



## **St. Gregory's Catholic High School**

# **Safeguarding and Child Protection Policy**

**'If You Don't Share a Risk – You Own the Risk.'**

### **Monitoring**

The implementation of the policy will be monitored by the Deputy Headteacher (Pastoral)

### **Evaluation**

The policy was reviewed by the Deputy Headteacher (Pastoral) and SLT on 6<sup>th</sup> November 2025 prior to the submission of the policy to Governors' Community Committee for scrutiny and recommendation to the Full Governing Board for approval.

### **Key policy dates:**

**Ratified by the Full Governing Board:** 10<sup>th</sup> December 2025

**Review frequency:** Every year

**Next policy review commences:** Autumn Term 2026

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Throughout this document reference will be made to individuals who have a role to play in the Safeguarding of the school. Whilst individuals are named it is important to remember that there may be reasons why they cannot carry out their specific duties (sickness, leave etc). In this case they will name a deputy who will act in their role and carry out their duties. Where reference is made to the 'Responsible person' this will normally be the Head Teacher or a nominated deputy i.e. a person with a level of competency commensurate to the post and duties involved.

**Please Note:** This policy, as a working document, may be subject to changes as appropriate (such as changes in legislation, working practices, and in response to matters arising in school). Updated policies will always be on the website.

All new information will be shared with staff via 'Read Receipt' email'/detailed on Staff Bulletin/updates on website)

## Mission Statement

"Every member of St. Gregory's Catholic High School will work together in solidarity for the common good of our diverse community. We have no better inspiration than the teaching of Jesus Christ.

We believe every person is unique and made in the image of God and should be treated justly with dignity, love and respect.

We will follow Jesus by embracing our God given charisms to carry out our mission to serve.

We are one family inspired to learn"

## Introduction

St Gregory's Catholic High School fully recognises its responsibilities to safeguard and promote the welfare of our young people. It is committed to providing a safe and secure environment for pupils, staff and visitors. We promote a climate where **all** feel confident about sharing any concerns which they may have about their own safety or the wellbeing of others. Every human being has a value and dignity which we as a Catholic school acknowledge as coming directly from God's creation of male and female in his own image and likeness. This implies a duty to value all people and therefore to support them and protect them from harm.

"Our commitment to Safeguarding which can be expressed in the introduction to all our policies, will include everything the State asks of us but our inspiration, our Foundation, is the belief in the 'sacred grandeur' of our children. That is why we are never content with mere compliance, but always strive for best practice."

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

### Legislation

- Children Act 1989
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)



- Anti-social Behaviour, Crime and Policing Act 2014
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- Marriage and Civil Partnership (Minimum Age) Act 2022

### **Statutory guidance**

- Home Office 'Prevent duty guidance: Guidance for specified authorities in England and Wales'
- DfE 'Working Together to Safeguard Children 2023'
- DfE 'Disqualification under the Childcare Act 2006'
- DfE 'Keeping children safe in education 2025'
- DfE 'Working together to improve school attendance'
- HM Government 'Multi-agency statutory guidance on female genital mutilation'
- HM Government 'Channel Duty Guidance: Protecting people susceptible to radicalisation'
- Home Office and Foreign, Commonwealth and Development Office 'Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage'

### **Non-statutory guidance**

- DfE 'What to do if you're worried a child is being abused'
- DfE 'Child sexual exploitation'
- DfE 'Filtering and monitoring standards for schools and colleges'
- DfE 'Information sharing'

- DfE 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE 'Teachers' Standards'
- DfE 'Recruit teachers from overseas'
- DfE 'Meeting digital and technology standards in schools and colleges'
- Department of Health and Social Care 'Virginity testing and hymenoplasty: multi-agency guidance'

### **Links to Other Policies**

This policy should be read in conjunction with other school policies including:

- Anti-Bullying/Hate Crime Policy
- Attendance Policy (including Managing Children Missing Education)
- Behaviour for Learning Policy
- CSE Policy
- Complaints Procedure
- Disciplinary Policy and Procedure
- Educational Visits (LA Evolve Procedures)
- E-Safety Policy
- Electronic Devices
- Emotional Health and Well-Being Policy
- Exclusions Policy
- Grievance Resolution Policy and Procedure
- Health and Safety (including related policies – see Staff Room Notice Board)
- Intimate Care Policy
- Medical Policy (List of First Aiders displayed in Reception/Staff Room)
- Preventing Extremism and Radicalisation (WBC Sept 2016)
- Reasonable Force Policy (Policy and guidance for Positive Handling to be adopted LA Sept, 2019)
- Safer Recruitment Policy
- Self-Injury Policy
- Sex and Relationships Policy
- Staff Code of Conduct
- Whistle Blowing Policy. Warrington Borough Council (2016)
- Part 4 of DfE 'Keeping Children Safe in Education' 2021 details procedures for Allegations of abuse made against teachers and other staff
- Records management policy
- Allegations of abuse against staff policy

Academic Year	Designated Safeguarding Lead (DSL)	Deputy Designated Safeguarding Lead(s)	Contact CIC	Nominated Governor
2025/26	Deputy Head Teacher (Personal Development and Pupil Welfare DSL)	Assistant Headteacher (Personal Development – Attendance Assistant head teacher Behaviour Pastoral Support Manager (Dep DSL) SEND Lead and Head of DP (Dep DSL)	SENDCo Deputy Head Teacher (Personal Development and Pupil Welfare DSL)	Chair of Governors

### Purpose

The purpose of this Policy is to ensure that St Gregory's Catholic High School has effective systems in place for safeguarding all pupils and is compliant with all legal requirements and legislation.

Safeguarding is:

The action we take to promote the welfare of children and protect them from harm which we fully recognise is **everyone's responsibility**: we all have a role to play within a system that is child-centred with a co-ordinated approach. In order to fulfil this responsibility effectively, we all ensure our approach is child-centred. This means we consider, at all times, what is in the **best interests** of the child.

“The support and protection of children cannot be achieved by a single agency ... Every service has to play its part. All staff must have placed upon them the clear expectation that their primary responsibility is to the child and his or her family.”

Lord Laming in the Victoria Climbié Inquiry Report.

St Gregory's Catholic High School is a **Listening School** and a **Telling School**. Whenever a child is at risk or concerns are raised about a child, everyone has a duty to act to safeguard that child and promote his/her welfare; this means identifying concerns, sharing information and taking prompt action.

St. Gregory's Catholic High School is committed to providing **Early Help**; this is about all staff identifying problems early so that support can be offered to help things get better. Warrington Borough Council's Early Help Division works to four levels of need. (See Appendices: Warrington Family Support Model, and Worried about a Child? – Guide to Schools) and offers a wide range of services to help children and their families. The Family Support Model sets out four levels of help depending on how much support is needed, from Universal (Level 1) through to Intensive Support (Level 4). We are fully committed to Early Help Assessments and Plans which are strengths and evidence based, whole family-led, multi-agency in their approach, timely, comprehensive, robust, SMART, effective and motivational.

As practitioners we are alert to the potential need for early help for a child who

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

### **Definition**

The terms “children” and “child” refer to anyone under the age of 18.

For the purposes of this policy, “safeguarding and protecting the welfare of children” is defined as:

- Providing help and support to meet the needs of pupils as soon as problems emerge.
- Protecting pupils from maltreatment, whether that is within or outside the home, including online.
- Preventing the impairment of pupils' mental and physical health or development.
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all pupils to have the best outcomes.

Teachers' Standards 2012 states that teachers should safeguard children's well-being and maintain public trust in the teaching profession as part of their professional duties.

## **Staff Expectations**

### **All staff will**

- Consider, at all times, what is in the best interests of the pupil
- Maintain an attitude of 'it could happen here' where safeguarding is concerned
- Establish a safe environment in which pupils can learn and develop
- Raise awareness of child protection issues and equip pupils with the skills needed to keep them safe.
- Remain vigilant so all adults in the school notice when things are troubling pupils and raise their concerns.
- Provide an atmosphere of mutual trust, understanding and respect.
- Use 'Think Twice' list to inform their seating plans, personalised learning plans and all contact both inside and outside of the classroom, in order to support our most vulnerable pupils. Classification is CRITICAL PLUS, CRITICAL, HIGH AND LOW, defined for each pupil and is linked to the number of ACEs a child has been exposed to (Adverse Childhood Experiences). A case worker is named for everyone listed. Members of SLT, Pastoral and Safeguarding Team have a fuller version giving further information.
- Give information, provide explanations and engage with pupils; this will be further reinforced through Celebration of the Word, form time, Personal Development sessions (including outside speakers), Pupil Handbook, Curriculum area themes such as bullying, e-safety and relationships, Mental Health and Well-Being related Theme Days/Weeks.
- Provide other opportunities/involvement which promote being pro-active as opposed to reactive (see list under Actions) and reinforce their purpose in safeguarding pupils.
- Note and act on safeguarding updates as and when disseminated (Staff Bulletin/briefings/emails/noticeboard).
- Attend annual in-school training on safeguarding practices and procedures (signature of attendance register will be forwarded to WSCB) and will be fully aware of all related policies with specific focus on: Part One including Annex A of the Statutory guidance: Keeping Children Safe in Education, September, 2025. This training will cover Child Protection procedures, reminders regarding our Behaviour for Learning Policy, Staff Code of Conduct, our response to children who go missing from education and the role of the DSL/Deputy DSLs.
- Be aware of and adhere to practices and procedures at all times as stated in statutory requirements associated with Safeguarding, including those related to our own safeguarding expectations both within and outside the school environment

As part of my annual training 2025/26 I agree to:

- Review all related policies and stated booklets/additions.

- Read Part 1 of Keeping Children Safe in Education September 2025
- Take note of all updates from staff briefings/weekly bulletins/emails/Celebration of the Word /newsletter and meetings and share with pupils when necessary\*.
- Read and act on Health and Safety Updates/bulletins/risk assessments as directed by the Site Manager
- Amend seating/personalisation plans following 'Think Twice' list updates\*.
- Report concerns immediately and fill in a purple form / niggle note.

**\*In bold** applicable to Teaching Staff/Teaching Assistants

- It is the duty of all staff to maintain an orderly environment in relation to pupils on corridors/exiting classrooms/queuing and lining up/exiting and entering the building. Key responsibility is to: remind pupils to keep to the left on stairs and corridors; do a quick safety check before dismissing classes; being on time for duties; duty zone compliance; adhere to one-way system when applicable/ keep left on corridors. Everyone must adhere to instructions in 'Corridor Management' and one way systems as directed via Site Manager and DSL.

**Teachers, including the headteacher, have a responsibility to:**

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'.
- Personally report any cases to the police where it appears that an act of FGM has been carried out, also referred to as 'known' cases, as soon as possible.

**Role of Staff: Child Protection Procedures**

When a child makes a disclosure to staff:

Receive Reassure Respond Record (see Appendix A)

**Recording**

- Paper copies (purple niggle notes) to report incidents will be used by staff in the first instance and passed to a member of the Safeguarding Core Team (See Appendix A). These are available in the staff room on the Safeguarding board and electronically in staff shared area. They must be directly handed to a member of the safeguarding team
- Concerns must be reported as soon as possible to a member of the Safeguarding Team, especially if there are concerns regarding a child at risk in their home/local community. It should never be presumed that an email has been read by the DSL/Deputy DSL therefore non-teaching safeguarding staff should also be alerted. An immediate risk in the classroom of a safeguarding nature involves the staff member sending an email to the 'on call' email address which will then alert the SLT member who is on call.

**NB. No-one should wait until the end of the day or delay filling in a niggle note where a safeguarding concern is suspected.**

- All paper copies of reports will be scanned to CPOMS and shredded to prevent any data breach.
- Incidents requiring further actions will be logged using CPOMS – an online system available to named staff. Appropriate sections will be completed including level of concern, agencies involved and a copy of relevant/related reports/letters/referrals attached. Where actions are stated, these will be carried out by the stated member of staff (Safeguarding Pastoral Teams) and monitored for impact.
- Levels of referral and actions to be taken will follow LA Guidelines (Appendix B)

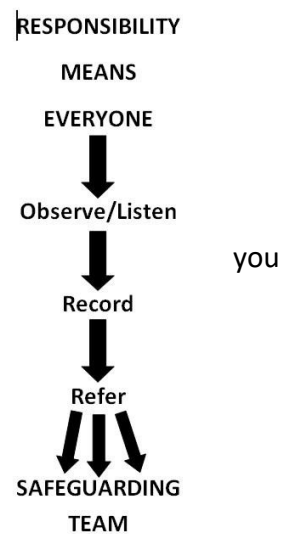
**Follow the Golden Rules: 'If You Don't Share a Risk – You Own the Risk.'**

**Do**

- Listen carefully
- Make accurate notes using the child's words
- Inform the designated Safeguarding person for child protection
- Tell the child that they have done the right thing by telling

**Don't**

- Ask leading questions
- Use your own words to describe events
- Investigate
- Promise confidentiality



Staff know that if they are unable to contact a member of the Safeguarding Team, outside of school hours, they must contact social care. Contacts are posted on the Staff Room Notice Board and in all main offices including Site/Canteen/Reception.

The referral process is then followed.

Safeguarding Advice (MASH): 01925 444140

Social Work Teams: 01925 446251

Out of Hours: 01925 443322

**Role of Designated Safeguarding Lead (DSL)**

(Reference to Annex C of 'Keeping Children Safe in Education' Sept, 2025)

St Gregory's Catholic High School ensures that the DSL

- is a member of the leadership team and takes lead responsibilities for Safeguarding and Child Protection
- has time, funding, authority, resources, training and support to provide advice and support to staff on child welfare and child protection matters

- co-ordinates school's representation at CP Conferences and related meetings
  - liaises with Local Authority and seeks advice
  - has updated child protection training (every two years)
  - leads a Safeguarding Team to ensure all reported incidents are dealt with promptly and appropriate action/referrals take place
  - Ensures annual training (Sept 2025), with DSL Deputies, for all staff who have regular contact with the school community. (Training is logged and signed/dated: attendance is sent to the Local Authority). New staff and those joining mid-year receive additional training and advice as part of their Induction Programme (Training PowerPoint is on staff shared area). All staff are informed of the lines of responsibility for reporting concerns to the DDSLs in the absence of the DSL
  - ensures specific focus is given on types of abuse so staff can be vigilant and raise concerns with the Safeguarding Team and make referrals (See Appendix D) NB. This is updated in line with local and national issues during an academic year in order to keep staff fully informed of all the emerging information. Details are communicated in a range of ways, including: email, staff bulletin/briefing, twilight/staff meetings, staff safeguarding board.
  - ensures all pupils at the start of each academic year have safeguarding information/advice provided. (Collective Worship for all pupils in September, Safeguard training shared on website for pupils/parents; Parent workshops throughout the year on given topics as appropriate).
  - Keep detailed, accurate, secure written records of safeguarding concerns, decisions made, and whether or not referrals have been made, and understand the purpose of this record-keeping
  - updates 'Think Twice' register and ensure all staff are aware of additions/deletions via email/SIMS updates.
- NB: Reference to be made to Appendix C which details the lead responsibility as stated in 'Keeping Children Safe in Education' September 2025.**
- provides time to listen to and act on Safeguarding Team member(s) concerns, in relation to their supervision.

