



TRCA Safeguarding Policy for Saint Gregory Catholic Primary School

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Compliance and Safeguarding

Suzanne Fawcett



Contents

1. Definitions	4
2. Introduction	5
3. Roles and Responsibilities	7
4. Types of abuse	12
5. Responding to signs of abuse.....	16
6. Record-keeping	24
7. Photography and Images	25
8. Early Help	25
9. Staff training.....	25
10. Safer Recruitment	26
11. Allegations of abuse against staff	27
12. Promoting safeguarding and welfare in the curriculum	28
13. Children Looked After	28
14. Children with Special Educational Needs and Disabilities or physical health needs	29
15. Use of reasonable force	29
16. Work Experience	29
17. Children staying with host families (see Annex E KCSIE)	29
18. Boarding schools and residential settings.....	29
19. Summary	29
20. Appendix A	30
21. Appendix B – Further Safeguarding Information.....	31
22. Monitoring and Review	37
23. Link to other policies.....	37



Key Personnel

Principal:	Dee Williams – Executive Principal / Megan Scullion – Associate Principal
Designated Safeguarding Lead:	Megan Scullion – Associate Principal
Deputy Designated Safeguarding Lead:	Lorraine Sweatman – Learning Mentor
	Lisa Downing – Assistant Principal
Named Governor for Safeguarding:	Tracey Seery
Chair of Governors:	Paul O'Donnell
Vice Chair of Governors:	Charley Enemaku
Local Authority designated officer:	Jan Fossick
LAdo Telephone number:	0247 697 8499
Designated Lead for Looked After and Previously Looked-After Children:	Lorraine Sweatman – Learning Mentor



1. Definitions

1.1 **'Safeguarding'** is defined in **Keeping Children Safe in Education (2021)** as;

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

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

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

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

1.5 **'Staff'** or **'members of staff'** refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and directors working in or on behalf of the school. This also includes all staff working in the Shared Services Team who fall under the Cardinal Wiseman Safeguarding Policy.

In this **TRCA Safeguarding Policy**, unless the context otherwise requires, the following expressions shall have the following meanings:

- i **'The Romero Catholic Academy'** means the Company named at the beginning of this **TRCA Safeguarding Policy** and includes all sites upon which the Company is undertaking, from time to time, being carried out. The Romero Catholic Academy includes; **Corpus Christi, Good Shepherd, Sacred Heart, Blue Sky, SS Peter and Paul, St Gregory, St John Fisher, St Patrick, Cardinal Wiseman, Shared Services Team.**
- ii **'Romero Catholic Academy'** means the Company responsible for the management of the Academy and, for all purposes, means the employer of staff at the Company.
- iii **'Board'** means the board of Directors of the Romero Catholic Academy.
- iv **'Clerk'** means the Clerk to the Board or the Clerk to the Local Academy Committee of the Academy appointed from time to time, as appropriate.
- v **'Chair'** means the Chair of the Board of the Directors or the Local Academy Committee appointed from time to time.
- vi **'Catholic Senior Executive Leader'** means the person responsible for performance of all Academies and Staff within the Multi Academy Company and is accountable to the Board of Directors.
- vii **'Diocesan Schools Commission'** means the education service provided by the diocese, which may also be known, or referred to, as the Birmingham Diocesan Education Service.
- viii **'Local Academy Committee'** means the governing body of the School.
- ix **'Academy Committee Representatives'** means the governors appointed and elected to the Local Academy Committee of the School, from time to time.'
- x **'Principal'** means the substantive Principal, who is the person with overall responsibility for the day to day management of the school.
- xi **'School'** means the school or college within The Romero Catholic Academy and includes all sites upon which the school undertaking is, from time to time, being carried out.
- xii **'Shared Services Team'** means the staff who work in the central team across the Company (e.g. HR/ Finance)
- xiii **'Vice-Chair'** means the Vice-Chair of the Academy Committee elected from time to time.
- xiv **'Abuse'** types of abuse are detailed in Section 4 of this policy.

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 the 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 the 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 The 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.
- **All staff** take on a responsibility to promote children's welfare
- 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 the school, in line with Keeping Children Safe in Education (**September 2021**) are to;

- work to identify children who are suffering or likely to suffer **abuse, exploitation or neglect** and act to protect them;
- work with relevant services and agencies to ensure that children are protected from harm;
- provide a learning environment for children which is safe and secure;
- teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
- **support children's mental health and wellbeing;**
- ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
- train staff effectively in all safeguarding issues (**including online safety**) and in their responsibilities for identifying and protecting children that are or may be at risk of harm;



- have a designated safeguarding lead and designated deputies, who will provide support to staff, students and families;
- recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities;
- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone in the 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 (2021)**
- **Working Together to Safeguard Children (Parts updated December 2020)**
- **Guidance for Safer Working Practice for those working with children and young people in education settings (May 2019)**
- **Guidance for Safer Working Practice for those working with children and young people in education settings addendum (April 2020)**
- **What to do if you are worried a child is being abused: Advice for practitioners (2015)**
- **Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (September 2021)**

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

2.7 Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in **Annex B** of Keeping Children Safe in Education (**September 2021**).

2.8 This policy should be read in conjunction with the following policies found here [Policies & Procedures \(romeromac.com\)](http://romeromac.com);

Links to these policies can be found in Appendix A.

Pastoral and Safeguarding

Anti-Bullying Policy	Attendance and Exceptional Leave Policy	Behaviour and Positive Handling Policy	Bereavement Policy
Children Missing in Education	E Safety Policy	Educational Visits Policy	Intimate Care Policy
No Platform Policy	Organised and Complex Abuse Policy	Preventing Extremism and Radicalisation	Social Media Policy
Supervision	Supporting Pupils with Medication Policy	Supporting Pupils with Mental Health Policy	Visitor Management Policy



2.9 Scope

2.9.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers working in or on behalf of **the school, the Shared Services Team, Academy Committees and Board of Directors** . All references in this document to ‘staff’ or ‘members of staff’ should be interpreted as relating to the aforementioned unless otherwise stated.

