



CARDINAL  
NEWMAN  
CATHOLIC SCHOOL

Child Protection and Safeguarding Policy

Cardinal Newman Catholic School

**September 2022**



**Holy Cross Catholic**  
**Multi-Academy Company**

**Policy last reviewed:** September 2022

**Reviewed by:** Marina Kelly

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1. Mrs Deborah Galvin (Safeguarding Manager)

Contact number: 024 7633 2382

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**Named Governor for Safeguarding:** Lyndon Davies. Contact Number: 024 7633 2382

**Chair of Governors:** Theresa Boland. Contact Number: 024 7633 2382

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# 1 Definitions

1.1 'Safeguarding' is defined in **Keeping Children Safe in Education (2022)** as;

- protecting children from maltreatment;
- preventing the impairment of children's mental and physical 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.

1.6 Within this policy, we use the term 'victim', although it is recognised that not everyone considers themselves to be a victim or would want to be described in this way. We also recognise the importance of not using the terminology of 'perpetrator' in relation to children in cases where the behaviour can be harmful to both parties. The appropriate use of terminology will be determined on a case-by-case basis.

# 2 Introduction

2.1 We recognise that safeguarding, child protection, and promoting the welfare of children is an essential part of our duty of care to all students. As such, all staff and governors 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 that 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 what is in the best interests of each child in line and upholding the Human Rights Act 1998 and Equality Act 2010.

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, exploitation or neglect;
- 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 to 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.
- All staff take on a responsibility to promote children's welfare
- 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 2022) are to;

- work to identify children who are suffering or likely to suffer abuse, exploitation or neglect 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 (including online safety) and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- have a designated safeguarding lead and designated deputies, who will provide support to staff, students and families;
- 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 or particular protected characteristics (LGBTQ+, etc);
- 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 \(2022\)](#)
- [Working Together to Safeguard Children 2018 \(updated 2022\)](#)
- [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 We continue to work closely with the Local Authority and the Coventry Safeguarding Children Partnership to safeguard children during the Coronavirus outbreak.

2.7 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 B of Keeping Children Safe in Education (September 2022).

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

Keeping Children Safe in Education 2022

CNCS Behaviour Policy

CNCS Attendance Policy

CNCS Anti-Bullying Policy

Working together to Safeguard Children

CNCS Staff Code of Conduct

HCCMAC Prevent Policy

CNCS E-Safety Policy

Links to these policies can be found on the school website:  
<https://www.cncs.school/page/?title=Policies+%26amp%3B+Documents&pid=32>

## **2.9 Scope**

2.9.1 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.

2.9.2 Rather than duplicating content from Keeping Children Safe in Education (September 2022) 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 The 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 of the 6 individual schools;

Part 2 of Keeping Children Safe in Education (September 2022) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Local Governing Body and Board of Directors will:

- Have a strategic leadership responsibility for school safeguarding arrangements
- Ensure all Governors and trustees receive appropriate safeguarding and child protection training (including online safety) at induction and that is regularly updated.
- Aware of the obligations under the Human Rights Act 1998 , the Equality Act 2010 and the Public Sector Equality Duty
- Ensure that they comply with their duties under legislation;
- Ensure a whole Cardinal Newman approach to safeguarding, including the use of mobile and smart technology in school;
- Ensure that policies, procedure and training are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- Ensure we consider local authority and Coventry Safeguarding Children Partnership policies and supply information as requested by the safeguarding partners (the Local Authority, a clinical commissioning group for an area within the local authority and the chief officer of police for a police area within the local authority);
- Ensure we have an effective child protection policy, that it is published on Cardinal Newman website and review this annually;

<https://www.cncs.school/page/?title=Policies+%26amp%3B+Documents&pid=32>



- Ensure we have a staff behaviour policy or Code of Conduct which refers to low level concerns, allegations against staff and whistleblowing procedures alongside acceptable use of technologies;
- Ensure that all staff and governors undergo safeguarding and child protection training on induction (including online safety) and this is regularly updated;
- Ensure we contribute to multi-agency working in line with statutory guidance;
- 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 as a whole **school** approach and curriculum planning but recognising that a one size fits all approach may not be appropriate for all children. See section 12 of this policy for further information;
- Put in place and follow 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;
- Understand the local criteria for action and local protocol for assessment;
- Recognise the importance of information sharing between practitioners and local agencies but take a risk-based approach to level of information that is provided to temporary staff, volunteers and contractors;
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online and share information regarding online abuse and risks including where to access advice with parents and carers;
- Respond to allegations of abuse against the headteacher whilst ensuring there are procedures in place to manage safeguarding concerns or allegations against staff (including supply staff, volunteers and contractors); and
- Ensure safer working practice is embedded and effective within policies.

