



# **Child Protection and Safeguarding Policy**

**November 2020**

Review date Autumn 2021

**Policy last reviewed:** November 2019

**Reviewed by:** Chair of Governors and Governing body

**Agreed by governors:** September 2020

**Shared with staff: (Draft)** September 2020

**Frequency of review:** Annually

**Date of next review: Autumn 2021**

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# 1. Definitions

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

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

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

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

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

1.5 'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Bishop Ullathorne Catholic school

# 2. Introduction

2.1 We recognise that safeguarding and child protection is an essential part of our duty of care to all students and all staff have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is everyone's responsibility and everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider the wishes of, and always, 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 *Bishop Ullathorne Catholic school's* commitment to keeping children safe
- Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm
- Provide stakeholders with clear information relating to Bishop Ullathorne Catholic school's safeguarding and child protection procedures
- Ensure that staff understand, can recognise and can respond to the indicators of abuse
- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003 and
- Ensure that children are protected from maltreatment or harm.

2.3 Bishop Ullathorne Catholic School is committed the following principles:

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

## 2.4 Safeguarding aims

2.4.1 The safeguarding aims of Bishop Ullathorne Catholic school, in line with Keeping Children Safe in Education (September 2020) are to:

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

2.5 This policy adheres to the following documents:

- [Working Together to Safeguard Children \(June 2018\)\\*](#)
- [Guidance for Safer Working Practice for those working with children and young people in education settings \(May 2019\)](#)
- [Guidance for Safer Working Practice for those working with children and young people in education settings addendum \(April 2020\)](#)
- [What to do if you are worried a child is being abused: Advice for practitioners \(2015\)](#)

2.6 An addendum to this policy outlining safeguarding arrangements during the Covid-19 emergency period can be found on the school website.

2.7 Keeping Children Safe in Education remains in force throughout the Covid-19 emergency period. In addition, we have regard to non-statutory interim guidance on safeguarding schools, colleges and other providers during the coronavirus outbreak. We continue to work closely with the Local Authority and the Coventry Safeguarding Children Partnership to safeguard children during this time. This policy should be read in conjunction with the following policies: (Behaviour, Attendance, anti-bullying, Radicalisation and Extremism, E-Safety and Sex and Relationship policies).

## 2.8 Scope

2.8.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Bishop Ullathorne Catholic School. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.

2.8.2 Rather than duplicating content from Keeping Children Safe in Education (September 2020) in this policy, Bishop Ullathorne Catholic school will always refer to this document as the benchmark for all safeguarding practice.

## 3. Roles and Responsibilities

### 3.1 The Role of the Governing Body

3.1.1 Bishop Ullathorne Catholic school has an appointed foundation Governor to take leadership responsibility for safeguarding. This role is carried out by Sarah Gee. Part 2 of Keeping Children Safe in Education (September 2018) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will:

- Ensure that they comply with their duties under legislation
- Ensure that policies, procedure and training in Bishop Ullathorne Catholic school are always effective and comply with the law and that they allow concerns to be responded to in a timely manner
- Ensure that Bishop Ullathorne Catholic school considers local authority and Coventry.

Local Safeguarding Board policies and supply information as requested by the CSCB

- Ensure that Bishop Ullathorne Catholic school has an effective child protection policy, that it is published on Bishop Ullathorne Catholic school website or available by other means and review this annually
- Ensure that Bishop Ullathorne Catholic school has a staff behaviour policy or Code of Conduct Consider a whole-school approach to online safety, including the use of mobile technology in school;
- Ensure that there are clear systems and processes in place for identifying when children may be experiencing mental health problems;
- Ensure that children are taught about safeguarding, including online safety. See paragraph section 12 of this policy for further information;
- Ensure that all staff undergo safeguarding and child protection training on induction;
- Put in place appropriate safeguarding responses for children who go missing from education
- Appoint an appropriate member of staff from the senior leadership team to the role of designated safeguarding lead
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online and
- Respond to allegations of abuse against the Headteacher.