2.9.2 Rather than duplicating content from Keeping Children Safe in Education (**September 2021**) in this policy, it should be understood that the 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 and Board of Directors

The school is a member of The Romero Multi-Academy Company which consists of seven Primary and one Secondary schools. To this end, there is an overarching Board of Directors with each school having an Academy committee.

3.1.1 The school has a senior board level lead to take leadership responsibility for safeguarding. This role is carried out by _

School level - operational

- DSL – Designated Safeguarding Lead Megan Scullion
- DDSL – Deputy Designated Safeguarding Lead Lorraine Sweatman/Lisa Downing

Multi-Academy Company level - strategic

- Lead for The Romero Catholic Academy Helen Quinn, CEO/ CSEL Level 3 / DSL trained
- Director lead for Safeguarding Eleanor Barry, Vice Chair
- Chair of Safeguarding Reference Group Claire McElroy, Attendance and Family Support Worker

Part 2 of Keeping Children Safe in Education (**September 2021**) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will;

- Through **Core Committee 3** Link [here](#) the Board of Directors have oversight of Safeguarding arrangements for the Multi- Academy Committee.
- The **Board of Directors** have a **strategic leadership responsibility** for the **eight schools** but **safeguarding arrangements** are delegated **to the Local Academy Committee** through the **RACI Matrix detailed here**
- Ensure that they comply with their duties under legislation;
- **Ensure a whole school approach to safeguarding, including the use of mobile technology in school;**
- Ensure that policies, procedure and training in **the 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 **the school** takes into account local authority and Coventry Safeguarding Children Partnership policies and supply information as requested by the safeguarding partners (the Local Authority, a clinical commissioning group for an area within the local authority and the chief office of police for a police area within the local authority);



- Ensure that **the school** has an effective child protection policy, that it is published on **the school** website or available by other means and review this annually;
- Ensure that **the school** has a staff behaviour policy or Code of Conduct;
- Ensure that all staff undergo safeguarding and child protection training on induction (**including online safety**);
- **Ensure the school contributes to multi-agency working in line with statutory guidance;**
- Ensure that there are clear systems and processes in place for identifying when children may be experiencing mental health problems;
- **Ensure that children are taught about safeguarding, including online safety as a whole school approach and curriculum planning but recognising that a one size fits all approach may not be appropriate for all children. See section 12 of this policy for further information;**
- Put in place appropriate safeguarding responses for children who go missing from education;
- Appoint an appropriate member of staff from the senior leadership team to the role of Designated Safeguarding Lead;
- **Understand the local criteria for action and local protocol for assessment;**
- **Recognise the importance of information sharing between practitioners and local agencies;**
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online; and
- Respond to allegations of abuse against the Principal **whilst ensuring there are procedures in place to manage safeguarding concerns, or allegations against staff (including supply staff, volunteers and contractors).**

3.2. The Role of the Principal

3.2.1 The Principal will;

- Ensure that this policy is reviewed annually **at minimum** and ratified by the governing body;
- Ensure that this policy and associated procedures are adhered to by all staff;
- Ensure that all staff are made aware of the named governor for safeguarding and the Designated Safeguarding Lead;
- Ensure that the role of ‘Designated Safeguarding Lead’ is explicit in the role-holder’s job description;
 - [Child Protection Lead JD.doc](#)
- Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
- Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
- Appoint a ‘Designated Teacher for Looked-After and Previously Looked-After Children’ to promote the educational achievement of children looked after;
- Appoint a lead for online safety; DSL
- **Promote a whole school approach to safeguarding;**
- **Promote resilience to social and emotional wellbeing, which is tailored to the needs of the children;**
- Ensure that all recruitment follows the ‘Safer Recruitment’ guidance and a single, central record is maintained with details of all members of staff who are in contact with children;
- Respond to allegations of abuse against all other members of staff including **supply staff, volunteers and contractors;**
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;

- Ensure that the school works with **Children’s Services**, the police, health services and other services to; promote the welfare of children; provide a co-ordinated offer of early help when need is identified; contribute to inter-agency plans for children subject to children protection plans and to protect children from harm;
- Safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); and
- Ensure that children’s **Services** (from the host local authority or placing authority) have access to **the school** to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (**September 2021**).

3.3 The Role of the Designated Safeguarding Lead

3.3.1 The Designated Safeguarding Lead for Saint Gregory Catholic Primary School – Megan Scullion

The Designated Safeguarding Lead will;

- Take overall lead responsibility for safeguarding and child protection (**including online safety**) in **the school**;
- **Liaise with the safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2020)**;
- **Always be available during term time (during school hours) for staff in the school to discuss safeguarding concerns.** In the event that they are not available, a deputy will be made available;
- Undergo training to provide them with the knowledge and skills required to carry out this role and update this every two years;
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;
- Identify if children may benefit from early help;
- **Act as a point of contact with the safeguarding partners**;
- Make referrals to Coventry’s Multi-Agency Safeguarding Hub (MASH) where children 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 committed¹;
- Ensure all staff have read and understood Part 1 **and/or** Annex A of Keeping Children Safe in Education (**September 2021**);
- 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 **the school**;
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- **Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children**;

- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Help to promote educational outcomes of child who have experienced or are experiencing safeguarding or child protection issues by sharing relevant information with teachers and the school leadership team;
- Promote a ‘culture of safeguarding’, in which every member of **the school** community acts in the best interests of the child;
- **Ensuring the school knows who its cohort of children or have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations;**
- Regularly meet with the safeguarding link governor and/or Chair of Governors to review safeguarding in **the school**; and
- Liaise with the Principal regarding safeguarding cases and issues.

3.3.2 Further details on the role of the Designated Safeguarding Lead can be found in **Annex C** of Keeping Children Safe in Education (**September 2021**).