### **3.2. The Role of the Headteacher**

#### 3.2.1 The headteacher will;

- Ensure that this policy is reviewed annually at minimum 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 and Previously Looked-After Children' to promote the educational achievement of children looked after;
- Appoint a lead for online safety; (DSL will still retain ultimate responsibility for this)
- Promote a whole school approach to safeguarding;
- Promote resilience to social and emotional wellbeing, which is tailored to the needs of the children;
- 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 low level concerns and allegations of abuse against all other members of staff including supply staff, volunteers and contractors;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency as required;
- Ensure that Cardinal Newman collaborates with Children's Services, the Police, Health services and other services to; promote the welfare of children; provide a co-ordinated offer of early help assessments when need is identified; contribute to inter-agency plans for children subject to children protection plans and to protect children from harm;
- 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 Services (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 2022).

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

3.3.1 The Designated Safeguarding Lead for Cardinal Newman is Mr Adam Williams. Our Deputy Designated Safeguard Lead in the DSL's absence is Deborah Galvin.

The Designated Safeguarding Lead will;

- Take overall lead responsibility for safeguarding and child protection (including online safety);
- Liaise with the safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2022);
- Always be available during term time school hours for staff in school to discuss safeguarding concerns. If they are not available, a deputy will be made available;
- Undergo training to provide them with the knowledge and skills required to carry out this role updated a minimum of biannually;
- 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;

- Identify if children may benefit from early help;
- Act as a point of contact with the safeguarding partners;
- Make referrals to Coventry's Multi-Agency Safeguarding Hub (MASH) where children have been harmed or 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<sup>1</sup>;
- Ensure all staff have read and understood Part 1 and/or Annex A of Keeping Children Safe in Education (September 2022);
- 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;
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children;
- 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 leadership team;
- Promote a 'culture of safeguarding', in which every member of the Cardinal Newman community acts in the best interests of the child;
- Ensuring Cardinal Newman knows who its cohort of children or have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations;
- Regularly meet (every half term at a minimum) 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.
- Liaise with the senior mental health lead when safeguarding concerns are linked to mental health

3.3.2 Further details on the role of the Designated Safeguarding Lead can be found in Annex C of Keeping Children Safe in Education (September 2022).

### 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;

- Have a responsibility to provide a safe environment, where children can learn;
- Will be able to identify indicators of abuse, exploitation or neglect; with 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 tells them that he/she is being abused, exploited or neglected but that children may not feel ready or know how to tell someone that they are being abuse, exploited or neglected and/or recognise their experience as harmful;
- Will be aware of indicators of child-on-child abuse and procedures to deal with this;
- All staff, but especially the DSL and deputies, will also consider whether children are at risk of abuse or exploitation in situations outside their families;
- 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/Annex A of Keeping Children Safe in Education (September 2022) annually and receive annually updated training on their safeguarding roles and responsibilities;
- Will receive regularly updated safeguarding and child protection training including online safety;
- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice;
- Will be made aware of the early help assessment 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 Services (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;
- Understands the referral process to the (LADO) and the role they play should they have concerns or allegations are made against any member of staff;
- 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 is committed to multi-agency working and operates under Working Together to Safeguard Children (2018) and local safeguarding arrangements.

3.5.2 Cardinal Newman will work with Children's Services 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 Assessments. 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 is under a statutory duty to co-operate with published CSCP arrangements.

### **3.6 The Role of the Governing Body and/or Proprietors**

3.6.1 Governing bodies have a strategic leadership responsibility for our safeguarding arrangements. We have a senior board level lead role carried out by Lyndon Davies. Part 2 of Keeping Children Safe in Education (September 2022) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will;

- Have a strategic leadership responsibility for Cardinal Newman Catholic School safeguarding arrangements
- Ensure all Governors and trustees receive appropriate safeguarding and child protection training (including online safety) at induction and that is regularly updated.
- Aware of the obligations under the Human Rights Act 1998 , the Equality Act 2010 and the Public Sector Equality Duty
- Ensure that they comply with their duties under legislation;
- Ensure a whole school approach to safeguarding, including the use of mobile and smart technology in school;
- Ensure that policies, procedure and training are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- Ensure we consider local authority and Coventry Safeguarding Children Partnership policies and supply information as requested by the safeguarding partners (the Local Authority, a clinical commissioning group for an area within the local authority and the chief office of police for a police area within the local authority);
- Ensure we have an effective child protection policy, that it is published on the school website

(<https://www.cncs.school/page/?title=Policies+%26amp%3B+Documents&pid=3>) or available at school reception and review this annually;

- Ensure we have a staff behaviour policy or Code of Conduct which refers to low level concerns, allegations against staff and whistleblowing procedures alongside acceptable use of technologies;
- Ensure that all staff and governors undergo safeguarding and child protection training on induction (including online safety) and this is regularly updated;
- Ensure we contribute to multi-agency working in line with statutory guidance;
- 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 as a whole school approach and curriculum planning but recognising that a one size fits all approach may not be appropriate for all children. See section 12 of this policy for further information;
- Put in place and follow 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;
- Understand the local criteria for action and local protocol for assessment;
- Recognise the importance of information sharing between practitioners and local agencies but take a risk-based approach to level of information that is provided to temporary staff, volunteers and contractors;
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online and share information regarding online abuse and risks including where to access advice with parents and carers;
- Respond to allegations of abuse against the headteacher whilst ensuring there are procedures in place to manage safeguarding concerns or allegations against staff (including supply staff, volunteers and contractors); and
- Ensure safer working practice is embedded and effective within policies.