### **Deputy Designated Safeguarding Leads**

At St. Gregory's Catholic High, there are four appointed deputies who are trained to the same standard as the DSL. They are Assistant Headteacher (Personal Development – Attendance) Assistant Headteacher (Personal Development and behaviour), Pastoral Manager (Dep DSL), Head of DP (Dep DSL), Pastoral Support Manager (Dep DSL).

Their role, with the DSL, ensures adequate and appropriate cover for staff to discuss concerns during the school day. Cover in relation to out of hours and out of term activities which take place, are detailed in EVOLVE (Educational visits) submissions which may also include other named members of the SLT and Safeguarding Team.



### Safeguarding Team

St Gregory's Catholic High School has adopted a team approach to Safeguarding. The team is made up of:

Position	Training*
Designated Safeguarding Lead Deputy Head Teacher – pastoral CP Contact Person CYMPHS/Mental Health Lead (Strategic) Online Safety/Social Media/Cyber-bullying Pupil 'Prevent Champion' as Anti-Radicalisation /Extremist Contact. Newsletter Operation Encompass/VPAs	DSL Training: Level 3 DSL training June 2025 Prevent training June 2025 Annual Certificate in Safer Recruitment – 2025 Operation Encompass 2025
Deputy Designated Safeguarding Lead Assistant Head Teachers CIC SLT /EVOLVE co-ordinator/CP Contact person with DSL/Parent/Carer Information/Parent Admissions Operation Encompass/VPAs	DSL Training 2025
DP/Iona/Mental Health First Aider	Annual Advanced Certificate in Online Safety for SENDCos DSL Training 2025
Pastoral Support Manager (Dep DSL)	Level 3 DSL training June 2025 Operation Encompass 2025
SENDCO /Contact person for CIC/EHCP	Annual Advanced Certificate in Online Safety for SENDCos
SEND Lead and Head of DP (Dep DSL)	Annual Advanced Certificate in Online Safety for Support Staff
Pupil Premium/ Early Help (secondary rep)/ Family Support/CIN/ KOOTH/ Young Carers /CPOMS administration/MASH/Social Workers/Youth Team Agencies	Annual Advanced Certificate in Online Safety for Mental Health Leads

Pupil Premium/ Early Help (secondary rep)/ Family Support/CIN/ KOOTH/ Young Carers /MASH/Social Workers/Youth Team Agencies Off Site provision. Oversight	
SEN/PASS/Training Coordinator	Advanced Level 3 EBSA Practitioner Annual Advanced Certificate in Online Safety for SENDCos
Emotional Health and Well-being. Mental Health (Operational) Mental Health First Aider/ZUMOS/Displays/ Think Twice list	Annual Advanced Certificate in Online Safety for Mental Health Leads
Emotional Health and Well-being.	Annual Advanced Certificate in Online Safety for Mental Health Leads
Chaplain/Collective Worship/ PD content overview	Annual Advanced Certificate in Online Safety for Mental Health Leads
Site Manager: Safety Procedures, Bulletins (H&S Meetings with DSL. Critical Incident Training/Updates LA Audits/ Risk Assessments Notice Board –policies and practices	Annual Advanced Certificate in Online Safety for Support Staff

Their main roles and responsibilities include:

- Attendance at weekly meetings to discuss new and on-going referrals – minutes are taken
- Recording referrals and actions using CPOMS to inform and monitor
- Producing, with Pupil Progress Managers, a Vulnerable/Think Twice register which is regularly updated, reviewed and shared with all staff in order to inform their Learning/ Seating Plans
- Carrying out duties in line with individual responsibilities e.g. Online safety/off site provision/Iona pupils
- Training – external and internal bespoke courses to keep abreast of known and emerging issues such as sexual exploitation, radicalisation, extremism, domestic violence, Child on Child Abuse, Mental Health and Well-being, Early Help and Knife Crime. (A separate log is made of all training which takes place to ensure an up to date record separate to this policy)

- Feeding back to colleagues following training and assessing what information needs to be conveyed to and staff
- Provision of information re issues/pupils to staff via weekly bulletin/SAFEGUARDING updates/email which are in accordance with confidentiality guidance
- Offer guidance and support to staff who refer pupils using reporting forms (Appendix A) and make referrals as necessary following liaison with DSL/Deputy DSLs (Appendix B)
- Reflecting on own and team practices in order to learn from procedures taken and further reduce future risks
- Seeking advice from the Duty and Assessment Team/ Children's Social Care/MASH at all times to confirm practices and procedures
- Making prompt referrals in line with WSCB procedures and completing relevant paper work in line with the Pan Cheshire Safeguarding Children procedures. Be aware of new multi-agency working practices – LA/Clinical Commissioning Group/ Chief Officer for police. Our Safeguarding partners will be expected to ensure we are 'fully engaged, involved and included in new safeguarding arrangements (DfE 2021) and it is expected they will name schools as relevant agencies and if named will have a statutory duty to cooperate with the published arrangements.') See Safeguarding Partnership Contract (Appendix P)
- Carrying out their duties in line with our whole school mission and ethos.
- Understanding the confidentiality required within and beyond the school to safeguard our pupils
- Provide information, as requested by MARAC Team or other agencies, in liaison with relevant PPM.

The team fully understand what children have said they want from an effective safeguarding system and will do their best to use these to guide the behaviour of practitioners.

Children have said that they need

- Vigilance: to have adults notice when things are troubling them
- Understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon
- Stability: to be able to develop an ongoing stable relationship of trust with those helping them
- Respect: to be treated with the expectation that they are competent rather than not
- Information and engagement: to be informed about and involved in procedures, decisions, concerns and plans
- Explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response
- Support: to be provided with support in their own right as well as a member of their family
- Advocacy: to be provided with advocacy to assist them in putting forward their views

- Protection: to be protected against all forms of abuse and discrimination and the right to special protection and help if a refugee

The team is fully aware of

- The guidance 'Working Together to Safeguard Children,' 2023 with specific reference to Assessments and Inter-Agency working so school is fully engaged, involved and included in new safeguarding arrangements. They understand that local safeguarding partners will name schools as relevant agencies and we are then under a statutory duty to co-operate with published arrangements. The statutory guidance 'Keeping Children Safe in Education' (Full Version) **September 2025 is read by all Safeguarding Team members**

<p style="text-align: center;"><b>Safeguarding Team</b>  <b>Our Mission Statement</b>          Committed to ensuring the safety and wellbeing of everyone in our community.</p> <p style="text-align: center;"><b>'We work in partnership to create a living and vibrant community in which each member is valued'</b></p>
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<p>Fundamental to our safeguarding policy is the understanding that each person in this school community has been created in the image of God, deserves to be listened to and treated with respect and dignity.</p>
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Photographs and names of the team are posted around the school and pupils and staff are signposted to raise awareness with a student board in the main corridor, a safeguarding board in the staff room, a Young Carer's Board, Augustine Centre and Reception.

### Other Key Staff

<p>Pastoral Attendance Officer (Lates/attendance/authorised and unauthorised absences/ Children Missing from Education. SIMS updating (Assurance of at least two emergency contacts for each child)</p> <p>New Pupils – safeguarding record transfers (mid-year)</p> <p>Attendance Mentor – Disadvantaged pupils/Persistent Absentees</p> <p>Staff personnel/Recruitment/DBS/SCR</p>
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Pupil Progress Managers Years 7 - 11. Access to CPOMS for Year Group alerts from Safeguarding Team. MARAC information. PSHE monitoring of programmes (Transition Safeguarding Records Y6-Y7)
Pastoral Support Manager – transition information transition Safeguarding Records Y6-Y7
School Chaplain LGBTQ
MARAC/ CSE Operational/LA Information and pupil monitoring resources/CSOG admin./ transition of safeguarding records Y11 – Y12
Chair of Governors

## LA Contacts

Michelle Heritage	Safeguarding Children in Education Officer - LA Safeguarding Team
Stephen Gillham	Safeguarding Children in Education Officer - LA Safeguarding Team
SCiE Team	Contact made through the email <a href="mailto:sice@warrington.gov.uk">sice@warrington.gov.uk</a>
Sarah Holmes	Education Safeguarding Officer (Educational Visits (Evolve) / Exclusions/ suspensions
Beki Byron	LADO contact <a href="mailto:LADO@warrington.gov.uk">LADO@warrington.gov.uk</a>
MAG	- Multi Agency Gateway: 01925 443322 - for new referrals (select Option 1 for Social Care, then, select Option 1 for Children's); Out of hours: 01925 444 400; Children's Social Care Business Support: 01925 446 257 – for cases open to children's social care
Early Help	- 01925 443 136, <a href="mailto:earlyhelpsupport@warrington.gov.uk">earlyhelpsupport@warrington.gov.uk</a>
Prevent and Channel Contacts:	0800 0113764 <a href="mailto:force.control.room@cheshire.police.uk">force.control.room@cheshire.police.uk</a>

Nigel Lund	Prevention education officer: <a href="mailto:nigel/lund@education.gov.uk">nigel/lund@education.gov.uk</a> 07384 452146
Declan Sammin	Channel Supervisor 0151 233 0343 or 07394559105
Jenna Miller or Bev Hurst	Channel Coordinator Warrington LA 07784031134 <a href="mailto:jenna.miller@liverpool.gov.uk">jenna.miller@liverpool.gov.uk</a>
Andrew McIntyre	NW CTP Prevent –Cheshire and Merseyside 0777 551 6940/01606 365239
David Sampson	Child Missing from Education (01925 442261)
Michelle Kerr	School Nurse

### **Role of Governing Board**

The Governing Board of St Gregory's Catholic High School is responsible for:

- Ensuring policies, procedures and training are effective and comply with the law at all times
- Attending in-school safeguarding training annually and ensuring Part One and Annex B of 'Keeping Children Safe in Education' is read
- Ensuring appropriate policies and procedures are in place in order for the appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- Appointing a named Safeguarding Governor who monitors and reports on developments, practices and procedures
- Monitoring compliance with Safeguarding/Child Protection Policy and all relevant guidance
- Acting on any weaknesses or deficiencies in regards to Child Protection arrangements
- Reviewing policy annually
- Monitoring how St Gregory's Catholic High School contributes to inter-agency working as stated in 'Working Together to Safeguard Children' 2023.
- Ensuring procedures are in place to handle allegations against staff
- Checking that on recruitment panels at least one person has undertaken Safer Recruitment training.
- Ensuring appropriate safeguarding responses to children who go missing from education (see Attendance Policy) and particularly on repeat occasions to help identify linked risks (abuse/neglect/CSE) and prevent future incidents

### **Proactive Measures to Reduce Risks for our Pupils**

In order to reduce risks for our pupils and promote a safe, caring, supportive environment, St Gregory's Catholic High School have a range of programmes in place and provide opportunities to ensure we remain a **LISTENING SCHOOL** and promote our **TELLING SCHOOL** initiative launched by our pupils (Positive Footprint/ Hate Crime Ambassadors). Other pupil support includes: Health Champions, LGBTQ+ Group, ESafety Officers, Young Leaders, Form Ambassadors, Mental Health and Well-being Champions, Sports Ambassadors, Eco Group, LRC Helpers, Chaplaincy, Faith in Action Group.

'Young Person's Guide to Working Together to Safeguard Children' is on school website and pupils are given copies of this when appropriate.

### **Pre St Gregory's School**

- Meetings with Y6 teachers for information exchange: Safeguarding section included
- Attendance at reviews/ PEPs
- Day off site with key staff to focus on relationships/working together
- Vulnerable Pupils Time – half a day in school with relevant staff to support/ advise both parent(s)/ carer(s) and child/children
- New Pupil Days to get to know the school, curriculum, and key staff, including Form Tutors/Attached staff
- New Parents' Evening to reassure parents/carers of our practices and procedures
- Curriculum Opportunities E.g. Drama/Science/English.
- Y5 Discovery Days

### **Whole School Focus**

- Safeguarding Celebration of the Word to all pupils in September by DSL with follow-up sessions for new starters throughout the year and any member of staff absent
- Role of the Form Tutor and linked staff
- Think Twice list updated on a regular basis. Profiles looked at by Safeguarding Team at weekly meetings. On Pastoral meeting agenda and all staff made aware of names to inform planning and provide support
- Collective Worship Themes e.g. Mental Health/CSE/Sexting
- Theme Days/ National Awareness Days E.g. Trafficking, Hate Crime, e-safety, Restart Your Heart/ Time to Talk

### **In School Systems/ Personnel**

- Intervention identification
- Safeguarding Team
- Safeguarding is an item on meeting agendas i.e. SLT Pastoral/Year Teams/Staff/Twilight
- Departmental risk assessments – annual reviews and updates by HODs

- CPOMS: Child Protection On-line Mentoring System (See separate information)
- Sharp System- viewed daily
- Columba Room to reduce the risk of external exclusion and individualised support programmes
- Pastoral Support Managers – all year groups; non-teaching
- Chaplain
- Tracking Processes – academic/behaviour/credit
- Behaviour SIMS – pattern analysis
- Soft Landings in Augustine Centre – specific individualised programmes
- Kooth.com
- Out of Class Passes/ Toilet Passes /hub pass / red pass
- Safety plans
- Medical Information for all staff updated via SAFEGUARDING NOTICE BOARD/Bulletin/SIMS
- Electronic registers with Class Charts parent app as part of Attendance provision; Think Twice listed cross-checked with register information by Attendance Officer lesson by lesson. Home visits by named staff.
- Class Charts parent app – attendance/punctuality/behaviour updates
- Health and Safety Committee with representation from all bodies of the school community led by Site Manager.
- Governor Monitoring Visits
- Green and red lanyards for visitors
- RM safety net – filtering and monitoring internet use

### **Pupil Involvement**

- Peer Mentoring Schemes (Numeracy/Literacy/ Positive Footprint/ Mental Health Ambassadors)
- Positive Footprint Ambassadors
- Pupil Voice opportunities – Youth Health Champions/ Young Leaders and Advocates/ Safeguarding Walks with DSL/ Questionnaires and surveys
- Toilet Door Information Posters –pupil designs
- Television information screens
- Pupil handbook information

### **Outside Agencies**

- External Mentors
- Parents' Evenings – parent/carer safeguarding information sessions with outside agencies i.e. Police/NSPCC/O<sup>2</sup>
- Safer School Partnership liaison – use of materials
- LA Safeguarding Teams e.g. MASH and SCiE



- Operation Encompass/VPAs
- Evolve System used for trips/ extra curricular off site activities which is overseen by LA. Regular contact with Sarah Holmes (LA) re policies/procedures meeting guidelines. DSL/Assistant Head Teacher part of checking process.
- On-line programmes/training e.g. KOOTH
- 'Future in Mind' School Link Offer

**NB: A full list is detailed on our CPOMS system**

#### **Publications/Support Materials**

- Information in Pupil handbook
- Shelf Help – 'Reading Well' in LRC – booklists/displays on issues/relationships
- Leaflets – LRC/Reception/ Augustine Centre
- Safeguarding Notice Board/ Young Carers Board/ Website
- Weekly bulletin used to highlight additional student information as need arises.
- Regular Health and Safety Bulletins/risk assessments/updates from the Site Manager emailed to all staff/specific whole school training for staff and for (Fire Drill/ Bomb Evacuation/Intruder) (Appendix I)
- National Online Safety for staff and parents
- Television screens – safeguarding messages
- Additional information evening for year 7, 10 and 11 to support parents / carers

This is by no means an exhaustive list but such provision is explicit in the role it gives to ensure pupils are safe, know they are safe and have support available when feeling vulnerable/at risk. During the year, there are information evenings for parents/carers which focus on key issues as they arise as well as contact numbers in 'The Net' (Half termly).