### 3.2 The Role of the Headteacher

3.2.1 The Headteacher will:

- Ensure that this policy is reviewed annually and ratified by the governing body
- Ensure that this policy and associated procedures are adhered to by all staff
- Ensure that all staff are made aware of the named governor for safeguarding and the designated safeguarding lead
- Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description
- Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead
- Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities
- Appoint a 'Designated Teacher for Looked-After Children' to promote the educational achievement of children looked after
- Appoint a lead for online safety
- Ensure that all recruitment follows the 'Safer Recruitment' guidance and a single, central record is maintained with details of all members of staff who are in contact with children
- Respond to allegations of abuse against all other members of staff

- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012) and
- Ensure that children's social care have access to Bishop Ullathorne Catholic school to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (September 2018).

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

3.3.1 The Designated Safeguarding Lead for Bishop Ullathorne Catholic School is Sarah Boyle.

The Designated Safeguarding Lead will:

- Take overall lead responsibility for safeguarding and child protection in Bishop Ullathorne Catholic school
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty
- Be best placed to advise on the response to safeguarding concerns
- Liaise with the Local Authority and work with other agencies in line with 'Working Together to Safeguard Children (2015)
- Identify if children may benefit from early help
- Make referrals to Coventry's Multi-Agency Safeguarding Hub (MASH) where children are at risk of significant harm
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel
- Support Bishop Ullathorne Catholic school with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation
- Refer cases to the police where a crime may have been committed
- Be available during school or college hours for staff to discuss any safeguarding concerns. If they are not available, a deputy will be made available
- Undertake training to equip them with the skills to carry out the role and update every two years
- Ensure all staff have read and understood Part 1 and Annex A of Keeping Children Safe in Education (September 2020)
- Update their knowledge and skills regularly and keep up with any developments relevant to their role
- Provide staff in school with the knowledge, skills and support required to safeguard children
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files
- Take responsibility for the transfer of safeguarding files when a child leaves Bishop Ullathorne Catholic school
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded
- Help to promote educational outcomes of child who have experienced or are experiencing safeguarding or child protection issues by sharing relevant information with teachers and the school leadership team;
- Promote a 'culture of safeguarding', in which every member of Bishop Ullathorne Catholic school community act in the best interests of the child
- Regularly meet with the safeguarding link governor and/or Chair of Governors to review safeguarding in Bishop Ullathorne Catholic school and
- Liaise with the Headteacher regarding safeguarding cases and issues.

3.3.2 Further details on the role of the Designated Safeguarding Lead can be found in Annex B of Keeping Children Safe in Education (September 2018).

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

3.4.1 School staff play a particularly important role because they are able to identify concerns early in order to provide help for children. All staff in Bishop Ullathorne Catholic school:

- Have a responsibility to provide a safe environment, where children can learn
- Should know what to do if a child tells them that he/she is being abused or neglected;
- Will be able to identify indicators of abuse
- Will be made aware of; the safeguarding and child protection policy; Bishop Ullathorne Catholic 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 Bishop Ullathorne Catholic school that support safeguarding and child protection
- Will be provided with a copy of Part 1 of Keeping Children Safe in Education (September 2020) annually and receive annually updated training on their safeguarding roles and responsibilities
- Should have an awareness of safeguarding issues that put children at risk of harm and behaviours associated with these risks;
- Should know what to do if a child makes a disclosure of abuse and never promise confidentiality when a child makes a disclosure
- Will be made aware of the early help process and understand their role in it
- Should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance
- May be required to support social workers and other agencies following a referral
- Will be made aware of the process for making referrals to Children's Social Care (through the MASH), understand statutory assessments and the role that they may be expected to play in such assessments
- Should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments □ Will receive regularly updated safeguarding and child protection training
- Will receive safeguarding updates throughout the year as part of continuous professional development
- Should be able to contribute to the development of 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 social care, the police, health services, local Early Help practitioners and other relevant agencies to promote the welfare of children and protect them from harm.

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

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

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

4.2 Types of abuse (Taken from Working Together to Safeguard Children, 2015)

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



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

- Is disabled and have specific additional needs
- has special educational needs (whether they have a statutory education, health and care plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- Is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health problems or domestic abuse
- has returned home to their family from care and is privately fostered child
- is showing early signs of abuse and/or neglect

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

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

4.8 Bishop Ullathorne Catholic School will also act to protect:

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

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

We work with other agencies in line with Keeping Children Safe in Education (2018) to support children and families in the following circumstances:

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

4.10 Child potentially at greater risk of harm

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

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

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

4.11 Mental Health

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

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

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

4.11.4 We recognise that staff are well-placed to observe behaviour that may indicate that a child is experiencing a mental health problem, or is at risk of developing one. There are clear systems and processes in place for identifying possible mental health problems. If staff are concerned that a child is suffering a mental health problem, they should (insert procedures for your school here and include routes to escalate and referral/accountability systems. See KCSIE 2020 paragraph 114 for more details)

4.11.5 If staff are concerned that a child is experiencing a mental health problem that is also a safeguarding concern, they must report this to the Designated Safeguarding Lead (or deputy Designated Safeguarding Lead) immediately Bishop Ullathorne Catholic School have a duty to refer any children who are living in a private fostering arrangement to the local authority.

