Child Protection & Safeguarding Policy

Responsible for policy:	**Local Governing Body**
Date of policy:	**September 2023**
Date approved by CC2:	**September 2023**
Date of review:	**September 2024**
Policy Status:	**Compliance/ KCSIE 2023**
Chair of Directors	

The Romero Catholic Academy
Nurturing the Talent of Tomorrow

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0 Key Personnel

- **Executive Principal/Head of School:** Lorraine Stanton/Michelle Garvey
- **Designated Safeguarding Lead:** Michelle Garvey (Head of School)
- **Deputy Designated Safeguarding Lead:** Lorraine Stanton (Executive Principal) Louise Hurley (SBM) Lesley West (Child and Family Liaison Officer)
- **Named Governor for Safeguarding:** Peter James
- **Chair of Governors:** Pat Garner
- **Vice Chair of Governors:** TBC
- **Romero MAC Designated Safeguarding Lead:** Helen Quinn (CEO)
- **Named Director for Safeguarding** Eleanor Barry, Vice Chair and Chair of CC3
- **Designated Lead for Looked After and Previously Looked-After Children:** Michelle Garvey
- **Early Help Assessment Co-ordinator:** Lesley West l.west@romeromac.com
- **Local Authority designated officer:** Kirsty Whiltshire Lado@coventry.gov.uk
- **Safeguarding in Education Adviser:** Charlotte Hegarty charlotte.hegaty@coventry.gov.uk
- **MASH:** MASH@coventry.gov.uk or 024-76788555
- **MASH Education Representative:** Claire McElroy claire.mcelroy@coventry.gov.uk
- **Prevent:** Prevent@coventry.gov.uk
- **Emergency Duty Team:** 024 7683 2222

1 Definitions

In this **Child Protection & 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 **Induction 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 '**Chair'** means the Chair of the Board or the Chair of the Local Governing Body of the Academy appointed from time to time, as appropriate.

v '**Governance Professional'** means the Clerk to the Board or the Clerk to the Local Governing Body of the Academy appointed from time to time, as appropriate.

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 Governing Body**' means the governing body of the School.

ix '**Governing Body Representatives'** means the governors appointed and elected to the Local Governing Body 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 Governing Body elected from time to time.

xiv **'Safeguarding'** is defined in **Keeping Children Safe in Education (2023)** 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.

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

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

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

xviii **'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 **the school**.

xix Within this policy, we use the term '**victim'**, although it is recognised that not everyone considers themselves to be a victim or would want to be described in this way. We also recognise the importance of not using the terminology of '**perpetrator'**

in relation to children in cases where the behaviour can be harmful to both parties. The appropriate use of terminology will be determined on a case-by-case basis.

2 Introduction

2.1 We recognise that safeguarding, child protection, and promoting the welfare of children is an essential part of our duty of care to all students. As such, all staff and governors have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is everyone's responsibility and that everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider what is in the best interests of each child in line and upholding the Human Rights Act 1998 and Equality Act 2010.

2.2 The purpose of this policy is to;

- Promote safeguarding and child protection and to demonstrate 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, exploitation or neglect;
- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; and
- Ensure that children are protected from maltreatment or harm.

2.3 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
- 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 2023**) are to;

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

- train staff effectively in all safeguarding issues (including online safety) and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- have a designated safeguarding lead and designated deputies, who will provide support to staff, students and families;
- recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities or particular protected characteristics (LGBTQ+, etc);
- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone in 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 (2023)
- Working Together to Safeguard Children 2018 (updated 2022)
- Guidance for Safer Working Practice for those working with children and young people in education settings (May 2019)
- Guidance for Safer Working Practice for those working with children and young people in education settings addendum (April 2020)
- What to do if you are worried a child is being abused: Advice for practitioners (2015)

2.6 We continue to work closely with the Local Authority and the Coventry Safeguarding Children Partnership to safeguard children across the city.

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 2023**).

2.8 This policy should be read in conjunction with the following policies, these are all consistent across the MAC covering all schools;

- ***Behaviour policy*** ***Prevent policy*** ***E-safety policy***
- ***Attendance policy*** ***Anti-bullying policy*** ***and others***
- Links to these policies can be found in Appendix A.

2.9 Scope

2.9.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and directors working in or on behalf of the school within the Romero Catholic Academy 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 2023**) 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

3.1.1 The Romero Catholic Academy has a **strategic leadership responsibility for our safeguarding arrangements. We have a senior board level lead role carried out by Helen Quinn, CSEL/ CEO**. Part 2 of Keeping Children Safe in Education (**September 2023**) sets out the responsibilities of governing bodies.

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 a Governing Body which is responsible for the day to day Safeguarding. The roles are delegated as follows.

School level - operational

- DSL – Designated Safeguarding Lead — Michelle Garvey
- DDSL – Deputy Designated Safeguarding Lead — Lorraine Stanton, Louise Hurley, Lesley West

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 CC3
- Chair of Safeguarding Reference Group — Sharon Feeney Romero Attendance and Family Support Worker

As part of these overarching responsibilities the Directors of the Board will:

- Designate the roles and responsibilities of Safeguarding to the Local Governing Body through the Scheme of Delegation
- Have oversight of safeguarding arrangements through **Core Committee 3 Quality Performance and Standards**, Chaired by Eleanor Barry.
- Have oversight of safeguarding arrangements through the **Safeguarding reference group**, that meets two days after each DSL LA session in the city to receive and action any points made at this city-wide Safeguarding meeting. The reference group has key people across the MAC to ensure all matters are quickly actioned and MAC wide policies are reviewed through this group.