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 **the 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, **exploited** 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 **the school** that support safeguarding and child protection;
- Will be provided with a copy of **Part 1/Annex A** of Keeping Children Safe in Education (**September 2021**) annually and receive annually updated training on their safeguarding roles and responsibilities;
- Should have an awareness of safeguarding issues that put children at risk of harm and behaviours associated with these risks;
- Should know what to do if a child makes a disclosure of abuse and never promise confidentiality when a child makes a disclosure;
- Will be made aware of the early help process and understand their role in it;
- Should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance;
- May be required to support social workers and other agencies following a referral;
- Will be made aware of the process for making referrals to **Children’s Services** (through the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to the MASH if they have concerns about a child’s welfare and understand the role that they may be expected to play in such assessments;
- Will receive regularly updated safeguarding and child protection training **including online safety**;
- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice.
- Should always seek advice from the Designated Safeguarding Lead if they are unsure; and

- All teachers should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

3.5 Multi-Agency Working

3.5.1 The school is committed to multi-agency working and operates under Working Together to Safeguard Children (2018) and local safeguarding arrangements.

3.5.2 The school will work with **Children’s Services** the police, health services, local Early Help practitioners and other relevant agencies to promote the welfare of children and protect them from harm.

3.5.3 We work closely with our local Family Hub to ensure children receive appropriate, co-ordinated Early Help

- The Moat Family Hub Deedmore Road, Coventry, CV2 1EQ..

A family hub is a place where children, young people and their families can go when in need of help and support. The people working in the family hub will work in partnership with families and their community. They will help to find and get help from different services in the area and will be able to give information, advice and support.

Who can access a family hub?

There will be a range of services available. Some will be available only to those who have the greatest needs but there will also be services available to any family, child or young person who needs them (for example baby health clinics and adult education classes).

As a school we access the following services offered

- Support for young people aged 11 to 19 (targeted youth support work)
- Family support which may be offered within the home
- Support to children with special educational needs and their families
- A range of child and family health activities including baby wellbeing clinic and C-Card distribution points
- Parenting support
- Support with managing finances and getting back into work or training

3.5.4 The Coventry Safeguarding Children Partnership (CSCP) have designated that schools and colleges are a named ‘relevant agency’. As such, the school is under a statutory duty to co-operate with published CSCP arrangements.

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 **online as well as face to face**.

The four main types of abuse that staff are trained to recognise are;

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

4.2 Types of abuse (Taken from Keeping Children Safe in Education, 2021)

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 violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

	The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of the school policy and procedures for dealing with it.
Child sexual exploitation (CSE)	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, (b) for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. 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.
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, 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.

4.3 Indicators of abuse can be found in Appendix B.

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

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

4.6 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 **or has certain health conditions and has** specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- **has a mental health need;**
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups **or county lines;**
- is frequently missing/goes missing from care or from home;
- **is a risk of modern slavery, trafficking, sexual or criminal exploitation;**
- is misusing drugs or alcohol themselves;
- **has a family member in prison, or is affected by parental offending;**
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;



- is at risk of being radicalised or exploited;
- **is at risk of 'honour-based' abuse such as Female Genital Mutilation or Forced Marriage;**
- **is persistently absent from education, including persistent absences for part of the school day.**
- is a privately fostered child.²

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

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

4.8 The school will also take action to protect;

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

4.8.1 There are other familial issues that can have a detrimental impact on children.

We work with other agencies in line with Keeping Children Safe in Education (**2021**) to support children and families in the following circumstances;

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



4.9 Child potentially at greater risk of harm

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

4.9.2 The **Designated Safeguarding Lead** will hold information relating to social workers working with children in the school.

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

4.10 Children missing from Education

4.10.1 The school understands that children missing from education can be a warning sign to a variety of safeguarding concerns.

4.10.2 The school will report information to the Local Authority when removing a child from roll.

4.11 Elective Home Education

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

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

4.12 Mental Health

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

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

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

4.12.4 We recognise that staff are well-placed to observe behaviour that may indicate that a child is experiencing a mental health problem, or is at risk of developing one. There are clear systems and processes in place for identifying possible mental health problems. If staff are concerned that a child is suffering a mental health problem, they should **refer to DSL in the first instance. Following discussions we would contact parents, school nurse, GP etc and take professional advice.**

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

4.12.6 Megan Scullion and Lorraine Sweatman are our Mental Health First Aiders. They are responsible for the promotion of mental health and wellbeing across the school.

4.12.7 Further information, guidance and advice regarding mental health can be found in paragraph 41 of Keeping Children Safe in Education 2021.

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

4.14 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 **the school’s** Prevent duty.

- TRCA Preventing Extremism and Radicalisation Policy

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

4.16 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 Services** where possible there should be a conversation with the Designated Safeguarding Lead.

5.2 If anyone other than the Designated Safeguarding Lead makes a referral to **Children’s Services** or to the police, they should inform the DSL as soon as possible.

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

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

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

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

- will write up the disclosure and pass it to the designated safeguarding lead. It is likely they will have a discussion with the DSL prior to this.

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

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

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

5.7 See **page 21** for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, **September 2021**).

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

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

5.9 Peer on Peer Abuse

5.9.1 **The school** understands that both adults and other children can perpetrate abuse, **and can happen inside and outside of school**. Peer on peer abuse is taken very seriously. Peer on peer abuse can include bullying (including cyber-bullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships between peers, physical abuse, sharing of consensual or non-consensual images of videos, causing someone to engage in sexual activity without consent, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies. The school recognise that safeguarding issues can manifest as peer on peer abuse.

