

SAFEGUARDING POLICY

Cardinal Newman Catholic High School



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PART ONE: SAFEGUARDING POLICY(to be read in conjunction with Behaviour and Discipline, Whistle Blowing, Anti-bullying, Positive Handling, Attendance Policy, Missing Pupil Policy)

Ratified by the Governing Body

January 2015

Review annually or sooner within the following academic year in response to national guidelines

January 2016

October 2016

May 2017

April 2018

1. INTRODUCTION

1.1 Safeguarding is defined as –

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances.

1.2 Cardinal Newman Catholic High School is committed to safeguarding and promoting the welfare of all its pupils. We are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child. We aim to create a culture of vigilance.

- All children/young people have the right to be protected from harm;
- Children/young people need to be safe and to feel safe in school;
- Children/young people need support which matches their individual needs, including those who may have experienced abuse;
- All children/young people have the right to speak freely and voice their values and beliefs;
- All children/young people must be encouraged to respect each other's values and support each other;
- All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a

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happy healthy sociable child/young person will achieve better educationally;

- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

- 1.3 Cardinal Newman Catholic High School will fulfil our local and national responsibilities as laid out in the following documents:-

[Working Together to Safeguard Children \(DfE 2018\)](#)

- **[Keeping Children Safe in Education: Statutory guidance for schools and colleges \(DfE September 2018\)](#)**
- **[The Procedures of Warrington Safeguarding Children Board](#)**
- **[The Children Act 1989](#)**
- **[The Education Act 2002 s175](#)**
- **[Mental Health and Behaviour in Schools: Departmental Advice \(DfE 2014\)](#)**
- **[Children Missing Education Warrington 2016 DfE September 2016](#)**
- **[UKCCIS Guidance – Education for a Connected World](#)**
- **[The ‘Prevent Duty’ DfE June 2015](#)**
- **[Preventing Extremism and Radicalisation for Warrington Schools and Academies \(October 2015\)](#)**
- **[Children Missing Education \(DfE September 2016\)](#)**
- **[Child Sexual Exploitation DfE February 2017](#)**

2. OVERALL AIMS

- 2.1 This policy will contribute to safeguarding our pupils and promoting their welfare by:

- Clarifying standards of behaviour for staff and pupils;
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values
- Introducing appropriate work within the curriculum. All pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum;
- Encouraging pupils and parents to participate;
- Alerting staff to the signs and indicators that all might not be well;
- Developing staff awareness of the causes of abuse;
- Developing staff’s awareness of the risks and vulnerabilities their pupils face;
- Addressing concerns at the earliest possible stage; and
- Reducing the potential risks pupils face of being exposed to violence, extremism, exploitation, or victimisation
- Develop staff awareness of peer on peer abuse through training
- Develop staff and pupil awareness of online risks and keeping safe

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- Developing an awareness of contextual safeguarding and involving staff in the identification of risks to the pupils in our school community and beyond

2.2 This policy will contribute to supporting our pupils by:

- Identifying and protecting the most vulnerable
- Identifying individual needs where possible; and
- Supporting plans to meet those needs.
- Educating pupils in keeping themselves safe particularly online and in the wider community

2.3 This policy will contribute to the protection of our pupils by:

- Including appropriate work within the curriculum;
- Implementing child protection policies and procedures; and
- Working in partnership with pupils, parents and agencies.
- Centralising safeguarding practices within CPOM's for identified staff

3. KEY ELEMENTS

There are three key elements

- (a) Prevention: through the creation and maintenance of a positive school atmosphere, reflected in its teaching and the pastoral support given to pupils, where pupils are valued as individuals and high expectations are explicitly expressed.
- (b) Protection: by following agreed procedures and ensuring that staff are trained and supported to respond appropriately and sensitively to Child Protection concerns.
- (c) Support: to pupils and staff and to children who may have been abused

4. KEY PROCESSES

- 4.1 All staff are aware of the guidance issued by Warrington Safeguarding Children Board

5. EXPECTATIONS

- 5.1 All staff and visitors will:

- Be familiar with this safeguarding policy;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- Be alert to signs and indicators of possible abuse (See Appendix 1B for current definitions and indicators);
- Record concerns and give the record to the Designated Safeguarding Leads **Mrs R Finn/Mrs J Cadman and Mrs F Burn**
- Deal with a disclosure of abuse from a child in line with the guidance in Appendix Two - you must inform the Designated Safeguarding Leads immediately, and provide a written account as soon as possible. **All verbal conversations should be promptly recorded in writing.**

Key Staff will:

- Be involved in the implementation of individual education programmes, integrated support plans, Early Help assessments, child in need plans and interagency child protection plans;

- 5.2 All staff will receive basic level one training at least once every three years. Key staff will undertake further levelled training as agreed by the Governing Body

6. THE DESIGNATED SAFEGUARDING LEADS

6.1 Our Designated Safeguarding Leads are all on the Senior Leadership Team: **Mrs R Finn, Mrs J Cadman and Mrs F Burn (Assistant Heads)**. The Designated Safeguarding Lead is responsible for safeguarding and child protection. The key role of the Designated Safeguarding Lead is to:

manage referrals from school staff or any others from outside the school;
work with external agencies and professionals on matter of safety and safeguarding;
undertake training;
raise awareness of safeguarding and child protection amongst the staff and parents; and
ensure that child protection information is transferred to the pupil's new school.
Ensure that those pupils accessing alternative provision have information shared and safeguarding checks completed
Monitor and track pupil intervention and support ensuring procedure is followed in a timely manner by external agencies and effective support is offered

6.2 The Designated Safeguarding Leads will lead regular monitoring reviews of vulnerable children with key staff e.g. Heads of Year, pastoral team through the Think Twice list. Pupils will be identified as red, amber or green and this will determine the level of monitoring. Those identified as red will be discussed weekly, amber fortnightly and green half termly. The think twice list will also provide the focus for the weekly pastoral meetings to ensure that information is shared and recorded.