4.11.6 If your school has a Mental Health First Aider or has a designated member of staff responsible for the promotion of mental health and wellbeing across the school, include a paragraph detailing this here.

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

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

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

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

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

## 5. Responding to signs of abuse

5.1 If a member of staff, parent or member of the public is concerned about a child's welfare, they should report it to the designated safeguarding lead as soon as possible. On occasions when the designated safeguarding lead is not available, it should be reported to the deputy safeguarding lead without delay. Although any member of staff can make a referral to Children's social care, where possible there should be a conversation with the Designated Safeguarding Lead.

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

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

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

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

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

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

- Manage support for the child internally
- Seek advice from the social worker advice line in the MASH
- Instigate single agency intervention and work directly with the family to improve the situation
- Offer an Early Help Assessment to provide multi-agency help to a family
- In cases where children are deemed to be at significant risk of harm, the DSL will refer cases to the MASH for statutory intervention. Parental consent will be obtained wherever possible before referring cases to the MASH. However, if Bishop Ullathorne Catholic school is worried that telling parents will mean the child is at greater risk of harm, we may do this without informing them

- If parents do not consent to a referral but Bishop Ullathorne Catholic School believes that a child is at significant risk of harm, a referral will still be made to children's social care.

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

5.7 See page 19 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, September 2020).

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

- 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 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

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

5.9.1 All members of staff will be made aware of the school's policy and procedures with regards to peer on peer abuse (child on child 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

- Ensuring regular training is provided to all staff regularly through the year on safeguarding children and identifying types of abuse
- Ensure that the DSL and deputy DSL are provided with regular training and support to carry out their roles effectively
- Ensure that all relevant policies are provided to staff, with an instruction to read them, checked and validated.

5.9.2 The school will work to prevent peer on peer abuse (child on child abuse) by

- Clearly communicate the Ullathorne Way and give witness to it in all that we do to create a culture of support, love and respect
- Ensuring assemblies and CPSHE are used at regular intervals during the year to communicate safe behaviours to students and staff.

5.9.3 In the event that an allegation of peer on peer abuse is made, the school will investigate this. Where necessary and appropriate statements will be taken, and parents/carers informed.

5.9.4 In the event that an allegation of peer on peer abuse is made, victims and alleged perpetrators will be supported by victims and alleged perpetrators will be supported by pastoral staff and where necessary and appropriate external agencies, to reconcile and resolve the issue.

5.9.5 The school will never pass off peer on peer abuse as 'banter' or 'part of growing up'.

5.9.6 Children can abuse other children. This is generally referred to as peer on peer abuse (child on child abuse) and can take many forms. This can include (but is not limited to)

- bullying (including cyberbullying);

- sexual violence and sexual harassment;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting and initiating/hazing type violence and rituals.
- All disclosures will be taken seriously and be dealt with in a discrete and appropriate fashion, including parents and external authorities where necessary.

5.9.7 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.

5.9.8 The school will adhere to guidance set out in Keeping Children Safe in Education (2020) and Sexual Violence and Sexual Harassment in Schools (May 2018) when responding to incidents of peer on peer abuse.

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

5.10 Youth Produced Sexual Imagery (‘sexting’)

5.10.1 ‘Sexting’ refers to any sharing of youth-produced sexual imagery between children. This includes:

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

5.10.2 Bishop Ullathorne Catholic School has a responsibility to educate children in the risks relating to ‘sexting’ and how to keep themselves safe online. (See e-safety policy for further guidance).