## **4 Types of abuse**

4.1 As outlined above, all staff will be trained in indicators of abuse, exploitation and neglect and should be able to recognise signs of these. We recognise that abuse, exploitation and neglect along with other safeguarding issues are complex and often multidimensional and therefore don't fall solely under one category. Types of abuse or harm can take many forms including directly inflicting harm on a child or failing to protect a child from harm online as well as face to face both inside and outside of Cardinal

Newman/college as well as the multi-faceted occurrence of factors causing emotional 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 Keeping Children Safe in Education, 2022)

Type of abuse	Information
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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children 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

	<p>that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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>Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.</p> <p>The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of this and of Cardinal Newman policy and procedures for dealing with this.</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>



	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.
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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 services (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 Children's Service 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 or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- has a mental health need;
- 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 or county lines;
- is frequently missing/goes missing from care or from home;
- is a risk of modern slavery, trafficking, sexual or criminal exploitation;
- is misusing drugs or alcohol themselves;
- has a family member in prison, or is affected by parental offending;
- 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 at risk of 'honour-based' abuse such as Female Genital Mutilation or Forced Marriage;
- is persistently absent from education, including persistent absences for part of Cardinal Newman day.

- is a privately fostered child.

**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;

- bullying, including cyber- or online-bullying, prejudice based and discriminatory;
- child criminal exploitation (including involvement in county lines);
- child sexual exploitation;
- domestic abuse;
- emotional abuse;
- fabricated or induced illness;
- faith-based abuse;
- female genital mutilation;
- forced marriage;
- gangs or youth violence;
- gender-based violence;
- hate;
- mental health;
- neglect;
- peer on peer abuse;
- physical abuse;
- radicalisation;
- relationship abuse;
- serious violence and harassment;
- sexual abuse;
- sexual violence or sexual harassment (including peer on peer abuse);
- sharing of consensual or non-consensual nude and semi-nude images/videos;
- So-called 'honour-based' abuse;
- trafficking and modern slavery.

**4.8** Cardinal Newman will also take action to protect;

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

4.8.1 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 (2022) 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.

#### **4.9 Children potentially at greater risk of harm**

4.9.1 Cardinal Newman recognises that some children need a social worker due to abuse, neglect or complex family circumstances and that abuse and trauma can leave children vulnerable to further harm, as well as educational disadvantage.

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

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

#### **4.10 Children missing from Education**

4.10.1 Cardinal Newman understands that children missing from education can be a vital warning sign to a variety of safeguarding concerns including neglect, child sexual and criminal exploitation.

4.10.2 Cardinal Newman will report information to the Local Authority when problems are first emerging and always should this result in the removal of a child from roll.

#### **4.11 Elective Home Education**

4.11.1 Cardinal Newman recognises that many home educated children have a positive learning experience and the decision is one with the child's best interests at heart.

4.11.2 Since 2016, Cardinal Newman has a statutory duty to inform the Local Authority of all deletions from roll. When Elective Home Education is the reason for this removal, the Local authority and other key professionals will work alongside Cardinal Newman to coordinate a meeting with parents where possible ideally before a final decision is made.

#### **4.12 Mental Health**

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

4.12.2 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.

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

4.12.4 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. The school has a wide range of internal support in place and the safeguarding team will make a referral to our onsite Counsellors/Chaplaincy/Pastoral mentors, where there is a concern for a child's mental health. If it is deemed that the child needs further support this will be escalated to a CAHMS referral so that the child can access external support.

4.12.5 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.

4.12.6 CNCS have designated Senior Mental Health Leads (Adam Williams and Michelle Goodwin) responsible for the promotion of mental health and wellbeing across Cardinal Newman.

4.12.7 Further information, guidance and advice regarding mental health can be found on page 44 of Keeping Children Safe in Education 2022.

4:13 Children who are Lesbian, Gay, Bi or Trans (LGBT+)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse

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

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 Services 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 Services 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/allegations of abuse that children have shared.

5.4 There will be occasions where a child discloses/alleges 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 had a discussion with the DSL prior to this but delay should be avoided.

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 recording a clear rationale. The DSL may consider the following options;

- Managing support for the child internally within school;
- 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 consideration 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 Services.

5.6 For further information about the Coventry Safeguarding Children Partnership'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 27 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, September 2022).

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 first, but the legislation requires regulated health and Children's Service 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.

If you believe a child is at risk of FGM, a referral to the MASH is also required.

5.9 Cardinal Newman have a duty to refer any children who are living in a private fostering arrangement to the local authority. Private fostering is when a child under the age of 16 (or under 18 if disabled) is cared for by someone who is not their parent or a close relative. This is a private arrangement made between a parent and a carer, expected to last 28 days or more, or Cardinal Newman are aware the 28 days has been exceeded.