6.3 When the school has concerns about a child, the Designated Safeguarding Leads will decide what steps should be taken and should advise the Head Teacher. These decisions and actions are to be recorded on CPOM's. This may include emails as records of information sharing with external agencies.

6.4 Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding Leads feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family.

6.5 Child protection records will be stored securely in DSL office and on CPOM's separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.

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- 6.6 Access to these records by staff other than by the Designated Safeguarding Leads will be restricted.
- 6.7 Parents will be aware of information held on their children and kept up to date regarding any concerns or developments appropriately. General communications with parents will be in line with any home - school policies and give due regard to which adults have parental responsibility. This will be in line with the new GDPR guidelines 2018
- 6.8 **Do not disclose to a parent any information held on a child if this would put the child at risk of significant harm.**
- 6.9 If a pupil moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead(s) at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date. For a pupil being admitted an Information Request letter will be sent to the previous school and a copy kept on file
- 6.10 If sending by post pupil records will be sent by "Special/Recorded Delivery". For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- 6.11 If a pupil is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation
- 6.12 Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the young person's wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support. This information sharing needs to consider that a child is classed as anyone under the age of 18
- 6.13 When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.
- 6.14 In exceptional circumstances when a face to face handover is unfeasible, the Head Teacher will ensure that the new post holder is fully conversant with all procedures and case files.

7. THE GOVERNING BODY

7.1 The Governing Body are the accountable body for ensuring the safety of the school

7.2 The governing body will ensure that:

- The school has a safeguarding policy in accordance with the procedures of Warrington Safeguarding Children Board;
- The school operates, “safer recruitment” procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
- At least one senior member of the school’s Leadership team acts as a Designated Safeguarding Lead;
- The Designated Safeguarding Leads attend appropriate refresher training every two years;
- The Head Teacher and all other staff who work with children undertake training at three yearly intervals;
- Temporary staff and volunteers are made aware of the school’s arrangements for child protection and their responsibilities;
- The school remedies any deficiencies or weaknesses brought to its attention without delay; and
- The school has procedures for dealing with allegations of abuse against staff/volunteers.

7.3 The governing body reviews its policies/procedures annually.

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- 7.4 The Nominated Governor for child protection at the school is **Mr Dan Martin** . The Nominated Governor is responsible for liaising with the Head Teacher and Designated Safeguarding Leads over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils.
- 7.5 The Nominated Governor will liaise with the Head Teacher and the Designated Safeguarding Leads to produce an annual report for governors and the local authority (s175).
- 7.6 The Nominated Governor will also oversee the provision for Child in Care strategically
- 7.7 A member of the governing body (**Chair: Father Peter**) is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Head Teacher.

8. A SAFER SCHOOL CULTURE

Safer Recruitment and Selection

- 8.1 The school pays full regard to 'Keeping Children Safe in Education' (DfE September 2018). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS).
- 8.2 All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.
- 8.3 Ms J Langstaff and Ms. M. Burras have undertaken Warrington LA Safer Recruitment training. One of the above will be involved in all staff / volunteer recruitment processes and sit on the recruitment panel.

Staff support

- 8.4 We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Leads and to seek further support as appropriate. This will also be supported by exploring opportunities for external supervision. Weekly pastoral meetings will ensure staff share concerns and can discuss ways forward, therefore sharing the load.

9. OUR ROLE IN THE PREVENTION OF ABUSE

9.1 We will provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

The curriculum

9.2 Relevant issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, sex and relationship education, online safety, bullying and peer on peer abuse.

9.3 Relevant issues will be addressed through other areas of the curriculum, for example R.E., Values, English, History, Drama, Art, ICT.

Other areas of work

9.4 All our policies which address issues of power and potential harm, for example bullying, equal opportunities, behaviour will be linked to ensure a whole school approach.

9.5 Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

10. SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXTREMISM

10.1 The school's duties under the Counter Terrorism and Security Act 2015, the 'Prevent Duty' determine our awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

10.2 Cardinal Newman Catholic High School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies

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governing equality, human rights, community safety and community cohesion.

10.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Cardinal Newman Catholic High School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

10.4 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix Four.

10.5 Cardinal Newman Catholic High School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Risk reduction

10.6 The school governors, the Head Teacher and the Designated Safeguarding Leads will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, collective worship, the use of school premises by external agencies, integration of pupils by gender and SEN, and other issues specific to our profile, community and philosophy.

10.7 This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the Warrington Safeguarding Children Board.

Response

10.8 Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Leads. The SPOC for Cardinal Newman Catholic High School: Mrs R Finn. Our school also follows the Local Authority's policy 'Preventing Extremism and Radicalisation for Warrington Schools and Academies' (October 2015).