#### **Post St. Gregory's**

Sharing of Safeguarding information recorded on CPOMS for effective transition (in year transfer/colleges at 16 etc.). In line with KCSIE 2025 safeguarding files must be shared within 5 days of a pupil transferring to another setting.

#### **CPOMS - Child Protection On-line Mentoring System**

This is a password protected system, used by members of the Safeguarding Team and named Pastoral Team Staff to record agreed, referred incidents by other school staff as a Child Protection / welfare referral (niggle notes on SAFEGUARDING NOTICE BOARD). Users automatically alert named staff who acknowledge reading of the information. Additional documents, records of meetings etc. are attached. Agencies involved are logged. Further details and can be explained by members of the safeguarding team.

## **Responding to a Critical Incident**

St Gregory's Catholic High School follow the LA guidelines with reference to 'Managing the response to critical incidents in schools setting' booklet. Flowchart actions are displayed in Head Teacher and DSL rooms. Named staff for such incidents are:

- Headteacher
- Deputy Headteacher DSL/SLT
- Assistant Headteacher Deputy DSL/SLT

Managing Allegations: LA Designated Officers (LADO)

**LADO@warrington.gov.uk** or **01925 442079**

LADO information leaflets are on Staff Room Notice Board.

Refer to 'Whistleblowing Policy' for procedures

- Staff safeguarding concerns/allegations re another member of staff (Including volunteers) are reported to the Head Teacher.
- Head Teacher concerns/allegations are reported to Chair of Governors

## **Recruitment and Selection of Staff**

The following should be read in conjunction with 'Safer Recruitment' Policy and Part 3 'Safe Recruitment' of 'Keeping Children Safe in Education' Sept 2025

1. A single central record of all staff will be kept and updated on a regular basis. The SCR shall record information about all employees of the school. SLA based staff, agency workers, governors and other volunteers working with children.
2. Disclosure and Barring Service (DBS) checks shall be carried out on all staff who have been employed since 2002. Checks will be updated as and when required to coincide with new legislation determined by the DBS.
3. Non employees – all non-employees, visitors, and contractors will be accompanied by a member of staff when on school site if they do not have current clear DBS - they will wear a red lanyard.
4. Planning – job specifications and descriptions and other documents should be provided to applicants as and when necessary. Application forms should seek all relevant information and include statements and references.
5. Vacancy advertisement – advertisements should include reference to safeguarding policy, (i.e. statement of commitment to safeguarding and promoting the welfare of

- children, and need for successful applicant to be DBS checked) as well as safeguarding responsibility of the post as per the job specification.
6. Applications received – all applications should be scrutinised, any discrepancies/anomalies, gaps in employment should be noted and explored, if candidates are to be considered for shortlisting.
  7. Shortlisting candidates – ensure that at least two people carry out shortlisting exercise and they consider any inconsistencies and gaps in employment considering the reasons given. An online search will be carried out as part of due diligence – **Appendix N**.
  8. References - these should be sought directly from the referee for shortlisted candidates. Specific questions should be asked at this stage, include statement about liability for accuracy of information provided which must be factual and honest on references. References should be checked against the information on the application form, scrutinised, and any discrepancies/issues of concern noted and taken up with the applicant (at interview, if possible).
  9. Any information about past disciplinary action or allegations will be considered carefully when assessing the suitability of the applicant for the post.
  10. Invitation to interview – all relevant information and instructions should be included.
  11. Interview arrangements – at least 2 interviewers must have authority to appoint. At least one interviewer must have completed relevant safeguarding training (safer recruitment). Interviewers should meet and agree issues and questions/assessment criteria/standards prior to the interview.
  12. Interview – the process should explore the applicant's suitability to work with children as well as the post
  13. Successful Candidate - Copies of documents will be taken and placed on file.
  14. Conditional offer of appointment – Offers of appointment are made conditional on satisfactory completion of pre-appointment checks (i.e. satisfactory references, identity is verified, qualifications are confirmed, permission to work in the UK, DBS cleared, Barred List checked (as appropriate), health checked, DfE Teacher Registration, QTS status, completion of statutory induction). Prohibition check via NCTL Teacher Services website

### **Single Central Record (SCR) Responsibilities**

The information provided below represents working practice currently at St Gregory's Catholic High School.

The SCR is held and updated by the Head Teacher's PA. The DSL and governor with responsibility for Safeguarding carry out random checks on the SCR.

It is the responsibility of the following staff to provide the information as detailed below to S. Hutton, the Head Teacher's PA before a person enters the school:

## **Staff (Teaching and Support) employed by the school**

**NB:** DBS details are recorded via WBC as the umbrella body for St Gregory's Catholic High School. Overseas checks are conducted by the Headteacher's PA

The Head Teacher's PA is responsible for collecting information from staff upon the appointment and before commencement of position as part of the recruitment and appointment process.

The information required is:

- Identity (Name, D.O.B., Address, NI number, Teacher No)

All the following confirmed by NCTL Teacher Services :

- Qualification (relevant to the post)
- Qualified Teacher Status – DfE Teacher Registration Number (when appropriate)
- Right to work in UK

The DBS process requires documents that will prove identity and involves a barred check list. These documents will be checked and confirmation of this check shall be entered onto the SCR. A UK Passport will be asked for to check the right to work in the UK, if a passport is not a UK passport then a visa will be asked for (further guidance maybe sought from HR). The DfE Teacher registration number is required and copies of qualifications essential to the post will be required. (All documents apart from the DBS form will be copied) by the Headteacher's PA. If any candidates are overseas candidates, guidance will be sought from the safeguarding team (Warrington LA) on how to process this and what documentation is required. A prohibition from teaching check will take place

## **Supply Agency Staff**

The Director of Finance is responsible for arranging for the collection of information from supply agencies that verifies relevant suitability checks have been completed before the supply staff come into school. A copy of the information provided from the agency will be passed to the Head Teacher's PA who will update the SCR.

The information required from agencies is:

- Written confirmation from the agency that they have completed all the above checks. The confirmation must come from the agency before the individual arrives. Checks that are brought by the individual are not accepted.
- DBS certificate and ID is asked for on their first visit.

## **Volunteers**

As a result of the Protection of Freedoms Act 2012, volunteers **may** not meet the new definition of 'regulated activity'; however, they remain eligible for an Enhanced DBS check (without a

Children's or Adults' Barred lists) if they met the old definition of 'regulated activity' prior to September 2012.

It is recommended that any volunteer who has frequent and direct contact with a vulnerable person, or who works at a specified place (such as a school), has an Enhanced DBS check – this includes school governors – but the level of the DBS check may vary. If the volunteer is continually supervised they should have an Enhanced DBS without a barred list check, and if they are not continually supervised they should have an Enhanced DBS check with the relevant barred list check.

A volunteer is defined by DBS as:

- A person who is engaged in any activity which involves spending time, unpaid (except for travelling and other approved out of pocket expenses), doing something which aims to benefit someone (individuals and groups) other than, or in addition, to close relatives.

Regulated Activity for children is defined by DBS as:

- Unsupervised activities: teach, train, instruct, care for or supervise children, or provide advice or guidance on well-being, or drive a vehicle for the children;
- Work for a limited range of establishments ('Specified place'), with opportunity for contact, e.g. school, PRU, nursery, children centre, children's home etc, BUT not work by supervised volunteers.

Work undertaken under these two points is regulated activity only if done frequently.

The definition for 'Frequency Test' defined by the DBS as follows:

- Work carried out at the same 'specified place' by the same person once a week or more often, or for 4 or more days in a 30-day period; or intensely, i.e. overnight between 2 a.m. and 6 a.m.

A volunteer should not be allowed onto the site without first discussing this with a member of the Safeguarding Leadership Team. Depending on the nature of the voluntary role, a DBS check may be required. If this is the case the Head Teacher's PA, will advise the person supporting the volunteer and appropriate arrangements for a DBS application to be submitted, will be put in place.

The following information will then be required by the Head Teacher's PA, for inclusion in the SCR before the volunteer comes into school or goes on a trip:

- Name
- Address
- Date of Birth
- Verification of identity
- Completed DBS check and number

If a volunteer does not have regular contact with children, they do not need to be recorded on the Single Central Record but the person arranging the volunteer must:

- Not allow them unsupervised contact with
- Complete a limited risk assessment to demonstrate the fact

**NB: From 'Keeping Children Safe in Education' 2025 a risk assessment will be required for each volunteer to decide whether an enhanced DBS check is required or not.**

### **Governors**

The Head Teacher's PA, will obtain the following information for inclusion on the SCR:

- Name
- Address
- Verification of identity
- Completed DBS check and number

### **Post 16 Learners**

This includes any person based at the school on a learning placement such as trainee teachers. The member of staff supervising placements (ITT Tutor - AHT) is responsible for providing the Head Teacher's PA with DBS certificate and ID on their arrival for their placement

Groups of workers who do not need to be directly recorded on the Single Central Record are:

- Other public sector workers e.g. nurses, dentists, centrally employed teachers, LA staff. NB: we include peripatetic music staff
- Volunteers who help infrequently (e.g. one-off support for a school trip). NB: Risk Assessments as part of the LA Evolve system will be completed.
- Governors who help infrequently (e.g. one-off support for a school trip). NB: Risk Assessments as part of the LA Evolve system will be completed.
- Visitors to school such as theatre companies, visiting speakers.
- Contractors who come on site to carry out emergency repairs or service equipment and who would not be expected to be left unsupervised with the children.
- People who are on site before and after school hours when children are not present.

Please note that in all cases where anyone comes into school an individual's identity should be checked when they arrive to ensure that they are the person we are expecting. All visitors are asked to sign in and out of the school at the main Reception and identification is checked upon signing in. If a visitor arrives out of office hours, it is the responsibility of the member of staff organising the visit to check the identification of the visitor and ensure they are supervised on site if pupils are present. When public sector staff are being admitted, reception staff must have

sight of their official identity badge issued by their organisation. All visitors must wear a visitor's badge as well as the relevant coloured lanyard (green for visitors with an enhanced DBS; red for visitors without a DBS) and staff and pupils are asked to check/report anyone whose badge is not visible.

Reception staff ask all visitors to, read the safeguarding expectations of St. Gregory's Catholic High School (Appendix J)

### **Multi Agency Workers/Contractors**

The School currently buys into a number of service level agreements where there are multi-agency workers and based on site. The Director of Finance and Resources is responsible for providing information for all multi-agency workers. The Director of Finance and Resources will co-ordinate the multi-agency workers; however, as many different departments in the school have links, it is the responsibility of departments who arrange for a worker or service to attend the school to notify the Director of Finance and Resources of this. Those workers who regularly visit the school must be entered on to the SCR. They are entered as follows:

- The names of the individuals (verified)
- The name of the company or organisation they are working with/for.
- Written confirmation from the company/organisation that those attending site are DBS cleared.
- The relevant DBS number and confirmation that the disclosure was clear.

All persons attending site **MUST** sign in at reception using the 'Inventory' signing in system. Contractors will also use the contractors signing in book (the contractors signing in book has a column for DBS confirmation and the Asbestos Management Plan acknowledgement). Known visitors will be asked to produce their identification badge (WBC employees etc).

Building contractors will be asked to sign in the 'Contractors signing in book' and will verify their DBS clearance before entering the main school building. Contractors will be asked to attend outside of the core school hours (after 3pm where possible), however emergency contractor visits will be managed by the site staff and contractors will be accompanied around school.

All visitors/multi-agency workers and contractors will wear the issued badge (issued at reception) and will not be left alone with pupils during the school day (Appendix C: Contractors Procedures Flowchart).

### **Online Safety**

In order to keep pupils safe online, St Gregory's Catholic High School filters and monitors the internet using RM safety net, this aims to block all harmful content. The DSL has responsibility for this and for ensuring staff are aware of their responsibilities and have received appropriate training. All staff complete Online Safety Training annually with key staff completing enhanced training.

To support parents and carers with their understanding of online safety St Gregory's has purchased National Online Safety and all parents have access to this.

### **Multi-agency working**

St Gregory's Catholic High School contributes to multi-agency working as part of its statutory duty. The school is aware of and will follow the local safeguarding arrangements.

The school will be fully engaged, involved, and included in the child-centred approach towards local safeguarding arrangements. Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies.

St Gregory's catholic High School continues to develop trusting relationships between families and agencies to protect the welfare of its pupils, through the early help process and by contributing to multi-agency plans to provide additional support.

Where a need for early help is identified, the school will allow access for CSCS from the relevant LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

As a school we will also be mindful of the importance of inter-agency working in identifying and preventing CSE.

We will reflect the DfE's expectations to secure strong multi-agency working by:

- Collaborating with services to achieve shared goals and share information.
- Learning from evidence and sharing perspective to evaluate provision.
- Prioritising and sharing resources depending on pupils' needs.
- Celebrating inclusivity and diversity and challenging discrimination.
- Mutually and constructively challenging other's assumptions in a respectful manner.

### **Information sharing**

We recognise the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.

Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.



Staff members will be made aware that safeguarding partners may take legal action against them if they do not share specified information when a request is made for the purposes of safeguarding.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSLs.

### **Early help**

Early help means providing support as soon as a problem emerges, at any point in a child's life. At St Gregory's catholic High School we are proactive in ensuring that every pupil is able to access full-time education to aid their development and protect them from harm whilst utilising the unique position of having regular daily contact with pupils to identify concerns as early as possible.

Any pupil may benefit from early help, but in particular, staff will be alert to the potential need for early help for pupils who:

- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory EHC plan.
- Are suffering from mental ill health.
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Are at risk of being radicalised.
- Have family members in custody or is affected by parental offending.
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Are misusing drugs or alcohol.
- Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.
- Have experienced multiple suspensions and are at risk of, or have been, permanently excluded from school, alternative provision or a PRU.

The school will not limit its support to pupils affected by the above and will be mindful of a variety of additional circumstances in which pupils may benefit from early help, for example, if they are:

- Bereaved.
- Viewing problematic or inappropriate online content or developing inappropriate relationships online.
- Have recently returned home to their family from care.
- Missing education, or are persistently absent from school, or not in receipt of full-time education.

Staff will be mindful of all signs of abuse, neglect and exploitation and use their professional curiosity to raise concerns to the DSL.

The DSL will evaluate where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to CSCS for assessment for statutory services if the pupil's situation is not improving or is worsening.

### **Abuse, neglect and exploitation**

All staff will be aware of the indicators of abuse, neglect and exploitation and will understand that children can be at risk of harm inside and outside of the school, inside and outside of the school, inside and outside of home, and online. Staff will also be aware that pupils can be affected by seeing, hearing or experiencing the effects of abuse.

All staff will understand that abuse, neglect, exploitation and other safeguarding issues are rarely standalone events that can be given a specific definition or one label alone. Staff will understand that, in most cases, multiple issues will overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL.

All staff will recognise that abuse or neglect of a child may occur through the infliction of harm or through the failure to act to prevent harm. The school will understand that harm can include ill treatment that is not physical in nature, as well as the psychological impact of witnessing the ill treatment of others.