5.10 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.

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

## **5.12 Child on Child Abuse**

5.12.1 Cardinal Newman understands that both adults and other children can perpetrate abuse, and can happen inside and outside of school, online or face to face. Child on Child abuse is taken very seriously and can include bullying (including cyber-bullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships

between children, physical abuse, sharing of consensual or non-consensual images of videos, causing someone to engage in sexual activity without consent, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies. Cardinal Newman recognise that safeguarding issues can manifest as child-on-child abuse.

5.12.2 All members of staff will be made aware of Cardinal Newman's policy and procedures with regards to child-on-child abuse. *Cardinal Newman will ensure staff understand what is meant by child-on-child abuse and Cardinal Newman policy on child-on-child abuse by ensuring members of staff at the school maintain the attitude of 'It can happen here' to ensure all children are safeguarded. One way this is done is by addressing inappropriate behaviour via our Behaviour Policy. All staff understand that by not addressing this promptly, children's safeguarding and educational attainment may be impacted.*

5.12.3 Cardinal Newman will work to prevent child on child abuse by ensuring that staff and students are aware of the importance of challenging inappropriate behaviours; making it clear it is never accepted, tolerated and is not a part of growing up or banter.

5.12.4 Although it is recognised that if there are no reported cases, such abuse may still be taking place. If an allegation of child-on-child abuse is made, the Designated Safeguarding Lead (or deputy) will take a lead role in the investigation whilst using their professional judgement, liaising with other agencies and following the below protocol;

- when possible, two members of staff will be present where the report includes an online element. Staff will not view illegal images of children;
- will not promise confidentiality as reports will may need to be passed onto Children's Service (and in some cases, the Police);
- recognises that a child is more likely to disclose to a member of staff they have the strongest relationship with and this must referred to the DSL by recording disclosure or incident witnessed on CPOMs;
- an initial disclosure may be the first incident that is reported rather than a singular event;
- some children may face barriers to disclosing such as, additional needs, vulnerability, sex, ethnicity and possibly sexual orientation;
- will always listen carefully to the child whilst being non-judgemental;
- write up the factual parts of the disclosure as soon as the child has finished disclosing;
- liaise and referral to the MASH will be considered (and police if urgent response required);

5.12.5 In the event that an allegation of child-on-child abuse is made victims, alleged perpetrators and any other children affected will be supported by following the below protocol;

- The victim will never be given the impression that they are creating a problem by reporting an incident of child on child abuse. They will be taken seriously and will be supported and kept safe;
- Internal school support will be offered e.g. Meeting with Chaplaincy/Counsellor for the victims and education sessions from Behaviour Mentor for alleged perpetrator;
- Referral to the MASH will be considered (and police if urgent response required);
- In some cases, a risk assessment may be required but will be kept under constant review.

5.12.6 Cardinal Newman will never pass off child on child abuse as 'banter', 'having a laugh', 'part of growing up' or other such terminology that does not recognise the harm caused. This should be a Zero-tolerance approach as this could lead to a culture of unacceptable behaviours. It is recognised with this, that all child-on-child abuse is unacceptable and will be taken seriously.

5.12.7 Cardinal Newman will adhere to guidance set out in Keeping Children Safe in Education (2022) and Sexual Violence and Sexual Harassment in Schools (September 2021) when responding to incidents of child-on-child abuse.

5.12.8 All staff will be made aware that 'upskirting' is a criminal offence.

#### 5.13 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

5.13.1 Both CSE and CCE are forms of abuse that occur when an individual or group take advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator through violence or threat of violence. CCE and CSE can affect both males and females and can include children that have been moved for the purpose of exploitation (trafficking).

5.13.2 CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing, vehicle crime, threatening violence on others or even carrying weapons.

5.13.3 Cardinal Newman is responsible for recognising children involved in CCE are victims of exploitation and should be recognised as such due to the the harm they have experienced even if they appear to have consented to the criminal activity.

5.13.4 CSE is a form of child sexual abuse including physical contact and non-contact online activities including the internet or by phone. This can happen over time or as a one off and may happen without the child recognising this as abuse or harmful.

5.13.5 Cardinal Newman recognises that children of the age of 16 and 17 who can legally consent to a sexual relationship may also be the victims of CSE but may not recognise this.

#### **5.14 Sharing of consensual or non-consensual nude and semi-nude images or videos**



5.14.1 “Sharing of consensual or non-consensual nude and semi-nude images or videos” 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.

5.14.2 Cardinal Newman has a responsibility to educate children in the risks relating to ‘sharing consensual or non-consensual nude images or videos’ and how to keep themselves safe online. The school E-Safety Policy and RSHE policy *can be found on the website via the link below:*

<https://www.cncs.school/page/?title=Policies+%26amp%3B+Documents&pid=32>

5.14.3 Any incidents or suspected incidents of ‘sharing consensual or non-consensual nude images or videos’ should be reported to the DSL without delay.