10.9 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Safeguarding Leads.

10.10 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

11. SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION, HONOR BASED VIOLENCE OR TRAFFICKING

11.1 Our safeguarding policy above through the school's values, ethos and behaviour policies provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

11.2 Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation. (See Appendix 1)

11.3 Our staff are supported to recognise warning signs and symptoms in relation to specific issues.

11.4 Our Designated Safeguarding Leads know where to seek and get advice as necessary.

11.5 Our school will seek to bring in experts and use specialist material to support work we need do.

12. WHAT WE DO WHEN WE ARE CONCERNED

12.1 Where risk factors are present but there is no evidence of a particular risk then our DSL will seek the right advice regarding preventative work that can be done within school to engage the pupil into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the pupil's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.

12.2 In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible) –

- The DSL can decide to notify the Multi-Agency Safeguarding Hub (MASH) of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and

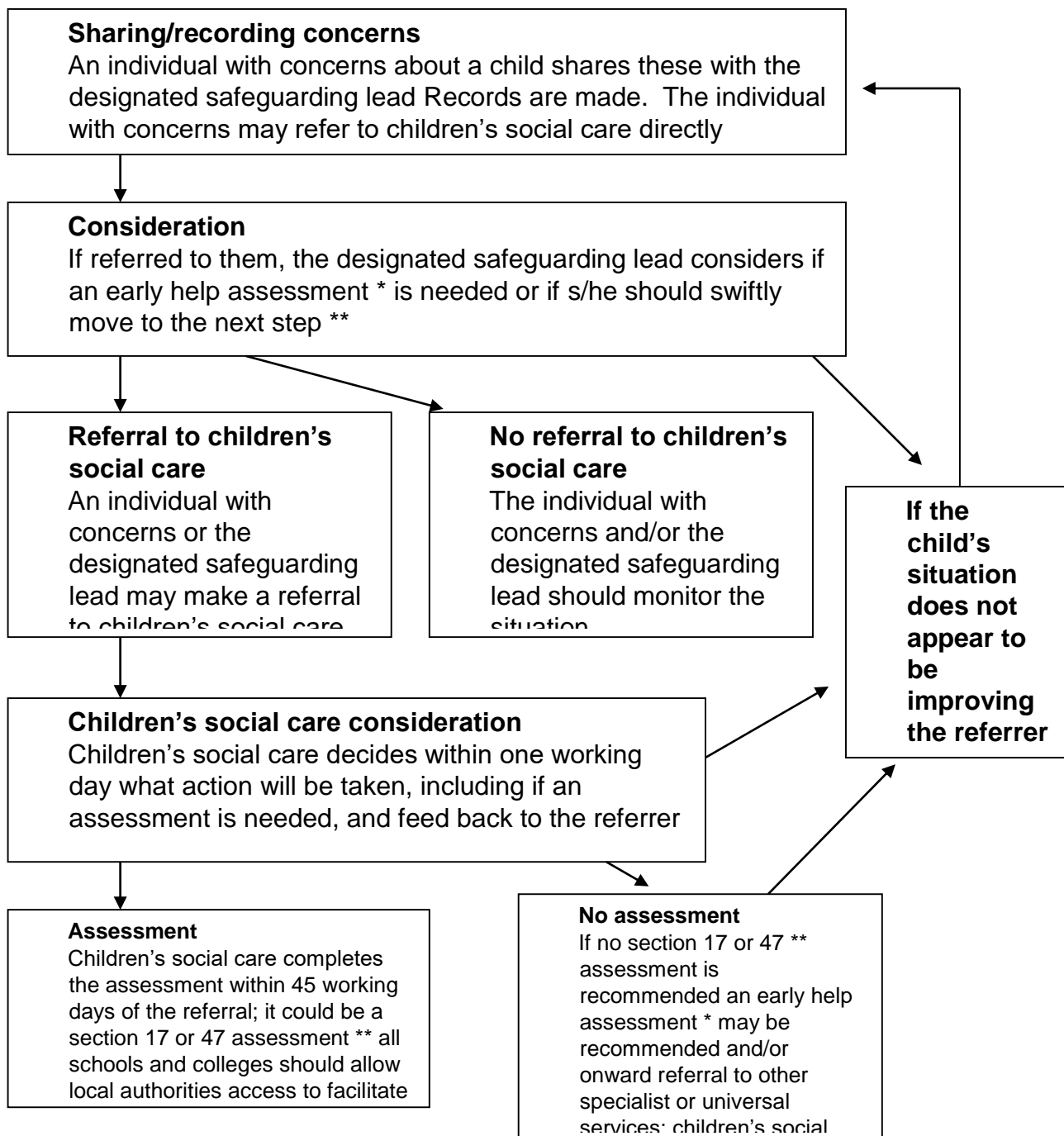
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- The school will review the situation after taking appropriate action to address the concerns.
- 12.3 The DSL will also offer and seek advice about undertaking an Early Help assessment and/or making a referral to children's social care. The local family support and safeguarding team can assist us.
- 12.4 If the concerns about the pupil are significant and meet the additional needs/complex need criteria, they will be referred to the MASH Team. This includes concerns about a child/young person who is affected by the behaviour of a parent or other adult in their household,

PART TWO – Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children’s social care immediately.