As part of these overarching responsibilities the Governing Body will;

- Have a strategic leadership responsibility for the school safeguarding arrangements
- Ensure all Governors and Directors receive appropriate safeguarding and child protection training (including online safety) at induction and that is regularly updated
- Aware of the obligations under the Human Rights Act 1998 , the Equality Act 2010 and the Public Sector Equality Duty
- Ensure that they comply with their duties under legislation;
- Ensure a whole school approach to safeguarding, including the use of mobile and smart technology in school;
- Ensure that policies, procedure and training are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;

- Ensure the school consider local authority and Coventry Safeguarding Children Partnership policies and supply information as requested by the safeguarding partners (the Local Authority, a clinical commissioning group for an area within the local authority and the chief office of police for a police area within the local authority);
- Ensure the school have an effective child protection policy, that it is published on the school website **(enter link)** or **ask for a copy in the main office** and review this annually;
- Ensure the school have a staff behaviour policy or Code of Conduct which refers to low level concerns, allegations against staff and whistleblowing procedures alongside acceptable use of technologies;
- Ensure that all staff and governors undergo safeguarding and child protection training on induction (including online safety **and filters and monitoring processes *new for 2023)** and this is regularly updated;
- Ensure the school contribute to multi-agency working in line with statutory guidance;
- Ensure that there are clear systems and processes in place for identifying when children may be experiencing mental health problems;
- Ensure that children are taught about safeguarding, including online safety as a whole school approach and curriculum planning but recognising that a one size fits all approach may not be appropriate for all children. See section 12 of this policy for further information;
- Put in place and follow appropriate safeguarding responses for children who are **absent** or missing from education;
- Appoint an appropriate member of staff from the senior leadership team to the role of Designated Safeguarding Lead;
- Understand the local criteria for action and local protocol for assessment;
- Recognise the importance of information sharing between practitioners and local agencies but take a risk-based approach to level of information that is provided to temporary staff, volunteers and contractors;
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online and share information regarding online abuse and risks including where to access advice with parents and carers;
- Respond to allegations of abuse against the Principal whilst ensuring there are procedures in place to manage safeguarding concerns or allegations against staff (including supply staff, volunteers and contractors); and
- Ensure safer working practice is embedded and effective within policies.

3.2. The Role of the (Executive) Principal/ Head of School

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 including leading on filters and monitoring processes;
- Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
- Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
- Appoint a 'Designated Teacher for Looked-After and Previously Looked-After Children' to promote the educational achievement of children looked after;
- Appoint a lead for online safety; (DSL will still retain ultimate responsibility for this)
- Promote a whole school approach to safeguarding;
- Promote resilience to social and emotional wellbeing, which is tailored to the needs of the children;

- Ensure that all recruitment follows the 'Safer Recruitment' guidance and a single, central record is maintained with details of all members of staff who are in contact with children;
- Respond to low level concerns and allegations of abuse against all other members of staff including supply staff, volunteers and contractors;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency as required;
- Ensure that the school collaborates with Children's Services, the Police, Health services and other services to; promote the welfare of children; provide a co-ordinated offer of early help assessments when need is identified; contribute to inter-agency plans for children subject to children protection plans and to protect children from harm;
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); and
- Ensure that children's Services (from the host local authority or placing authority) have access to 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 2023**).

3.3 The Role of the Designated Safeguarding Lead

3.3.1 The Designated Safeguarding Lead **(DSL)** for Ss Peter and Paul Catholic Primary Michelle Garvey

Our Deputy Designated Safeguard Lead **(DDSL)** in the DSL's absence Lorraine Stanton, Lesley West & Louise Hurley

The Designated Safeguarding Lead will;

- Take overall lead responsibility for safeguarding and child protection (including **online safety** and **filters and monitoring)**;
- Liaise with the safeguarding partners and work with other agencies in line with **Working Together to Safeguard Children (2018**);
- Always be available during term time school hours for staff in the school to discuss safeguarding concerns. If they are not available, a deputy will be made available;
- Undergo training to provide them with the knowledge and skills required to carry out this role updated a minimum of biannually;
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;
- Identify if children may benefit from early help;
- Act as a point of contact with the safeguarding partners;
- Make referrals to Coventry's Multi-Agency Safeguarding Hub (MASH) where children have been harmed or are at risk of significant harm;
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support the school with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed[1];
- Ensure all staff have read and understood Part 1 and/or Annex A of Keeping Children Safe in Education (**September 2023**);
- 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 (every half term at a minimum) 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.
- Liaise with the senior mental health lead when safeguarding concerns are linked to mental health
- Be Aware of the requirement for children to have an Appropriate Adult – PACE code C 2019

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 2023**).

