



Cardinal Wiseman Catholic School

Part of The Romero Catholic Academy

Child Protection and Safeguarding Policy

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Executive Principal: Mr Thomas Leverage

Head of School: Mr Matthew Everett

Designated Safeguarding Lead: Mrs Sarah Marshment, Assistant Vice Principal

Deputy Designated Safeguarding Lead:

Miss Nicola Jones, Lead CAF Co-ordinator

Miss Lorraine Gregory, CAF Co-ordinator

Named Governor for Safeguarding: Mr Kevin Shakespeare

Chair of Governors: Mr Brendan McGurran

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1 Definitions

1.1 'Safeguarding' is defined in **Keeping Children Safe in Education (2019)** as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; 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 Wiseman Catholic School.

2 Introduction

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

2.2 The purpose of this policy is to:

- Promote safeguarding and child protection and to demonstrate Cardinal Wiseman Catholic School'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 Wiseman Catholic School's safeguarding and child protection procedures;
- Ensure that staff understand, can recognise and can respond to the indicators of abuse;
- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; and
- Ensure that children are protected from maltreatment or harm.

2.3 Cardinal Wiseman Catholic School 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.
- Working with other agencies is essential to promote safeguarding and protect children from harm.
- Early help and providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

2.4 Safeguarding aims

2.4.1 The safeguarding aims of Cardinal Wiseman Catholic School, in line with Keeping Children Safe in Education (September 2019) are to:

- work to identify children who are suffering or likely to suffer harm or abuse and act to protect them;
- work with relevant services and agencies to ensure that children are protected from harm;
- provide a learning environment for children which is safe and secure;
- teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
- ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
- train staff effectively in all safeguarding issues and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities;
- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone in Cardinal Wiseman Catholic School 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 (September 2019)*¹
- Working Together to Safeguard Children (June 2018)*
- Guidance for Safer Working Practice for those working with children and young people in education settings (May 2019)
- What to do if you are worried a child is being abused: Advice for practitioners (2015)

2.6 Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in Annex A of Keeping Children Safe in Education (September 2019).

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

¹ Guidance marked with an asterisk (*) is statutory.

Code of Conduct, School Behaviour and Discipline Policy, Romero Attendance Policy, Anti-Bullying Policy, PREVENT Radicalisation and Extremism Policy, E-Safety Policy. These policies can be found on Cardinal Wiseman Catholic School's website <https://cardinalwiseman.coventry.sch.uk/about-cardinal-wiseman/policies/>

2.8 Scope

- 2.8.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, shared services staff, governors, volunteers and trustees working in or on behalf of Cardinal Wiseman Catholic School. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.
- 2.8.2 Rather than duplicating content from Keeping Children Safe in Education (September 2019) in this policy, it should be understood that Cardinal Wiseman Catholic School will always refer to this document as the benchmark for all safeguarding practice.

3 Roles and Responsibilities

3.1 The Role of the Governing Body

- 3.1.1 The school has a senior board level lead to take leadership responsibility for safeguarding. This role is carried out by Mrs H Quinn. Part 2 of Keeping Children Safe in Education (September 2019) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will:
- Ensure that they comply with their duties under legislation;
 - Ensure that policies, procedure and training in Cardinal Wiseman Catholic School are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
 - Ensure that Cardinal Wiseman Catholic School takes into account local authority and Coventry Safeguarding Children Partnership policies and supply information as requested by the three 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 that Cardinal Wiseman Catholic School has an effective child protection policy, that it is published on Cardinal Wiseman Catholic School website or available by other means and review this annually;
 - Ensure that Cardinal Wiseman Catholic School has a staff behaviour policy or Code of Conduct;
 - Ensure that all staff undergo safeguarding and child protection training on induction;
 - Ensure that children are taught about safeguarding, including online safety. See paragraph 12 of this policy for further information.
 - Put in place appropriate safeguarding responses for children who go missing from education;
 - Appoint an appropriate member of staff from the senior leadership team to the role of Designated Safeguarding Lead;

- Ensure that appropriate filters and monitoring systems are in place to keep children safe online; and
- Respond to allegations of abuse against the headteacher.