5.10.3 Any incidents or suspected incidents of ‘sexting’ should be reported to the DSL without delay.

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

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

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

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

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

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

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

### **5.11 Serious Violence**

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

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

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

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

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

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

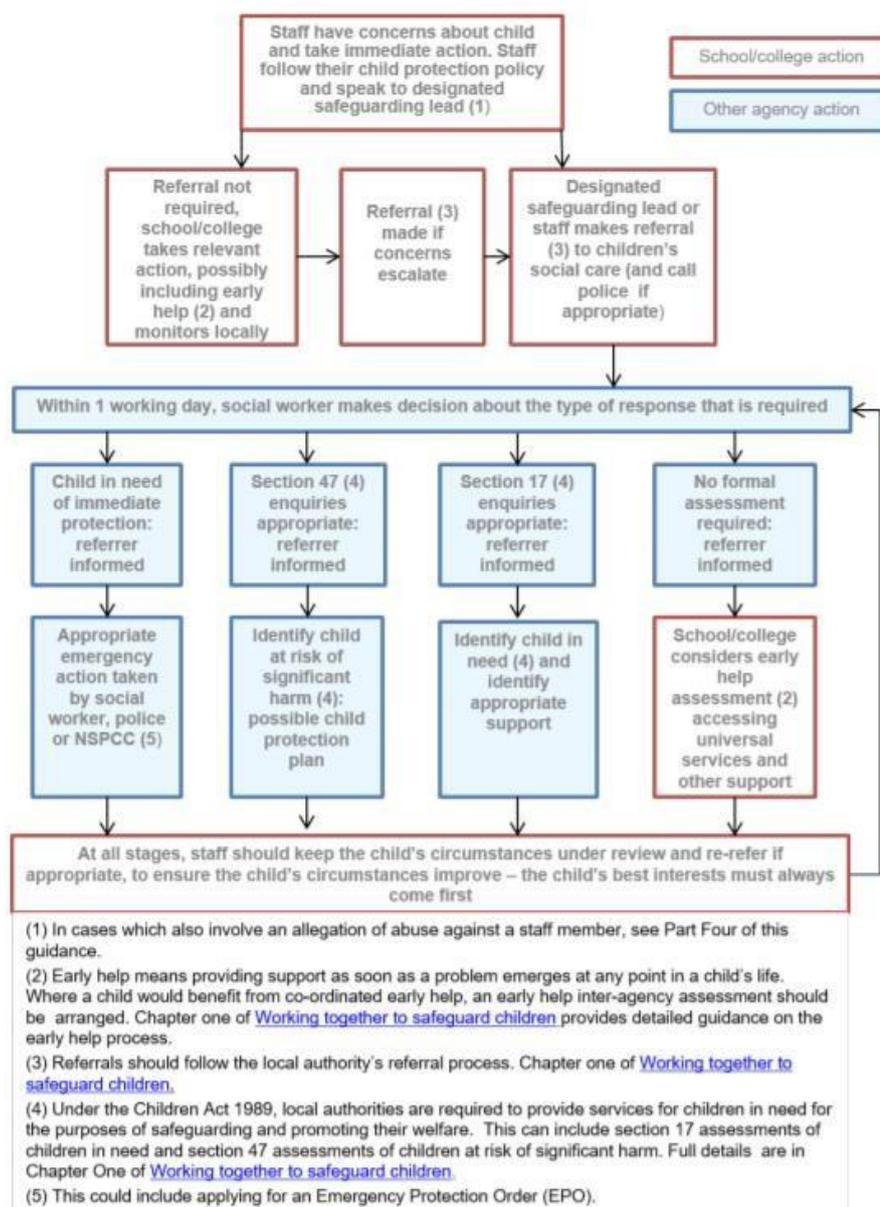
5.12.3 Please see searching, screening and confiscation policy for further information.

### **5.13 Extra-Familial Harm**

5.13.1 Bishop Ullathorne 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.

5.13.2 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



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

**MASH Telephone number:** 02476 788 555

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

**Out of hours Emergency Duty Team:** 02476 832 222 **Prevent/Channel Referrals:** Refer to MASH and to [CTU\\_GATEWAY@west-midlands.pnn.police.uk](mailto:CTU_GATEWAY@west-midlands.pnn.police.uk)

5.14 If a child's situation does not appear to be improving following a referral, Bishop Ullathorne Catholic School may re-REFER the child. We will also consider using the [LSCB's Escalation Policy](#). To ensure that our concerns have been addressed and that the situation improves for the child.

5.15 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 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 stored on the CPOMS system and can only be accessed by the relevant safeguarding team.