All staff will pay particular attention to the effects of domestic abuse on children, recognising that harm may arise not only when children are directly involved, but also when they see, hear, or otherwise experience its consequences. All necessary steps will be taken to identify and respond appropriately to such concerns in order to safeguard and promote the welfare of all pupils

All staff, especially the DSL and deputy DSLs, will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a pupil being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

## **Child-on-child abuse**

For the purposes of this policy, “child-on-child abuse” is defined as abuse between children.

The school has a zero-tolerance approach to abuse, including child-on-child abuse.

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenge inappropriate behaviour between peers, and will not tolerate abuse as “banter” or “part of growing up”.

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers – sometimes known as ‘teenage relationship abuse’.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

Some children may be particularly vulnerable and have an increased risk of abuse. The school will recognise that children with SEND or certain health conditions are three times more likely to be abused by their peers, can face additional safeguarding challenges and may be more prone to child-on-child group isolation or bullying (including prejudice-based bullying) than other children. The school will consider extra pastoral support for those children.

All pupils have the right to be safeguarded from harm regardless of race, religion, ethnicity, age, gender, sexuality or disability. The school will give special consideration to, amongst others, children who:

- Have SEND.
- Are vulnerable to being bullied.
- Are looked after or living in unsupportive home situations.

The DSL will ensure they appropriately assess all instances of child-on-child abuse, including in cases of image-based abuse, to help determine whether the alleged perpetrator(s) is under the age of 18 or is an adult posing as a child. The DSL will immediately refer the case if it is found that a so-called child-on-child abuse incident involves an adult, e.g. where an adult poses as a child online to groom a child or young person.

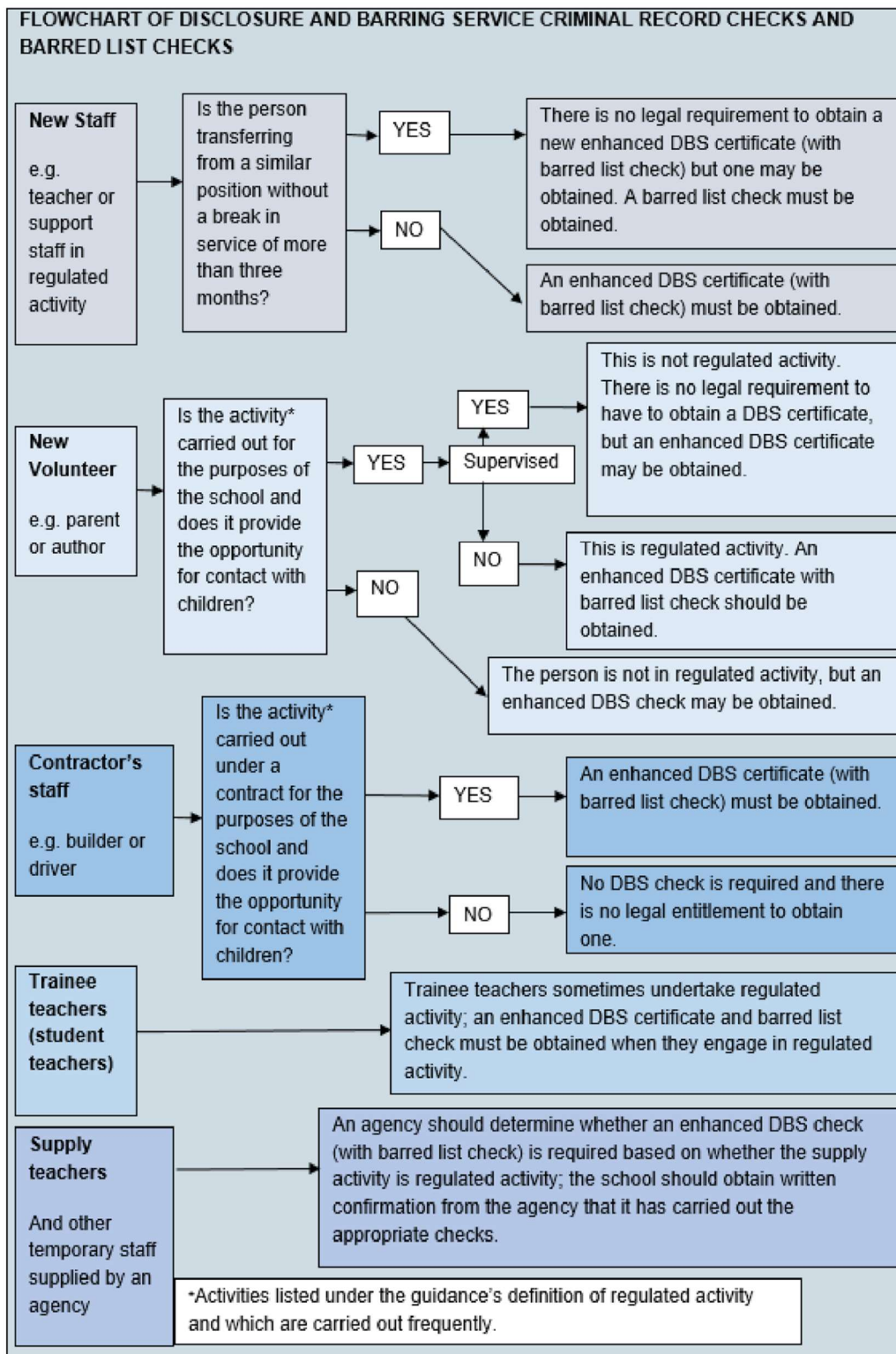
All staff will be clear as to the school's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

### **Alternative Provision**

**St Gregory's will remain responsible for a pupil's welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff and will satisfy itself that the placement is meeting the pupil's needs.**

**Those responsible for the commissioning of alternative provision will be aware that pupils in alternative provision will often have complex needs – they will be mindful of the additional risk of harm that these pupils may be vulnerable to.**





St Gregory's Catholic High School  
Safeguarding Concern/Niggle note

Appendix A



Pupils Involved:	Form:	Date:	
		Time:	
		Lesson:	

Reported by:	Reported to:
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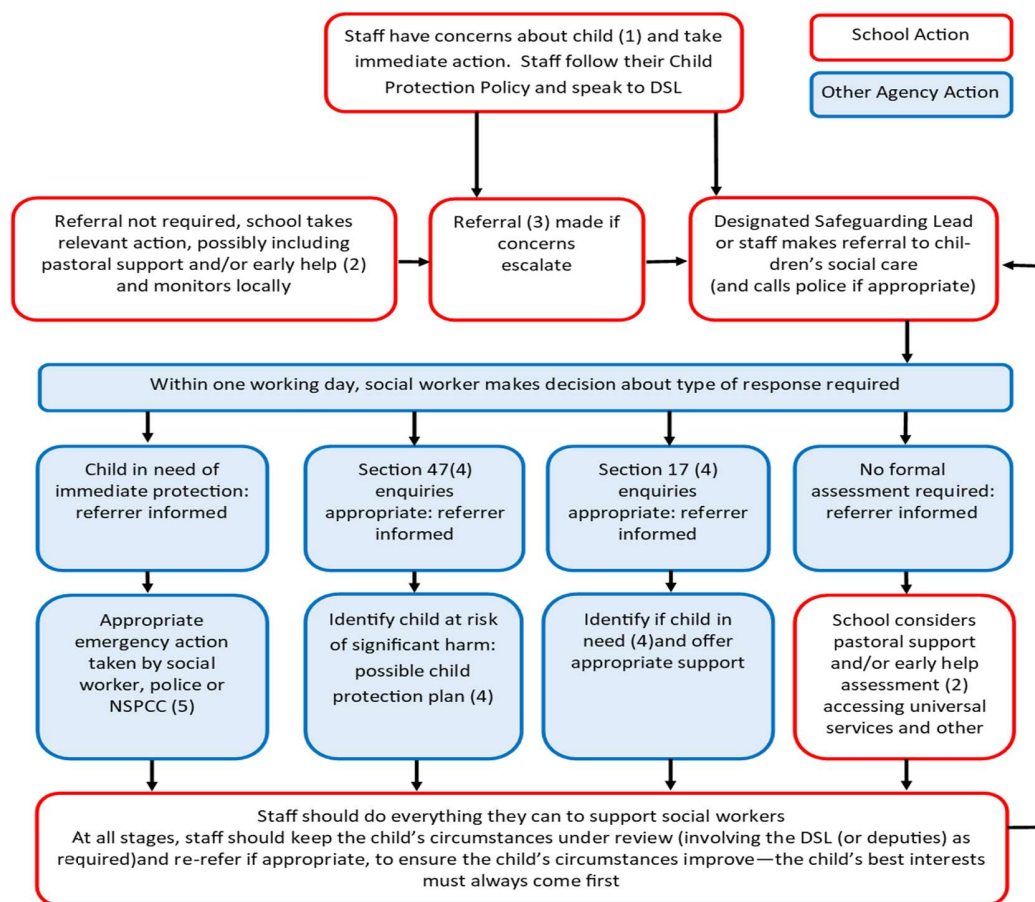
<p><b>Details of niggle/incident</b> (include the following: any visible bruising/injuries; any witnesses; any indirect signs eg behaviour/appearance)</p>
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**Action taken:**

## **Appendix B**

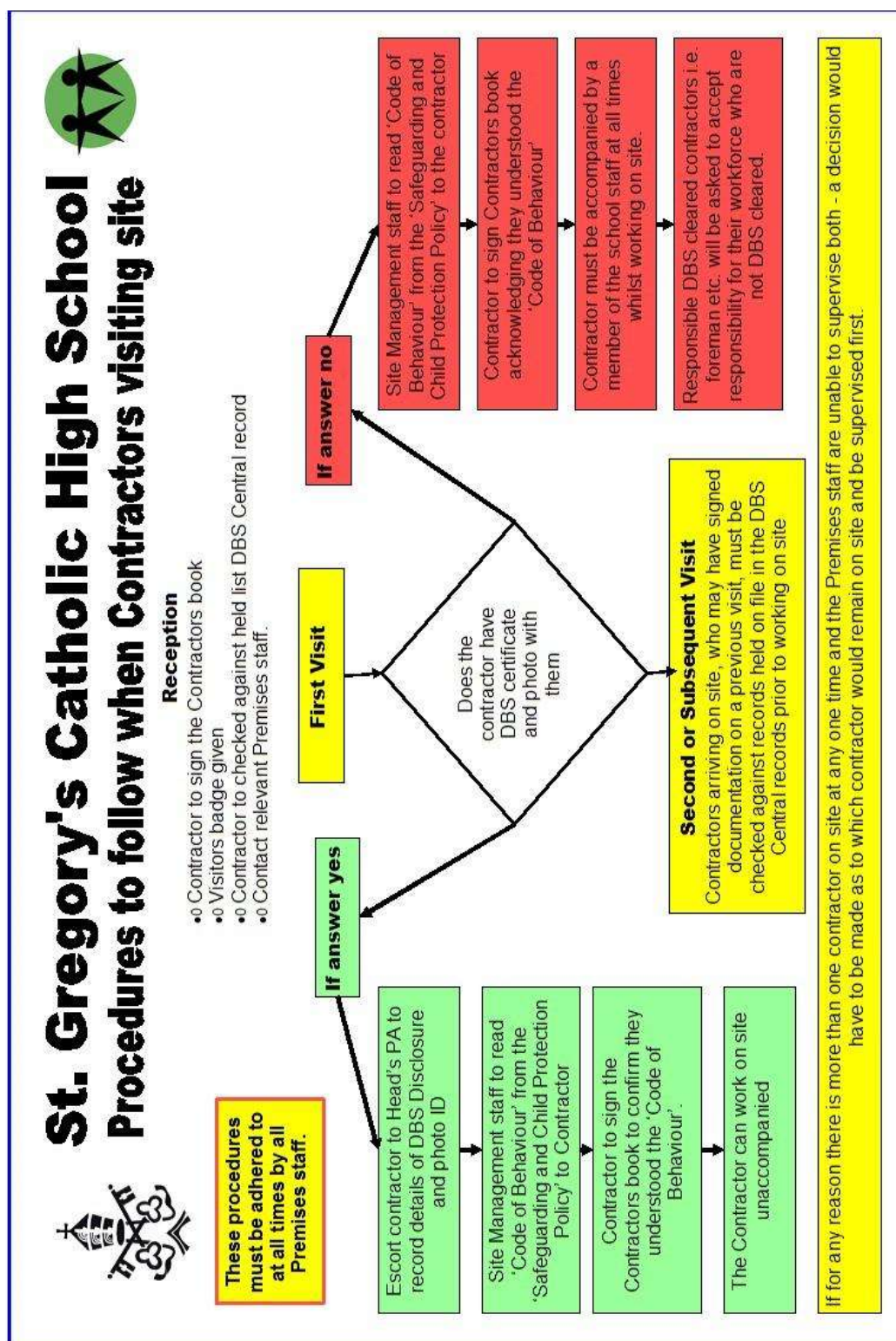
### **Actions where there are Child Protection Concerns**

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



1. In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of 'Keeping children Safe in Education' Sept, 2024.
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)





## Appendix D

The following information contains details (in some cases not always an exhaustive list of factors) of key focus areas for all staff to be fully briefed and to remain vigilant at all times. DSL and Safeguarding Team have additional information relating to referral systems, forms, agencies, and contact numbers. Staff use the internal referral forms (niggle notes) to record concerns.

### Definitions of Abuse

**NB:** Abuse, Neglect and Safeguarding Issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

### Types of Abuse and Neglect

**Abuse:** a form of maltreatment of a child. Somebody may abuse a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family, 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. They may be abused by an adult or adults or another child or children.

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and 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 capacity as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying including cyberbullying through social networks, online games or mobile phones – by a child's peers, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Some of the following signs might be indicators of abuse or neglect**

- 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.

**Some of the following signs might be indicators of physical abuse**

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
  - bruises or cuts;
  - burns or scalds; or
  - bite marks.

**Some of the following signs might be indicators of emotional abuse**

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

**Some of the following signs might be indicators of sexual abuse**

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

**Some of the following signs might be indicators of neglect**

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;

- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

Source:

HM Government 'Keeping Children Safe in Education: statutory guidance for schools and colleges' DfE, September, 2024

HM Government 'What to do if you're worried a child is being abused' March, 2015 (on SAFEGUARDING NOTICE BOARD/on website)

## **Child on Child Sexual violence and sexual harassment**

### **What do we mean by child on child sexual violence and sexual harassment?**

#### **Context**

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys but boys can also be victims of sexual violence and harassment.

St Gregory's Catholic High School is aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- **Zero tolerance** - not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia. Dismissing or tolerating such behaviours risks normalising them.
- Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable. Disabled and deaf children are three times more likely to be abused than

their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further explanation;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- communication barriers and difficulties overcoming these barriers.
- Children who are Lesbian, Gay, Bi, or Trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

### **Sexual violence**

It is important that we are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both **inside and outside school**.

For the purpose of this advice, when referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003:

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

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

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

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

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

### **Sexual harassment**

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make

them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; • sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - o non-consensual sharing of sexual images and videos;
  - o sexualised online bullying;
  - o unwanted sexual comments and messages, including, on social media;
  - o sexual exploitation; coercion and threats; and
  - o upskirting.

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

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

### **Harmful sexual behaviours**

Children’s sexual behaviours exist on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviours are developmentally inappropriate and may cause developmental damage. **Harmful sexual behaviours can occur online and offline and can occur simultaneously between the two.**

When considering harmful sexual behaviours, ages and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years’ difference in age or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

Harmful sexual behaviours **can**, in some cases, progress on a continuum. Addressing inappropriate behaviour **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying harmful sexual behaviours

have often experienced their own abuse and trauma. It is important that they are offered appropriate support.