3.2 The Role of the Headteacher

3.2.1 The headteacher will:

- Ensure that this policy is reviewed annually and ratified by the governing body;
- Ensure that this policy and associated procedures are adhered to by all staff;
- Ensure that all staff are made aware of the named governor for safeguarding and the Designated Safeguarding Lead;
- Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description;
- Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
- Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
- Appoint a 'Designated Teacher for Looked-After and Previously Looked-After Children' to promote the educational achievement of children looked after;
- Appoint a lead for online safety;
- Ensure that all recruitment follows the 'Safer Recruitment' guidance and a single, central record is maintained with details of all members of staff who are in contact with children;
- Respond to allegations of abuse against all other members of staff;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- Ensure that the school works with social care, the police, health services and other services to; promote the welfare of children; provide a co-ordinated offer of early help 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 social care have access to Cardinal Wiseman Catholic School to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (September 2019).

3.3 The Role of the Designated Safeguarding Lead

3.3.1 The Designated Safeguarding Lead for Cardinal Wiseman Catholic School is Sarah Marshment. The Designated Safeguarding Lead will:

- Take overall lead responsibility for safeguarding and child protection in Cardinal Wiseman Catholic School;
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;

- Liaise with the Local Authority and work with other agencies in line with 'Working Together to Safeguard Children (2018);
- Identify if children may benefit from early help;
- Make referrals to Coventry's Multi-Agency Safeguarding Hub (MASH) where children are at risk of significant harm.
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support the school with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed;
- Be available during school or hours for staff to discuss any safeguarding concerns. In the event that they are not available, a deputy will be available;
- Undertake training to equip them with the skills to carry out the role and update this training every two years;
- Ensure all staff have read and understood Part 1 and Annex A of Keeping Children Safe in Education (September 2019);
- 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 Wiseman Catholic School;
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- Work closely with relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Promote a 'culture of safeguarding', in which every member of Cardinal Wiseman Catholic School community acts in the best interests of the child;
- Regularly meet with the safeguarding link governor and/or Chair of Governors to review safeguarding in Cardinal Wiseman Catholic School; and
- Liaise with the headteacher regarding safeguarding cases and issues.

3.3.2 Further details on the role of the Designated Safeguarding Lead can be found in Annex B of Keeping Children Safe in Education (September 2019).

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 Wiseman Catholic School:

- Have a responsibility to provide a safe environment, where children can learn;
- Should know what to do if a child tells them that he/she is being abused or neglected;
- Will be able to identify indicators of abuse;

- Will be made aware of; the safeguarding and child protection policy; the school 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 Wiseman Catholic School that support safeguarding and child protection;
- Will be provided with a copy of Part 1 of Keeping Children Safe in Education (September 2019) annually and receive annually updated training on their safeguarding roles and responsibilities;
- Should know what to do if a child makes a disclosure of abuse and never promise confidentiality when a child makes a disclosure;
- Will be made aware of the early help process and understand their role in it;
- Should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance;
- May be required to support social workers and other agencies following a referral;
- Will be made aware of the process for making referrals to Children's Social Care (through the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- Will receive regularly updated safeguarding and child protection training;
- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice.
- Should always seek advice from the Designated Safeguarding Lead if they are unsure; and
- All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

4 Types of abuse

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

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

4.2 Types of abuse (Taken from Working Together to Safeguard Children, 2018)

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. 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 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.
Sexual abuse	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or

Type of abuse	Information
Child sexual exploitation (CSE)	<p data-bbox="639 237 1391 450">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 data-bbox="639 488 1391 555">The sexual abuse of children by other children is a specific safeguarding issue in education.</p> <p data-bbox="639 593 1391 1010">CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.</p>
Neglect	<p data-bbox="639 1023 1391 1545">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 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.</p>

4.3 Indicators of abuse can be found in Appendix B.

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

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

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

- is disabled and have specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.²

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

- physical abuse;
- sexual abuse;
- child sexual exploitation;
- emotional abuse;
- neglect;
- bullying, including cyber- or online-bullying;
- child criminal exploitation (including involvement in county lines);
- domestic abuse;
- fabricated or induced illness;
- faith-based abuse;
- female genital mutilation;
- forced marriage;
- gangs or youth violence;
- gender-based violence;
- hate;
- radicalisation;
- relationship abuse;

² Taken from paragraph 18, Keeping Children Safe in Education (September 2019)

- serious violence;
- sexual violence or sexual harassment (including peer on peer abuse);
- sexting;
- So-called 'honour-based' violence;
- trafficking and modern slavery.

4.8 Cardinal Wiseman Catholic School will also take action to protect:

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

4.9 There are other familial issues that can have a detrimental impact on children. We work with other agencies in line with Keeping Children Safe in Education (2019) 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.

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

4.11 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 Wiseman Catholic School's Prevent duty.

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

4.13 See Appendix B for further information and guidance on the above issues.³

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 Social Care, where possible there should be a conversation with the Designated Safeguarding Lead.