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;
- Will be able to identify indicators of abuse, exploitation or neglect; with an awareness of safeguarding issues that put children at risk of harm and behaviours associated with these risks;
- Should know what to do if a child tells them that he/she is being abused, exploited or neglected but that children may not feel ready or know how to tell someone that they are being abuse, exploited or neglected and/or recognise their experience as harmful;
- Will be aware of indictors of child-on-child abuse and procedures to deal with this;
- All staff, but especially the DSL and deputies, will also consider whether children are at risk of abuse or exploitation in situations outside their families;
- Will be made aware of; the safeguarding and child protection policy; 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 2023**) annually and receive annually updated training on their safeguarding roles and responsibilities;
- Will receive regularly updated safeguarding and child protection training including online safety;
- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice;

- Will be made aware of the early help assessment process and understand their role in it;
- Should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance;
- May be required to support social workers and other agencies following a referral;
- Will be made aware of the process for making referrals to Children's Services (though the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- Understands the referral process to the (LADO) and the role they play should they have concerns or allegations are made against any member of staff;
- Should always seek advice from the Designated Safeguarding Lead if they are unsure; and
- All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

3.5 Multi-Agency Working

3.5.1 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 Assessments**:**

Name	Location	Contact details
The Moat Family Hub	Moathouse	TheMoatFamilyHub@coventry.gov.uk 02476 978036

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 Indications

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

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

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

4.2 Types of abuse (Taken from Keeping Children Safe in Education, 2023)

Type of abuse	Information
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. **Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse**. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.
Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions 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 this and of ***the school*** policy and procedures for dealing with this. **See https://romeromac.com/policies-procedures/ for Child on Child Abuse policy.**

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 MASH

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 Report ANY concern

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 Role of Early Help

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.

4.7 Forms of Abuse

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 cyberbullying, prejudice based and discriminatory
- child criminal exploitation and sexual exploitation including involvement in county lines);
- 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 Children in families with extreme vulnerabilities

4.8.1 There are other familial issues that can have a detrimental impact on children.
No child left behind: understanding and quantifying vulnerability (publishing.service.gov.uk)

We work with other agencies in line with Keeping Children Safe in Education **(September 2023)** to support children and families in the following circumstances;

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

4.9 Children potentially at greater risk of harm

4.9.1 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 Absent from Education *new for KCSIE 2023

4.10.1 The school will also take action to protect children absent or missing from education (CAFE/ CME) and children missing from home or care or alternative/ intervention provision (see section 16). The school will follow the TRCA Children Absent From Education policy if a situation arises.

4.10.2 The school understands that **children that are absent from education for prolonged periods and/or repeat occasions** can act as a vital warning sign to a range of safeguarding issues including **neglect, child sexual and criminal exploitation** – particularly **county lines.** This includes children missing from education that are not on roll.

4.10.3 The school will report information to the Local Authority when problems are first emerging **and if there is a need** for the removal of 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.

See https://romeromac.com/policies-procedures/ for TRCA Elective Home Education policy

4.12 Children requiring Mental Health support

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 speak to either speak to either Michelle Garvey (DSL), Lorraine Stanton (DDSL), Louise Hurley (DDSL), or Lesley West (DDSL/Child and Family Liaison Officer and Thrive Practitioner) who will speak to parents / carers or make any necessary referrals. All concerns to be recorded on CPOMs.

See https://romeromac.com/policies-procedures/ for TRCA Mental Health policy.

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 Louise Hurley (SBM) is a Mental Health First Aider. Advice can be sought from Louise to support adults.

- TRCA Support Pupils with Mental Health Policy is here

4.12.7 Further information, guidance and advice regarding mental health can be found on page 44 of Keeping Children Safe in Education 2023.

4.13 Children who are Lesbian, Gay, Bi or Trans (LGBT+)

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

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

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

5 Responding to Signs of Abuse

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

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

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

- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
- Any concerning behaviours exhibited by children that may 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/allegations of abuse that children have shared.

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

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

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

- Managing support for the child internally within school;
- Seek advice from the social worker advice line in the MASH;
- Instigate single agency intervention and work directly with the family to improve the situation;
- Offer an Early Help Assessment to provide multi-agency help to a family;
- In cases where children are deemed to be at significant risk of harm, the DSL will refer cases to the MASH for consideration for statutory intervention. Parental consent will be obtained wherever possible before referring cases to the MASH. However, if ***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 the **Flow Chart** of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, **September 2023**).

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

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

5.9 The school have a duty to refer any children who are living in a private fostering arrangement to the local authority. Private fostering is when a child under the age of 16 (or under 18 if disabled) is cared for by someone who is not their parent or a

close relative. This is a private arrangement made between a parent and a carer, expected to last 28 days or more, or the school are aware the 28 days has been exceeded.

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

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

5.12 Child on Child Abuse

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

See https://romeromac.com/policies-procedures/ for TRCA Child on Child policy.

5.12.2 All members of staff will be made aware of the school's policy and procedures (link above) with regards to child-on-child abuse. The school will ensure staff understand what is meant by child-on-child abuse and the school policy on child-on-child abuse by:

- Training sessions focused on child-on-child 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

5.12.3 The school will work to prevent child on child 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 child on child abuse.

5.12.4 Although it is recognised that if there are no reported cases, such abuse may still be taking place. If an allegation of child-on-child abuse is made, the school will investigate this:

- 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 o 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 are 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 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.

- 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.

5.12.5 In the event that an allegation of child-on-child abuse is made, victims, alleged perpetrators and any other children affected will follow the **TRCA Child on Child Policy** and a referral to the MASH will be considered.

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

5.12.7 The school will adhere to guidance set out in Keeping Children Safe in Education (**September 2023**) when responding to incidents of child-on-child abuse.

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

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

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

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

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

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

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

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

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

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

5.14.2 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.

See https://romeromac.com/policies-procedures/ for Online Safety policy and Photography and Images Policy.