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

6.3 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 via CPOMS. Once received by the new school, this school will not retain the information.

6.4 Bishop Ullathorne Catholic School will seek at least two emergency contacts for every child.

6.5 All data processed by Bishop Ullathorne Catholic School is done so in line with the General Data Protection Guidelines and the Data Protection Act (2018). Please see the data protection policy for additional information.

6.7 Further information regarding information sharing and data processing in relation to safeguarding can be found in Part Two of Keeping Children Safe in Education (September 2020).

## 7. Photography and Images

7.1 Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins Bishop Ullathorne Catholic School.

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

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

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

## 8 Early Help

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

8.2 Bishop Ullathorne Catholic school works within the LSCB ['Right Help, Right Time'](#) framework, available on the LSCB website.

## 9. Staff training

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

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

9.2 Staff at Bishop Ullathorne Catholic School will

- receive full CP and Code of Conduct training at the start of the academic year (midyear starting staff will also receive this training as part of their induction)
- receive refresher training twice more through the year
- receive DSL briefings as appropriate
- receive training on mental health and appropriate pastoral procedures through the SENCo and pastoral staff
- receive Governor training annually.

9.3 Bishop Ullathorne Catholic 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 'sexting'<sup>1</sup>. Staff will be training in these areas in order to be able to further recognise if a child is at risk of harm.

## 10. Safer Recruitment

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

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

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

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

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

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

10.6 Any visitor to Bishop Ullathorne Catholic School who has not been subject to the necessary checks will always be supervised.

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<sup>1</sup> Also known as 'youth produced sexual imagery'.

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

10.8 See Safer Recruitment policy for further details.

## 11. Allegations of abuse against staff

11.1 Bishop Ullathorne takes all safeguarding concerns and/or allegations against staff seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (**September 2020**) and the CSCP Guidance, **'Allegations Against Staff and Volunteers'**. **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 they may not be suitable to work with children;
- Staff behaving or possibly behaving in a way that indicates they may not be suitable to work with children.

11.3 If a concern or allegation of abuse arises against any member of staff other than the Headteacher, it must be reported to the Headteacher without delay. This includes supply staff, volunteers and all staff outlined in paragraph 1.5 of this policy.

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

11.5 The Headteacher or Chair of Governors should consider if the concern or allegation meets the threshold for Designated Officer intervention. The Local Authority designated officer is Angie Bishop and contact details can be found at the front of this policy.

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

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

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

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

11.10 Supply Teachers

11.10.1 Although the school does not directly employ supply teachers, the school will ensure that any concerns or allegations against supply teachers are handled properly.

11.10.2 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.

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

11.10.4 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.

## 11.9 Whistleblowing

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

11.9.2 The senior leadership team will take all concerns seriously.

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

## 12. Promoting safeguarding and welfare in the curriculum

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

12.2 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.

12.3 Children at Bishop Ullathorne Catholic School will receive the following as part of our promotion of safeguarding across the curriculum:

- Weekly CPSHE lessons dealing with personal safety, e-safety, sex education
- Lessons on LGBTQ and the PREVENT strategy through RE
- Access to a direct e-mail system for reporting any concerns or issues to the DSL and deputy DSL.

### 12.4 Education at home

Bishop Ullathorne continues to offer classroom based lessons for those students who are unable to be in school due to health reason or self-isolation due to Covid-19. Our lessons are live streamed through Teams. Staff and students have been trained in this system and safeguarding training on proper use given.

## 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. Bishop Ullathorne Catholic school recognises that children looked after may have additional vulnerabilities. The Designated Lead for Looked-After and Previously Looked-After Children is Christopher Billings.

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

13.3 Bishop Ullathorne Catholic School will work with Personal Advisors when children leave care (where applicable).

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

## **14. Children with Special Educational Needs and disabilities**

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

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.<sup>2</sup>

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

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

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

## **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 informed that they may only use reasonable force to restrain a child if there is risk of harm to themselves or another person, as a result of the child's actions/inaction. Any contact with a child must be logged immediately with the DSL or deputy DSL.

## **16. Summary**

19.1 Bishop Ullathorne Catholic 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 Bishop Ullathorne Catholic school.

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<sup>2</sup> Keeping Children Safe in Education, September 2018

## Appendix A

Bishop Ullathorne Catholic School's safeguarding policy is intended to be used in conjunction with the following policies:

- e-safety
- behaviour
- preventing extremism
- anti-bullying
- careers
- Whistleblowing
- Data Protection
- Complaints
- Medicine
- SEND
- Trips and Visits
- Staff code of conduct – the *Ullathorne Way*.

