the curriculum will be appropriately differentiated to ensure all children can access it.

## **15 Use of reasonable force**

15.1 There may be occasions when staff are required to use reasonable force to safeguard children. We will not use any more force than is necessary.

Further guidance on the use of reasonable force is available in the [Behaviour Policy](#).

## **16 Summary**

19.1 Cardinal Newman is committed to safeguarding children and will always make safeguarding decisions that are in the best interests of each child. For further information or if you have any queries about this policy, please contact Cardinal Newman.

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<sup>5</sup> Keeping Children Safe in Education, September 2020

## Appendix A

Cardinal Newman's safeguarding policy is intended to be used in conjunction with the following policies; all school policies can be found at [Policies | Cardinal Newman](#)

Cardinal Newman adheres to Coventry Local Safeguarding Children Board's Policies, which can be found here:

<http://www.proceduresonline.com/covandwarksscb/contents.html>

- [Allegations Against Staff or Persons in a Position of Trust Policy \(CSCP\)](#)
- Anti – Bullying Policy
- Anti-Discrimination and Harassment Policy
- Behaviour Policy
- Children/Young people with Medical Needs Complaints Policy
- Critical Incident Plan
- Data Protection Policy and Privacy Notice
- Drugs and Alcohol Policy
- Equalities Policy
- [Escalation and Resolution of Professional Disagreements \(CSCP\)](#)
- Health & Safety Policy
- HR & Governance Policy
- Online Safety Policy
- Intimate Care Policy
- IT Policy
- Medicine & First Aid Policy
- Primary-Secondary Transition Policy
- PSHE Policy
- SRE Policy
- Self-harm/Mental Health Policy
- Safer Recruitment Policy
- Site Security Policy
- SEND Policy
- Staff Code of Conduct
- Trips and Visits Policy
- Use of Reasonable Force Policy
- Visitor Management Policy
- Whistleblowing Policy
- 

## Appendix B – Further Safeguarding Information

### Types of Abuse

As outlined in **paragraph 4.4**, Cardinal Newman Catholic School will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to **Keeping Children Safe in Education (2020)**, Annex A.

See below for policy information relating to other key safeguarding issues. All decisions taken in responding to concerns of abuse will be taken in the best interests of the child.

### **Bullying, including cyber- or online-bullying**

Cardinal Newman Catholic School takes all forms of bullying seriously and will respond sensitively and quickly to any reported bullying. Children should report any bullying to their form tutor, to the DESIGNATED SAFEGUARDING LEAD, to any trusted member of staff or our qualified bullying ambassadors. This can be done verbally or using the bullying boxes around the school site. The school has a dedicated email address so students can report incidents electronically and incidences of cyber bullying.

We also teach children about the dangers of bullying through our pastoral curriculum in Tutor Time, assemblies, and collective worship

Bullying can take many forms and we have several policies that cover different aspects of bullying. Please see the Anti-Bullying Policy, the Behaviour Policy and paragraph 5.8 of this policy for further information.

Dealing with bullying for both victim and perpetrator takes a supportive, restorative justice and punitive approach depending on each situation. There may sometimes be misunderstanding about the meaning of the term 'bullying'. One-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of 'bullying'.

### **Child Criminal Exploitation – “County Lines”**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>12</sup> should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

In the event of any concerns about any of our young people initially Cardinal Newman will make referrals through usual safeguarding procedures via CPOMs and notifying the DESIGNATED SAFEGUARDING LEAD.

## **Domestic abuse – Include Operation Encompass**

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse signs symptoms effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safe young lives: young people and domestic abuse.

Cardinal Newman Catholic School is alerted to all domestic violence incidents via Operation Encompass notifications. These alerts are emailed directly to the Designated Safeguarding Lead and Deputy Safeguarding Lead within 24 hours of a DV incident. Students involved are met with to check for welfare and offered support. All interventions and ongoing support are monitored and logged on CPOMS.

## **Fabricated or induced illness**

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or Carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. FII is also known as "Munchausen's syndrome by proxy" (not to be confused with Munchausen's syndrome, where a person pretends to be ill or causes illness or injury to themselves).

Signs of fabricated or induced illness:

FII covers a wide range of symptoms and behaviours involving parents seeking healthcare for a child. This ranges from extreme neglect (failing to seek medical care) to induced illness.