5.14.4 Once reported to the DSL, the DSL will decide on the appropriate course of action. This could include;

- Referrals to the MASH in regards to all parties involved (also the police if an urgent response required);
- Confiscation of mobile phones in line with guidance ‘Searching, Screening and Confiscation, (January 2018);
- Support for young people involved to prevent reoccurrence;
- Sanctions in accordance with the behaviour policy;

5.14.5 Any incidents of ‘sharing consensual or non-consensual nude images or videos’ involving the following will result in a MASH and sometimes a Police referral;

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

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

5.14.7 We will work with parents as necessary if their child is involved in the sharing of consensual or non-consensual nude images or videos.

5.14.8 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.

## **5.15 Domestic Abuse**

5.15.1 Domestic abuse can be a single incident or a pattern of incidents. It can also include psychological, physical, sexual, financial or emotional acts of abuse.

5.15.2 Cardinal Newman recognises that children can be a victim of Domestic Abuse by seeing, hearing or experiencing the effects or suffering domestic abuse in their own personal relationships. These all have a detrimental impact on children's health, well-being, development and ability to learn. When there is a concern or disclosure of domestic abuse Operation Encompass can be contacted on 0204 513 9990 for guidance.

## **5.16 Searching, Screening and Confiscation**

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

5.16.2 Cardinal Newman adheres to 'Searching, Screening and Confiscation: Advice for Schools (January 2018).

5.13.3 *Cardinal Newman searching, screening and confiscation policy is included within our behaviour policy for further information*

## **5.17 Online Safety**

5.17.1 *Cardinal Newman recognises that in today's world, children need to be safeguarded from potentially harmful and inappropriate online material with many children having unlimited and unrestricted access to the internet via their mobile phone. The breadth of issues can be categorised currently into four areas of risk as taken from Keeping Children Safe In Education 2022:*

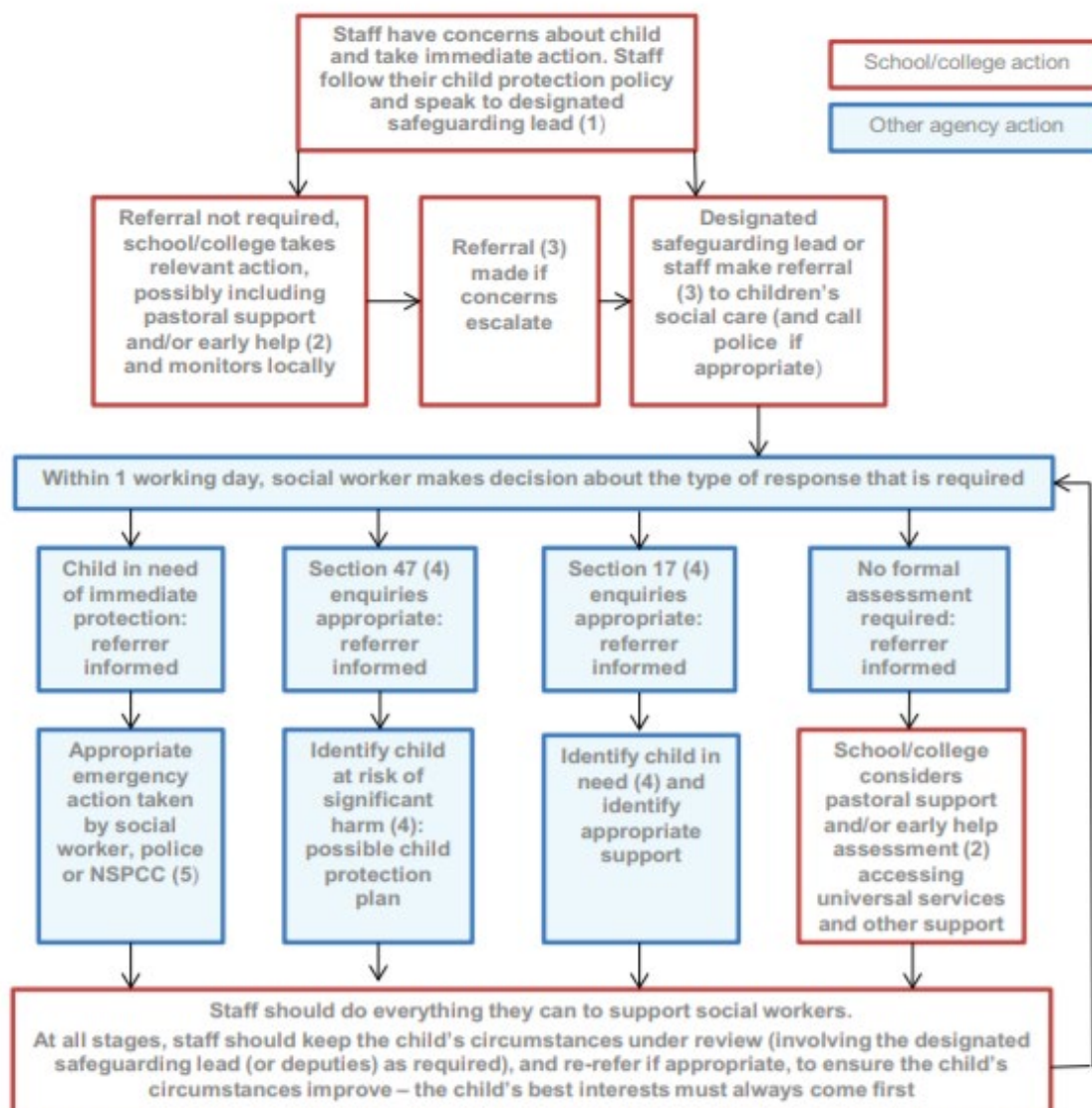
- *Content – being exposed to illegal, inappropriate, or harmful content (pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism)*
- *Contact – being subject to harmful online interaction with other users (peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit)*
- *Conduct – online behaviour that increases the likelihood of, or causes, harm (making, sending and receiving explicit images)*
- *Commerce – risks such as online gambling, inappropriate advertising, phishing and or financial scams*