Anybody can make a referral.



*where a child and family would benefit from co-ordinated support from more than one agency eg education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher , special educational needs co-ordinator. General Practitioner (GP, family support worker

**where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns, local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989

13. INVOLVING PARENTS / CARERS

13.1 In general, we will discuss any child protection concerns with parents / carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding Lead(s). However there may be occasions when the school will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

13.2 Parents / carers will be informed about our safeguarding policy through our school's website/ Prospectus/Guide for parents/safeguarding board

14. MULTI-AGENCY WORK

14.1 We work in partnership with other agencies in the best interests of the children. The school will, where necessary, liaise with the school nurse and make referrals to children's social care. Referrals should be made by the Designated Safeguarding Lead(s) to the MASH. Where the child already has a safeguarding social worker, the request for service should go immediately to the social worker involved, or in their absence to their team manager.

14.2 We will co-operate with any child protection enquiries conducted by children's social care: the school will ensure representation at appropriate inter-agency meetings such as multi-agency support plan meetings, initial and review child protection conferences and core group meetings.

14.3 We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent.

14.4 Where a pupil is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

15. OUR ROLE IN SUPPORTING CHILDREN

15.1 We will offer appropriate support to individual children who have experienced abuse or who have abused others.

15.2 Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

15.3 We will ensure the school works in partnership with parents / carers and other agencies as appropriate.

16. RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF

16.1 This procedure should be used in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved in a way that indicates s/he is unsuitable to work with children.

16.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children.

16.3 All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately. Allegations or concerns about colleagues and visitors must be reported direct to the Head Teacher unless the concern relates to Head Teacher. If the concern relates to the Head Teacher, it must be reported immediately to the LADO who will liaise with the Chair of Governors and they will decide on any action required.

17. CHILDREN WITH SEND (Special Educational Needs and Disabilities)

17.1 Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and

Difficulties may arise in overcoming communication barriers.

17.2 When the school is considering excluding, either fixed term or permanently, a pupil who is the subject of a child protection plan, we will inform social services of the decision to exclude. Where there is an unexplained absence of a pupil on the C.P. register of more than two days duration from school (or one day following a weekend) we will notify children's services.

17.3 At Cardinal Newman Catholic High School we identify pupils who might need more support to be kept safe or to keep themselves safe by:

- regular monitoring of SEND Register and updating of Pastoral teams
- bespoke mentoring programmes via Pastoral Team
- Pupil voice, Guardian Angels advocacy and use of Tootoot
- staff training that is current

18. CHILDREN MISSING EDUCATION

Definition

The DfE defines Children Missing Education as:

'all children of compulsory school age who are not on a school roll, nor being (suitably) educated otherwise (eg privately or in an alternative provision) and who have been out of any educational provision for a substantial period of time (usually four weeks or more)'

The school follows the Warrington Local Authority procedures for children missing education. This can be found on the Warrington Safeguarding Children's Board's website.

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation and becoming NEET (not in education, employment or training) later in life.

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation.

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We monitor attendance carefully and address poor or irregular attendance without delay.

In response to the guidance in Keeping Children Safe in Education (2018) the school has:

1. Staff who understand what to do when children do not attend Regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions)
3. Endeavour to have 2 emergency contacts for all students preferably a 2nd who lives at a different property to the pupil.
4. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriages
5. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards); or
 - e. are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Cardinal Newman will follow Warrington Local Authority's Child Missing Education protocol when a student's whereabouts is unknown.

Child Leaving the Country Notification Form

Your Details	Name:	Date:
	School/Organisation:	Contact number:
Child & Family Details	Forename(s):	Surname:
	DoB:	Gender:
	Date last seen in education:	Date last seen:
	Parent(s) names and all contact details (including addresses, telephone and email):	
New Country	Information about where the child is going, reason why and date of move	

Please list details of any known siblings:

First Name	Last Name	DOB	Male/Female	Date child last attended school

Is the child (please tick):

Looked after	<input type="checkbox"/>	Traveller	<input type="checkbox"/>	In Temp Accommodation	<input type="checkbox"/>
Child Protection	<input type="checkbox"/>	Refugee / Asylum Seeker	<input type="checkbox"/>	Other (please state)	<input type="checkbox"/>

Please provide further information about either child(ren) or family, including whether you have any concerns about the family or the reason for leaving the country:

Form to be forwarded to David Sampson, Attendance Officer and CME Lead, Attendance Team, 2nd Floor, New Town House, Buttermarket Street, Warrington WA1 2NH or electronically to cme.referrals@warrington.gov.uk

Child Missing Education Notification Form

Your Details	Name:		Date:
	School/Organisation:	Contact number:	
Child & Family Details	Forename(s):		Surname:
	DoB:	Gender:	
	Date last seen in education:	Date last seen:	
	Parent(s) names and all contact details (including addresses, telephone and email):		
Referral Reason	All attempts to contact the family have failed (see checklist below)		
	Family known to have moved away but destination school unknown		
	Child did not take up allocated school place and attempts to contact have failed		

Please list details of any known siblings:

First Name	Last Name	DOB	Male/Female	Date child last attended school

Is the child (please tick):