These can all be found on the school's website at: [www.bishopullathorne.co.uk](http://www.bishopullathorne.co.uk)

Bishop Ullathorne Catholic School adheres to Coventry Local Safeguarding Children Board's Policies, which can be found here:

[http://www.proceduresonline.com/covandwarksscb/p\\_report\\_concerns\\_wark.html](http://www.proceduresonline.com/covandwarksscb/p_report_concerns_wark.html)

## Appendix B – Further Safeguarding Information

### Types of Abuse

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

See below for 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**

Bishop Ullathorne Catholic school takes all forms of bullying seriously and will respond sensitively and quickly to any reported bullying. Children should report any bullying to their form tutor, to the 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. Bishop Ullathorne classifies bullying as a persistent, deliberate attempt to hurt or humiliate someone'

There may sometimes be misunderstanding about the meaning of the term 'bullying'. One-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of 'bullying'.

#### **Criminal exploitation (including involvement in county lines)**

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

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

#### **Domestic abuse**

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

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

The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse

or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

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

### **Fabricated or induced illness**

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

FII is also known as "Munchausen's syndrome by proxy" (not to be confused with Munchausen's syndrome, where a person pretends to be ill or causes illness or injury to themselves).

Signs of fabricated or induced illness.

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

Behaviours in FII include a mother or other carer who:

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

### **Homelessness**

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

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

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

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

So-called ‘honour-based’ violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### **Actions**

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

**Female genital mutilation** FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college’s designated safeguarding lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. An FGM Fact Sheet can be found at:

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

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

### **Forced marriage**

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

marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

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

### **Gangs or youth violence**

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

### **Gender-based violence**

Gender-based violence is violence against women based on women's subordinate status in society. It includes any act or threat by men or male dominated institutions that inflict physical, sexual, or psychological harm on a woman or girl because of their gender. In most cultures, traditional beliefs, norms and social institutions legitimize and therefore perpetuate violence against women. Gender-based violence includes physical, sexual and psychological violence such as domestic violence; sexual abuse, including rape and sexual abuse of children by family members; forced pregnancy; sexual slavery; traditional practices harmful to women, such as honour killings, burning or acid throwing, female genital mutilation, dowry-related violence; violence in armed conflict, such as murder and rape; and emotional abuse, such as coercion and abusive language. Trafficking of women and girls for prostitution, forced marriage, sexual harassment and intimidation at work are additional examples of violence against women. Gender violence occurs in both the 'public' and 'private' spheres. Such violence not only occurs in the family and in the general community but is sometimes also perpetuated by the state through policies or the actions of agents of the state such as the police, military or immigration authorities. Gender-based violence happens in all societies, across all social classes, with women particularly at risk from men they know.

### **Hate**

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

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

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

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

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

## **Radicalisation and Extremism**

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

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

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

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

## **The Prevent duty**

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard<sup>17</sup> to the need to prevent people from being drawn into terrorism".<sup>18</sup> This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the Revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies. Additional support the department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

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

Educate Against Hate, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

## **Channel**

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools and colleges to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness. The school or college's Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

### **Peer on peer abuse**

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

### **Relationship abuse**

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

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

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

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

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

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

### **What is consent?**

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

### **Sexual harassment**

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

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

It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;

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

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

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

### **Trafficking and modern slavery**

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

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

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

Someone is in slavery if they are:

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

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

Bishop Ullathorne Catholic School will also act to protect:

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

#### **Children Missing Education**

Full guidance on Children Missing Education can be found at:

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

#### **Children Missing from home or care**

Safeguarding against children missing from education is outlined in our Attendance policy (Bishop Ullathorne website).

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

Police reports are received regularly outlining if a child has been reported missing by parents. All reports are followed up by the pastoral team and DSL where necessary.

### **Private Fostering**

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

We will do this through a MASH referral. It is important that parents/carers inform us if a child is going to be staying at an alternative address to that of their primary caregivers 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.

Bishop Ullathorne Catholic School recognises that the above list of indicators is not exhaustive, and staff will receive training on indicators of abuse.