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

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

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

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

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

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

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

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

5.15 Domestic Abuse

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

5.15.2 The school recognises that children can be a victim of Domestic Abuse by seeing, hearing or experiencing the effects or suffering domestic abuse in their own personal relationships. These all have a detrimental impact on children's health, well-being, development and ability to learn.

5.15.3 As a school we buy into "**Operation Encompass**" - if there is a case of domestic abuse at the child's home then the principal or equivalent will get an alert by email. These are then attached onto CPOMS. Alerts are documented in the termly principal report.

5.16 Searching, Screening and Confiscation

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

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

5.16.3 Please see searching, screening and confiscation policy within our **TRCA Behaviour policy**. See https://romeromac.com/policies-procedures/ for our latest Behaviour Policy. Please note this is due for review by CC3 in Autumn 2023.

5.17 Online Safety

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

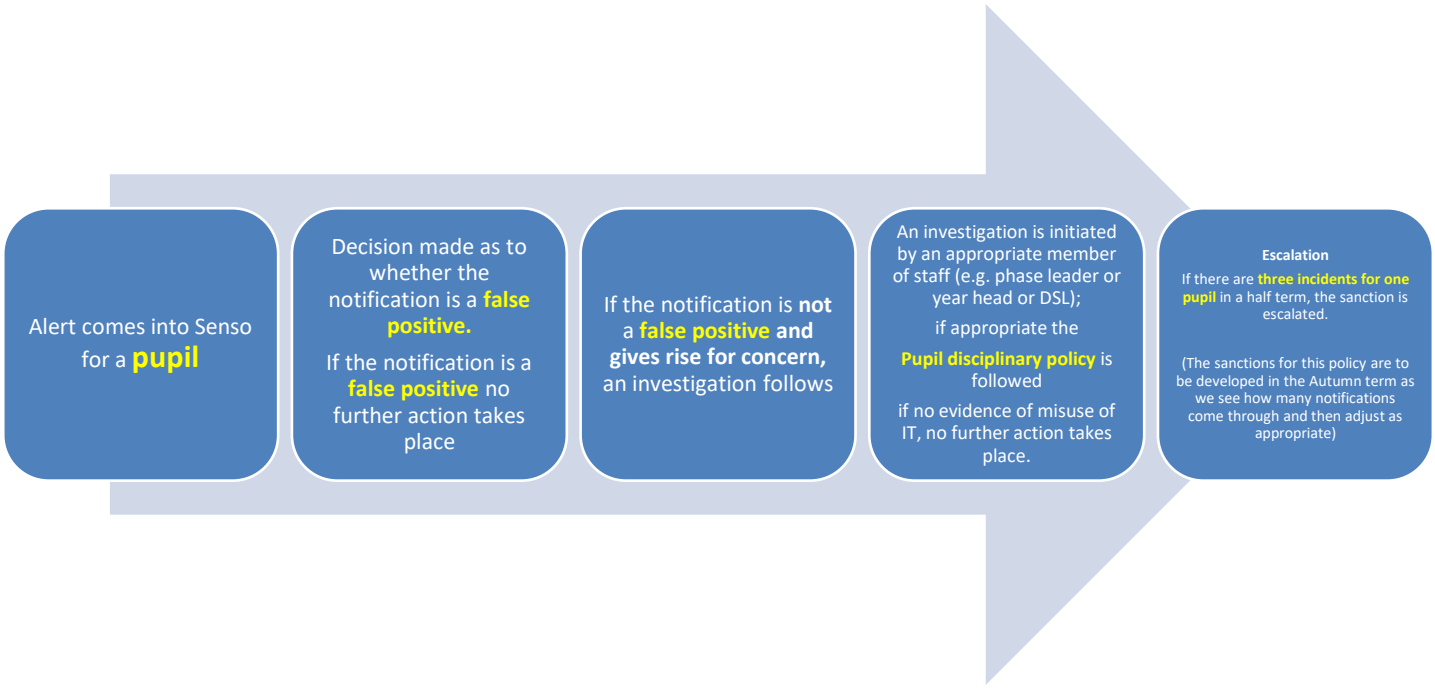
- **Content** – being exposed to illegal, inappropriate, or harmful content (pornography, fake news, racism, misogyny,self-harm, suicide, anti-Semitism, radicalisation, and extremism)
- **Contact** – being subject to harmful online interaction with other users (peer to peer pressure, commercial advertising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

5.17.2 The school understands that the above can take place on a student's phone or smart device (including smart watches) whilst at school or elsewhere. The school have responded to this by having a whole school approach to online safety which aims to protect and educate students, parents and staff in their use of technology.