5.17.2 *Cardinal Newman understand that the above can take place on a students phone or smart device (including smart watches) whilst at school/college or elsewhere. Cardinal Newman have responded to this by having a whole school approach to online safety which aims to protect and educate students, parents and staff in their use of technology. The School E-Safety Policy highlights safety measures in place and can be found on the school website by following the link below:*

<https://www.cncs.school/page/?title=Policies+%26amp%3B+Documents&pid=32>

5.17.3 Cardinal Newman has also established mechanisms to identify, intervene in and escalate any concerns highlighted through our filter and monitoring systems for both staff and students. The effectiveness of this is regularly reviewed with staff aware of how to escalate concerns.

## Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

5.18 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 Children's Services to ascertain the outcome of all referrals.

**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)

5.18.1 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 All concerns, discussions and decision made will be recorded in writing and kept confidential and stored securely.

6.2 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.

6.3 Cardinal Newman keeps all safeguarding files electronically, *using a system called CPOMs.*

6.4 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.

6.5 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 in a timely manner (5 days). Once received by the new school, this school will not retain the information.

6.6 Cardinal Newman will seek to hold at least two emergency contacts for every child.

6.7 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 Holy Cross Mac Data Protection Policy for additional information by following the link below:

<https://www.hccmac.co.uk/page/?title=Policies&pid=12>

6.8 Further information regarding information sharing and data processing in relation to safeguarding can be found in Part One of Keeping Children Safe in Education (September 2022).

## **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 identifiable personal information.

7.4 Photographs of children will be processed in line with the General Data Protection Regulation.

Please see the Holy Cross Mac Data Protection Policy section 13 Photographs and videos for additional information by following the link below:

<https://www.hccmac.co.uk/page/?title=Policies&pid=12>

## **8 Early Help Assessment**

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 is committed to working 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. Tel: 02476788444.

8.2 Cardinal Newman works within the Coventry Safeguarding Children Partnership's '[Right Help, Right Time](#)' framework, available on the CSCP 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/or Annex A of Keeping Children Safe in Education (September 2021)
- 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 throughout the academic year to address any local or national safeguarding trends/concerns.

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

Complete weekly safeguarding quiz as part of the

School governors complete annual Level 1 Safeguarding training led by DSL

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, truanting and the sharing of consensual or non-consensual nude images or videos. Staff will also be trained in these areas in order to be able to further recognise if a child is at risk of harm.

9.4 All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

## 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); and
- Verification of the candidate's mental and physical fitness may also be sought.

10.2 A record of all checks completed for members of staff will be recorded 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 they may pose a risk to children and may request candidates to register on the DBS update service.

10.4 At least one member of every interview panel will have undertaken Safer Recruitment training which it is recommended is refreshed every 2 years.

10.5 We take proportionate decisions on whether to check individuals above and beyond what is legally required dependant on individual circumstance.

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

10.7 All safer recruitment practices at Cardinal Newman comply with Keeping Children Safe in Education (September 2022). See Part 3 of Keeping Children Safe in Education (September 2022) 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 matters including low level concerns and/or allegations that harm to a child has occurred against **staff (including agency, volunteers and contractors)** seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (September 2022) and the CSCP Guidance, [‘Allegations Against Staff and Volunteers’](#).

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 (including behaviour outside of work). This is known as ‘Transferable risk’.

11.3 If a concern or allegation of abuse arises against the Headteacher, or should there be a conflict of interest to the Headteacher, it must be immediately reported to the Chair of Governors- Theresa Boland.



11.4 If a concern or allegation of abuse arises against any member of staff, supply teacher, volunteer or contractor other than the Headteacher, it must be reported to the Headteacher without delay.