Looked after	<input type="checkbox"/>	Traveller	<input type="checkbox"/>	In Temp Accomodation	<input type="checkbox"/>
Child Protection	<input type="checkbox"/>	Refugee / Asylum Seeker	<input type="checkbox"/>	Other (please state)	<input type="checkbox"/>

Checklist must be completed before referral is submitted:

Action	Date completed	Outcome
First day contact procedure		
Contact with all known emergency contacts and relatives		
Collect further information – e.g. siblings, school community (staff other pupils, friends) other agencies		
Home visit within 5 school days		

Please provide further information about either child(ren) or family:

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Policy

Form to be forwarded to David Sampson, Attendance Officer and CME Lead,
Attendance Team, 2nd Floor, New Town House, Buttermarket Street, Warrington WA1
2NH or electronically to cme.referrals@warrington.gov.uk

APPENDICES

APPENDIX 1B

SIGNS AND SYMPTOMS OF ABUSE AND NEGLECT (Keeping Children Safe in Education September '18)

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. They may be abused by an adult for 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 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 cyberbullying), 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, although it may occur alone.

Neglect: 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 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.

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 grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

4. **CHILD SEXUAL EXPLOITATION (CSE)**

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.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

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Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in: Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

SEXUAL ABUSE BY YOUNG PEOPLE/SEXTING /PEER ON PEER ABUSE

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

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Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At Cardinal Newman Catholic High School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refer to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

At Cardinal Newman Catholic High School we will support the victims of peer on peer abuse by:

- ensuring all parties involved are entitled to the same investigation process
- involving adults and agencies as appropriate
- making recommendations for alternative in school provisions eg timetable changes
- full restorative justice measures to ensure all parties move forward where required

- make recommendations for change where necessary

Responding to Sexting:

In cases of 'sexting' we follow guidance given by UKCCIS.

'Sexting in schools and colleges, responding to incidents, and safeguarding young people, guidance from the UK Council for Child Internet Safety (UKCCIS)'

In August 2016 the UK Council for Child Internet Safety (UKCCIS) published non-statutory guidance on managing incidents of sexting by under-18s. Over 200 organisations were involved in creating the guidance, including government and the DfE, children's charities, UK Safer Internet Centre, CEOP, Police, and teachers' groups.

The UKCCIS guidance is non-statutory, but should be read alongside 'Keeping children safe in education'. It should be followed unless there's a good reason not to do so.

There is no clear definition of 'sexting'. Instead, this document talks about 'youth-produced sexual imagery'. This is imagery that is being created by under 18s themselves and involves still photographs, video, and streaming. In the guidance, this content is described as sexual and not indecent. Indecent is subjective and has no specific definition in UK law.

Incidents covered by this guidance:

- Person under 18 creates a sexual image of themselves and shares it with another person under 18.
- A person under 18s shares an image of another under 18 with another person under 18 or an adult.
- A person under 18 is in possession of sexual imagery created by another person under 18.

Incidents not covered by this guidance:

- Under 18s sharing adult pornography.
- Under 18s sharing sexual texts without sexual imagery.
- Adults sharing sexual imagery of under 18s. (This is child sexual abuse and must always be reported to police.)

Response to incidents of youth produced sexual imagery

The response should be guided by the 'principle of proportionality'.

'The primary concern at all times should be the welfare and protection of the young people involved.' (Sexting in schools and colleges: responding to incidents and safeguarding young people)

The Law

Making, possessing and distributing any imagery of someone under 18 which is indecent is illegal. This includes imagery of yourself if you're under 18.

Indecent is not definitively defined in law, but images are likely to be considered indecent if they depict:

- a naked young person
- a topless girl
- an image which displays genitals, and
- sex acts including masturbation.
- indecent images may also include overtly sexual images of young people in their underwear

These laws weren't created to criminalise young people but to protect them.

Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. Young people need education, support, and safeguarding, not criminalisation.

The National Police Chiefs' Council (NPCC) is clear that "youth produced sexual imagery should be primarily treated as a safeguarding issue."

Schools may respond to incidents without involving the police. (However, in some circumstances, the police must always be involved.)

Crime recording

When the police are notified about youth-produced sexual imagery, they must record this as a crime. The incident is listed as a crime, and the

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young person is the suspect. This is, however, not the same as a criminal record.

Every crime reported to the police must have an outcome code. The NPCC, Home Office and the DBS have agreed a new outcome code for youth-produced sexual imagery.

Outcome 21: This outcome code allows the police discretion not to take further action if it is not in the public interest, even though there is enough evidence to prosecute.

Using this outcome code is likely to mean the offence would not appear on a future Enhanced DBS check, although not impossible, as that disclosure is a risk-based decision. Schools can be assured that the police have the discretion they need not to adversely impact young people in the future.

Handling incidents

- Refer to the designated safeguarding lead
- DSL meets with the young people involved
- Do not view the image unless it is avoidable
- Discuss with parents, unless there is an issue where that's not possible
- Any concern the young person is at risk of harm, contact social care or the police

Always refer to the police or social care if incident involves:

- an adult
- coercion, blackmail, or grooming
- concerns about capacity to consent, [e.g., SEND]
- images show atypical sexual behaviour for the child's developmental stage
- violent acts are depicted
- image shows sex acts and includes a child under 13
- a young person at risk of immediate harm as a result of the disclosure (for example, self-harm or suicide)

Once DSL has enough information, the decision should be made to deal with the matter in school, refer it to the police or to social care. All information and decision-making should be recorded in line with school policy. If the incident has been dealt within school, a further review should be held to assess risks. School will use CSE Screening Tool and/or MCSETO Referral Form as necessary.