5.2 If anyone other than the Designated Safeguarding Lead makes a referral to children's social care or to the police, they should inform the DSL as soon as possible.

³ Please note that definitions of physical, sexual, emotional abuse and neglect are contained in the main body of the policy. Further information about other safeguarding issues and indicators of abuse can be found in Appendix B.

5.2 All staff will be alert to indicators of abuse and will report any of the following to the Designated Safeguarding Lead immediately:

- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
- Any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
- Any significant changes in attendance or punctuality;
- Any significant changes in a child's presentation;
- Any concerns relating to people who may pose a risk of harm to a child; and/or
- Any disclosures of abuse that children have made.

5.3 There will be occasions where a child discloses abuse directly to a member of staff. If this happens, the member of staff will:

- listen carefully to the child and believe what they are saying;
- not promise confidentiality, as information may need to be passed on so the child and family can receive additional support;
- only ask for clarification if something is unclear and will not ask 'leading' questions;
- report disclosure to the designated safeguarding lead as soon as possible, certainly by the end of the day;
- only discuss the issue with colleagues that need to know about it; and
- will write up the disclosure and pass it to the designated safeguarding lead. It is likely they will have a discussion with the DSL prior to this.

5.4 The designated safeguarding lead will make a decision about the action that needs to be taken following a member of staff raising a concern about a child, or following a direct disclosure. The DSL may:

- Manage support for the child internally;
- Seek advice from the social worker advice line in the MASH;
- Instigate single agency intervention and work directly with the family to improve the situation;
- Offer an Early Help Assessment to provide multi-agency help to a family;
- In cases where children are deemed to be at significant risk of harm, the DSL will refer cases to the MASH for statutory intervention. Parental consent will be obtained wherever possible before referring cases to the MASH. However, if Cardinal Wiseman Catholic School 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 the school believes that a child is at significant risk of harm, a referral will still be made to children's social care.

5.5 For further information about the Coventry Safeguarding Children Partnership's 'Right Help, Right Time' guidance, which is used by Cardinal Wiseman Catholic School to make decisions about protecting children, please visit <http://www.coventry.gov.uk/righthelprighttime>.

5.6 See page 17 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, September 2019).

5.7 In cases where members of staff become aware that Female Genital Mutilation (FGM) has been carried out on a female below the age of 18, they have a mandatory duty to report this to the police without delay and will do so. Staff should refer this to the DSL, but the legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.⁴

5.8 Cardinal Wiseman Catholic School understands that both adults and other children can perpetrate abuse, and peer on peer abuse is taken very seriously. Peer on peer abuse can include bullying, cyber-bullying, physical abuse, sexting, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies. The school recognise that safeguarding issues can manifest as peer on peer abuse.

5.8.1 All members of staff will be made aware of the school's policy and procedures with regards to peer on peer abuse. Cardinal Wiseman Catholic School will ensure staff understand what is meant by peer on peer abuse and the school policy on peer on peer abuse by including this in annual staff training.

5.8.2 Cardinal Wiseman Catholic School will work to prevent peer on peer abuse by being vigilant to signs of abuse and taking all allegations seriously. We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of peer on peer abuse within our school and beyond.

5.8.3 In the event that an allegation of peer on peer abuse is made, Cardinal Wiseman Catholic School will investigate this following our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

5.8.4 In the event that an allegation of peer on peer abuse is made, victims and alleged perpetrators will be supported by an experienced Safeguarding team and external agencies, as appropriate.

5.8.5 Cardinal Wiseman Catholic School will never pass off peer on peer abuse as 'banter' or 'part of growing up'.

5.8.6 Sexual violence and sexual harassment can occur between two children of any age and sex or a group of children sexually assaulting or sexually harassing a single child or group of children. The impact of this behaviour on children can

⁴ *introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015

be very distressing and have an impact on academic achievement and emotional health and wellbeing. Sexual harassment and sexual violence may also occur online and offline.

5.8.7 Cardinal Wiseman Catholic School will adhere to guidance set out in Keeping Children Safe in Education (2019) and Sexual Violence and Sexual Harassment in Schools (May 2018) when responding to incidents of peer on peer abuse.

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

5.9 Youth Produced Sexual Imagery ('sexting')

5.9.1 'Sexting' refers to any sharing of youth-produced sexual imagery between children. This includes:

- A person under the age of 18 creating and sharing sexual imagery of themselves with a peer under the age of 18;
- A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.