11.5 Concerns or 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.

11.6 The Headteacher or Chair of Governors should consider if the concern or allegation meets the harms threshold for Designated Officer intervention and seek guidance/advice if unsure by emailing [lado@coventry.gov.uk](mailto:lado@coventry.gov.uk). The details of the LAdo can be found at the front of this policy. Immediate referrals can be made via the following link

[https://www.coventry.gov.uk/info/206/coventry\\_safeguarding\\_children\\_partnership/2628/local\\_authority\\_designated\\_officer\\_lado](https://www.coventry.gov.uk/info/206/coventry_safeguarding_children_partnership/2628/local_authority_designated_officer_lado)

'Low-level' concern does not mean it is not significant. This is a term used for any concern (no matter how small) that an adult working with a child may have reached the staff Code of Conduct and does not meet the harm threshold. Examples of which may include:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door. Or
- Humiliating pupils

11.7 Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours.

In accordance with Keeping Children Safe in Education 2022, the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

11.8 If a child has suffered or may have suffered abuse or harm, a MASH referral will also be made.

11.9 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.

11.10 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, irrespective of whether they have resigned.

### **11.11 Supply Teachers and all contracted staff**

11.11.1 Although Cardinal Newman does not directly employ supply teachers and contractors, Cardinal Newman will ensure that any concerns or allegations are referred to LADO and the relevant agency informed as the employer.

11.11.2 Cardinal Newman will never cease to use a supply teacher for safeguarding reasons without liaising with the Local Authority Designated Officer and reaching an agreed outcome.

11.11.3 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.

11.11.4 Cardinal Newman 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. Cardinal Newman will usually take the lead because agencies do not have direct contact with children or staff, so will not be able to gather information.

## **11.12 Governors**

11.12.1 If an allegation or concern is about a Governor, Cardinal Newman/college will follow local procedures.

## **11.13 Volunteers**

11.13.1 Risk assessments and a DBS check will be requested for all volunteers. Under no circumstances will a volunteer prior to satisfactory checks being completed be alone with children unsupervised or allowed to work in regulated activity.

## **11.14 Whistleblowing**

11.14.1 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.

11.14.2 Appropriate whistleblowing procedures are in place whereby the senior leadership team will take all concerns seriously.

11.14.3 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.

### **11.14.4 Complaints Procedure**

The School operates a complaint procedure which will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by the headteacher, other members of the senior leadership team and governors. (Add link to Complaints policy here)

## 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 Cardinal Newman will teach children about safeguarding, including online safety.

12.3 Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. Cardinal Newman/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by Cardinal Newman/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum (RSHE).

12.3 Children at Cardinal Newman will receive the following as part of our promotion of safeguarding across the curriculum:

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

### 12.4 Education at home and remote education

Cardinal Newman continues to operate under this Child Protection and Safeguarding policy and KCSIE when children are learning at home or at school. In any circumstances that require an individual child or cohort to be educated from home/use remote education the Designated Safeguarding Lead will identify 'vulnerable' pupils (pupils who

are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote education.

The Designated Safeguarding Lead will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote education, where possible. Phone calls made to vulnerable pupils will be made using school phones, where possible.

The Designated Safeguarding Lead will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required. All contact with vulnerable pupils will be recorded and suitably stored. The Designated Safeguarding Lead (or Deputy) will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote education, as required.

All home visits must:

- Have at least one suitably trained individual present;
- Be undertaken by no fewer than two colleagues;
- Be suitably recorded so the Designated Safeguarding Lead has access to them;
- Actively involve the pupil.

Vulnerable pupils will be provided with a means of contacting the Designated Safeguarding Lead, their deputy, or any other relevant colleague – this arrangement will be set up by the Designated Safeguarding Lead prior to the period of remote education.

The Designated Safeguarding Lead will meet (in person or remotely) with the colleagues once per fortnight to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely. All colleagues will report any safeguarding concerns to the Designated Safeguarding Lead immediately. Pupils and their parents will be encouraged to contact the Designated Safeguarding Lead if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

## 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 by virtue of this. **The Designated Lead for Looked-After and Previously Looked-After Children is Sophia Rubio.**

13.2 Staff will receive training on how to best safeguard children who are Looked-After and who have been 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 and Disabilities (SEND) or physical health needs**

14.1 As outlined in Keeping Children Safe in Education (2022), Cardinal Newman is aware that children with additional needs or disabilities may be more vulnerable to abuse both online and offline 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 or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEN and disabilities or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.
- Being unable to understand the difference between fact and fiction in online content

14.2 Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead and SENCO. Staff will also be trained in recognising signs of abuse in children with SEN and disabilities or certain medical conditions.

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 proportionate and necessary. Staff are trained in Team Teach techniques where their job role places such demands on them and further information on use of reasonable force is in the CNCS behaviour policy, this can be found on the school website via the following link:

<https://www.cncs.school/page/?title=Policies+%26amp%3B+Documents&pid=32>

## 16 Alternative Provision

16.1 The School will continue to be responsible for the safeguarding of Students placed with an alternative provision provider and will be satisfied that this provider meets the needs of the pupil. Written confirmation from the provider that appropriate safeguarding checks have been carried out will be sought on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

16.2 The DSL will continue to have oversight of all pupils accessing any part of their learning from an alternative provider or delivery online or offsite provided by any organisation or individual not employed by the school. The DSL will ensure that robust arrangements are in place for timely and effective information sharing of safeguarding information between the school and alternative/external providers.