## **A whole school approach to preventing child on child sexual violence and sexual harassment**

### **Our planned curriculum as part of our whole school approach**

The most effective preventative education programme is through a whole-school approach that prepares pupils for life in modern Britain. St Gregory's Catholic High School has a clear set of values and standards, clearly stated in our Mission Statement which is upheld and demonstrated throughout all aspects of school life. This is underpinned by our school behaviour policy, our pastoral support system, the roles of the Safeguarding Team, dedicated DSL from the SLT, and by a planned programme of evidence-based content delivered through our curriculum. Such a programme is developed to be age and stage of development appropriate, and tackles such issues as:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- Child Sexual Exploitation
- Sexual violence and sexual harassment is always wrong; and
- addressing cultures of sexual harassment.

Some of the above is delivered through planned, high-quality Relationship and Sex Education (RSE) and Personal Development / Personal, Social, Health and Economic Education (PSHE) programmes. (See separate policies and programmes).

We believe good practice is that which allows children an open forum to talk things through. Such discussions can lead to increased safeguarding disclosures. Children are made aware of the processes by which to raise their concerns or make a report. This includes processes when they have a concern about a friend or peer. All staff should be aware of how to support children and how to manage a disclosure – it is imperative that staff refer to our Safeguarding Policy and Training in relation to use of the niggles notes and how to record what a child tells them (Golden Rules: Dos and Don'ts). Niggles notes are available in the staffroom and should be passed immediately to a member of the Safeguarding Team.

## **Responding to reports of sexual violence and sexual harassment**

### **Introduction**

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Preplanning, effective training and our policies ensure a calm, considered and appropriate response to any reports.



Decisions will be made on a case-by-case basis, with the designated safeguarding lead/deputy DSL taking a leading role and using their professional judgment, supported by our Safeguarding Team, other agencies, such as children's social care and the police as required.

Some situations are statutorily clear:

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape;
- rape, assault by penetration and sexual assault are defined in law; and
- creating and sharing sexual photos and videos of under-18s is illegal (often referred to as sexting). This includes children making and sharing sexual images and videos of themselves.

### **Support**

Working Together to Safeguard Children sets out details of the wider child protection system, inter-agency working and schools' and colleges' role in it.

- The basic safeguarding principle is: if a child has been harmed, is in immediate danger, or is at risk of harm a referral should be made to children's social care. A social worker should respond to the referrer within one working day to explain what action they will be taking.
- Children's social care will consider if early help, and/or statutory assessments are appropriate. School staff will be expected to participate in an early help assessment, child protection enquiry, strategy discussion and child protection conference. The designated safeguarding lead and deputies will support staff as required.
- Local authorities, with their partners, should develop and publish local protocols for assessment. This should set out clear arrangements for how cases will be managed once a child is referred into children's social care. It is important all staff understand this process (see Safeguarding and Child Protection Policy).
- The police will be important partners where a crime might have been committed. Rape, assault by penetration and sexual assaults are crimes. Where there is a report of a rape, assault by penetration or sexual assault, the starting point is it should be passed to the police. This will often be a natural progression of making a referral to children's social care. The designated safeguarding lead/deputies/team members will lead the school's response.
- We recognise that incidents of sexual violence and sexual harassment that occur online (either in isolation or in connection to offline incidents) can introduce a number of complex factors. These include the potential for the incident to take place across a number of social media platforms and services and for things to move from platform to platform online. It also includes the potential for the impact of the incident to extend further than a school's local community (e.g. for images or content to be shared around neighbouring schools) and for a victim (or alleged perpetrator) to become marginalised

and excluded by both online and offline communities. There is also the strong potential for repeat victimisation in the future if abusive content continues to exist somewhere online.

## **The immediate response to a report**

### **Managing the disclosure**

Our initial response to a disclosure from a child is important. It is essential that victims are reassured that they are being taken seriously and that they will be supported and kept safe.

A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

In some cases, the victim may not make a direct report or disclosure. For example, a friend may make a report or a member of school staff may overhear a conversation that suggests a child has been harmed. As with all safeguarding concerns, it is important that in such instances staff take appropriate action in accordance with our Safeguarding policy.

There may be reports where the alleged incident is between two pupils from our school but is alleged to have taken place away from the school premises. The safeguarding principles, and our duty to safeguard and promote the welfare of our pupils, remain the same.

As per Part one of Keeping Children Safe in Education, which is read as part of our annual training, all staff know how to manage a disclosure. Our effective safeguarding practice includes:

- not promising confidentiality at the initial stage. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognising a child is likely to disclose to someone they trust: this could be **anyone** in school. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- listening carefully to the child, being non-judgmental, being clear about boundaries and how the disclosure will be progressed, not asking leading questions and only prompting the child where necessary.

- considering the best way to make a record of the disclosure. Best practice is to wait until the end of the disclosure and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the disclosure. However, if making notes during any disclosure, staff should be very conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made using our recording forms;
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Staff need to be aware that notes of such disclosures could become part of a statutory assessment by children's social care and/or part of a criminal investigation;
- if possible, managing disclosures with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible; and
- informing the Designated Safeguarding Lead/deputy as soon as practically possible if the Designated Safeguarding Lead/deputy are not involved in the initial disclosure.

## **Considering confidentiality and anonymity**

### **Confidentiality**

Staff taking a disclosure should never promise confidentiality as it is very likely that it will be in the best interests of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies.

School will only engage staff and agencies who are required to support the children involved and/or be involved in any investigation.

The victim may ask the school not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if it can be justified to be in the public interest, for example, to protect children from harm and to promote the welfare of children. The Designated Safeguarding Lead/deputy must be informed and they will consider the following:

- parents or carers should normally be informed (unless this would put the victim at greater risk);
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger or has been harmed a referral should be made to children's social care; and
- rape, assault by penetration and sexual assaults are crimes. The starting point is that reports should be passed to the police.

Ultimately, the designated safeguarding lead/deputy will balance the victim's wishes against their duty to protect the victim and other children.

If the Designated Safeguarding Lead/deputy do decide to go ahead and make a referral to children's social care and/or a report to the police against the victim's wishes, this will be handled extremely carefully, the reasons should be explained to the victim and appropriate specialist support offered.

### **Anonymity**

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, we will be aware of anonymity, witness support and the criminal process in general so we can offer support and act appropriately.

In addition to the legal protections, as a matter of effective safeguarding practice, we will do all we reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be in place for the children involved.

We will also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

### **Risk Assessment**

When there has been a report of sexual violence, the designated safeguarding lead/deputy will make an immediate risk and needs assessment. The risk and needs assessment should consider:

- the victim;
- the alleged perpetrator; and
- the other children (and, if appropriate, staff).

Risk assessments will be recorded (written or electronic) and kept under review. At all times, we will actively consider the risks posed to all pupils and put adequate measures in place to protect them and keep them safe.

The Designated Safeguarding Lead/deputy will ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.

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

### **What to consider**

- the ages of the children involved;
- the developmental stages of the children involved;

- any power imbalance between the children (e.g. is the alleged perpetrator significantly older);
- if the alleged incident is a one off or a sustained pattern of abuse;
- are there ongoing risks; and
- other related issues and wider context including incidents and/or behaviours associated with factors outside school and/or occur between children outside the school, the designated safeguarding lead/or deputies will consider contextual safeguarding.

The starting point regarding any report will always be that sexual violence and sexual harassment are not acceptable and will not be tolerated. Especially important is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'.

### **Options to manage the report**

There are four likely scenarios for us to consider when managing any reports of sexual violence and/or sexual harassment.

#### **Manage internally**

- In some cases of sexual harassment, for example one-off incidents, school may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising our behaviour and bullying policies and by providing pastoral support.
- Our response, will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions will be recorded (written/cpoms).

#### **Early help**

- Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

#### **Referrals to children's social care**

- Where a child has been harmed, is at risk of harm, or is in immediate danger we will make a referral to local children's social care.
- At the referral to children's social care stage, we will generally inform parents or carers unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.
- If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.

- Where statutory assessments are appropriate, we will work alongside, and cooperate with the relevant lead social worker.
- School will not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in our school.
- In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. We will be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead/deputies will consider other support mechanisms such as early help, specialist support and pastoral support.

### **Reporting to the police**

- Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police.
- Reporting to the police will generally be in parallel with referrals to children's social care.
- At this stage, school will generally inform parents or carers unless there are compelling reasons not to, for example if informing a parent or carer is likely to put a child at additional risk.

### **Managing any delays in the criminal process**

- There may be delays in any case that is being progressed through the criminal justice system. School **will not wait** for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator and other children in our school.

### **The end of the criminal process**

- If a child is convicted or receives a caution for a sexual offence, we will update our risk assessment, ensure relevant protections are in place for all the children consider any suitable action in light of our behaviour policy. If the perpetrator remains in school with the victim, we will be very clear as to our expectations regarding the perpetrator.
- Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils. School will ensure that the victim and alleged perpetrator remain protected, especially from any bullying or harassment (including online).
- Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, school will continue to offer support to the victim and the alleged perpetrator for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. School will discuss any decisions with the victim in this light and continue to offer support. The alleged perpetrator is also likely to require ongoing support for what will have likely been a difficult experience.

### **Safeguarding and supporting the victim**

- The needs and wishes of the victim will be paramount (along with protecting the child) in any response. Overall, our priority will be to make the victim's daily experience as normal as possible, so that is a safe space for them.
- When it is clear that ongoing support will be required, the victim will be asked if they would find it helpful to have a designated trusted adult (for example their form tutor, PPM or member of the safeguarding team) to talk to about their needs. The choice of any such adult should be the victim's
- A victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. We will provide a physical space for victims to withdraw (Augustine Centre).
- School will maintain arrangements to protect and support the victim for as long as required.
- School will do everything we reasonably can to protect the victim from bullying and harassment as a result of any report they have made.
- Alternative provision or a move to another school may be considered. This will only be at the request of the victim and their parents/carers.
- It is important that if the victim does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs. The Designated Safeguarding Lead will take responsibility to ensure this happens as well as transferring the child protection file (CPOMS records).
- Specific agencies will be utilised for specialist support e.g. CAMHS, RASAC.

### **Safeguarding and supporting the alleged perpetrator**

The following principles will be adhered to and help shape any decisions regarding safeguarding and supporting the alleged perpetrator:

- School will have a difficult balancing act to consider. On the one hand to safeguard the victim (and the wider student body) and on the other hand providing the alleged perpetrator with an education, safeguarding support as appropriate and implementing any disciplinary sanctions.
- Consider the age and the developmental stage of the alleged perpetrator and nature of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.
- Consider the proportionality of the response. Support (and sanctions) will be considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviours in young children may be and often are a symptom of either their own abuse or exposure to abusive practices and or materials. Advice will be taken, as appropriate, from children's social care, specialist sexual violence services and the police.

- It is important that if the alleged perpetrator does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs. The Designated Safeguarding Lead will take responsibility to ensure this happens as well as transferring the child protection file (CPOMS records).

### **Working with parents and carers**

In most instances, we will engage with both the victim's and the alleged perpetrator's parents or carers when there has been a report of sexual violence. The exception to this rule is if there is a reason to believe informing a parent or carer will put a child at additional risk.

Our practice will include meeting the victim's parents or carers with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed.

We will meet with the alleged perpetrator's parents or carers to discuss any arrangements that are being put into place that impact the alleged perpetrator, such as, for example, moving them out of classes with the victim and what this means for their education. The reason behind any decisions will be explained. Support for the alleged perpetrator will be discussed.

The Designated Safeguarding Lead/deputies will attend any such meetings. Consideration to the attendance of other agencies will be considered on a case-by-case basis.

We will consider signposting parents to available, relevant support.

### **Safeguarding other children**

Consideration will be given to supporting children who have witnessed sexual violence, especially rape and assault by penetration. Witnessing such an event is likely to be traumatic and support may be required.

Following any report of sexual violence or sexual harassment, it is likely that some children will take "sides". School will do all we can to ensure both the victim and alleged perpetrator, and any witnesses, are not being bullied or harassed.

Social media is very likely to play a central role in the fall out from any incident or alleged incident. There is the potential for contact between victim and alleged perpetrator and a very high likelihood that friends from either side could well harass the victim or alleged perpetrator online.



School transport is a potentially vulnerable place for a victim or alleged perpetrator following any incident or alleged incident. As part of our risk assessment, we will consider any additional potential support needed to keep all children safe.

Our Safeguarding culture makes clear that sexual violence and sexual harassment is always unacceptable, and our strong preventative education programme is there to create an environment in which all children are supportive and respectful of their peers when reports of sexual violence or sexual harassment are made.

Our policies, processes and curriculum are under constant review to protect all our children.

Source: DfE: Sexual violence and sexual harassment between children in schools and colleges. Guidance December 2021.

### Radicalisation and Violent Extremism

To be read in conjunction with 'Preventing Extremism and Radicalisation Safeguarding Policy for Warrington Schools' (Sept, 2016) and 'British Values' Policy.

Since 2010, when the government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

School Self-Assessment for Prevent (Sept 2016) is on the school website.

### Useful Definitions

**Radicalisation** refers to the process by which a person comes to support terrorism and or extremism leading to terrorism.

**Extremism** is defined in the Counter Extremism Strategy (2018) as:

Vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a ‘typical extremist’ those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activities.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff is able to recognise those vulnerabilities.

### **Indicators of vulnerability include**

- Identity Crisis – the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- Special Educational Need – the pupil may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

### **More Critical risk factors could include**

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and/or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

### **What action should be taken if there are concerns?**

- Seek advice from named school personnel – Prevent Champion is Miss Lavin (Deputy Head Teacher/DSL)
- Pass concerns to the DSL/SPOC (Michelle Heritage 01925 442928)
- The DSL/SPOC will make contact with Channel Supervisor Declan Sammin on 0151 233 0343 or 07394559105 and Andrew McIntyre NW CTP Prevent –Cheshire and Merseyside on 0777 551 6940/01606 365239

### **Child Sexual Exploitation**

**Staff must be aware of practices and procedures as detailed in our separate CSE Policy.** CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of abuse. CSOG procedures follow LA guidelines with Safeguarding Staff allocated as Strategic and Operational Leads. (See ‘At a Glance Warning Signs’ in Appendix K)

**Sharing of nudes (Formally sexting)** is when someone sends or receives a sexually explicit text, image or video on their mobile phone, usually in a text message. Reference must be made to ‘Sharing nudes and semi nudes: how to respond to an incident’ December 2020 (on website/appendix to E-Safety Policy/ copy on Staff Room notice board).

When people talk about sharing of nudes, they usually refer to sending or receiving:

- Naked picture or ‘nudes’
- ‘Underwear shots’
- Sexual or ‘dirty pics’
- Explicit ‘rude’ text messages or videos

If pupils are sharing indecent images of someone under the age of 18, they may be committing a criminal offence under Section 1 of the Protection of Children Act 1978 and Section 160 Criminal Justice Act 1988. This means it is a crime to:

- Take an indecent photograph or allow an indecent photograph to be taken;
- To make an indecent photograph (and this includes downloading or opening an image that had been sent);
- To distribute or show such an image;
- To possess with the intention of distributing images;
- To possess such images.