Assessing the risks once the images have been shared

- Has it been shared with the knowledge of the young person?
- Are adults involved in the sharing?
- Was there pressure to make the image?
 - What is the impact on those involved?
- Does the child or children have additional vulnerabilities?
- Has the child taken part in producing sexual imagery before?

Viewing images

- Avoid viewing youth-produced sexual imagery. Instead, respond to what you have been told the image contains.
- If it is felt necessary to view, discuss with the head teacher first.
- Never copy, print, or share the image (it's illegal)
- View with another member of staff present
- Record the fact that the images were videoed along with reasons and who was present. Sign and date.

Deleting images (from devices and social media)

If the school has decided that involving other agencies is not necessary, consideration should be given to deleting the images.

It is recommended that pupils are asked to delete the images themselves and confirm they have done so. This should be recorded, signed, and dated.

Any refusal to delete the images should be treated seriously, reminding the pupil that possession is unlawful.

Summary

- New guidance for schools

- Not “sexting” but “youth-produced sexual imagery.”
- Although illegal, police involvement not always necessary
- Images can be deleted and incident managed in school
- Risk-based approach

8. FORCED MARRIAGE (FM)/HONOUR BASED VIOLENCE

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community including FGM, forced marriage and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct. For example, honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional
- within a particular culture
- convert to a different faith from the family

Women and girls are the most common victims of honour based violence however it can also affect men and boys. Crimes of ‘honour’ do not

always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage
- being held against your will or taken somewhere you don't want to go
- assault

If staff believe that a pupil is at risk from honour based violence the DSL will follow the usual safeguarding referral process, however, if it is clear that a crime has been committed or the pupil is at immediate risk the police will be contacted in the first place. It is important that if honour based violence is known or suspected that communities and family members are NOT spoken to prior to referral to the police or social care as this could increase risk to the child.

9. FEMALE GENITAL MUTILATION (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother of a sister who has undergone FGM
- girls who are withdrawn from PSHE/curriculum
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable
- spending longer than normal in the bathroom or toilet due to difficulties urinating
- spending long periods of time away from a classroom during the day with bladder or menstrual problems
- frequent urinary, menstrual or stomach problems
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (eg withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations
- confiding in a professional without begin explicit about the problem due to embarrassment or fear
- Talking about pain or discomfort between her legs

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18 in schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

We believe that all our pupils should be kept safe from harm. Although our school has less than 1% from the above 'at risk' backgrounds and we consider girls in our school safe from FGM will continue to review our policy annually.

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that school takes action **without delay**.

10. Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

We will take steps to verify the relationship of the adults to the child who is being registered.

Essential information includes:-

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- Full names and dates of birth for the child
- Address and daytime phone numbers for the current carer including mobiles
- The child's address and phone number
- Whereabouts of the child (and siblings)
- Child and family's ethnic origin
- Child and family's main language
- Actions taken and people contacted
- Special needs of the child, including need for an accredited interpreter, accredited sign language interpreter or other language support
- A clear indication of the family's knowledge of the referral and whether they have consented to the sharing of confidential information
- The details of the person making the referral

Other information that may be essential in a referral about a possible Privately Fostered child or young person:

- Address and daytime phone number of the parent/parental responsibility holder
- Address and phone numbers of any other family members
- Any other helpful information about the parent/parental responsibility to assist an understanding of why this child or young person is not living with them

Cardinal Newman Catholic High School will work together with the Local Authority to help safeguard and promote the child's or young person's safety and welfare.

Safeguarding Roles and Responsibilities

All staff, volunteers and governors have responsibility for the following:

- To ask parents/carers questions around their relationship with the child or young person if this is unclear, confusing or concerning.
- To follow up any discussion with a child or young person about their living arrangement which is unclear, confusing or concerning.
- To have robust consent/trips/outings letters which clearly define the child's relationship to the adult giving consent.

If a child or young person is living in a Private Fostering arrangement:

- To work with the Local Authority to ensure the child's or young person's needs are being met, to monitor and report to ensure the safety and welfare of that child or young person whilst being privately fostered.

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- To assist with advising and supporting the carer to undertake their duties whilst the child or young person is living in such an arrangement.

Management

The Senior Designated Leaders will become familiar with this policy and ensure all staff, governors and volunteers are aware and familiar with the legal requirements and duties.

The Senior Designated Leaders will provide information on Private Fostering to school staff on a regular basis.

The Head teacher will ensure that private fostering forms part of staff safeguarding training in the school.

The Governing Body will oversee the policy, ensure its implementation and review its content on an annual basis in line with the S175 Safeguarding audit.

11. The use of photographic images, videoing and audible recording of children in school

We live in an age in which technology has vastly increased the use, and potential misuse, of photography, videoing and audible recording and safety issues surrounding their use by schools needs to be considered.

There will be occasions when we would wish to take photographic images of pupils celebrating the achievement of pupils and the school, as part of the curriculum and in extra-curricular activities. This can enhance self-esteem for pupils and their families and is therefore welcomed.