5.9.2 Cardinal Wiseman Catholic School has a responsibility to educate children in the risks relating to 'sexting' and how to keep themselves safe online. Our E-Safety Policy and Family Life policies can be found on Cardinal Wiseman Catholic School's website <https://cardinalwiseman.coventry.sch.uk/about-cardinal-wiseman/policies/>

5.9.3 Any incidents or suspected incidents of 'sexting' should be reported to the DSL without delay.

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

- Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation, (January 2018);
- Referrals to the police and/or MASH;
- Sanctions in accordance with behaviour policy;
- Support for young people involved to prevent reoccurrence;

5.9.5 The school recognises that safeguarding incidents can be associated with factors outside the school and may take place outside of school. We will always consider contextual safeguarding factors when responding to safeguarding incidents.

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

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

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

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

5.9.9 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.

5.10 Serious Violence

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

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

5.10 **Searching, Screening and Confiscation**

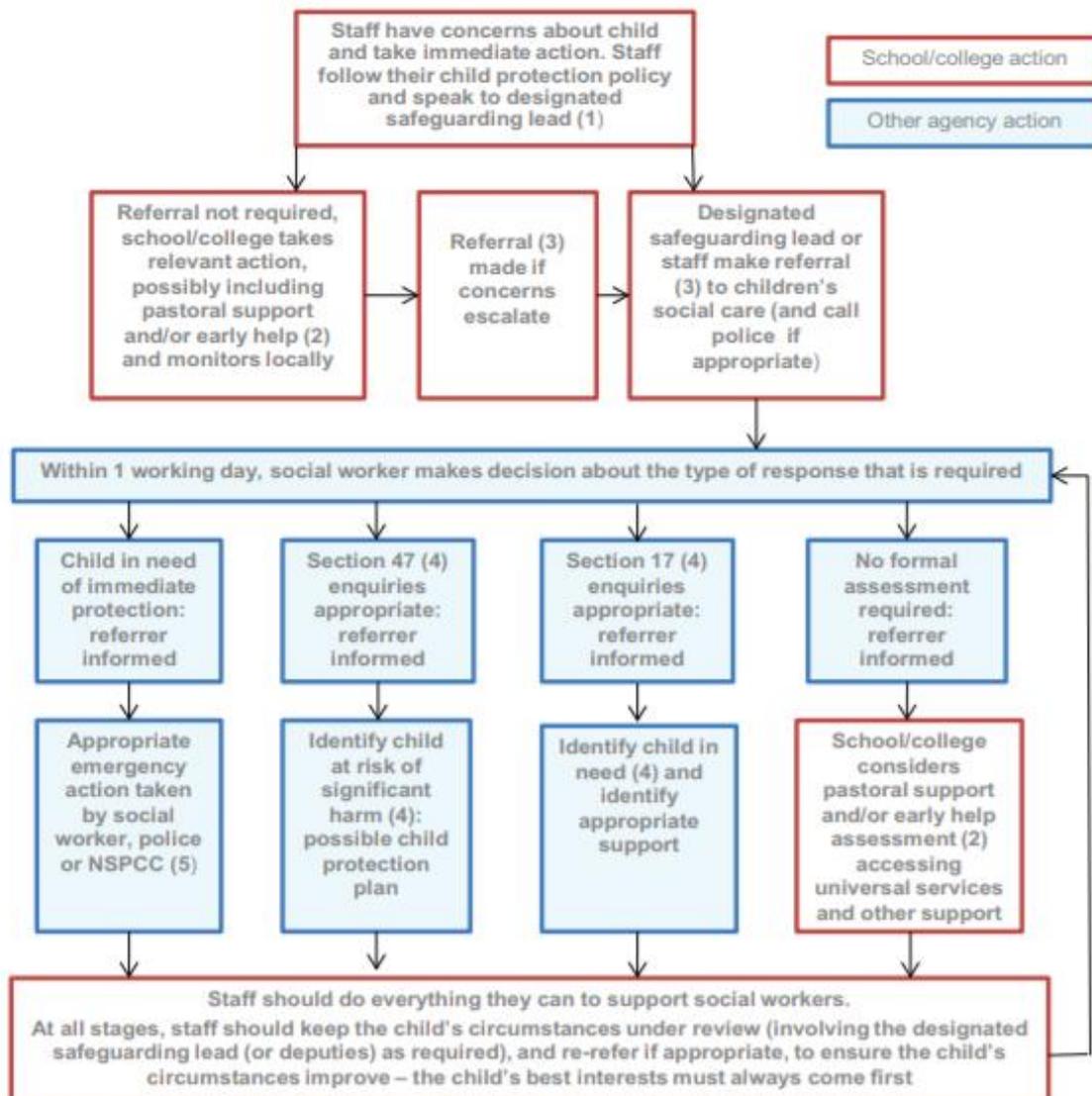
5.10.1 Where necessary, searching, screening and confiscation will be used to safeguard a child/children in Cardinal Wiseman Catholic School.