All staff must remain vigilant and adhere to our Electronic Devices and E-safety Policies which clearly state that a mobile phone needs to be turned off as a student enters the school. It is not switched on until they exit the gates. Staff have a safeguarding duty to confiscate if a mobile phone is used, seen, goes off whilst in school. The phone is kept overnight in the first instance with a slip, signed by parent/carer for its return at 3 p.m. the next day. Further incidents are dealt with according to our policy. Concerns must be passed on to the DSL/Safeguarding Team who will contact parents and seek further advice from WCSB/Police. Reference also to Anti-Bullying Policy.

### **Children Who Are Absent from Education for Prolonged Periods and/or Repeated Occasions**

**Definition:** children of compulsory school age but are not registered pupils at a school and are not receiving suitable education otherwise than at a school.

These children are at significant risk of underachieving, being victims of harm, exploitation or radicalization and becoming NEET (Not in education, employment or training) later in life.

#### **At risk:**

- pupils at risk of harm/neglect
- children of Gypsy/Roma/Traveller families
- children of service personnel
- missing children and runaways
- children and young people supervised by the Youth Justice System
- children who cease to attend school
- children of new migrant families

#### **Procedures**

This will be referrals/concerns via the Pastoral Team and all relevant paper work submitted to the LA by Attendance Officer as stated in our Attendance Policy and the DfE Statutory Guidance Child Missing Education, September 2016.

Dave Sampson is the key LA contact.

Child Leaving the Country Notification/ Child Missing Education Notification forms are all completed by the Attendance Officer in liaison with DSL.

### **Child criminal exploitation: county lines**

Child criminal exploitation: county lines. Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity, drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

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

### **Domestic Violence and Abuse**

Definition of domestic violence and abuse is:

Any incident or pattern of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological;
- Physical;
- Sexual;
- Financial; and
- Emotional

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

or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. School is often made aware of Domestic violence via a VPA (Vulnerable Pupil Assessment) which details events in the home leading to the Police being called and subsequent actions. Our Think Twice list for the Team will indicate pupils most at risk and details will be on CPOMS with a case worker attached. All staff need to remain vigilant. Refuge support is provided.

### **Honour-based Violence (including FGM and Forced Marriage)**

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

#### **Indicators**

There are a range of potential indicators that a child may be at risk of HBV. St. Gregory's Catholic High School uses the guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, from 'Multi agency statutory guidance on FGM'.

#### **Actions**

If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.

**Faith abuse** is where certain kinds of child abuse are linked to faith or belief. This includes: belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or muti murders where the killing of children is believed to bring supernatural benefits or the use of belief in magic and witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

Child abuse can also occur in culture or faith contexts in general, this can include female genital mutilation, forced marriage, excessive physical punishment or abuse relating to gender, sexuality, ethnicity, nationality, disability or other differences recognised within social or cultural beliefs. Abuse in any culture or faith context is not acceptable and is child abuse. School staff should follow the procedures and share any concerns with DSL and complete our Referral Form, if it is suspected that a child is at risk of this type of abuse.

### **Female Genital Mutilation (FGM)**

Female Genital Mutilation occurs mainly in Africa and to a lesser extent, in the Middle East and Asia. Although it is believed by many to be a religious issue, it is a cultural practice. There are no health benefits.

#### **Key Points**

- It is not a religious practice
- Occurs mostly to girls aged from 5-8 years old; but up to around 15
- Criminal offence in UK since 1985
- Offence since 2003 to take girls abroad
- Criminal penalties include up to 14 years in prison

#### **Reasons for this cultural practice include:**

- Cultural identity – An initiation into womanhood
- Gender identity – Moving from girl to woman – enhancing femininity
- Sexual control – reduce the women's desire for sex
- Hygiene/cleanliness – un mutilated women are regarded as unclean

#### **Risk Factors include:**

- Low level of integration into KU society
- Mother or sister who has undergone FGM
- Girls who are withdrawn from PSHE
- A visiting female elder from the country of origin
- Being taken on a long holiday to the family's country of origin
- Talk about a 'special' event or procedure to 'become a woman'

#### **High Risk Time: Be Aware**

This procedure takes place in the summer, as the recovery period after FGM can be 6-9 weeks as a school we are alert to the possibility of FGM as a reason why a girl in a high risk group is



absent from school where the family request an 'authorised absence' for just before or just after the school summer holidays. Our Attendance Officer as detailed in our Attendance Policy will report any concerns resulting from unexplained absences/patterns in absences.

#### **Post – FGM Symptoms include**

- Difficulty walking, sitting or standing
- Spend longer than normal in the bathroom or toilet
- Unusual behaviour after a lengthy absence
- Reluctance to undergo normal medical examination
- Asking for help, but may not be explicit about the problem due to embarrassment or fear

#### **Longer Term problems include**

- Difficulties urinating or incontinence
- Frequent or chronic vaginal, pelvic or urinary infections
- Menstrual problems
- Kidney damage and possible failure
- Cysts and abscesses
- Pain when having sex
- Infertility
- Complications during pregnancy and childbirth
- Emotional and mental health problems

#### **FGM mandatory reporting duty**

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

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

### **Forced Marriage**

There is a clear difference between a 'forced marriage' and an 'arranged marriage'. An arranged marriage is when families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

A forced marriage is when one or both parties do not consent to the marriage, and people are forced into marriage against their will. Forced marriage is an abuse of human rights. Both physical and emotional abuse may be used to coerce people into the marriage.

In law both parties to a marriage must validly consent to the marriage, the minimum age a person is able to consent to marriage is 16. A Forced Marriage Protection Order can be obtained from a Family Court in order to protect victims, both adults and children from a potential forced marriage or people who are already in a forced marriage.

The Anti-Social Behaviour, Crime and Policing Act (2014) make it a criminal offence to force someone to marry.

This includes:

- Taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- Marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)
- Breaching a Forced Marriage Protection Order is also a criminal offence

Young people, especially girls who are forced to marry, or those who fear they may be forced to marry, are frequently withdrawn from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally, often leading to depression and self-harm. These factors can contribute to impaired social development, limited career and educational opportunities, financial dependence and lifestyle restrictions.

Staff may become aware of a pupil because they appear anxious, depressed and emotionally withdrawn with low self-esteem. They may have mental health issues and display behaviours such as self-harming, self-cutting or anorexia. Sometimes they may come to the attention of the police having been discovered shoplifting or taking drugs or alcohol. Often pupil's symptoms can be exacerbated in the periods leading up to the holiday season.

**Potential Warning signs or indicators that a child is at risk of Forced Marriage** (not an exhaustive list)

- Absence and persistent absence
- Request for extended leave of absence and failure to return from visits to country of origin
- Fear about forthcoming holidays
- Surveillance by siblings or cousins at school
- Decline in behaviour, engagement, performance or punctuality
- Poor exam results
- Being withdrawn from school by those with parental responsibility
- Removal from a day centre of a person with a physical or learning disability
- Not allowed to attend extra-curricular activities
- Sudden announcement of engagement to a stranger
- Prevented from going on to further/higher education

### **What to do if you have concerns**

Forced Marriage is an offence and if this is also happening to a child under the age of 18 it is considered to be child abuse. 'Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.' If you suspect that a child may be forced to marry then you must share your concerns with the Designated Safeguarding Lead (DSL) who will make appropriate contact with Children's Social Care or the Police. The Forced Marriage Unit can also be contacted for advice and help in making the referral.

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Safeguarding Team are aware of contact details and referral routes to the Local Housing Authority so concerns are raised at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Referrals and or discussion

with the Local Housing Authority will take place as well as a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalized housing plan, and work to help them retain the accommodation or find a new place to live.

### **Private Fostering**

Schools play an essential role in identifying privately fostered children. Although most children in private fostering situations are likely to be safe, in some private fostering arrangements there are clear safeguarding issues and children and young people effectively have no one who is concerned for their safety or welfare.

#### **What is a private fostering arrangement?**

A private foster carer is someone **other than** a parent or a close relative who cares for a child for a period of 28 days or more, in agreement with the child's parent. It applies only to children under 16, or under 18 if they are disabled.

A private fostering arrangement is **not** when a child is Looked After by the Local Authority or placed in any residential home, hospital or school.

Private foster carers can be part of the child's wider family a friend of the family, the parents of the child's boyfriend or girlfriend or someone unknown but willing to foster the child. A cousin, great aunt or co-habitee of a mother or father would therefore be a private foster carer.

Close relatives – a grandparent, a brother or sister, an aunt or an uncle, a step parent – are not private foster carers

#### **Who may be privately fostered?**

This list is by no means exhaustive and indicates the scale and variety of situations and agencies these arrangements can cover.

- Children whose parents are unable to care for them, for example if they have chronic ill health or are in prison;
- Children sent to this country, for education or health care, by parents who live overseas;
- A child living with a friend's family because they don't get on with their family;
- Children living with a friend's family because of their parents' study or work;
- Children staying with another family because their parents have separated or divorced;

- Teenagers living with the family of a boyfriend or girlfriend;
- Children from abroad who attend a language school or mainstream school in the country and are staying with host families;
- Children at boarding schools who do not return to their parents in the holidays but stay with 'host' families recruited by 'education guardians';
- Unaccompanied asylum seeking minors who are living with friends, relatives or strangers;

**Children who are trafficked** into the UK are especially vulnerable and are often living in private fostering arrangements. Child trafficking is the movement of children for exploitation, including domestic servitude, commercial sexual exploitation and to support benefit claims.

#### **What to do if you are aware of a private fostering arrangement:**

By law, a parent, private foster carers or other persons involved in making a private fostering arrangement must notify Children's Services as soon as possible. However, parents and carers often do not tell professionals or agencies about such arrangements; they may not be aware that they need to (and this may apply particularly to new communities in the UK such as migrant families from new EU states), or they chose not to tell agencies about these arrangements.

Children's Services are **not** involved in making private fostering arrangements but are responsible for checking that the arrangements are suitable for the child. As a professional it is important for you to notify Children's Services if you are in contact with a child or young person who is being privately fostered. This will help protect the child against abuse or neglect and provide some reassurance that the child is looked after properly.

#### **Signs to watch out for**

- Has someone else started collecting a child from school on a regular basis?
- Has a child mentioned to you that they are staying with someone else or that their parent(s) have gone away for a long time?
- Is there something unusual or unclear on the child's administration file? This may include copies of passports, visas and other immigration related documents which are unclear or do not clearly show that the child has rights of residence in the UK, or that it is unclear who has parental responsibility for the child.

#### **What schools can do:**

- Ensure that all staff are aware of the definition of private fostering and the Local Authority's responsibilities when such arrangements occur;
- Look at admission files to check on the home situation, and make a note to follow up any circumstances which are not clear;

- Whenever staff become aware of private fostering arrangements they should notify the DSL/Pastoral/Safeguarding Team; this is particularly where Form Tutors can be vigilant and observant.
- The DSL or member of safeguarding team will speak to the families of children who might be involved in private fostering and check that they are aware of their duty to notify the Local Authority of the arrangement. School staff should actively encourage the parents and/or carers to notify Children's Services of the arrangement.

When the Local Authority receives notification about a private fostering arrangement Social Care will arrange for a colleague to visit the child within seven working days. They will contact the parent or person with parental responsibility, run checks on the carer and talk to the young person. This will be to ensure the young person is happy, safe and thriving in the arrangement and that they are able to access education, medical care and any other services they may need. The Local Authority will also check that the accommodation is safe and suitable and enable the carer to access suitable training if required. Providing everything is in order, the family will continue the arrangement with the social worker providing checks at regular intervals to ensure the young person is safe, happy and has access to all the services to meet their needs.

### Spectrum of need

The Continuum Tool identifies four areas of vulnerability, risk and need to assist practitioners to identify the most appropriate service response for children, young people and their families. These are:

<p><b>Universal</b></p>	<p><b>No emerging concerns.</b> Services are available to everybody and can be accessed by anyone without additional support. Universal provision is fluid throughout all the levels.</p>
<p><b>Universal Plus</b></p>	<p>Providing support as soon as a problem emerges. <b>Usually a single agency response</b> and coordination is usually by the service/ agency who knows the family well. An Early Help Assessment is the recommended tool to identify needs.</p>
<p><b>Partnership Plus</b></p>	<p>Multiple and complex concerns apparent which require a <b>multi-agency and targeted approach</b>. <b>Early Help assessment is essential</b> and lead professional identified to support.</p>
<p><b>Statutory / Specialist</b></p>	<p>Complex and acute needs likely to require <b>statutory or specialist intervention</b> under the Children's Act 1989 and where a Children's Social Care assessment is required. This includes children with complex health needs and disabilities.</p>





### Role of the Designated Safeguarding Lead

Governing boards, proprietors and management committees should appoint an appropriate **Safeguarding member** of staff, from the school or college **leadership team**, to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. This should be explicit in the role-holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

### Deputy Designated Safeguarding Leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated.

### Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

### Work with others

The designated safeguarding lead is expected to:

- liaise with the head teacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and

- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

## **Training**

The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

## **Raise Awareness**

The designated safeguarding lead should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the local Safeguarding Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

### **Child Protection File**

Where children leave the school or college ensure their child protection file is transferred to the new school or college within 5 days of the transfer. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

### **Availability**

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

## Appendix I

## Emergency evacuations at a glance!!



### FIRE

- Evacuate to back playground
- Leave all bags/belongings

(loud siren – rings continuously)



### BOMB THREAT

- Evacuate to Crosfields playing fields via side gate/subway
- Take all bags/belongings

(continuous ringing of break bell)



### LOCKDOWN

- Remain in classrooms until told otherwise
- If alarm raised during break/lunch – return and remain in form rooms

(intermittent break bell for 1 minute)



### LOCKDOWN (INTRUDER)

- Remain in classrooms
- Block doors/entries with tables
- Turn out lights
- Move pupils away from doors/windows
- If alarm raised during break/lunch – go to nearest classroom

(break bell rings for 2 minutes in 10second bursts)

**St Gregory's Catholic High School- Safety Information for Visitors**

We hope that your visit will be enjoyable, informative and safe. Please help us by reading and complying with the guidance contained in this leaflet, which is intended to ensure your health and safety whilst at St Gregory's Catholic High School. If you have any questions after reading this, please do not hesitate to ask a member of staff to help you.

**Security**

All visitors and contractors coming in to the school must report to Reception. As a visitor you will be asked to sign in and be issued with a badge and coloured lanyard that must be worn prominently so that staff can see you are a visitor. Dependent on circumstances, you will also be asked to produce your DBS certificate and/or other forms of identification. If you are a regular visitor to the school, you will need to sign in on each occasion. If your organisation provides you with a clearly definable badge we may decide that this is adequate and a visitor's pass will not be issued. Please make sure you wear your badge and lanyard that it is clearly visible to staff and pupils.

**Fire and Evacuation**

- Your host will explain what to do in the case of emergencies and fire alarms.
- The alarm is a continuous bell. You must leave the building by the nearest exit.
- Stay with your host as they will escort you to the assembly point and ensure that you are recorded present by the administration staff.
- The assembly point is the rear playground
- Do not take any personal risks.
- You must not re-enter the building until told it is safe to do so.

**First Aid**

If you need first aid or feel unwell, please go to reception.