However, in addition, individuals have the right to privacy and family life and there will be families who do not wish information to be made public. We must also be mindful of confidentiality issues especially in relation to children living in care or with adoptive families and in situations involving Child Protection and Domestic Abuse.

As a general rule, where it is appropriate to use images, videos or audible recordings of a child we will:-

- obtain the active consent of pupil and parent/carer in line with the new GDPR regulations
- be able to justify the production of such images and recordings
- specify how the material will be used

- ensure that names are not printed with photographs which could identify individuals without parental consent
- ensure visits by newspaper employees to school are planned in advance and a senior member of staff is aware that images are being taken and for what purpose
- avoid making images in one-to-one situations
- ensure that all images and recordings are available for scrutiny in order to screen for acceptability
- make arrangements for storage and disposal of all materials including any unused images or recordings
- alert parents/carers and relatives of pupils that any photographs or video film or audible recordings taken at school events are likely to contain images of pupils who will not have given their permission to be filmed or photographed or recorded. Such images should not be circulated more widely than the family. (A note to this effect will be printed on event programmes or tickets)

CONSENT WILL BE ASKED FOR WHEN A PUPIL JOINS THE SCHOOL AND, UNLESS WITHDRAWN, WILL REMAIN IN FORCE UNTIL THE PUPIL LEAVES

APPENDIX TWO

CHILD PROTECTION PROCEDURES

DEALING WITH A DISCLOSURE OF ABUSE

It is vital that in response to a disclosure actions do not prejudice further enquiries.

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the pupil. Tell her/him you are pleased that s/he is speaking to you.
- Professional Confidentiality: **If a pupil asks for confidentiality the response should be:-“I cannot guarantee confidentiality and anything you tell me may have to be passed on to the Designated Senior Lead(s) for child protection”** Never enter into a pact of secrecy with the pupil. Assure her/him that you will try to help but let the pupil know that you will have to tell the DSL in order to do this. If the pupil decides to not share the confidence with you it is important that you still

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pass on any concerns to the DSL(S) as a result of the initial conversation e.g. a pupil with obvious visible bruising.

- It is acceptable to observe bruising but not to ask a child to remove or adjust clothing to observe them.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the pupil that it is not her/his fault.
- Encourage the pupil to talk but do not ask "leading questions" or press for information. The pace should be dictated by the pupil without being pressed for detail or being asked such questions as "what did they do next?" or "where did they touch you?". Use open questions such as "is there anything else you want to tell me?" or "yes?" or "and?"
- Listen and remember.
- Check that you have understood correctly what the pupil is trying to tell you. "have I got this right?" or "tell me if any of what I am going to repeat back to you is incorrect or that I have missed something out"
- Praise the pupil for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the pupil that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the pupil may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the pupil again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, and at least by the end of the teaching session (preferably within one hour of disclosure), make a detailed record (use Concern Form stored in Staff Workroom) of the conversation using the pupil's own language. Do not add any opinions or interpretations. Ensure the completed forms put on DSL desk promptly.
- Well- kept records are essential to good Child Protection practice. We are clear about the need to record any concerns held about a pupil or pupils within our school.

It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it using open questions, listen, be available and try and make time to talk. **It is our aim to create a culture of vigilance and to always work in the best interests of every child.**

Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Head Teacher or the Designated Safeguarding Lead(s).

HOWEVER...

" If, at any point, there is a risk of IMMEDIATE serious harm to a pupil a referral should be made to children's social care immediately.

ANYONE CAN MAKE A REFERRAL.” Keeping Children Safe in Education
September 2018

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from the Designated Safeguarding Lead(s) or Head Teacher. Incidents of a child protection nature can affect staff not directly involved and meetings can be arranged in order to support staff in this situation.

What happens next?

Conversations with a pupil who discloses abuse need tact and sensitivity in order to reassure a pupil who may already be under severe emotional stress. It is important that after the disclosure subsequent conversations are undertaken only by the DSL.

The DSL having been informed and read the information will discuss the contents with the pupil and will then seek further advice from Warrington Safeguarding Team or Duty and Assessment team under Child Protection procedures and/or seek clarification from parent(s)/carer(s).

Information will not be given by the school to any person who could potentially pose a danger to the safety of the pupil concerned.

Normally, personal information would only be disclosed to third parties, including other agencies with the consent of the pupil (Data Protection Act 1998). Wherever possible consent of the pupil will be obtained before sharing personal information with third parties. In some circumstances consent may not be possible or desirable but the safety and welfare of the pupil dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a pupil or pupils. Disclosure should be justifiable in each case, according to the particular facts of the case and if in doubt legal advice will be sought.

N.B.

All staff should be fully conversant with the 'Teachers' Standards' and should be aware of the potential problems of working with pupils in a one-to-one situation and should take appropriate preventative action. All new staff receive induction for best practice procedures in order to avoid situations where allegations may be made against them. Individual pupils seeking advice on sexual matters or relationships should be referred to the school nurse. Staff should not give individual advice to pupils about such matters.

All staff must have read:

- Keeping Children Safe in Education (2018) [Part One]; and school leaders and staff that work directly with children should also read Annex A
- School's Code of Conduct
- School's Safeguarding Policy

APPENDIX THREE

ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

1. Inappropriate behaviour by staff/volunteers could take the following forms:
 - **Physical**
For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
 - **Emotional**
For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.