Behaviours in FII include a mother or other Carer who:

- persuades healthcare professionals that their child is ill when they're perfectly healthy
- exaggerates or lies about their child's symptoms
- manipulates test results to suggest the presence of illness – for example, by putting glucose in urine samples to suggest the child has diabetes
- deliberately induces symptoms of illness – for example, by poisoning her child with unnecessary medication or other substances

## **So-called 'honour-based' violence (including Female Genital Mutilation and Forced Marriage)**

So-called 'honour-based' violence (HBV) encompasses incidents or 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. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### **Actions**

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers<sup>103</sup> that requires a different approach

### **Female genital mutilation**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#). Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. 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. In these cases, teachers should follow local safeguarding procedures.

An FGM Fact Sheet can be found at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496415/6\\_1639\\_HO\\_SP\\_FGM\\_mandatory\\_reporting\\_Fact\\_sheet\\_Web.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf)

Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England). 14 Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

### **Forced marriage (A form of so-called 'honour-based abuse')**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmf@fco.gov.uk](mailto:fmf@fco.gov.uk).

### **Gangs or youth violence**

Young people can be vulnerable to the community or 'family feel' of a gang. Once a child has become involved in a gang or regular youth violence it can be extremely difficult to extricate themselves. Students can show signs of this through becoming increasingly withdrawn or more vocally aggressive in school. Schools are vulnerable to recruitment. Warning signs include 'tagging' placed around school, or older students using younger students to carry out errands or carry items for them. Staff should always remain vigilant to any changes in the students' behaviour. Referrals to the MASH should be made with concerns. Equally use of family hubs and community police can support a child who is vulnerable.

As a school of faith, a Beacon School of Peace and an International Cross of Nails school we have a commitment to preventing youth violence. Cardinal Newman consistently demonstrates a partnership approach by engaging fully with and hosting many of the Coventry North West Police Panel meetings. Consequently, we are aware of emerging youth violence issues within the City. The Prevent officer attends all police panel meetings. All relative information sharing on gangs and youth crime is fed back to the headteacher and Designated Safeguarding Lead. If action is required it is delivered via the appropriate channels of one to one mentoring or during the tutor pastoral programme.

Cardinal Newman is also allied to local resources which are available to present alternative pathways to any young person who may be on the periphery of gang related culture. Where concerns have been reported to school, further support can be provided by completing a **referral form** to be sent to: **[ChildexploitationSPOC@coventry.gov.uk](mailto:ChildexploitationSPOC@coventry.gov.uk)**

## **Gender-based violence**

Gender-based violence is violence against women based on women's subordinate status in society. It includes any act or threat by men or male dominated institutions that inflict physical, sexual, or psychological harm on a woman or girl because of their gender. In most cultures, traditional beliefs, norms and social institutions legitimize and therefore perpetuate violence against women. Gender-based violence includes physical, sexual and psychological violence such as domestic violence; sexual abuse, including rape and sexual abuse of children by family members; forced pregnancy; sexual slavery; traditional practices harmful to women, such as honour killings, burning or acid throwing, female genital mutilation, dowry-related violence; violence in armed conflict, such as murder and rape; and emotional abuse, such as coercion and abusive language.

Trafficking of women and girls for prostitution, forced marriage, sexual harassment and intimidation at work are additional examples of violence against women. Gender violence occurs in both the 'public' and 'private' spheres. Such violence not only occurs in the family and in the general community but is sometimes also perpetuated by the state through policies or the actions of agents of the state such as the police, military or immigration authorities. Gender-based violence happens in all societies, across all social classes, with women particularly at risk from men they know.

Staff should always remain vigilant to any changes in the students' behaviour and comment regarding gender base violence. All concerns should be reports directly to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.

## **Hate**

A Hate crime or 'hate abuse' is any hate incident, which constitutes a criminal offence, perceived by the victim or any other person, as being motivated by prejudice or hate. A hate incident is any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by prejudice or hate.

Forms of hate abuse constitute any incident where a child or anyone else has been targeted because they are believed to be of a different:

- race
- religion / belief
- sexual orientation
- gender identity
- or have a disability.

Hate crimes are directed against people because of some aspect of who they are, most typically because they are from an ethnic minority or visible religious minority, or because of their sexuality.

Hate crime covers a wide range of behaviour, for example verbal abuse, racist or homophobic graffiti or physical assault. A crime can be classed as a hate crime if the victim or witness see it as being so.



## **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year olds could be living independently from their parents or guardians, for example through their exclusion from the family home and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16- and 17-year olds who may be homeless and/or require accommodation.

## **Radicalisation and Extremism**

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation<sup>16</sup> refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation

can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

Cardinal Newman Catholic School has fully integrated the Prevent Duty and the promotion of British Values into its everyday mainstream safeguarding procedures. See link: <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

The school has a designated PREVENT Lead who works in partnership with the Coventry Prevent Team, WMCTU and other external Prevent related providers. We conduct regular risk assessments and monitor and evaluate them. We have a clear programme of staff training and student engagement and we take all appropriate measures to ensure we maintain a high level of online safety.