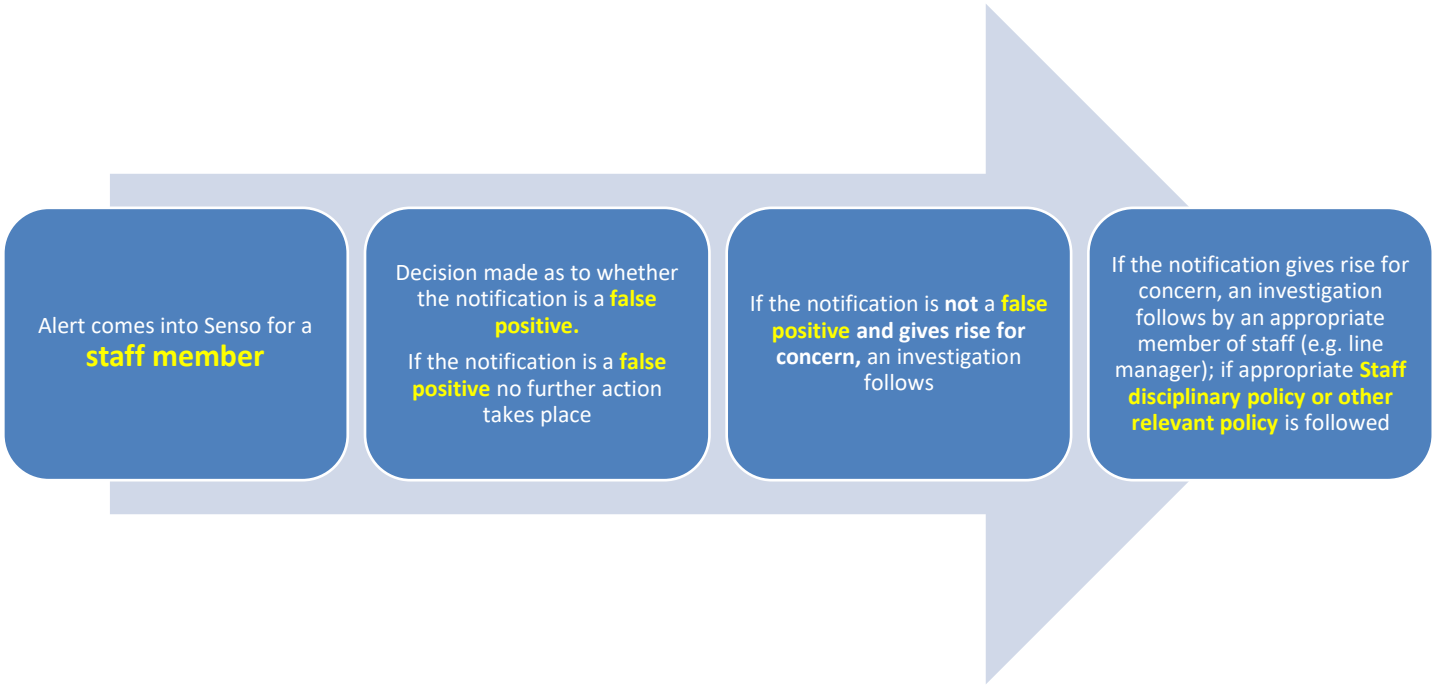
Our **TRCA Behaviour policy/Acceptable Use policy, mobile and smart technology policy** and **Online Safety curriculum** highlight safety measures in place. **See https://romeromac.com/policies-procedures/.**

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

Pupils The principal (or equivalent/ designated person e.g. DSL) is alerted by email and this is then escalated to the safeguarding team or other member of staff to investigate; when appropriate this is logged on CPOMS. The filtering and monitoring will be constantly reviewed with sanctions as we refine our practice.