5.9.2 All members of staff will be made aware of the school's policy and procedures with regards to peer on peer abuse. **The school will ensure staff understand what is meant by peer-on-peer abuse and the school policy on peer on peer abuse by**



- Training sessions focused on peer on peer throughout the year as briefings, twilights, staff meetings or as part of training days
- Through emails and updates communicated by the DSL following Safeguarding training or DfE updates
- Through notices on portals and websites to update on policy
- Through verbal or online virtual meeting updates to all staff as part of weekly briefings
- Through briefing papers circulated as appropriately in paper or electronic form

5.9.3 The school will work to prevent peer on peer abuse by

- Age appropriate assemblies and sessions led by DSL, SLT or relevant trained member of staff
- Age appropriate assemblies and sessions led by an external agency or consultant with a particular expertise
- Sensitively pitched information for parents/ carers through various forms of communication including website, newsletter and where appropriate social media (e.g. DfE videos)
- Sessions, activities or training sessions specifically targeted at individuals, groups, classes or years as appropriate in response to any concerns of potentially peer on peer abuse

5.9.4 In the event that an allegation of peer on peer abuse is made, the school will investigate this (include how the school will carry out this investigation, record it and deal with the outcomes)

- The immediate response to a report
 - The school will take all reports seriously and will reassure the victim that they will be supported and kept safe.
 - All staff will be trained to manage a report.
 - Staff will not promise confidentiality as the concern will need to be shared further (for example, with the designated safeguarding lead or social care) staff will however only share the report with those people who are necessary to progress it.
 - A written report will be made as soon after the interview as possible recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated later.
 - Where the report includes an online element the school will follow advice on searching, screening and confiscation. The staff will not view or forward images unless unavoidable and only if another member of staff (preferably the DSL) is present.
 - The DSL will be informed as soon as possible

Risk Assessment

- When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs' assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.
- The risk and needs' assessment should consider:
 - The victim, especially their protection and support;
 - The alleged perpetrator; and
 - All the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them;
 - Risk assessments will be recorded (on CPOMs) and be kept under review.
 - The designated safeguarding lead (or a deputy) will ensure they are engaging with MASH.

Action following a report of sexual violence and/or sexual harassment

Following an incident, we will consider

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment;

- The nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- The ages of the children involved;
- The developmental stages of the children involved;
- Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse;
- Are there ongoing risks to the victim, other children, adult students or school or college staff; and other related issues and wider context?

● **Follow up Actions**

- Children sharing a classroom: Whilst the school or college establishes the facts of the case and starts the process of liaising with children’s social care and the police:
- The perpetrator will be removed from any classes they share with the victim.
- We will consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school or college premises and on transport to and from the school or college. These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

5.9.5 In the event that an allegation of peer on peer abuse is made, victims and alleged perpetrators will be supported by the Pastoral Support Team and external support agencies.

5.9.6 The school will never pass off peer on peer abuse as ‘banter’ or ‘part of growing up’ and recognise that even if there are no reported cases, such abuse may still be taking place. This should be a Zero-tolerance approach as this could lead to a culture of unacceptable behaviours.

5.9.7 The school recognises that there are many vulnerable groups:

- Those aged 10 and upwards (although victims as young as 8 identified)
- Girls and young women are more likely to be victims and boys and young men more likely to be abusers
- Black and minority ethnic children often under identified as victims and over-identified as perpetrators
- Young people with intra-familial abuse in their histories or those living with domestic abuse are more likely to be vulnerable
- Young people in care and those who have experienced loss of a parent, sibling or friend through bereavement
- Young people who have been abused or have abused their peers.
- Abusers can be younger than their victims

5.9.8 Boarding schools and residential settings should include additional information here about the possible additional risk relating to peer on peer abuse in this setting. See Annex D KCSIE for more information.

5.9.9 The school will adhere to guidance set out in Keeping Children Safe in Education (2021) and Sexual Violence and Sexual Harassment in Schools (September 2021) when responding to incidents of peer on peer abuse.

5.9.10 All staff will be made aware that ‘upskirting’ is a criminal offence.

5.10 Sharing of consensual or non-consensual nude and semi-nude images or videos

5.10.1 “Sharing of consensual or non-consensual nude and semi-nude images or videos” refers to any sharing of youth-produced sexual imagery between children. This includes;



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

5.10.2 The school has a responsibility to educate children in the risks relating to ‘**sharing consensual or non-consensual nude images or videos**’ and how to keep themselves safe online. ([Link to Online Safety Policy/PHSE policy here](#)).

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

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

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

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

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

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

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

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

5.11 Peer on Peer Sexual Violence and Sexual Harassment

5.11.1 Sexual Violence and sexual harassment, just like the above types of Peer on Peer abuse, can occur both in and out of school (online and face to face) between children of any age and sex and is never acceptable. This includes children from Primary school through to Secondary and higher. Examples of this are:

- **rape;**
- **assault by penetration;**
- **sexual assault;**
- **causing someone to engage in sexual activity without consent;**
- **sexual comments including on social media;**
- **sexual jokes;**



- physical behaviour;
- online sexual harassment;
- sharing of unwanted explicit content;
- upskirting;
- sexualised online bullying;
- sexual exploitation, coercion and threats.

All members of staff at The school maintain the attitude of 'It can happen here' to ensure all children are safeguarded. One way this is done is by addressing inappropriate behaviour (TRCA Behaviour link is [here](#)). All staff understand that by not addressing this promptly, children's educational attainment may be impacted if the alleged perpetrator attends the same setting.

5.11.2 The school will reassure the victim that they are being taken seriously and will be support and kept safe. The Designated Safeguarding Lead (or deputy) will take a lead role on reports whilst using their professional judgement, and liaising with other agencies by following the below protocol;

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

5.11.3 Nevertheless, the victim will never be given the impression that they are creating a problem by reporting sexual violence and/or harassment. Staff will be aware of the importance of challenging inappropriate behaviours; making it clear it is never accepted, tolerated and is not a part of growing up or banter.

5.11.4 In some cases, a risk assessment may be required but will be kept under constant review.

5.12 Serious Violence

5.12.1 All staff will be made aware of indicators, which may signal that children are at risk of, or are involved with serious violent crime **such as absence from school, a change in friendship/relationship, a significant decline in performance, signs of self-harm or change in wellbeing, or sign of unexplained injury.**

5.12.2 All staff will be made aware of the **range of risk factor which will increase the likelihood of involvement** in serious violence, criminal networks and gangs and understand the measures in place to prevent these.