- **Sexual**

For example sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.

- **Neglect**

For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.

2. If a child makes an allegation about a member of staff, governor, visitor or volunteer the Head Teacher should be informed immediately. The Head Teacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head Teacher should not carry out the investigation him/herself or interview pupils.
3. The Head Teacher must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –
 - If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Head Teacher will notify the Local Authority Designated Officer (LADO) . The LADO Team will advise about action to be taken and may initiate internal referrals within children’s social care to address the needs of children likely to have been affected.
 - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil(s), these should be addressed through the school’s own internal procedures.
 - If the Head Teacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.
4. Where an allegation has been made against the Head Teacher, then the Chair of the Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward.

5. **Whistleblowing**

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistleblowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

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- a criminal offence has been committed, is being committed or is likely to be committed
- a legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the Home Office, the number is 0808 800 5000.

APPENDIX FOUR

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our

definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths and cultures
- making remarks or comments about being at extremist events or rallies outside schools
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- secretive behaviour

- online searches or sharing extremist messages or social profiles
 - intolerance of difference, including faith, culture, gender, race or sexuality
 - graffiti, art work or writing that displays extremist themes
 - attempts to impose extremist views or practices on others
 - verbalising anti-Western or anti-British views
 - advocating violence towards others
3. Extremism is defined by the Crown Prosecution Service as:
- The demonstration of unacceptable behaviour by using any means or medium to express views which:**
- **Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;**
 - **Seek to provoke others to terrorist acts**
 - **Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or**
 - **Foster hatred which might lead to inter-community violence in the UK.**
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities.

APPENDIX FIVE

PREVENTING VIOLENT EXTREMISM – ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC for Cardinal Newman Catholic High School are Mrs R Finn, who are responsible for:

Cardinal Newman Catholic High School Safeguarding Policy

- Ensuring that staff of the school are aware that we are the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which leads to terrorism;
- Raising awareness about the role and responsibilities of Cardinal Newman Catholic High School in relation to protecting pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
- Sharing any relevant additional information in a timely manner.

SUMMARY OF PROCEDURES

If a member of staff is concerned about the welfare or safety of a student:

1. Do not agree to confidentiality
2. Explain the need to pass the concern onto the Designated Senior Lead
3. The information should be written down on Concern Form (or attached to) as near as possible in the pupils own words, signed, dated, together with the time and place of the conversation and handed in to DSL. Every effort must be made to submit this record within an hour.
4. If there is a concern but no conversation with a student has taken place the concern should still be passed on. Please also record on appropriate form – Concern Form which can be found in Staff Work Room.
5. The Designated Senior Lead will interview the pupil, contact Social Care and parents if appropriate.

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6. The situation will then either be monitored or a referral will be made.

When the Designated Senior Lead is/are notified of the concern about the welfare or safety of a student:

1. An interview is arranged with the student
2. Contact is made with Social Care if appropriate
3. Contact is made with parents if appropriate
4. The situation will then either be monitored or a referral will be made

REMINDER – All staff can raise concerns directly with Childrens Social Care Services. Keeping Children Safe September 2018

Safeguarding Statement

Cardinal Newman Catholic High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We are fully committed to ensuring that consistent effective safeguarding procedures are in place to support families, children and staff at school. All concerns are passed through the members of staff who are trained as “Designated Safeguarding Leads in school.

Causes for concern

All staff are asked to report any causes for concern to the Designated Safeguarding Leads using a written pro-forma. Any concerns will be shared with parents/carers as early as possible, as more often than not there are extremely reasonable explanations for the concern. Concerns may range from children being visibly upset to persistent lateness to children ‘disclosing’ concerns.

Staff Safeguarding Guidance and Training informs all of the following:

- Procedures to safeguard children and young people
- Awareness-raising about abuse in order to overcome barriers to children and young people reporting their concerns
- Helping adults recognise the signs and indicators that might give rise to concerns
- How to respond to concerns about abuse of children and young people
- How to respond to children and young people making an allegation of abuse
- Ways in which adults can raise concerns about unacceptable behaviour by other adults
- Specific issues such as photography and images on the Internet, e-safely, conduct on school trips etc

All staff must have read:

Cardinal Newman Catholic High School Safeguarding Policy

- Keeping Children Safe in Education (September 2018) [Part One]
- School's Code of Conduct
- School's Safeguarding Policy

The Designated Safeguarding Leads are:

Assistant Headteacher: Mrs R Finn
Assistant Headteacher Mrs J Cadman
Assistant Headteacher Mrs F Burn

The Safeguarding Governor is: Mr Dan Martin

Diocesan safeguarding Lead: Andrew O'Brien 07557731492 / 01516529855

Local Authority Designated Officer (LADO) Fiona Cowan (Senior officer) or Beki Byron 01925 442079

LA SPOC: 01925 443166

LA Safeguarding Team – 01925 442928

Police Officer in charge of Prevent for Warrington and CSE:
prevent@cheshire.pm.policy.uk, Tel: 01606 362 147, Mobile: 07920 220 734

MASH Team – 01925 443400

Our Safeguarding Policy is available on the School's web site

Also available on the web site is the School's e-safety policy