Radicalisation and extremism can take many forms and is reported in school in the same manner as any other safeguarding concern. Through our local partnerships we have clearly defined pathways which can lead to swift interventions being implemented and also, if necessary, Channel referrals (see below)

### **The Prevent duty**

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".<sup>18</sup> This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the Revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies. For additional support the department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

Educate Against Hate, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to

training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

## **Channel**

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Channel guidance, and a Channel awareness e-learning programme is available for staff at:

Channel General Awareness. The school's Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

## **Relationship abuse**

Relationship abuse is a pattern of abusive and coercive behaviours used to maintain power and control over a former or current partner. Abuse can be emotional, financial, sexual or physical and can include threats, isolation, and intimidation. Abuse tends to escalate over time. When someone uses abuse and violence against a partner, it is always part of a larger pattern of control.

## **Peer on peer abuse**

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

## **Sexual violence or sexual harassment (including peer-on-peer abuse)**

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003<sup>19</sup> as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

### **Sexual harassment**

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats the response to a report of sexual violence or sexual harassment
- Sexting (sending sexually explicit images or language via mobile phone or electronic device)

### **Upskirting<sup>113</sup>**

'Upskirting' 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. It is now a criminal offence.

### **Trafficking and modern slavery**

Slavery did not end with abolition in the 19th century. Instead, it changed its forms and continues to harm people in every country in the world.

Whether they are women forced into prostitution, men forced to work in agriculture or construction, children in sweatshops or girls forced to marry older men, their lives are controlled by their exploiters, they no longer have a free choice and they must do as they're told. They are in slavery.

Today slavery is less about people literally owning other people – although that still exists – but more about being exploited and completely controlled by someone else, without being able to leave. Today there are an estimated 40.3 million people in slavery around the world.

Someone is in slavery if they are:  
forced to work – through coercion, or mental or physical threat;  
owned or controlled by an 'employer', through mental or physical abuse or the threat of abuse;  
dehumanised, treated as a commodity or bought and sold as 'property';  
physically constrained or have restrictions placed on their freedom of movement.

## **Children missing from education, home or care**

Cardinal Newman Catholic School will also take action to protect;

Children missing education  
Children missing from home or care:

### **Government guidance:**

Children missing in Education:

<https://www.gov.uk/government/publications/children-missing-education>

Children missing from home or care:

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

All Children, regardless of their circumstances are entitled to an efficient, full time education which is suitable to their age, ability, aptitude, and any special educational needs they may have.

The Local Authority has a legal duty to identify (as far as it is possible to do so) the children living in Coventry & Warwickshire who are not receiving a suitable education. (Children missing education: statutory guidance for local authorities September 2016)

Our duty at Cardinal Newman is to monitor student's attendance to address it when it is poor and to refer irregular and unexplained absence to the Local Authority. Safeguarding against children missing from education is outlined in our Attendance policy ([www.cncs.school](http://www.cncs.school)).

Any absenteeism to school without a valid reason provided by parents is addressed through our first day call system. Pastoral Support Managers and our Attendance Officer ensure phone calls are made to all parents/carers of children who are absent without a valid reason.

Police reports are received regularly outlining if a child has been reported missing by parents. All reports are followed up by the pastoral team and Designated Safeguarding Lead where necessary. Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the pupil can be removed from the admission register. Before this happens Cardinal Newman, in conjunction with the Local Authority, will make reasonable enquiries to establish the whereabouts of the child.

This is in line with section 10 of the Children Act 2004, and our school's Attendance Policy that includes an appropriate person completing Home Visits to the address of the child, checking with relatives, neighbours, landlords -private or social housing providers – and other local stakeholders who are known to be involved with the family. These interventions will be logged and recorded, should we have reason to believe a child is in immediate danger or at risk of harm, a referral will be made to children's social care (and the police if appropriate). Following these investigations and failing to locate the student, the student could be classified as a Child Missing Education, if this is the case Cardinal Newman will complete a CME referral form and forward to the Local Authority attendance service.

## **Private Fostering**

Cardinal Newman Catholic School have a duty to refer any children who are living in a private fostering arrangement to the local authority.

We will do this through a MASH referral. It is important that parents/carers inform us if a child is going to be staying at an alternative address to that of their primary care-givers for more than 28 days.

## **Indicators of abuse**

See below for possible indicators of abuse. (Taken from *What to do if you are worried a child is being abused*, 2015)

- Children whose behaviour changes – they may become aggressive, challenging,
- disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;

- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

Cardinal Newman Catholic school recognises that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.