5.12.3 All staff will have an awareness of Child Criminal Exploitation and behaviours linked to Child Criminal Exploitation. **Further information about Child Criminal Exploitation can be found in paragraph 51 of Keeping Children Safe in Education (2021).**

5.13 Searching, Screening and Confiscation



5.13.1 Where necessary, searching, screening and confiscation will be used to safeguard a child/children in the school.

5.13.2 The school adheres to 'Searching, Screening and Confiscation: Advice for Schools (January 2018).

5.13.3 Further information can be found here:

- Section 10 of our TRCA Behaviour and Positive Handling Policy [link here](#).

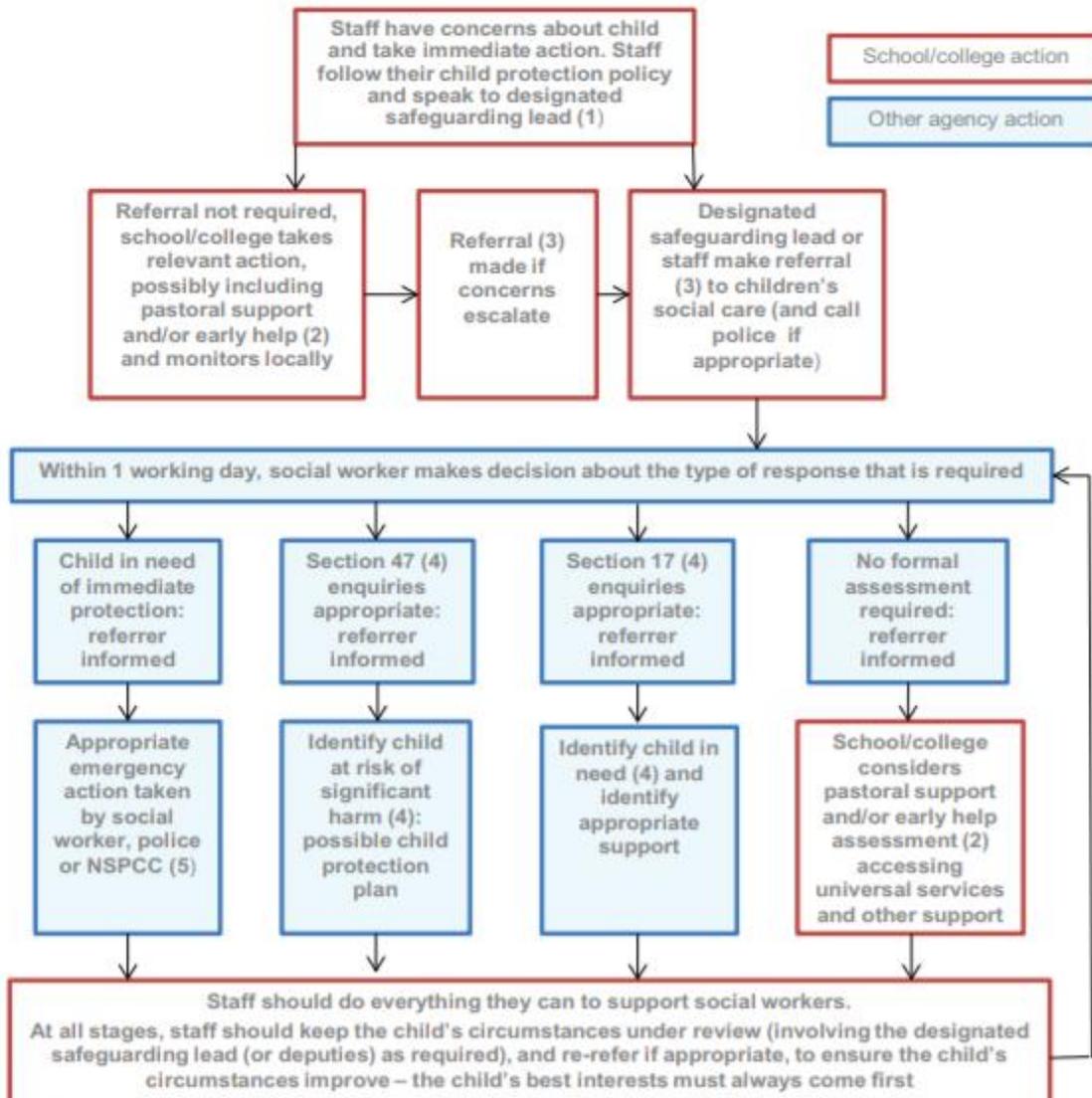
5.14 Extra-Familial Harm

5.14.1 The school recognises that safeguarding incidents can be associated with factors outside the school and may take place outside of school. We also recognise that safeguarding incidents or behaviours can occur between children outside of school. We will always consider contextual safeguarding factors when responding to safeguarding incidents.

5.14.2 All staff will be made aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside these environments.



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).



5.15 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 **Children’s Services**.

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

5.16 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 Managing Professional Disagreements policy LINK UPDATED. to ensure that our concerns have been addressed and that the situation improves for the child.

6. Record-keeping

6.1 Information will be kept confidential and stored securely.

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

6.3 **The school** keeps all safeguarding files electronically, **using a system called CPOMs.**

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

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

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

6.7 All data processed by **the school** is done so in line with the General Data Protection Guidelines and the Data Protection Act (2018). Please see the following policies for additional information;

[Policies & Procedures \(romeromac.com\)](#) for the following policies:

GDPR Policies and Privacy Notices

Privacy Notice – Staff	Data Protection Policy	Freedom of Information Policy	Information Security Policy
Privacy Notice – Alumni	Privacy Notice – Applicants	Privacy Notice – Directors & LAC	Privacy Notice – Parents and Pupils
Records Management Policy			



6.8 Further information regarding information sharing and data processing in relation to safeguarding can be found in **Part One of Keeping Children Safe in Education (September 2021)**.

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 **the school**.

7.2 Parents can withdraw consent at any time and must notify **the 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.

[Policies & Procedures \(romeromac.com\)](http://romeromac.com)

GDPR Policies and Privacy Notices

Privacy Notice – Staff >	Data Protection Policy >	Freedom of Information Policy >	Information Security Policy >
Privacy Notice – Alumni >	Privacy Notice – Applicants >	Privacy Notice – Directors & LAC >	Privacy Notice – Parents and Pupils >
Records Management Policy >			

8. Early Help

8.1 **The 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. **The school** works closely with its neighbouring family hub to work with families in the community to improve outcomes for children.