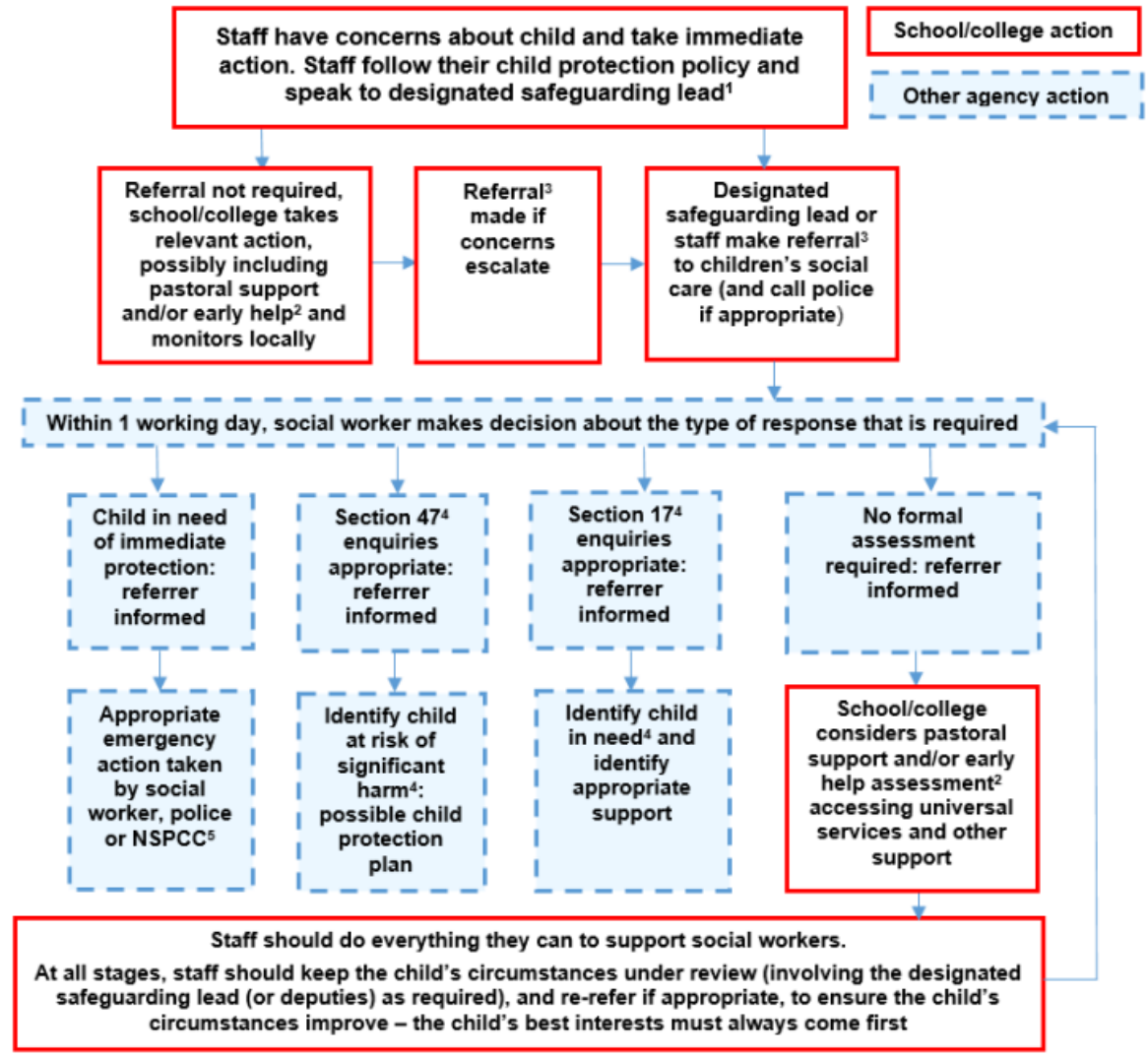


Staff The principal (or equivalent/ designated person e.g. DSL) is alerted by email and then an appropriate member of staff will investigate; this could be the DSL or the Line Manager. The filtering and monitoring will be constantly reviewed as we refine our practice.



Flow Chart

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).

5.17.4 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 to ascertain the outcome of all referrals.

MASH Telephone number:	02476 788 555
MASH online referral form:	http://www.coventry.gov.uk/safeguardingchildren
Out of hours Emergency Duty Team:	02476 832 222
Prevent/Channel Referrals:	Refer to MASH (mash@coventry.gov.uk) and to CTU_GATEWAY@west-midlands.pnn.police.uk

5.17.5 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** to ensure that our concerns have been addressed and that the situation improves for the child.

6 Record-keeping

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

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

6.3 The school keeps all safeguarding files electronically, using a system called **Child Protection Online Management System (CPOMS)**

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

6.5 In the event that a child moves school, the safeguarding file will be transferred to the new setting securely and separately from the main school file in a timely manner **(within 5 days for in-year transfers)**. Once received by the new school, this school will not retain the information.

6.6 The school will seek to hold 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;

See https://romeromac.com/policies-procedures/ for TRCA Data Protection Policy; TRCA Privacy Notice for Staff; TRCA Privacy Notice for Parents/Pupils.

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 2023).**

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 identifiable personal information.

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

See https://romeromac.com/policies-procedures/ for TRCA Photography and Images Policy.

8 Early Help Assessment

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 encounters children and their families and carers have a role to play in safeguarding children. The school is committed to working closely with its neighbouring family hub to work with families in the community to improve outcomes for children.

Name	Location	Contact details
The Moat Family Hub	Moathouse	TheMoatFamilyHub@coventry.gov.uk 02476 978036

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 2023)**
- The school follows the TRCA Children **Absent from** Education
- The school follows the TRCA Behaviour Policy

9.2 Staff at Ss. Peter and Paul Catholic Primary School will participate in;

- Level 1 Child Protection and Safeguarding training (inset)
- Receive regular safeguarding updates
- Annual PREVENT training
- Thrive updates
- Online safety training

- Mental health training
- Team Teach training (refresher)

The DSL will participate in:

- DSL briefings and share information with staff
- Half termly safeguarding meetings with a LGB member
- Local authority training
- Receive weekly Andrew Hall updates

Our LGB will participate in:

- Safeguarding training
- Receive PREVENT updates
- The Safeguarding governor will attend termly briefings and will report back to LGB.

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. Staff will also be trained in these areas in order to be able to further recognise if a child is at risk of harm.

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

10 Safer Recruitment

10.1 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 carried out with support from HR;

- Identity check;
- DBS clearance;
- Prohibition from teaching checks (where required);
- Barred List check;
- Section 128 checks (as required - leadership and management);
- Reference check (two references required);
- Professional qualifications check ;
- Right to work in the UK check;
- Further checks for those who have lived outside the UK;
- Disqualification Under the Childcare Act 2006 checks (as required); and
- Verification of the candidate's mental and physical fitness may also be **sought**.

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

10.3 All new members of staff will be required to obtain DBS clearance. The school reserves the right to re-check DBS clearance for any member of staff where information is received that indicates they may pose a risk to children and may request candidates to register on the DBS update service.

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

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

10.6 Any visitor to the school who has not been subject to the necessary checks will be **always** supervised and a risk assessment completed.

10.7 All safer recruitment practices at the school comply with Keeping Children Safe in Education (**September 2023**).

See Part 3 of Keeping Children Safe in Education (**September 2023**) for further information.

See **https://romeromac.com/policies-procedures/** for TRCA Safer Recruitment Policy.

11 Allegations Of Abuse Against Staff

11.1 The school takes all safeguarding matters including low level concerns and/or allegations that harm to a child has occurred against staff (including agency, volunteers and contractors) seriously and will manage them in line with this policy, The school follows the TRCA Allegations against Staff, Governors and Volunteers policy found on our website. Part Four of Keeping Children Safe in Education **(September 2023)** and the CSCP Guidance, **'Allegations Against Staff and Volunteers'.**

11.2 Allegations or concerns may include

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

11.3 If a concern or allegation of abuse arises against the Principal, member of Shared Services Team, governor, or should there be a conflict of interest to the Principal, it must be immediately reported to the **Helen Quinn, CSEL.** If there is a concern or allegation of abuse against the CSEL, it must be immediately reported to the Chair of the Board of Directors.