5.10.2 Cardinal Wiseman Catholic School adheres to 'Searching, Screening and Confiscation: Advice for Schools (January 2018).

5.10.3 Please see Confiscation of and Search for Inappropriate Items – page 5 of School Behaviour and Discipline policy for further information. Policy can be viewed on cardinal Wiseman Catholic School website

<https://cardinalwiseman.coventry.sch.uk/about-cardinal-wiseman/policies/>

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).

5.11 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. The school will follow up referrals if we do not receive feedback from social care.

MASH Telephone number: 02476 788 555

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

Out of hours Emergency Duty Team: 02476 832 222

Prevent/Channel Referrals: Refer to MASH (mash@coventry.gov.uk) and to CTU_GATEWAY@west-midlands.pnn.police.uk

5.12 If a child's situation does not appear to be improving following a referral, the school may re-refer the child. We will also consider using the [Coventry Safeguarding Children Partnership's Escalation and Resolution of Professional Disagreements policy](#) to ensure that our concerns have been addressed and that the situation improves for the child.

6 Record-keeping

6.1 A written record of all safeguarding and/or child protection concerns, discussions and decisions made will be kept in individual children's files. This will be separate from the main school file and will only be accessed by the relevant safeguarding staff.

6.2 Cardinal Wiseman Catholic School keeps all safeguarding files electronically, using a system called CPOMs.

6.3 Staff will submit all concerns in writing to the DSL at the earliest opportunity. This may be after having a verbal conversation, but conversations will also be followed up in writing.

6.4 In the event that a child moves school, the safeguarding file will be transferred to the new setting securely and separately from the main school file. Once received by the new school, this school will not retain the information.

6.4 The school will seek at least two emergency contacts for every child.

6.5 All data processed by the school is done so in line with the General Data Protection Guidelines. Please see the following policies for additional information;

Privacy Notice for Parents and Pupils, Information Security policy, Freedom of Information Policy, GDPR Data Protection policy. All policies are available on the Cardinal Wiseman Catholic School website <https://cardinalwiseman.coventry.sch.uk/about-cardinal-wiseman/policies/>

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 Wiseman Catholic School. This will be recorded on the Parental Consent section of SIMs and remain unchanged unless parents specifically contact us to change permissions.

7.2 Parents can withdraw consent at any time and must notify Cardinal Wiseman Catholic School if they do not wish their child's photographs to be used.

7.3 Photographs of children used publicly will not be displayed with their name or other personal information.

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

8 Early Help

8.1 Cardinal Wiseman Catholic School 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 Wiseman Catholic School works closely with its neighbouring family hub to work with families in the community to improve outcomes for children.

Moat House Children's Centre, Moat House Primary School, Deedmore Road, CV2 1EQ

Telephone No: 024 76785621

8.2 Cardinal Wiseman Catholic School 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 Wiseman Catholic School has committed to training staff throughout the academic year. All staff members will be made aware of Cardinal Wiseman Catholic School's safeguarding processes and structures and will receive training on these as part of their induction. As part of this training and their annual refresher, they will also receive:

- This 'Safeguarding and Child Protection Policy';
- The staff Code of Conduct;
- Copies of Part 1 and Annex A of Keeping Children Safe in Education (September 2019);
- School procedures for Children Missing Education;
- The school Behaviour Policy.

9.2 Staff at Cardinal Wiseman Catholic School will:

Attend Safeguarding Level 1 training at the start of each academic year. A register will be taken and follow up sessions provided for any staff who are absent. Exam invigilators will attend training in early May of each academic year, prior to

commencement of public examinations. A weekly newsletter item will be published on a range of Safeguarding issues and further CPD sessions will be planned throughout the year. Selected staff will attend external level 2 and Level 3 training, as appropriate to their role.

9.3 Cardinal Wiseman Catholic School recognises that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truancing and 'sexting'⁵. Staff will be training in these areas in order to be able to further recognise if a child is at risk of harm.

10 Safer Recruitment

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

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

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

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

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

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

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

10.7 All safer recruitment practices at Cardinal Wiseman Catholic School comply with Keeping Children Safe in Education (September 2019). See Part 3 of Keeping Children Safe in Education (September 2019) for further information.

⁵ Also known as 'youth produced sexual imagery'.