The Moat Family Hub Deedmore Road, Coventry, CV2 1EQ.

8.2 **The 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, **the school** has committed to training staff throughout the academic year. All staff members will be made aware of **the 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/or** Annex A of Keeping Children Safe in Education (**September 2021**)



- School procedures for Children Missing Education
- The school Behaviour Policy
-

9.2 Staff at *the school* will;

Takes place in annual refresher training in September, and where appropriate, Thrive, mental health, team teach, LSCB training, DSL briefings etc. All Local Academy Committee representatives and volunteers will also have basic training.

9.3 **The school** recognise that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truanting and **the sharing of consensual or non-consensual nude images or videos**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 **The 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).
- **Verification on the candidate's mental and physical fitness may also be checked.**

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. **The 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 **and may ask candidates to be registered on the DBS update service.**

10.4 At least one member of every interview panel will have undergone Safer Recruitment training **which will be refreshed every 2 years.**

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 **and risk assessed.**

10.7 All safer recruitment practices at **the school** comply with Keeping Children Safe in Education (**September 2021**). See Part 3 of Keeping Children Safe in Education (**September 2021**) for further information.

See TRCA Safer Recruitment policy [here](#) for further details

11. Allegations of abuse against staff

11.1 **The school** takes all safeguarding concerns and/or allegations against staff seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (**September 2021**) and the CSCP Guidance, '**Allegations Against Staff and Volunteers**'. **LINK UPDATED**

11.2 Allegations or concerns may include

- Staff having behaved in a way that has harmed a child, or may have harmed a child;
- Staff possibly committing a criminal offence against or related to a child;
- Staff behaving towards a child or children in a way that indicates that he or she may pose a risk of harm to children; or
- Staff behaving or possibly behaving in a way that indicates they may not be suitable to work with children (**including behaviour outside of work**). This is known as '**Transferable risk**'.

11.3 If a concern or allegation of abuse arises against the Principal or Shared Services Team, it must be reported to the **Catholic Senior Executive Leader (CSEL)** without delay. If a concern or allegation of abuse arises against the CSEL, then the Chair of the Board of Directors should be informed without delay.

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

11.5 Concerns or allegations of abuse against staff must be reported to the Principal or Chair of Governors as appropriate and not discussed directly with the person involved.

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

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

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

11.9 In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to **the school** in managing the allegation.

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

11.11 Supply Teachers and all contracted staff

11.11.1 Although the school does not directly employ supply teachers **and contractors**, the school will ensure that any concerns or allegations **are handled properly**.

11.11.2 The school will never cease to use a supply teacher for safeguarding reasons without liaising with the Local Authority Designated Officer and reaching a suitable outcome.

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

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



school will usually take the lead because agencies do not have direct contact with children or staff, so will not be able to collect facts.

11.12 Governors

11.12.1 If an allegation or concern is about a Governor, the school will follow local procedures.

TRCA Allegations against Staff (Volunteers and Governors)

11.13 Volunteers

11.13.1 Risk assessments and a DBS check will be requested for all volunteers. Under no circumstances will a volunteer whereby no checks have been carried out will be alone with children or allowed to work in regulated activity.

11.14 Whistleblowing

TRCA Whistleblowing Policy (romeromac.com)

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

11.14.2 The senior leadership team will take all concerns seriously.

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

12. Promoting safeguarding and welfare in the curriculum

12.1 The 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.

12.2 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, Relationships and Sex Education and Health Education (include policy)**

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

Protective Behaviours/Ten-Ten/PSHCE/Circle Time

12.4 Education at home and remote learning

The school will sometimes need to educate children at home – especially as we are currently still in a pandemic and things are changing rapidly. The School followed the Academies Faith and Learning Policy:

- [TRCA Remote Faith and Learning](#)

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. The school recognises that children looked after may have additional vulnerabilities.

The Designated Lead for Looked-After and Previously Looked-After Children is Lorraine Sweetman



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 **The 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 and Disabilities or physical health needs

14.1 As outlined in **Keeping Children Safe in Education (2021)**, **The 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 **or bullying** than other children;
- the potential for children with SEN and disabilities or **certain medical conditions** being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.⁶

14.2 Staff will be trained in recognising signs of abuse in children with SEN and disabilities or **certain medical conditions**.

14.3 Staff will take into account the needs of a child when responding to concerns of abuse or when taking a disclosure. We recognise that some children require specialist intervention to communicate and advice from the SENCO will be sought in these circumstances.

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

15. Use of reasonable force

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

Staff are trained in Team Teach (as and when required). Any incidents are recorded on CPOMS and strategies used from training are implemented to de-escalate situations. policy as required.

16. Work Experience

Not applicable.

17. Children staying with host families (see Annex E KCSIE)

Not applicable

18. Boarding schools and residential settings

Not applicable.

19. Summary

19.1 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.

20. Appendix A

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

- ***This list below is not exhaustive – all our policies can be found on our school website link [here](#)***
- ***Our Romero MAC policies can be found [here](#)***
- ***Our policies are cross-referenced with [this document](#).***

The school adheres to Coventry Safeguarding Children Partnership Policies, which can be found here:

Allegations Against Staff or Volunteers	Allegations Against Staff or Volunteers (CSCP)
Allegations Against Members of Staff	TRCA Allegations against Staff Policy
Anti – Bullying Policy	TRCA Anti-Bullying-Policy
Anti-Discrimination and Harassment Policy	
Attendance Policy	TRCA Attendance Punctuality-Exceptional-Leave
Behaviour Policy	TRCA Behaviour and Positive Handling Policy
Children/Young people with Medical Needs	TRCA Supporting Pupils with Medical Conditions
Children Missing in Education Procedures	TRCA Children Missing-in-Education
Complaints Policy	TRCA-Complaints Policy
Critical Incident Plan	BCP
Data Protection Policy and Privacy Notice	TRCA Data Protection Policy
Drugs and Alcohol Policy	Detailed in Code of Conduct 2021/2022
Equalities Policy	TRCA Single Equality Duty
Managing Professional Disagreements	Managing Professional Disagreements (CSCP)
Health & Safety Policy	TRCA Health and Safety Policy
HR & Governance Policy	https://romeromac.com/policies-procedures/
Online Safety Policy	TRCA E-Safety Policy TRCA Remote Faith and Learning Policy TRCA Social Media Policy
Intimate Care Policy	TRCA Intimate Care Policy
IT Policy	
Lone Working Policy/Home visits policy	TRCA Home working Policy
Medicine & First Aid Policy	TRCA First Aid Policy
Primary-Secondary Transition Policy	
PSHE Policy	
RSHE Policy Self-harm/Mental Health Policy	RSHE Policy TRCA Supporting Pupils with Mental Health-Policy
Safer Recruitment Policy	TRCA Recruitment and Selection Policy
Site Security Policy	TRCA Visitor Management Policy
SEND Policy	TRCA SEN and Disability Policy
Staff Code of Conduct	TRCA Code of Conduct
Trips and Visits Policy	TRCA-Educational-Visits-Policy
Use of Reasonable Force Policy	
Visitor Management Policy	TRCA Visitor Management Policy TRCA No Platform Policy
Whistleblowing Policy	TRCA Whistleblowing Policy

21. Appendix B – Further Safeguarding Information

Types of Abuse

As outlined in paragraph 4.4, 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 (2021)**, Annex A.

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

Bullying, including cyber- or online-bullying

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 teacher, 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 criminal exploitation (including involvement in county lines)

Saint Gregory Catholic Primary School is aware that Criminal Exploitation involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive ‘something’ (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them completing a task on behalf of another individual or group of individuals; this is often of a criminal nature. Child criminal exploitation often occurs without the child’s immediate recognition, with the child believing that they are in control of the situation. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion, and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person’s limited availability of choice resulting from their social/economic and/or emotional vulnerability.

We as a school will ensure that when delivering Safeguarding training that we inform staff that criminal exploitation is also known as ‘county lines’ and is when gangs and organised crime networks exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone ‘lines’ to supply drugs. Any updates involving criminal exploitation is disseminated to all staff with a reminder of their responsibility to refer any concerns in the appropriate manner.

All concerns are raised with the DSL, who will liaise with outside agencies including MASH and the police if necessary.

Domestic abuse

The impact of Domestic abuse on children and their families is taken seriously at Saint Gregory Catholic Primary School and during the Safeguarding training the effect on the children is highlighted to all staff. The school uses Operation Encompass, which is a unique Police, and Education 25 early intervention safeguarding partnership, which supports children and young people, exposed to domestic abuse. Operation Encompass reports to schools before the start of the next school day when a child or young person has been involved or exposed to a domestic abuse incident the previous evening. The information is given in strict confidence to the DSL’s to enable support to be given dependent on the needs and wishes of the child and at the direction of the MASH (Multi Agency Safeguarding Hub). Operation Encompass is a Trauma Informed and Trauma Sensitive charity who acknowledge and understand the impact of

Domestic Abuse as an Adverse Childhood Experience (ACE). Operation Encompass mitigates against the damaged caused by exposure to Domestic Abuse and other ACE's (Adverse Childhood Experiences)

Fabricated or induced illness

The school is aware that Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. Staff are made aware of this type of child abuse and are made aware of the seriousness of this issue during their safeguarding training and understand the appropriate way to report any concerns.

Faith-based abuse

The term 'belief in spirit possession' is the belief that an evil force has entered a child and is controlling him or her. Sometimes the term 'witch' is used and is the belief that a child is able to use an evil force to harm others. There is also a range of other language that is connected to such abuse. This includes black magic, kindoki, ndoki, the evil eye, djinns, voodoo, obeah, demons, and child sorcerers. In all these cases, genuine beliefs can be held by families, carers, religious leaders, congregations, and the children themselves that evil forces are at work. Families and children can be deeply worried by the evil that they believe is threatening them, and abuse often occurs when an attempt is made to 'exorcise', or 'deliver' the child. Exorcism is the attempt to expel evil spirits from a child. (Safeguarding Children from Abuse Linked to a Belief in Spirit Possession 2007) The belief in 'possession' or 'witchcraft' is widespread. It is not confined to particular countries, cultures or religions, nor is it confined to new immigrant communities in this country. Any concerns about a child, which arise in this context, must be taken seriously and reported to the DSL's urgently and a referral will be made to Children's Social Services.

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

Staff receive training regarding FGM during their Safeguarding training at the start of the academic year and are aware that it is mandatory to report FGM to the police without delay.

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.

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

A forced marriage is a marriage in which one or both of the parties are married without her/his consent or against her/his will. Forced marriage is different from an arranged marriage in which both parties' consent to the assistance of parents/family or a third party in identifying a spouse. Saint Gregory Catholic Primary School aims to ensure that pupils understand and respect one another regardless of age, gender, or sexual orientation. The School does this through its Behaviour Policy, Anti-Bullying Policy, E-Safety Policy as well as their close working relationship with the Police, Local Authority Attendance Officer, Behavioural Support and Children's Social Services. Forced marriage is a crime or incident, which is often committed to protect or defend the so called 'honour' of family and/or community. The School is aware of the seriousness of this issue and, if a pupil discloses information, about forced marriage whether for themselves, a sibling or other pupil then parents will be contacted and, where necessary a referral will be made to Children's Social Care.

Gangs or youth violence

Saint Gregory Catholic Primary School treats all violent behaviour and the threat of violent behaviour seriously. Supported by our Anti-Bullying Policy, Behaviour Policy and Child Protection and Safeguarding Policy, we will respond promptly and effectively to any incidents. The pupils will receive information through the curriculum and assemblies as well as yearly events to provide understanding that everyone should be treated with respect. The school also has a close working relationship with parents/carers to ensure support with behaviour. When necessary, the police will be contacted.