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. The Principal will contact the **CSEL** immediately.

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 in conjunction with the CSEL, should consider if the concern or allegation meets the harms threshold for Designated Officer intervention and seek guidance/advice if unsure by emailing lado@coventry.gov.uk. 'Low-level' concern does not mean it is not significant. This is a term used for any concern (no matter how small) that an adult working with a child may have breached the staff Code of Conduct and does not meet the harm threshold. Examples of which may include:

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

The details of the LAdo can be found of the front of this policy. Immediate referrals can be made via the following link

Coventry Safeguarding Children Partnership/2628/local authority designated officer lado

11.7 Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours. In accordance with *Keeping Children Safe in Education* ***2023,*** the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

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

11.9 In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to 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, irrespective of whether they 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 referred to LADO and the relevant agency informed as the employer.

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 an agreed outcome.

11.11.3 The CSEL/ principal 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 gather information.

See https://romeromac.com/policies-procedures/ for TRCA Allegations against Staff Governors and Volunteers Policy.

11.12 Governors

11.12.1 If an allegation or concern is about a Governor, the school/college will follow the TRCA Allegations Against Staff Governors and Volunteers policy . This can be found on the Policy page of the Romero website

See https://romeromac.com/policies-procedures/ for TRCA Allegations against Staff Governors and Volunteers Policy.

11.13 Volunteers

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

See https://romeromac.com/policies-procedures/ for TRCA Allegations against Staff Governors and Volunteers Policy.

11.14 Whistleblowing

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

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

See https://romeromac.com/policies-procedures/ for TRCA Whistleblowing Policy and relevant appendices for forms.

11.15 Complaints Procedure

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

See https://romeromac.com/policies-procedures/ for TRCA Complaints Policy and relevant appendices for forms.

11.15.2 Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

11.5.3 Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures.

11.5.4 All Low Level concerns should be reported immediately to the CSEL/ CEO. If it is a concern about the CSEL/ CEO, it should be reported immediately to the Chair of Board of Directors.

See https://romeromac.com/policies-procedures/ for TRCA Low Level Concern Policy which includes the reporting form.

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.

12.3 Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will

be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum (RSHE). We follow the Ten:Ten scheme, Life to the Full.

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

- Whole school Thrive screening and targeted work with our trained Thrive practitioner
- PSHE / RSHE teaching through Life to the Full materials
- Visitors and visits to promote children's safety including but not restricted to NSPCC assemblies, police visits and Loudmouth Theatre productions
- Parental workshops

12.5 Education at home/ remote education may be appropriate for a minority of pupils.

See https://romeromac.com/policies-procedures/ for TRCA Remote Faith and Learning Policy.

13 Looked-After Children

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 by virtue of this.

The Designated Lead for Looked-After and Previously Looked-After Children is Michelle Garvey

13.2 Staff will receive training on how to best safeguard children who are Looked-After and **who have been** Previously Looked-After (PLAC).

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 (SEND) or physical health needs

14.1 As outlined in **Keeping Children Safe in Education (2023**), the school is aware that children with additional needs or disabilities may be more vulnerable to abuse both online and offline and additional barriers may exist when recognising abuse and neglect. This could be because;

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEN and disabilities or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.
- Being unable to understand the difference between fact and fiction in online content

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

14.3 Staff will 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.

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

15 Use Of Reasonable Force

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

15.2 Staff are Team Teach trained and follow the Team Teach principles. When it is necessary to deploy Team Teach strategies, this is recorded both on the CPOMS system and the Team Teach recording book. Parents / carers are informed when staff have used Team Teach to deescalate a situation or to safeguard a child.

See https://romeromac.com/policies-procedures/ for TRCA Positive Handling policy

16 Work Experience/ Alternative Provision

16.1 **Work Experience (Secondary only)**

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

16.2 **Alternative Provision**

An AP provider should be registered as an independent school (ie has an URN and is inspected by Ofsted) if it meets the criteria for registration (that it provides **full-time** education to **five or more full-time** pupils of compulsory school age, or **one such pupil who is looked-after** or has an **EHCP**).

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

It is the school's responsibility to ensure:

- They never use alternative provision that is contravening the regulations about registration
- that they check whether staff at registered alternative provision have had the appropriate checks, for example Disclosure and Barring Service (DBS) checks

- discuss, agree and give to providers information in writing about social networking, the use of social media and e-safety, making the school's expectations clear
- give providers good quality information in writing about the school's expectations for child protection and procedures they should follow if they have a concern about a pupil
- they are confident in the quality of teaching and learning at the alternative provision they use, and the impact of this on pupils' progress towards the qualifications they are studying at their placements
- systematically evaluate the academic, personal and social progress being made by all pupils who attend alternative provision, ensuring that the targets set for academic progress are suitably challenging
- consider ways to track and evaluate the impact of alternative provision on pupils' employability skills
- ensure that governors understand the progress made by pupils who attend alternative provision so they can ensure that decisions made about value for money are well informed.