11 Allegations of abuse against staff

11.1 Cardinal Wiseman Catholic School takes all allegations against staff seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (September 2019) and the CSCP Guidance, **'Allegations against Staff and Persons in a Position of Trust'**.

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

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

11.4 Allegations of abuse against staff must be reported to the Headteacher or Chair of Governors as appropriate and not discussed directly with the person involved.

11.5 The Headteacher or Chair of Governors should consider if the allegation meets the threshold for Designated Officer intervention. The details of the LAdo can be found at the front of this policy.

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

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

11.8 In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to Cardinal Wiseman Catholic School in managing the allegation.

11.9 A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns, or would have been removed if they had not have resigned.

11.9 Whistleblowing

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

11.9.2 The senior leadership team will take all concerns seriously.

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

12 Promoting safeguarding and welfare in the curriculum

12.1 Cardinal Wiseman Catholic School 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.

12.1.2 The school will teach children about safeguarding, including online safety. As part of a broad and balanced curriculum, the school will cover relevant issues in line with government guidance on Relationships Education and Relationships and Sex Education.

12.1.3 Children at Cardinal Wiseman Catholic School will receive the following as part of our promotion of safeguarding across the curriculum:

Focused, age-appropriate assemblies, a comprehensive PHSE programme, Relationships and Sex Education, E-safety programme as well as tailored one-to-one support for individual students.

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 Wiseman Catholic School recognises that children looked after may have additional vulnerabilities. The Designated Lead for Looked-After and Previously Looked-After Children is Leanne Wale, Assistant Vice Principal.

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

13.3 The school will work with Personal Advisors when children leave care (where applicable).

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

14 Children with Special Educational Needs

14.1 As outlined in Keeping Children Safe in Education (2019), Cardinal Wiseman Catholic School is aware that children with additional needs or disabilities may be more vulnerable to abuse and additional barriers may exist when recognising abuse and neglect. This could be because:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.⁶

4.2 Staff will be trained in recognising signs of abuse in children with SEN and disabilities.

4.3 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.

4.4 Safeguarding learning opportunities within the curriculum will be appropriately differentiated to ensure all children can access it.

⁶ Keeping Children Safe in Education, September 2019

15 Use of reasonable force

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

A small number of staff have been trained in Team Teach and de-escalation techniques. A further group will be trained during this academic year. All instances of staff needing to intervene are recorded on CPOMS and also in the bound and numbered Red Book, which is kept by the DSL.

16 Work Experience

16.1 Section 14 of the Employment Act 1990 amended the 1973 Act redefined the last year of compulsory schooling as the period commencing with the beginning of the final term of the penultimate year of compulsory schooling. Work Experience is defined (DFE, 1995 Work Experience, A Guide of Schools) as 'a student carrying out a particular task or duty, or range of tasks and duties, more or less as would an employee, but with the emphasis on the learning aspect of the experience.'

16.2 Students will be contacted by at least one teacher. The team of teachers who visit students is made up of Form Teachers and other interested staff and provides feedback on workplace performance. Students' performance on the placement is assessed on a simple tick box proforma with a comment. Teachers will try and telephone or contact the placement to check on the student and arrange a visit. Teachers will talk to the student and the supervisor.

16.3 The Attendance and Safeguarding team will provide support with contacting students during their period of work experience if they are not attending their placement as expected.

17 Summary

17.1 The school 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 the school.

18 Appendix A

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

Code of Conduct, School Behaviour and Discipline Policy, Romero Attendance Policy, Anti-Bullying Policy, PREVENT Radicalisation and Extremism Policy, E-Safety Policy. These policies can be found on Cardinal Wiseman Catholic School's website <https://cardinalwiseman.coventry.sch.uk/about-cardinal-wiseman/policies/>

The school adheres to Coventry Safeguarding Children Partnership Policies, which can be found here: <http://www.proceduresonline.com/covandwarksscbsc/content.html>

- Allegations Against Staff or Persons in a Position of Trust Policy (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 (located in Behaviour Policy and Staff Code of Conduct)
- Equalities Policy
- Escalation and Resolution of Professional Disagreements (CSCP)
- Health & Safety Policy
- HR & Governance Policy
- E-Safety Policy
- Intimate Care Policy
- IT Policy
- Lone Working Policy/Home visits policy
- Medicine & First Aid Policy
- Primary-Secondary Transition Policy
- PSHE Policy
- SRE Policy Self-harm/Mental Health Policy
- Safer Recruitment Policy
- Site Security Policy
- SEND Policy
- Staff Code of Conduct
- Trips and Visits Policy
- Use of Reasonable Force Policy
- Visitor Management (including external speakers) Policy
- Whistleblowing Policy

19 Appendix B – Further Safeguarding Information

Types of Abuse

As outlined in paragraph 4.6, the school will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to Keeping Children Safe in Education (2019), Annex A.