**Health & Safety**

Contractors must ensure that they are fully conversant with the safety rules and regulations to be observed by contractors working on site. As a visitor to our school, it is essential that you follow any health and safety guidelines that may apply. By doing so, you will assist us in meeting the requirements of the Health & Safety at Work Act 1974.

**Safeguarding guidance for visitors to the school**

Adults visiting or working on the school site play an important part in the life of the school. You can play a part in keeping safe whilst working at, or visiting, the school by observing the following guidelines:

- Do not initiate verbal or physical contact with unless it is appropriate and a part of the agreed reason for your visit.
- Do not give any personal information, such as your mobile number or address. Do not provide your personal email address, and only provide your professional work email if it is necessary as part of the reason for your visit.

- Do not give details of your personal social network accounts or engage in any communication with using social networking sites.
- If you have any concerns that a student is being harmed or may be at risk of harm, report it immediately to reception and ask to speak to a member of the Safeguarding Team. Do not discuss your concerns with the student, and do not carry out an investigation.
- If a student makes a disclosure to you, do not promise confidentiality. Explain that you will need to talk to someone else. Inform reception immediately and ask to speak to a member of the safeguarding team.

### At a Glance CSE Warning Signs

Often children and young people who are victims of sexual exploitation do not recognise that they are being abused. There are a number of warning signs that can indicate a child may be being groomed for sexual exploitation and behaviours that can indicate that a child is being sexually exploited. To assist you in remembering and assessing these signs and behaviours we have created the mnemonic 'SAFEGUARD'.



#### **S**exual health and behaviour

Evidence of sexually transmitted infections, pregnancy and termination; inappropriate sexualised behaviour



#### **A**bsent from school or repeatedly running away

Evidence of truancy or periods of being missing from home or care



#### **F**amilial abuse and/or problems at home

Familial sexual abuse, physical abuse, emotional abuse, neglect, as well as risk of forced marriage or honour-based violence; domestic violence; substance misuse; parental mental health concerns; parental criminality; experience of homelessness; living in a care home or temporary accommodation



#### **E**motional and physical condition

Thoughts of, or attempted, suicide or self-harming; low self-esteem or self-confidence; problems relating to sexual orientation; learning difficulties or poor mental health; unexplained injuries or changes in physical appearance identify



#### **G**angs, older age groups and involvement in crime

Involvement in crime; direct involvement with gang members or living in a gang-afflicted community; involvement with older individuals or lacking friends from the same age group; contact with other individuals who are sexually exploited



#### **U**se of technology and sexual bullying

Evidence of 'sexting', sexualised communication on-line or problematic use of the internet and social networking sites



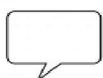
#### **A**lcohol and drug misuse

Problematic substance use



#### **R**eceipt of unexplained gifts or money

Unexplained finances, including phone credit, clothes and money



#### **D**istrust of authority figures

Resistance to communicating with parents, carers, teachers, social services, health, police and others



Source: Pan Cheshire Child Sexual Exploitation Multi-Agency Operating Protocol 2017-2019.

## **Appendix L**

# MODERN SLAVERY

## MODERN SLAVERY: A BRIEFING

Modern Slavery can take many forms including the trafficking of people<sup>1</sup>, forced labour, servitude and slavery.

Any consent victims have given to their treatment will be irrelevant where they have been coerced, deceived or provided with payment or benefit to achieve that consent.

Children (those aged under 18) are considered victims of trafficking, whether or not they have been coerced, deceived or paid to secure their compliance. They need only have been recruited, transported, received or harboured for the purpose of exploitation.

The term Modern Slavery captures a whole range of types of exploitation, many of which occur together. These include but are not limited to:



### SEXUAL EXPLOITATION

This includes but is not limited to sexual exploitation and sexual abuse, forced prostitution and the abuse of children for the production of child abuse images/videos. 42% of all reported trafficking victims in the UK are victims of sexual exploitation.<sup>2</sup>



### DOMESTIC SERVITUDE

This involves a victim being forced to work in usually private households, usually performing domestic chores and childcare duties. Their freedom may be restricted and they may work long hours often for little or no pay, often sleeping where they work. A quarter (24%) of reported victims of domestic servitude in the UK are children.<sup>3</sup>



### FORCED LABOUR

Victims may be forced to work long hours for little or no pay in poor conditions under verbal or physical threats of violence to them or their families. It can happen in various industries, including construction, manufacturing, laying driveways, hospitality, food packaging, agriculture, maritime and beauty (nail bars). Often victims are housed together in one dwelling. Over a third (36%) of reported victims of Modern Slavery are subject to forced labour. One fifth of all reported forced labour victims are children – an increase of 24% since 2012. Three quarters of all reported forced labour victims are male.<sup>4</sup>



### CRIMINAL EXPLOITATION

This can be understood as the exploitation of a person to commit a crime, such as pick-pocketing, shop-lifting, cannabis cultivation, drug trafficking and other similar activities that are subject to penalties and imply financial gain for the trafficker. 16% of reported Modern Slavery victims are also involved in fraud or financial crime whereby perpetrators force victims to claim benefits on arrival but the money is withheld, or the victim is forced to take out loans or credit cards.<sup>5</sup> Cannabis cultivation is the next most common form of criminal exploitation – and 81% of those exploited are children, most of whom are from Vietnam.<sup>6</sup>



### OTHER FORMS OF EXPLOITATION

Organ removal; forced begging; forced benefit fraud; forced marriage and illegal adoption.

Freeing the nation from these cruel acts is a responsibility for us all and a priority for the government. In June 2014, The Modern Slavery Bill was introduced in the House of Commons to ensure law enforcement has stronger powers, perpetrators receive suitable severe punishment and victims are better protected and supported.

While Modern Slavery covers a range of complex issues that are often hard to detect, it is important the public are aware that such abuses can take place and that victims have a right to identification and support.

Professionals (including the police, social workers, immigration and relevant support organisations) are working together to identify and safeguard potential victims in line with the UK's legal obligations<sup>7</sup> and should be familiar with the National Referral Mechanism, the official system of identification and assistance for potential victims of trafficking, and the rights of victims.<sup>8</sup>

In addition to this, in the case of children, child trafficking and exploitation is child abuse and therefore should be treated as a child protection matter, with police and local authority children's services notified immediately and existing child protection procedures followed.

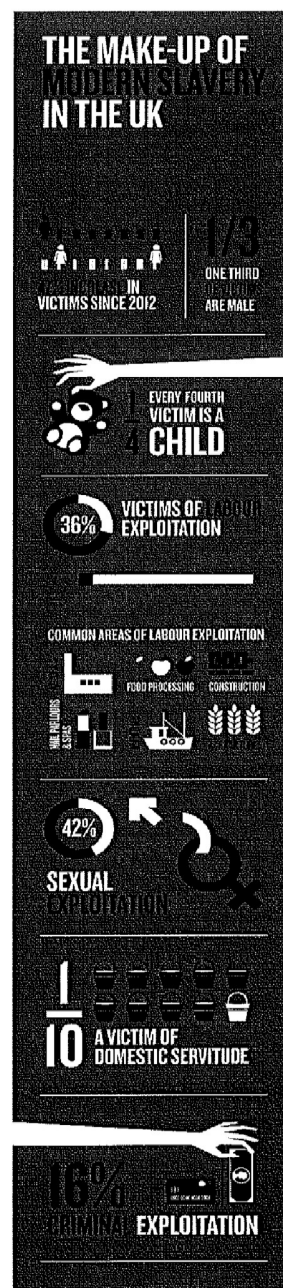
Section 17 of the Children Act 1989 places a general duty on every local authority to safeguard and promote the welfare of children within their area who are in need. Section 11 of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children. In addition, a Local Authority has a duty, under Section 47 of the Children Act 1989, to make enquiries when 'they have reasonable cause to suspect that a child who lives, or is found, in their area is suffering, or likely to suffer, significant harm'. Many children travel without documents or are given false or forged identity documents, making it difficult to know their exact age. However, where the age of a person is uncertain and there are reasons to believe that they are a child they must be presumed a child until their age has been assessed formally. For more information, refer to relevant statutory guidance and best practice guidance.<sup>9</sup>

## INDICATORS OF MODERN SLAVERY

Signs of various types of slavery and exploitation are often hidden, making it hard to recognise potential victims. Victims can be any age, gender or ethnicity or nationality. Whilst by no means exhaustive, this is a list of some common signs:

### Legal documents

Is the person in possession of their legal documents (passport, identification and bank account details) or are these being held by someone else? Victims will often be forced to use false or forged identity documents.



### Medical care

Does the person have old or serious untreated injuries? Have they delayed seeing a healthcare professional, and are they vague, reluctant or inconsistent in explaining how the injury occurred?

### Appearance

Does the person look malnourished, unkempt, or appear withdrawn? Are they suffering physical injuries? Do they have few personal possessions and often wear the same clothes? What clothes they do wear may not be suitable for their work.

### Behaviour

Is the person withdrawn or appear frightened, unable to answer questions directed at them or speak for themselves and/or an accompanying third party speaks for them? If they do speak, are they inconsistent in the information they provide, including basic facts such as the address where they live? Do they appear under the control/influence of others, rarely interact or appear unfamiliar with their neighbourhood or where they work? Many victims will not be able to speak English

### Fear of authorities

Is the person afraid of the authorities? Are they scared of removal or what might happen to their families?

### Debt bondage

Does the victim perceive themselves to be in debt to someone else or in a situation of dependence?

### Context

Victims may often encounter authorities whilst being trafficked from one area to another or if found in a situation that potentially criminalises them, such as a police raid or an Immigration raid.

### Signs specific to child victims<sup>10</sup>

#### Absent parent or legal guardian

Is the child being cared for by an adult that is not their parent or legal guardian and is the quality of the relationship between the child and their adult carer poor and a reason for concern? Some children may not be attending school or registered with a GP.



#### Multiple children

Are there a number of unrelated children found at one address? Does the child move location frequently?

#### Identity documents

Missing, altered or false documentation is common.

#### Missing children

Children who come into contact with authorities often disappear and are re-trafficked.

#### Grooming

Children may not always demonstrate outward signs of distress and may have a 'bond' with those exploiting them and have been groomed to not disclose their abuse – however, they are likely to be very scared and traumatised.

## ADVICE FROM FRONT LINE PROFESSIONALS ON THE GROUND ABOUT THEIR EXPERIENCE DEALING WITH MODERN SLAVERY:

"I panicked the first time I came in contact with a victim of Modern Slavery. But once I got my head around the fact that victims of Modern Slavery are another group of vulnerable people we need to protect, I quickly realised that as with all cases involving a vulnerable person, my task is to notify the police."

"Quite often when you come in contact with a victim of Modern Slavery, it is usually within the context of dealing with other matters – so for example, a neighbour or passerby has made a report about a suspicious property and you've been called out to investigate. However upon arrival at the scene, you notice the level of security around the property is considerably greater than that of other houses on the street or you might notice the windows have a reflective film on them. As well as looking into the initial report which you are there to investigate, it is important that you don't ignore these other signs, and you act on them. In order to spot Modern Slavery, we can't afford to think and act in silos; we need to remain vigilant to it at all times."

"There has been the occasion when you spot a victim and you want to help, but they refuse your offer to help and it's not your role to try and rescue them, as you may put them at greater risk. In such instances, as with all cases of Modern Slavery, the best thing to do is to notify the police."

## HOW TO SPOT A PROPERTY WHERE A VICTIM OF MODERN SLAVERY MAY BE HELD

### Outside the property

- Are there bars covering the windows of the property or are they permanently covered on the inside? Are the curtains always drawn?  
Do the windows have reflective film or coatings applied to them?
- Does the entrance to the property have CCTV cameras installed?
- Is the letterbox sealed to prevent use?
- Is there any sign that electricity may have been tacked on from neighbouring properties or directly from power lines?



### Inside the property

- Is access to the back rooms of the property restricted or are doors locked?
- Is the property overcrowded and badly cared for?

## HOW TO SPOT A BUSINESS THAT MIGHT BE USING FORCED LABOUR

### Appearance

Is the worker wearing inappropriate clothing for their job? Do workers seem to have noticeably poor personal hygiene, fearful or unwilling to engage with the public?



### Children

Are there children working on the premises?

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It is extremely important to be aware that trafficking gangs are dangerous criminals, therefore it is vital that members of the public do not attempt to act on suspicions themselves, which may put themselves or the possible victims at risk.

Instead, should you come across anyone you believe could be a victim of Modern Slavery, a property that raises suspicion, or a business you think might be using forced labour, call the helpline on **0800 0121 700** or call the police - it is the duty of trained professionals to identify victims so leave it up to them. If a child is believed to be at risk, immediately contact the police and the local authority children's services.

For further information please go to [modernslavery.co.uk](http://modernslavery.co.uk).

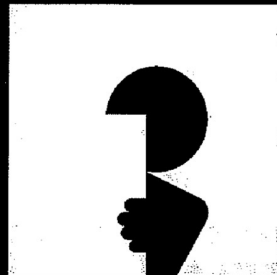
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1. Defined in Directive 2011/36/EU as the recruitment, transportation, transfer, harbouring or reception of persons, including the exchange or transfer of control over those persons, by means 'of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person', for the purpose of exploitation. The consent of a victim of trafficking in human beings to the exploitation, whether intended or actual, shall be irrelevant where any of the means (\*) set forth in paragraph 1 has been used or if the victim is a child
2. National Referral Mechanism Statistics 2013
3. National Referral Mechanism Statistics 2013
4. National Referral Mechanism Statistics 2013
5. UKHIC: A Strategic Assessment on the Nature and Scale of Human Trafficking in 2012, August 2013
6. UKHIC: A Strategic Assessment on the Nature and Scale of Human Trafficking in 2012, August 2013
7. <http://www.nationalcrimeagency.gov.uk/about-us/what-we-do/specialist-capabilities/suk-human-trafficking-centre/national-referral-mechanism>
8. See the EU Trafficking Directive. Available: <http://eur-lex.europa.eu/LexUriServ.do?uri=OJ:L:2011:101:0001:0011:EN:PDF>
9. See - DfE guidance - Care of unaccompanied and trafficked children: <https://www.gov.uk/government/publications/care-of-unaccompanied-and-trafficked-children>; LSCB Trafficking Guidance and Toolkit: <http://www.londonlscb.gov.uk/trafficking/>; National Referral Mechanism : guidance for child first responders - <https://www.gov.uk/government/publications/national-referral-mechanism-guidance-for-child-first-responders>
10. For more indicators of child trafficking, please see: Safeguarding Children Who May Have Been Trafficked: <https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance> and the London Trafficking Toolkit: [http://www.eapat.org.uk/sites/default/files/london\\_safeguarding\\_trafficked\\_children\\_toolkit\\_feb\\_2011.pdf](http://www.eapat.org.uk/sites/default/files/london_safeguarding_trafficked_children_toolkit_feb_2011.pdf)



**IN THE RARE EVENT OF  
a firearms or weapons attack**

# **RUN HIDE TELL**



**RUN** to a place of safety. This is a far better option than to surrender or negotiate. If there's nowhere to go, then...

**HIDE.** It's better to hide than to confront. Remember to turn your phone to silent and turn off vibrate. Barricade yourself in if you can. Then finally and only when it is safe to do so...

**TELL** the police by calling 999.

## **RUN HIDE TELL**



At the moment, the issue of terrorist attacks is regularly in the news. But it's been on our agenda for much longer.

The police and security service have been working constantly to foil terrorist attacks for years, not months.