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

16.4 **Intervention Provision (The Key)** **https://www.coventry.gov.uk/coventry-send-support-service/keys** Is a part time intervention that offers a part-time intervention for primary-aged pupils, who are struggling to meet the behavioural expectations of their mainstream school, or who are at risk of exclusion. There is also a pathway within the Key intervention for pupils who have been permanently excluded from their mainstream school. The Key works closely with parents/carers and professionals to ensure better outcomes for pupils.

It is the school's responsibility to ensure;

- The DSL has visited The Key Intervention before the pupil begins their placement.
- They have received, read, and understood the Key Intervention Child Protection and Safeguarding policy
- A member of staff visits the pupil at The Key Intervention each half term.
- The DSL Communicates any safeguarding updates about individual pupils to the DSL at The Key while the pupil is on a placement
- Invites to any social care or early help meetings are shared with the DSL at The Key Intervention

- The DSL continues to monitor, follow up and action any safeguarding concerns that are raised during the pupil's placement at The Key Intervention.

17 Use of school or college premises for non-school activities

17.1 The school may hire or rent out school facilities/premises to organisations or individuals. Safeguarding is still considered with this and the school will seek assurance that the provider has appropriate safeguarding and child protection policies and procedures in place including liaising directly with the school on these matters were appropriate. This applies whether the children in attendance are on the school's roll or not.

17.2 The executive team/ local governing body will ensure safeguarding requirements are included in any transfer of control agreement and that failure to comply with this would result in termination of the agreement. Keeping children safe in out-of-school settings offers guidance on this. In the event of an incident, the school will follow its own policy including informing the LADO.

17.3 In schools within Romero, we use a Lettings Software – 'School Hire' to ensure all checks are made and this is checked by the Head of Estate.

18 Children Staying With Host Families (See Annex D Kcsie)

N/A

19 Boarding Schools And Residential Settings

N/A

20 Summary

20.1 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.

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 Romero Academy website:

- Our Romero MAC policies can be found here: Policies & Procedures (romeromac.com)
- Our policies are cross-referenced with this link Statutory policies for schools and academy trusts - GOV.UK (www.gov.uk)

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

- Allegations Against Staff or Volunteers **(CSCP)**
- Allegations Against Members of Staff
- Anti – Bullying Policy
- Anti-Discrimination and Harassment Policy
- Attendance Policy
- Behaviour Policy
- Children/Young people with Medical Needs
- Children Missing in Education Procedures
- Complaints Policy
- Critical Incident Plan
- Data Protection Policy and Privacy Notice

  - Privacy Notice Staff
  - Privacy Notice for Parents and Pupils
- Drugs and Alcohol Policy
- Single Equality Duty Policy
- Managing Professional Disagreements (**CSCP**)
- Health & Safety Policy
- HR & Governance Policy
- Online Safety Policy
- Intimate Care Policy
- E-Safety Policy
- Lone Working Policy/Home visits policy
- Supporting pupils with medicine and Administration of medicines policy & First Aid Policy
- Primary-Secondary Transition Policy
- PSHE Policy
- SRE Policy Self-harm/Mental Health Policy
- Safer Recruitment Policy
- Site Security Policy
- SEND Policy
- Staff Code of Conduct
- Trips and Visits Policy
- Positive Handling Policy (also know as Use of Reasonable Force Policy)
- Visitor Management Policy
- No Platform Policy (also known as external speakers information)
- Whistleblowing Policy

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 (2023),** 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 class teacher, form tutor, head of year, 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)

The 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 our 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 26 identifying a spouse. Our 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

Our 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

At our school we treat 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

Our 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 our 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

Our 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

Our 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

Staff at our school are asked to refer to the following policies if there is a concern regarding serious violence:

- Behaviour Policy
- Anti-Bullying Policy
- Suspensions and Permanent Exclusions Policy

Sexual violence or sexual harassment (including child-on-child abuse)

Staff at our 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
- Child-on-Child abuse
- Whistleblowing Policy
- Working alone with children
- Allegations against staff

Sharing of consensual or non-consensual nude images and videos

Staff within our school are aware that challenge should arise 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. This engagement with sexual content (previously known as 'sexting') can be consensual or no consensual. 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.

See https://romeromac.com/policies-procedures/ for Photography and Images Policy.

Trafficking and modern slavery

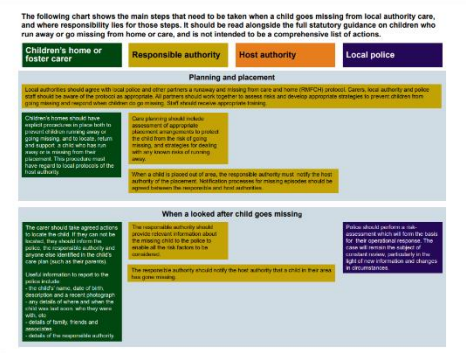
At our school, we are aware that Trafficking and modern slavery is a serious issue. We teach pupils about risks, crimes and how to keep themselves safe. If staff receive any concerns about a child, it is their 'duty of care' to refer the issue to the DSL's and in turn to the Children's Social Care.

Children absent from education, home or care

The school will also take action to protect;

- Children **absent from** education

- Children missing from home or care



Staff at the school are aware that the following policies should be consulted in relation to any child that is missing.

See https://romeromac.com/policies-procedures/ for Children Absent From Education Policy and Attendance, Punctuality, Exceptional Leave Policy.

Sharon Feeney, is the Romero Attendance and Family Support worker: s.feeney@romeromac.com

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.