See below for 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

The 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 curriculum.

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

Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults.

The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and

- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

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 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.

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; and
- 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
- Safelives: young people and domestic abuse.

Fabricated or induced illness

Fabricated or induced illness (FI) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerated or deliberately causes symptoms of illness in the child.

Fabricated or induced illness is often unreported, undetected, and is emotionally harmful. It is very complex issue. Usually involving the child's mother, most cases are children under five at the start. It is, however, very rare. In one two-year study, they found just 89 cases.

Fabricated or induced illness is really an interaction between three key variables: the child's health, the parent's view, and the medical view. Fabricated or induced illness covers a wide range of behaviours in carers, from anxiety to deliberately causing symptoms. Some psychiatric illnesses and conditions may also affect the carer's perception.

Indicators of fabricated or induced illness

Some of the indicators of fabricated or induced illness, include:

- the medical history doesn't make sense
- treatment is ineffective
- the symptoms disappear when the carer isn't around, and
- they can be seen repeatedly by different professionals looking for different things.

In all cases, the child's normal life is restricted. Cases of fabricated or induced illness are very complex. Where fabricated and induced illness is suspected, referrals should be made without alerting the child's carer.

Faith-based abuse

Faith and belief-based child abuse, including practices around 'spirit possession' and 'witchcraft', is a hidden crime, which makes it difficult to quantify in terms of magnitude. Abuse can be separated into five different areas:

- Abuse as a result of a child being accused of being a 'witch'
 - Abuse as a result of a child being accused of being possessed by 'evil spirits'
 - Ritualistic abuse which is prolonged sexual, physical and psychological abuse
 - Satanic abuse which is carried out in the name of 'Satan' and may have links to cults
 - Any other harmful practice linked to a belief or faith
- www.met.police.uk/faith-based-abuse**

Female genital mutilation (A form of so-called 'honour-based' violence)

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A of Keeping Children Safe in Education, 2019 for further details.

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 or students, 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.¹⁰⁴ Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's 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. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

Forced marriage (A form of so-called 'honour-based' violence)

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 as a way 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, 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 fmufco.gov.uk.

Gangs or youth violence

A new service was launched in Coventry in June 2019 to offer support to children and families where there is a concern about a young person at risk of being exploited by a gang.

The Council, West Midlands Police and local partners CATCH 22 and Positive Youth Foundation, have been successful in bidding for the Supporting Families Against Youth Crime Fund.

The project will deliver a three-tier approach to offer support to young people and families where there is a concern that a young person is possibly at risk of being, or is being, exploited by a gang.

The project will:

- raise awareness amongst professionals, parents, and community members about gang-related issues including criminal exploitation of children; raise awareness amongst school aged children and young people about gang issues and ways to seek help to avoid being involved in gangs.
- Provide young people on the periphery of gangs or involved in gangs with mentors to help them move away from gangs and enable them to achieve better outcomes
- Provide targeted whole family work for some young people and their families.

Cllr Pat Seaman, Cabinet Member for Children and Young People said safeguarding young people was crucial.

She added: "A number of agencies are working together to address violent crime and we know that young people should be protected.

"There have been recent incidents which have been a cause for concern in communities in the city.

"This is an important project and I hope it can provide the extra support to parents, carers and young people especially where there are concerns."

Cllr Abdul Salam Khan, who chairs the Local Police and Crime Board, added: "We work with the police and other agencies as part of a co-ordinated effort to address all aspects of crime and community safety.

"This is an important part of our approach that highlights the excellent partnership working in the city."

Professionals working with children, young people and families are asked to flag up where there are concerns. Where there are concerns that a child or children are at risk of immediate harm or that a crime has been committed against a child or children, they are reminded to take appropriate action to ensure that all children are safeguarded: Coventry MASH (Multi Agency Safeguarding Hub) Email: MASH@coventry.gov.uk, telephone: 024 7678 8555 and/or West Midlands Police on 101 or 999.

Once professionals have completed and submitted a Screening Tool, a panel will review all submissions to ensure the child/young person gets access to the right help at the right time. Children and young people will be allocated support / resources which meets their needs based.

Any parents/carers who may have concerns about a child/young person, should contact their local family hub for support and guidance.