But we are not complacent about keeping you safe.

Due to events in the UK and abroad, people are understandably concerned about a firearms or weapons attack. These attacks are very rare but in the event of such an attack, it helps to be prepared.

Remember, attacks of this nature are still very rare in the UK.

So Stay Safe, and just remember the words:

## **RUN. HIDE. TELL.**

To watch the Stay Safe film, visit  
[www.npcc.police.uk/staysafe](http://www.npcc.police.uk/staysafe)

Information is vital. If you see or hear something that could be terrorist related, trust your instincts and call the confidential Anti-Terrorist hotline on **0800 789 321**. Our specially trained officers will take it from there. Your call could save lives.

Always in an emergency, call **999**.

### Social Media Search

In line with Keeping Children Safe in Education, St Gregory's Catholic High School will undertake general online searches for all shortlisted candidates, this may include social media and video platforms such as Facebook, Twitter, Instagram, TikTok and YouTube LinkedIn. Online searches will only examine data that is publicly available, and the aim is to identify any incidents or issues. Any areas of concern will be discussed during the interview process.

The information provided by you will be used for pre-employment recruitment monitoring and checks only and will supplement or form part of your application.

**Name:**

**Position applied for:**

**School:**

**To enable the check to be undertaken it would assist if you would detail your username for the relevant social media platforms below:**

**TikTok -**

**Facebook -**

**YouTube -**

**Instagram -**

**Twitter -**

**LinkedIn -**

**SnapChat -**

**Thank you for your co-operation.**

**Name:**

**Signed:**

**Date:**

Please read the Privacy Notice in relation to recruitment detailed below:

**Privacy notice – how the school uses prospective employees' information**

**What categories of information are processed?**

The categories of personal information that we process include the following:

- Personal information – e.g. name, contact details, National Insurance number
- Characteristics information – e.g. gender, age, ethnicity
- Qualifications and, where relevant, the subjects taught
- Recruitment information – e.g. documentation relating to employment checks, references



This list is not exhaustive – to access the current list of information the school processes, please see the school's **Data Asset Register**, which can be found on the school website.

#### **Why do we collect and use your information?**

We collect and use your information for the following reasons:

- To inform the development of recruitment and retention policies
- To facilitate safer recruitment
- To review our recruitment performance

Under the UK General Data Protection Regulation (UK GDPR), the legal basis/bases we rely on for processing personal information for general purposes are:

- For the purpose facilitating safer recruitment in accordance with the lawful basis of public task.

#### **How do we collect your information?**

We collect your personal information via the following methods:

- Application forms
- Questionnaires

Data relating to prospective employees is essential for the school's operational use. Whilst most of the information you provide us is mandatory, some of it is requested on a voluntary basis. To comply with the UK GDPR, we will inform you at the point of collection whether you are required to provide certain information to us or if you have a choice.

#### **How do we store your information?**

We create and maintain a file for each vacancy. The information contained in this file is kept secure and only used for purposes directly relevant to the recruitment of the post.

Your personal information is retained and disposed of in line with the school's **Records Management Policy**, which can be found on the school website.

#### **Who do we share your information with?**

We routinely share your information with:

- Ofsted

#### **Why do we share your information?**

We do not share information about you with anyone without your consent, unless the law and our policies allow us to do so.

#### **Sharing with Ofsted**

We share information about prospective employees with Ofsted to evidence the school's recruitment process and equality of opportunity, in accordance with the School Staffing (England) Regulations 2009 and the Equality Act 2010.

Any information we share with other parties is transferred securely and held by the other organisation in line with their data security policies.

#### **What are your rights?**

You have specific rights to the processing of your data; these are the right to:

- Request access to the information we hold about you.
- Restrict our processing of your personal data, i.e. permitting its storage but no further processing.
- Object to direct marketing (including profiling) and processing for the purposes of scientific and/or historical research and statistics.

- Have your personal data rectified if it is inaccurate or incomplete.
- Not be subject to decisions based purely on automated processing where it produces a legal or similarly significant effect on you.
- Request the deletion or removal of personal data where there is no compelling reason for the continued processing.

If you want to request access to the personal information we have about you, please contact, the Data Protection Officer at the school on 01925 574888.

If you are concerned about the way we are collecting or using your information, please raise your concern with the DPO in the first instance. You can also contact the ICO at <https://ico.org.uk/concerns>.

#### **How to withdraw consent and lodge complaints**

Where our school processes your personal data with your consent, you have the right to withdraw your consent at any time.

If you change your mind or are unhappy with how our school uses your personal data, you should let us know by contacting the DPO on 01925 574888.

#### **Updating this privacy notice**

We may need to update this privacy notice periodically if we change how we collect and process data. We recommend that you revisit this privacy notice periodically.

#### **How can you find out more information?**

If you would like to discuss anything in this privacy notice, please contact the DPO on 01925 574888.

If you require further information about how we and/or the DfE store and use your personal data, please visit our website, the Gov.UK website (<https://www.gov.uk/guidance/data-protection-how-we-collect-and-share-research-data>), or download our **Data Protection Policy** and **Records Management Policy** found on the school website.

## Appendix O

### A list of Safeguarding Acronyms

Acronym	Long form	Description
AI	Artificial intelligence	Computer systems and software that are able to perform tasks that ordinarily require human intelligence, such as decision-making and the creation of images.
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.

CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and Barring Service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).

EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	‘Honour-based’ abuse	So-called ‘honour-based’ abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the

	Child Sexual Abuse	behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
<b>[Academies]</b> MAT	Multi-academy trust	A trust established to undertake strategic collaboration and provide education across a number of schools
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PLAC	Previously looked-after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.

PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.

### **CORRIDOR MANAGEMENT**

This is EVERYONES' responsibility

Non Negotiables

Keep to the left

No eating or drinking

No more than 2 side by side Keep Moving

To ensure we keep congestion to a minimum on our corridors we have developed a managed system of movement around school. It is important that pupils follow the movement plan and that all school staff reinforce it. Maps have been designed to support this and all pupils have a copy in their handbook.

By maintaining entry and exit routes we aim to:

1. Reduce the congestion on corridors and have more pupils using external pathways.
2. Minimise 'pinch points' where pupils are moving in several directions.

### **MANAGEMENT**

To make this work it is vital that staff instruct pupils on direction of movement from their classroom and ensure their room is open and accessible so we do not have pupils queuing on corridors. Movement should be fluid at all times. Staff on corridors should manage any congestion, enforce the 'non negotiables' and enforce keeping to the left. All staircases have been designated as 'up only', 'down only' or 'up and down' access. Signage has been added to reinforce the routes around the building.

### **NUGENT BLOCK**

At the end of each lesson rooms N15, N16, N17, N18, N19 and N20 exit using the N Block staircase. Pupils in N12, N13, N14 exit past the Pastoral office, turn left and use the history staircase by F9. If they are going to any room on the MFL corridor they just carry on. All classrooms on the ground floor of 'N' block enter and exit via the external doors at the bottom of the corridor.

### **FIRST FLOOR**

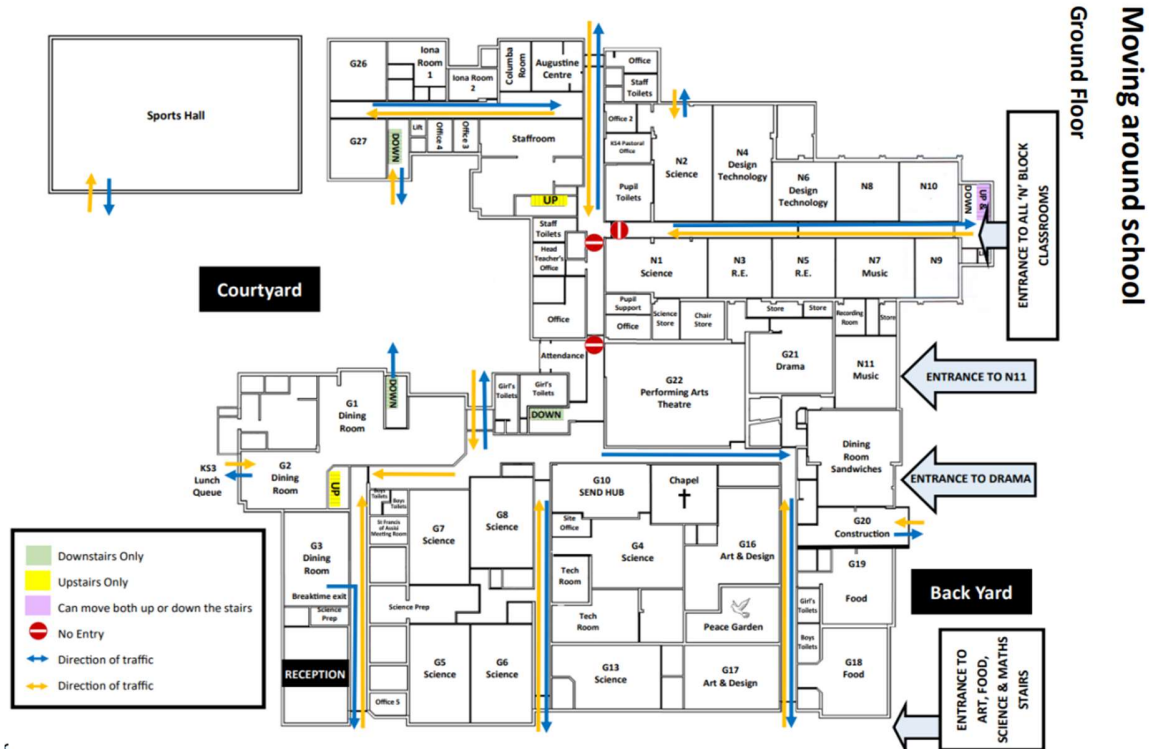
- Pupils in rooms F9, F10, F11 and F12 exit via the history staircase adjacent to F9. They MUST not exit towards the LRC. Pupils entering those rooms do so via the LRC staircase.
- Pupils in rooms F14, F15, F16, F17, F18 and F19 must exit via the stairs on the MFL corridor and onto the Courtyard unless going to G26 or G27.
- Pupils in F1, F2, F3, F4, F5, F6, F7, F8 use the one-way system monitored by staff using those rooms.

### **GROUND FLOOR**

- Pupils in G26 and G27 exit via the RE corridor

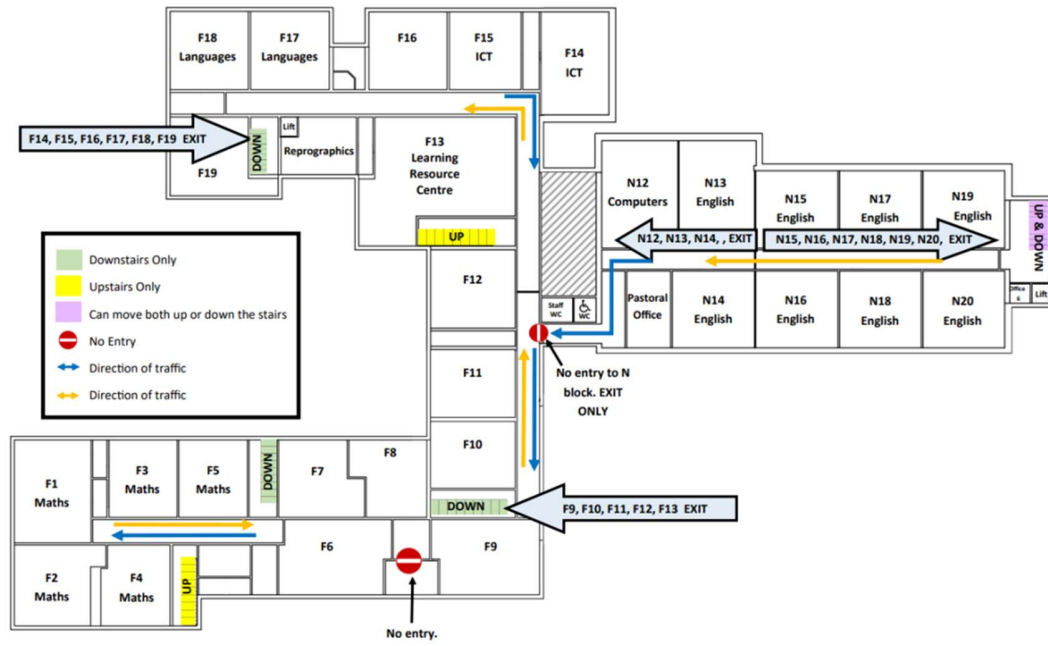


- Pupils in Drama enter and exit via the Sandwich Room
- Pupils in Art and FT exit via the corridor and the external doors at the bottom of the Art/FT corridor.
- Pupils in G7, G8 exit left or right or across the courtyard.
- Pupils in G4, G5, G6 and G13 enter and exit via the external doors.



# Moving around school

## First Floor



**Warrington Safeguarding Partnership Contract**



This Memorandum of Agreement has been drawn up in relation to the roles and responsibilities of member organisations to the Safeguarding Children's Arrangements in Warrington – Warrington Safeguarding Partnership (WSP).

The signing of this memorandum constitutes the acceptance and agreement of to the following:

**Warrington member organisations agree to:**

- Ensure staff adhere to local & Pan-Cheshire procedures on safeguarding children
- Ensure all staff have appropriate awareness and training in safeguarding
- Ensure the agency has rigorous procedures for recruitment and selection of staff, including robust procedures for responding to allegations against members of staff
- Monitor the quality of safeguarding work within their agency
- Ensure that they have mechanisms in place to report to the WSP any concerns in arrangements or practice
- Identify a Safeguarding lead, suitably qualified, to support staff within the organisation and act as a representative for the WSP via attendance and coordination of agency engagement
- Agree, secure and provide specified resources to support the work of the WSP i.e. representatives, administrative support, financial contributions
- Contribute to the strategic direction of the WSP
- Provide contributions to enable a minimum of one effectiveness report a year

**Warrington Safeguarding Partnership Representatives agree to:**

- Maintain regular attendance
- Make an active contribution to the planning, development and implementation of strategic objectives including contribution to sub groups, workshops and task and finish groups including where required a chairing role
- Support the delivery of the Business Plan priorities including the co-ordination, delivery and reporting of actions assigned to me personally or as a representative of my organisation
- Provide an effective link between the WSP and organisation to disseminate strategic and operational priorities and ensure that these are met
- To act as a lead on behalf of WSP, within my own organisations networks and any relevant committees which I also attend
- On behalf of my organisation, promote and support information sharing with other agencies in order to safeguard children & promote their welfare

- Alert the WSP to any safeguarding issues that arise in my organisation and to provide information and updates as requested including on profile and serious issues/cases
- Promote and coordinate staff engagement in relevant WSP activities and initiatives, including training and awareness raising
- Secure and co-ordinate my organisation's participation as appropriate in Reviews
- Provide regular feedback to the WSP on my organisation's safeguarding work and impact of WSP.
- On behalf of my organisation ensure that a culture of learning is developed and lessons learnt and shared in light of any findings from reviews, investigations, serious case reviews, seriously successful case reviews & Audits.

**Signed by: E Lavin**

**Date: 07/11/2025**

**On behalf of the following Organisation: St Gregory's Catholic High**

## **Appendix R**

### **Additional Information**

New information/advice received during the year and awaiting addition to Full Policy. Sent to staff via 'Read Receipt' emails