Gender-based violence

Saint Gregory Catholic Primary School treats gender-based violence seriously. Supported by our Anti-Bullying Policy, Behaviour Policy and Child Protection and Safeguarding Policy, we will respond promptly and effectively to any incidents. The pupils will receive information through the curriculum and assemblies as well as yearly events to provide understanding that everyone should be treated with respect. The school also has a close working relationship with parents/carers to ensure support with behaviour.

Hate

Saint Gregory Catholic Primary School is aware that a hate crime is any incident carried out against a person because of their sex, race, religion, disability, or sexual orientation. It can include:

- verbal abuse and harassment
- threats and intimidation
- physical assault and violence, including sexual violence
- property damage
- graffiti
- offensive mail

If a person has suffered - or witnessed – a hate crime they can:

- call the police on 101 or report an emergency by calling 999 and ask for the police.

If it is a child at school who is being harassed and a disclosure is made then it is important to listen to the child and follow procedures as set out in the Child Protection and Safeguarding Policy and, inform the parent/carer and if necessary, contact Coventry Social Services. If it is happening in the school, it is important that the staff member inform the principal immediately, seek help from your trade union or tell the police.

Homelessness

Staff are made aware, through their ongoing training, that there may be times when families of children who attend Saint Gregory Catholic Primary School may be in the situation where they either are made homeless or are threatened with homelessness. If staff have any concerns about children in their care, then it is important to refer the issue to the DSL's within the school who will in turn will make appropriate enquiries to support the family in need.

Homelessness is addressed with the children through charitable work e.g. Harvest Festival.



Where there are concerns that a family are going through hardships resulting in homelessness, outside agencies would be contacted. Support for the child and family would be provided within school.

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

The school understands that Honour based violence is a crime or incident which is often committed to protect or defend the so called 'honour' of family and/or community. Crimes 27 of so-called 'honour' do not always include violence; crimes committed may include:

- Domestic abuse
- Threats of violence
- Threats to disown you
- Sexual abuse
- Psychological/emotional abuse, for example "Your grandma wants to see you marry before she dies"; "I will kill myself if you bring shame to our family by not getting married"; "If you don't marry him then your sister will have to".

Radicalisation and Extremism

Saint Gregory Catholic Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today’s society.

Prevent training takes place during the Safeguarding training and is also updated throughout the academic year. During this training staff will understand:-

- That schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to prevent people from being drawn into terrorism.
- We Promote British values and tolerance keeping children safe from the dangers of radicalisation and extremism
- We prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people and homophobic and racist language
- Signs to look out for include use of extremist language or symbolism, sharing of extreme views, changes in behaviour or looking up extremist content online. Young people should be encouraged to talk openly about views so issues can be addressed.
- Far right extremism and ‘Islamic’ extremism are the most prevalent in the West Midlands. Staff will also be made aware of how referrals need to be made and how the Channel Panel are involved when there is a concern about a referral.

Children are taught to respect differences and to show tolerance towards others through our PSHE work and through the ethos of our school.

Relationship abuse

Saint Gregory Catholic Primary School are aware that any abuse in relationships is extremely serious and staff are advised to follow the referral procedures as set out in the Child Protection and Safeguarding Policy. All concerns are logged on CPOMS and are passed onto the DSL’s who will make a referral if necessary.



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

Staff at Saint Gregory Catholic Primary School are asked to refer to the following policies if there is a concern regarding serious violence, sexual violence or sexual harassment:

- Child Protection and Safeguarding Policy
- Peer-on-peer (child on child) abuse
- Whistleblowing Policy
- Working alone with children
- Allegations against staff

Sharing of consensual or non-consensual nude images and videos - Sexting

Staff within Saint Gregory Catholic Primary School are aware that sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages using mobiles, tablets, smartphones, laptops – any device that allows you to share media and messages. The school provides a programme of training to staff regarding e-safety, which is regularly updated as well as supporting children with e-safety to ensure that they are kept safe. The E-Safety Policy supports the work undertaken throughout the school.

Trafficking and modern slavery

Saint Gregory Catholic Primary School is aware that Trafficking and modern slavery is a serious issue. We teach pupils about risks, crimes and how to keep themselves safe. If staff receive any concerns about a child, it is their 'duty of care' to refer the issue to the DSL's and in turn to the Children's Social Care.

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

The below policy outlines the roles, responsibilities and process for any child missing in education in Section 6.

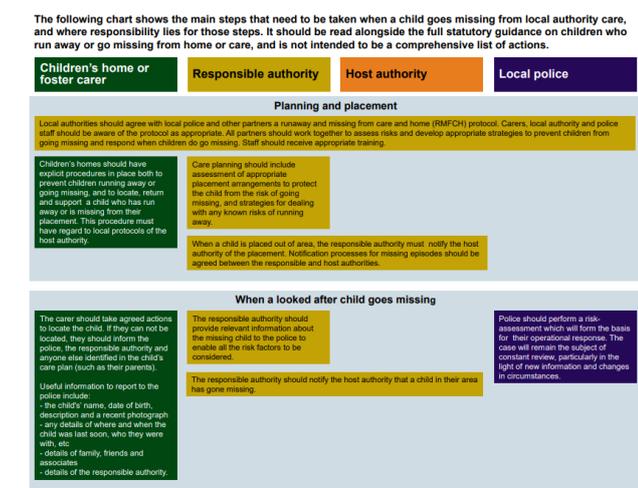
- [TRCA Children Missing in Education Policy](#)

Children Missing from home or care

If a child goes missing from home or care we will follow the [Statutory guidance on children who run away or go missing from home or care \(publishing.service.gov.uk\)](#) detailed here in partnership with other agencies and the Runaway and Missing From Home and Care (RMFHC) protocol.

We will follow the flowchart on the link to the right working with agencies to find the child missing as soon as possible and

- [TRCA Attendance, Punctuality and Exceptional Leave Policy](#)



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 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.



22. Monitoring and Review

This policy will be adopted in the first Academy Committee meeting of the new academic year and reviewed as and when appropriate.

23. Link to other policies

- See table in Appendix 1
- See links throughout the document