Gender-based violence

Sexual and gender-based violence (SGBV) refers to any act that is perpetrated against a person's will and is based on gender norms and unequal power relationships. It encompasses threats of violence and coercion. It can be physical, emotional, psychological, or sexual in nature, and can take the form of a denial of resources or success to services. It inflicts harm on women, girls, men and boys.

Hate

Crimes committed against someone because of their disability, transgender-identity, race, religion or belief, or sexual orientation are hate crimes and should be reported to the police.

Hate crimes can include:

- threatening behaviour
- assault
- robbery
- damage to property
- inciting others to commit hate crimes
- harassment

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 following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. 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' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

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

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

Radicalisation and Extremism

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms 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 democracy, 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 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.

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.

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. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness. The school's or college's designated

safeguarding lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college 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.

Peer-on-peer abuse

All staff should recognise that children are capable of abusing their peers. All staff should be clear about their school's or college's policy and procedures with regard to peer on peer abuse. Governing bodies and proprietors should ensure that their child protection policy includes:

- procedures to minimise the risk of peer on peer abuse;
- how allegations of peer on peer abuse will be recorded, investigated and dealt with;
- clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported;
- a clear statement that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up";
- recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously; and
- the different forms peer on peer abuse can take, such as:
 - sexual violence and sexual harassment.

Part five of this guidance sets out how schools and colleges should respond to reports of sexual violence and sexual harassment;

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting (also known as youth produced sexual imagery):

Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, 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.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Sexual Violence or sexual harassment (including peer-on-peer abuse)

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse).

This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault.

Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;

- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Sexting

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or others or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages. Sexting may also be called trading nudes, dirties and pic for pic. The practice is not illegal when photos are shared between consenting adults, but when minors are involved, sexual-exploitation and child-pornography laws can come into play, so great care is needed in the handling of sexting cases involving people under 18.

Trafficking and modern slavery

Child trafficking is child abuse. It's defined as recruiting, moving, receiving and harbouring children for the purpose of exploitation (HM Department for Education (DfE) and Home Office, 2011; DHSSPS and Northern Ireland and Police Service of Northern Ireland, 2011; Scottish Government, 2013; All Wales Child Protection Review Group, 2011).

Child trafficking is a form of modern slavery (HM Government, 2014).

Many children are trafficked into the UK from overseas, but children can also be trafficked from one part of the UK to another.

Children are trafficked for:

- [child sexual exploitation](#)
- criminal activity, including:
 - cannabis cultivation
 - street crime - such as pickpocketing, begging and bag theft
 - moving drugs
 - benefit fraud
 - immigration fraud
 - selling pirated goods, such as DVDs
- forced marriage
- domestic servitude, including:
 - cleaning
 - childcare
 - cooking
- forced labour, including working in:
 - restaurants
 - nail bars
 - factories
 - agriculture
- illegal adoption
- unreported private fostering arrangements (for any exploitative purpose).

This list is not exhaustive and children who are trafficked are often exploited in more than one way.

How child trafficking happens:

Traffickers may use grooming techniques to gain the trust of a child, family or community. They may trick, force or persuade children to leave their homes.

Child trafficking can involve a network of organised criminals who recruit, transport and exploit children and young people within or across borders. Some people in the network might not be directly involved in trafficking a child but play a part in other ways – such as falsifying documents, bribery, owning or renting premises, or money laundering (Europol, 2011).

Child trafficking can also be organised by individuals and children's own families.

Children missing from education, home or care

The school will also take action to protect;

- Children missing education
- Children missing from home or care

Children Missing Education

Children missing from education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than

at school. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education.

We have a legal duty to identify children missing education (CME) and to make sure they return to education wherever possible. Children Missing from Education Referrals (CME referral form) can be completed by a school after a maximum 10 days' absence through a secure email address: CME@coventry.gov.uk.

When the Attendance Team have a concern that a child is missing from education they make a referral to the Coventry Attendance and Inclusion Team by submitting a CME referral form.

For urgent concerns about a child's safety or wellbeing, which requires immediate action, we call the Coventry City Council MASH Team on 024 7683 3060 or email on mash@coventry.gov.uk.

Please see our attendance policy: <https://cardinalwiseman.coventry.sch.uk/wp-content/uploads/sites/2/2018/01/Romero-Attendance-Policy-2016-2018-1.pdf>

Children Missing from home or care

Children running away and going missing from care, home and education poses a significant operational challenge for the children's partnership, with Children's Society identifying that 100,000 children run away from home or care in the UK every year. When children run away they are at risk of physical abuse, sexual exploitation and are forced to use risky survival strategies.¹

Private Fostering

The school have a duty to refer any children who are living in a private fostering arrangement to the local authority.

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

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