16.3 The DSL will also take responsibility for ensuring that robust procedures are in place to confirm attendance and to enable the swift reporting of non-attendance and children going missing from alternative/ external providers at any time when they should be with that provider.

## 17 Summary

17.1 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.

## Appendix A

Cardinal Newman's safeguarding policy is intended to be used in conjunction with the following policies;

<https://www.cncs.school/page/?title=Policies+%26amp%3B+Documents&pid=32>

Cardinal Newman adheres to Coventry Safeguarding Children Partnership Policies, which can be found here:

- [Allegations Against Staff or Volunteers \(CSCP\)](#)
- [Allegations Against Members of Staff](#)
- Anti – Bullying Policy
- Anti-Discrimination and Harassment Policy
- Attendance Policy
- Behaviour Policy
- Children/Young people with Medical Needs
- Children Missing in Education Procedures

- Complaints Policy
- Critical Incident Plan
- Data Protection Policy and Privacy Notice
- Drugs and Alcohol Policy
- Equalities Policy
- [Managing Professional Disagreements \(CSCP\)](#)
- Health & Safety Policy
- HR & Governance Policy
- Online Safety Policy
- Intimate Care Policy
- IT Policy
- Lone Working Policy/Home visits policy
- Medicine & First Aid Policy
- Mental Health Policy
- Mobile phone and Device Policy
- Primary-Secondary Transition Policy
- PSHE Policy
- SRE Policy Self-harm
- Safer Recruitment Policy
- Site Security Policy
- SEND Policy
- Staff Code of Conduct
- Trips and Visits Policy
- Use of Reasonable Force Policy (can be found within Behaviour Policy)
- Visitor Management Policy
- Whistleblowing Policy

## **Appendix B – Further Safeguarding Information**

### **Types of Abuse**

As outlined in paragraph 4.4, Cardinal Newman 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 (2022), 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 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 DSL or to any trusted member of staff and we will work to resolve it.

We also teach children about the dangers of bullying through our PSHE curriculum via Anti-Bullying week events and pastoral sessions and assemblies.

Bullying can take many forms and we have several policies that cover different aspects of bullying.

Please see the Anti-Bullying Policy and the Behaviour 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 (including involvement in 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 12 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 DSL.

### **Domestic abuse**

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

### **Faith-based abuse**

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 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.

### **Female genital mutilation (A form of so-called 'honour-based' abuse)**

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/49641\\_5/6\\_1639\\_HO\\_SP\\_FGM\\_mandatory\\_reporting\\_Fact\\_sheet\\_Web.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/49641_5/6_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 [fm@fco.gov.uk](mailto:fm@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 the CSE Screening Tool [www.coventry.gov.uk/csescreeingtool](http://www.coventry.gov.uk/csescreeingtool) Calling the CSE Team on 024 7678 8555 for advice and guidance. Or making a Referral to MASH Email: [cse.horizon@coventry.gov.uk](mailto:cse.horizon@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.

**(So-called) 'Honour-based' abuse (For FGM and Forced Marriage, types of so-called 'honour-based' abuse, see above)**

**Radicalisation and Extremism –**

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:

[Prevent duty guidance - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

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". 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.

### **Serious Violence**

All Cardinal Newman staff are aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school or college, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. If a staff member has any concerns or a disclosure has been made regarding serious violence this should be recorded on CPOMS and reported to the DSL.

### **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 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.
- 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;
- 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**

'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.

### **Sharing of consensual or non-consensual nude images and videos**

"Sharing of consensual or non-consensual nude and semi-nude images or videos" 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.

Cardinal Newman has a responsibility to educate children in the risks relating to 'sharing consensual or non-consensual nude images or videos' and how to keep themselves safe online. The school E-Safety Policy and RSHE policy can be found on the website via the link below:

<https://www.cncs.school/page/?title=Policies+%26amp%3B+Documents&pid=32>

Any incidents or suspected incidents of 'sharing consensual or non-consensual nude images or videos' should be reported to the DSL without delay.

Once reported to the DSL, the DSL will decide on the appropriate course of action. This could include;

- Referrals to the MASH in regards to all parties involved (also the police if an urgent response required);
- Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation, (January 2018);
- Support for young people involved to prevent reoccurrence;
- Sanctions in accordance with the behaviour policy;

Any incidents of 'sharing consensual or non-consensual nude images or videos' involving the following will result in a MASH and sometimes a Police referral;

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

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

We will work with parents as necessary if their child is involved in the sharing of consensual or non-consensual nude images or videos.

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.

### **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 will also take action to protect;

- Children missing education
- Children missing from home or care

### **Children Missing Education**

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